Asians and Pacific Islanders in American History is an introduction to the historical and contemporary factors that have molded API life in the United States of America. Strongly emphasized themes are gender, immigration, and images/mass media. Readings will average 150 to 200 pages a week. Attendance and class participation are mandatory and students will be required to facilitate class discussion at least once during the semester. Students will take two essay midterm examinations. Quizzes are possible.

Required Texts:
Available at the Stony Brook book store. All books and films are on Melville Main Library reserve.

Shirley Jennifer Lim, A Feeling of Belonging (NYU Press, 2006). [profits donated to charity]
Carlos Bulosan, America is in the Heart (U Washington Press)
Kurashige and Murray, Major Problems in Asian American History (Houghton Mifflin) abbreviated as MPAAH

Course Requirements:
Attendance, Participation, Quizzes, In-class exercises, good citizenship 25%
Key Concept Discussion Leaders 15%
2 Midterms 2*30 60%

Only written legal excuses will be accepted. Do not phone/email excuses. Traffic jams, missed LIRR trains, oversleeping, and minor illnesses are not acceptable excuses. In case of inclement weather, check the university website and the class blackboard site. Please provide documentation such as hospital discharge papers and obituaries to the Dean of Students office and ask them to forward the excuse to all your instructors.

In order to pass this course, you must complete every component of this course. There is no extra credit. Incompletes will only be given in the rarest of cases. They are not given automatically to students failing to submit the required course work. They must be requested by the student, in writing, no later than two weeks before the last day of class. The request must be justified by an excuse the professor finds valid.

We do not hand out lecture notes; if you miss class, it is your responsibility to get lecture notes from classmates.

Learning Outcomes:
1) Explain the centrality of Asian American history to the study of any human concern.
2) Analyze the centrality of race, class, and gender to human society.
3) Express skill in critical and analytical thinking, writing, and public presentation.

Responsibilities in the Classroom (from the Undergraduate Bulletin)

Students are expected to attend class regularly unless other arrangements are made; arrive for class on time and leave the classroom only at the end of class; engage in class discussions and activities when appropriate; exhibit classroom behavior that is not disruptive of the learning environment; secure and turn off all electronic communications and entertainment devices during class time unless otherwise directed by the course instructor. Any use of a cell phone or other unauthorized electronic device during an examination may lead to an accusation of academic dishonesty.

Email etiquette: We prefer to get to know you in person and to speak with you before or after class or during office hours. All attendance issues or other documentation must be submitted in writing in person, not over email. We will not respond to unsigned emails or any inappropriate messages. Professor Lim Shirley.Lim@stonybrook.edu Teaching Assistant: Megan Flynn megan.a.flynn@stonybrook.edu

Laptop/electronic devices: Laptop computers and I-pad/electronic readers are the only authorized electronic devices. You must disable internet connections. They may only be used for taking notes or class-assigned readings. Email, Web surfing, work for other classes, etc. may result in a lower course grade.

Regrading: 24 hour rule. The Professor and/or the Teaching Assistant will not discuss graded materials for 24 hours after they have been handed back or until the student has had time to reflect upon the comments and verbal feedback. All requests for regrading must be submitted to your section leader or professor in writing and must include an explanation as to why you think a reconsideration of your work is appropriate. Except in the case of arithmetic errors, we reserve the right to regrade the entire piece of work if it is submitted for a regrade. Requests for regrades must be made within seven days of when the graded work is first made available. In order to ensure confidentiality, we will not discuss grades over email.

Attendance: is mandatory. You are expected to be on time and to attend each and every class. Be prompt; the professor will take roll (verbal, sign in) at the beginning of class. Fraudulent sign-ins will result in grade penalties. You must be present for the entire class period. To partially make up points for tardiness or one absence, regardless of excuse, you may write a three-page typed (300 words per page) analysis of the readings or film for the class you missed. This analysis is due the week after your missed class.

If you need a religious accommodation, you must request it in writing (not email) at least one week ahead of time.

Participation: If you attend every class, but do not participate, it will be impossible to get more that a C for your participation grade. So come to class prepared to discuss the readings. However, participation does not mean monopolizing class discussion and interrupting your peers. Please respect all perspectives and allow quieter members of the class to speak up. If you are uncomfortable with speaking up in class, you have the option of participating by turning in written responses. Remember, your participation counts only if it shows your engagement with the
readings or materials in class. If you wish to receive credit for your participation, you must put out a “name card” for each and every class session.

**Key Concept Discussion leaders:** Each student (in a group of 3-4 students) is required to lead one class discussion. The purpose of this exercise is to get your fellow classmates to discuss the material; to give you your chance to discuss what you feel to be important; and to develop skills working in a group.

Guidelines:
1) Working as a team, you must generate 3-4 key concepts based on the readings.
2) Each group member must bring potential key concepts to the first group meeting. This meeting must happen at least 24 hours ahead of when they are due. If any group member fails to bring a hard copy of these concepts to the first meeting, that person’s (not the group) grade will be lowered. Attached to the log should be a hard copy of each group member’s initial key concepts brought to this meeting.
3) You must distribute these key words/concepts typed to the class **one class period ahead of time**
4) Each individual must turn in a three-page justification explaining the reasoning behind the questions as well as the format for the class. This justification is due the last week of class.
5) Each group must turn in a log stating the date, time, location, attendance, purpose of each meeting and what was accomplished. The log must show the key concepts each member brought to the first group meeting. This log is due the day of the discussion leader project. Each group member must play an active role and that role must be shown in the log. However, if a member does not meet their responsibilities, the entire group will not be penalized if that is reflected in the log.
6) In your class session, your group will lead discussion based on the key concepts you generate. You must all participate in leading the discussion. You must get as many people in the class talking, especially the least vocal members of the class.
7) When leading discussion, you must use people’s names.
8) When leading class, do not summarize themes or readings.
9) If you wish, be creative in your format. You may choose to set up a debate or lead a townhall meeting. However, the format must ensure discussion of the readings. Playing trivial pursuit and handing out candy does not qualify as good pedagogy.
10) You will have approximately 45 minutes to lead class discussion.
11) Every class member must prepare key concept definitions for class discussion.

**Respect:** This is a college level course and your behavior and attitudes in class should reflect that. Come to class prepared to learn and participate. Turn off all telephones and pagers. Do not text or websurf in class. The burden of proving that you use a laptop in a responsible manner rests on you. Do not do homework for other classes. Do not sleep in class. Arriving late to class (or leaving early) is distracting and disrespectful to your peers who arrived on time. The professor reserves the right to lower your overall grade for each episode of unauthorized electronic device usage or other inappropriate or disruptive behavior. Your attendance and participation grades reflect conducting yourself in a professional manner.

**Rule of Scholarly Discourse:**
In this course, we will be discussing complex issues about which most people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other's opinions and comments with courtesy and respect even when they diverge from our own. We must avoid personalizing our attacks to invalidate others' positions. Rather, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and/or challenged in intellectually reasoned ways. Everyone must accept this standard of scholarly discourse in order to stay in this class -- a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject material is so emotionally charged. (from T. Williams, M. Oliver, UCLA)

**Americans with Disabilities Act:**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

**Academic Integrity:**
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

**Critical Incident Management:**
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

Enrollment in the course means that you accept these policies.

**Week I**
January 28  Introduction
January 30  Early Immigration and Labor
  Documentary Film: *Ancestors in the Americas*

**Week II**
February 4  Immigration Exclusion
  MPAAH
  Doc 1 “Henry Georges” p.97
  Doc 3 “Senator Hoar” p. 101
  Doc 5 “NY Chinese Merchants” p. 106
  Doc 7 “Asiatic Exclusion League” p. 109

Feb 6  Select Discussion Leaders—early arrivals get best choice

**Week 3**
Feb 11  Bring Readings to Class
  *Blackboard,Helen Zia, “From Nothing, A Consciousness”
  *Blackboard Hune, “Mind and Body”

Feb 13  Asian American Studies, Racial Formation
*Blackboard Omi, Michael and Howard Winant, *Racial Formation*, C. 4
Bring Reading to Class

**Week 4**

Feb 18  
**Imperialism, Colonialism, Migration**  
*Blackboard Takaki, *Pau Hana*, The uprooted II  
Key Concept Group 1

Feb 20  
**Imperialism, Colonialism, Migration**  
Carlos Bulosan, *America is in the Heart* Part 2 97-133  
Key Concept Group 2

**Week 5**

Feb 25  
**Imperialism, Colonialism, Migration**  
Carlos Bulosan, *America is in the Heart* Part 2 134-189  
MPAAH Chapter 7 “Alliances” p. 241  
Key Concept Group 3

Feb 27  
Hune and Nomura, APAW ch 4 Chinese Women Exclusion Era  
Key Concept Group 4

**Week 6**

March 4  
Hollywood Film: *Toll of the Sea*  
Lim, A Feeling of Belonging Chapter 2: Anna May Wong  
Key Concept Group 5

March 6  
Second Generation/Living in the USA  
Lim, A Feeling of Belonging Chapter 1: Chi Alpha Delta  
Key Concept Group 6

**Week 7**

March 11  
Practice Session Midterm 1

March 13  
Midterm I

**Spring Break**

March 17-23  
No Classes

**Week 8**

March 25  
Midterm 1 due

March 27  
Documentary Film: Asian Americans and WWII: *Days of Waiting*

**Week 9**

April 1  
Interment and World War II  
*Blackboard "Commission on Wartime Relocation and Internment of Civilians: Selected Testimonies from the Los Angeles and San Francisco Hearings," Amerasia 1981*  
Key Concept Group 7

April 3  
Post-war Film Culture  
Hollywood Film: *Flower Drum Song*  
Lim, *A Feeling of Belonging* chapter 5
**Week 10**

April 8  
Post-war Film Culture  
Hollywood Film: *Flower Drum Song*  
Lim, *A Feeling of Belonging* chapter 5  
Key Concept Group 8

April 10  
New” Immigrants, New Communities  
Hune and Nomura, APAW Anthology ch 15 Hmong, Cambodian,  
MPAAH Chapter 12, Refugees, #1, 2, 3,4,5 pgs 388-401  
Key Concept Group 9

**Week 11**

April 15  
Anita Jain, "Is Arranged Marriage Really Any Worse Than Craigslist?"  
Key Concept Group 10

April 17  
No Class  
Professor Lim at Asian American Studies Conference

**Week 12**

April 22  
MPAAH  
Ch 13 Doc 1 “Yellow Power” p 421  
Ch 15 Doc 4 South Asians 9/11 p. 405  
Hune and Nomura, APAW Anthology ch 21 South Asian Women Leaders  
Key Concept Group 11

April 24  
Documentary Film: *Maya Lin: A Clear Strong Vision*

**Week 13**

April 29  
Midterm 2 review session

May 1  
Midterm 2

**Week 14**

May 6  
Midterm 2 due

May 8  
**Discussion Leader Justification Due 9:00 am**  
Papers will not be accepted after noon on May 9. Bring a self-addressed stamped large manila envelope  
if you would like your paper returned to you.  
Course Wrap up and Evaluations