Description/Objectives:
This course provides a detailed and critical examination of contemporary issues confronting Asian American communities against the backdrop of broad economic, social, and political changes in an increasingly multi-racial American society and globalized world. Central analytical concepts include issues of race, sexuality/gender, and class; identity, representation and politics. In addition, we will also ask what “responsibility” means to Asian Americans who confront these daily struggles.

The class starts with exploring the meanings of the Asian American category and the purpose of Asian American studies: knowledge production grounded in community development and change. We will focus on the emergence of new post-1965 Asian Pacific communities in the U.S. and pay special attention to documenting and analyzing immigrant children, successive generations and their experiences. With these historical and structural foundations, we will situate and investigate the Asian American experience in relation to major categories of social identity and inequality: i) racial tension and coalition building; ii) a gendered (& sexualized) look at the Asian American experience; iii) Asian immigrants/refugees (along with issues of class, labor, and violence). Finally, to scrutinize these theoretical and ethnographic studies, we will examine the visions of resistance, politics, and culture in forming and practicing Asian American communities. Throughout the class, critical ethnographic inquiries will be stressed.

Readings: The following texts are available at the University Bookstore.

In addition to the above textbooks, the rest of readings will be posted on the class website.

Requirements/Grading:
Your maximum accumulated score will be 160 points. The final grade will be a letter grade converted from your accumulated points, taking into account extra credit work. The instructor and TA’s reserve the right to adjust the final grade upward in recognition of exceptional individual performance.

1. (Required) Participation in class and discussion section: 30 points
2. Midterm exam: 40 p; February 12 (Tuesday)
3. Final exam: 60 p; March 18, 3-6 p.m. (Tuesday)
4. Short paper on Assigned Project (6-7 pages per group of 3): 30 P; February 19 (Tuesday)

-Poor attendance will result in lower final grades.
-Extra credit assignment (each worth 1point) will be given on any date in class. Your extra credits will be computed at the end of the quarter when your grade is on the borderline. We will make grade adjustment if you have at least 4 extra credits.
-No late submission of any of the assigned works will be accepted unless it is a documented emergency.
-Class disruptions (arriving late, leaving early, chatting sessions, verbal and physical—cell phone and beeper—noises, etc.) will not be tolerated.

All students are responsible to familiarize themselves with the UCLA Student Conduct Code and the official statements regarding cheating and plagiarism. These and other relevant documents are available on the website of the Office of the Dean of Students at: http://www.deanofstudents.ucla.edu/studentconduct.htm

**Schedule of Classes**

**Week 1: Introduction and Overview**
• Omatsu, Glenn, 1. The ‘Four Prisons’ and the Movement of Liberation: Asian American Activism from the 1960s to the 1990s. *In The State of*


Optional
- Maira, Sunaina & Magid Shihade, Meeting Asian/Arab American Studies: Thinking Race, Empire, and Zionism in the U.S. JAAS 9 (2): 117-140, 2006

Week 2 & 3: Inter-Racial (& -Ethnic) Tension and Coalition Building I & II


Video, Sa-I-Gu

** Video, Who killed Vincent Chin?


Optional

**Week 4 & 5: Gender/Sexuality Challenges I & II**

*Video, Coming Out/Coming Home; Asian & Pacific Islander Family Stories (or Orientations)*

- Manalansan, Introduction & Conclusion
  1. The Borders between *Bakla* and Gay
  2. Speaking in Transit:
  3. “Out There”
  4. The Biyuti and Drama of Everyday Life
  5. ‘To Play with the World?’
  6. Tita Aida

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*Video, Knowing her Place*

- Bays, Sharon, What’s Culture Got to do with it?: ‘Cultural Preservation’ and Hmong Women’s Activism in Central California. *Transforming Anthropology* 7(2): 35-45, 1998

*Optional*


Week 6 & 7: Ethnic Places and Cultures I & II
Video, Snakeheads or Taxi-vala/ Auto-biography
Midterm exam (February 12)
• *Li, Wei, Building Ethnoburbia: The Emergence and Manifestation of the Chinese Ethnoburb in Los Angeles’ San Gabriel Valley. JAAS: 1-28, February, 1999
• Park, Kyeyoung & Jessica Kim, The Contested Nexus of Los Angeles Koreatown: Bohemianization as a Step to Capital Restructuring. (Forthcoming)
Video, Refugee

Optional:
• Kurien, P., Constructing “Indianness” in Southern California: The Role of Hindu and Muslim Indian Immigrants. In Asian and Latino Immigrants in
• Kibria, N., Family Tightrope; The Changing Lives of Vietnamese Americans. Princeton Univ. P.

Week 8 & 9: Successive Generations I & II
  2. Minding the Family Store
  7. Consumption, Democracy, & the Good Immigrant.


  5. The American Narrative of Asian Immigration
  6. Consumption Fantasies of Upward Mobility

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Video, Better Luck Tomorrow (or Passing Through)

Video, Bui Doi: Life like Dust

Optional
• Kwon, Soo Ah, Autoexoticizing: Asian American Youth and the Import Car Scene. JAAS 7(1): 1-26, 2004
• Park, Kyeyoung, “I Really Do Feel I’m 1.5!”: The Construction of Self and Community by Young Korean Americans. *Amerasia Journal* 25(1):139-64, 1999  
• Pham, Andrew, *Catfish and Mandala: A Two-Wheeled Voyage through the Landscape and Memory of Vietnam*.  
• Tuan, M., *Forever Foreigners or Honorary Whites?: The Asian Ethnic Experience Today*  
• (New Face) Section II: 11. Hapas: The Emerging Community of Multiethnic and Multiracial APAS. 113-122

**Week 10: Continuing the Discussion and the Struggle**

**Video, Labor Women**  
Optional:
Choy, Catherine, Relocating Struggle: Filipino Nurses Organize in the United States. *In Asian/Pacific Islander American Women*, 335-349, 2003

*Article available on JSTOR or YRL online journals*