



HIS106B: Asian and Asian American History, 1941-present

Jenifer Wofford, "Pattern Recognition" (detail), acrylic on aluminum, 2020, *Asian Art Museum of San Francisco*.

Course Information

Meeting Times: Tuesday & Thursday 1:00 – 4:30 pm

Room: Cowell 134

General Education Code: ER (Ethnicity and Race)

Instructor: Meleia Simon-Reynolds

How to Contact Me

Email: msimonre@ucsc.edu

Phone:(949)422-3374 (texts before 8:00 pm only please)

Canvas message

Office Hours: Tuesdays 11:30-12:30 am
McHenry Library Café or by appointment

Course Summary

In this course, we will explore the experiences of individuals of Asian and Asian American ancestry between 1941 and the present. We will use a transnational lens to examine how American colonialism and empire shaped Asia and the Pacific as well as Asian American communities living in the United States. We will discuss migration, labor, racialization, war, memory, gender ideology, political activism, interracial relations, settler colonialism, mixed-race identity, cultural productions, and major flashpoints in Asian American studies.

While exploring these topics, you will think expansively about primary sources and analyze a range of objects and media including photographs, films, songs, artworks, recipes, and oral history interviews. We will also discuss contemporary legislation and debates about teaching Asian American history and Ethnic Studies. For your final project, you will engage with these current conversations and create a lesson plan focused on topics in Asian American history.

Learning Outcomes (LOs)

1. **Discuss** major topics and concepts and **summarize** historiographical trends in Asian and Asian American history
2. **Develop** an expansive understanding of historical primary sources
3. **Analyze** multimedia primary sources
4. **Facilitate** engaging and inclusive participatory discussion
5. **Critically evaluate** current legislation and engage with debates regarding teaching Asian American history and Ethnic Studies
6. **Design** a lesson plan on a topic in Asian or Asian American history that incorporates equitable teaching strategies

Assignments

Name	Description	Why are we doing this?	Learning Outcomes
Active Learning Assignments	<p>In this course you will have two types of small daily active learning assignments:</p> <ul style="list-style-type: none"> • <i>Hypothesis Collaborative Annotations:</i> You will use a digital tool called Hypothesis to read and annotate all of the assigned readings. I ask you to contribute at least 1 comment to the collaborative document. You can provide a new comment, a substantial response to a peer, or ask a question. • <i>In-Class Group Activities:</i> During course meetings, you will participate in group activities focused on analyzing primary and secondary sources and engaging course concepts. These activities will have a written and discussion component. They will be turned in at the end of class for credit. 	<p>“Active learning” can be defined as activities that involve students in “doing things and thinking about what they are doing” (Bonwell and Eison, 1991). In these two assignments, I will ask you to build knowledge collaboratively and to think about and assess your learning.</p> <p>Active learning has been proven to positively impact the academic success of EOP, Black, first-generation, and women- identified students (Haak et al., 2011; Eddy & Hogan, 2014; Lorenzo et al., 2006). I hope that these assignments will increase equity in our course and foster a sense of community and belonging.</p>	<p style="text-align: center;">1-6</p>
Weekly Reflection Journals	<p>At the end of each week, you will turn in a 300–350-word reflection on assigned readings, materials, and/or lectures.</p>	<p>The goal of this assignment is to invite you to reflect on your learning and activate your prior knowledge. I hope it will allow you space to make connections between course content and other forms of knowledge drawn from your families, communities, past courses, and personal experiences.</p>	<p style="text-align: center;">1-3</p>

Name	Description	Why are we doing this?	Learning Outcomes
<p>Primary Source Analysis Facilitation</p>	<p>In groups of 2-3, you will sign up for a slot to facilitate class discussion about the day's assigned primary source. Group facilitations will be fifteen minutes long.</p> <p>During the presentation, you will present your original analysis of the primary source, articulate connections to weekly assigned readings and lecture, present clear discussion questions, and utilize facilitation techniques to encourage participation from your peers. These facilitation techniques will include drawing people out, paraphrasing, mirroring, stacking, balancing, or connecting ideas.</p>	<p>The goal of this assignment is to democratize the classroom; increase your agency in the learning process; and allow you to practice facilitation techniques that will be helpful in future educational and career settings.</p>	<p>1-4</p>
<p>Create an Ethnic Studies Lesson Plan</p>	<p>For your final project, you will design a lesson plan to teach K-12 or college students about an important topic in Asian American history. Your lesson plans should center primary source material and encompass major themes and values outlined in California Ethnic Studies standards and/or in scholars', activists', and educators' responses to official state curriculum.</p>	<p>Recently, many states have passed legislation that either require or ban the teaching of topics related to Ethnic Studies including Asian American history. This has sparked debates among politicians, activists, educators, and scholars about how Asian American history should be taught in K-12 and college level classrooms. In 2021, California became the first</p>	<p>1-3, 5 & 6</p>

Name	Description	Why are we doing this?	Learning Outcomes
	<p>The final project is broken down into 5 steps. You will set your own deadlines for 1-3.</p> <ol style="list-style-type: none"> 1. Topic Proposal- You will submit a 250-word description of your plan topic, explain why you are interested in the topic, and discuss the ways your topic addresses Ethnic Studies curricular needs for your target grade-level. 2. Learning outcomes- You will submit 2 clearly-stated and actionable learning outcomes that describe what students will achieve through your lesson plan. 3. Draft Source Set- You will submit a draft list of the primary sources you plan to include in your final project and a 1 paragraph explanation of how they will be incorporated into your lesson plan activity. 4. Draft Lesson Plan- You will submit a draft of your lesson plan for peer feedback. 5. Final Lesson Plan- You will submit your lesson plan to Canvas. 	<p>state to require students to take at least one Ethnic Studies course in order to graduate from high school.</p> <p>The goal of this assignment is to encourage you all to engage with current debates around Ethnic Studies and to practice curriculum design and equitable teaching skills needed for future careers in education.</p>	

Grading Breakdown

Criteria	Percentage of Final Grade
Attendance	10%
Active Learning Assignments and Discussion Participation	15%
Weekly Reflection Journals	20%
Primary Source Analysis Facilitation	15%
Final Project: Create an Ethnic Studies Lesson Plan	40%

Policies for Student Success

Accessibility

My top priority is that you are successful in the course. I aim to provide accessible materials and create multiple opportunities for engagement. If you encounter a barrier to your learning or if circumstances arise that affect your ability to participate, please contact me. We can work together to create a plan that ensures that your needs are met.

I also suggest that all students learn more about UCSC's disability services and accommodations by visiting [UCSC's Disability Resource Center](#) or emailing drc@ucsc.edu. I encourage you to reach me via email or office hours early in the quarter to discuss your course accommodations.

Inclusive Discussion:

It is my goal to facilitate a learning environment where all are welcome to participate. I understand that folks participate in many different ways so I will provide multiple avenues to demonstrate engagement during our course including verbal and written contributions to discussion.

During discussion, I encourage you to share differing points of view and offer constructive comments. We will co-create a set of community guidelines for learning together that will promote an inclusive and productive space for discourse. However, comments that embarrass or harass classmates on grounds of race, ethnicity, gender, sexuality, physical ability, mental capacity, class, political perspective, nationality, immigration status, or religion will not be tolerated. This includes comments that isolate students and impact their willingness to participate fully in class. I reserve the right to take further necessary steps when I hear harmful language that threatens members of the classroom.

Communication:

I am here to support your learning in any way I can. For any questions or concerns, contact me via email, phone, or Canvas. I check my inboxes regularly and should respond within 24 hours (except on the weekends when I may take longer to respond). If I do not respond in a timely manner, feel free to send me a reminder email. I encourage everyone to attend my office hours at least once during the session. During office hours, I can answer questions, chat, and get to know you better.

Personal Well-being:

Five-week summer courses are challenging. They are exhausting for students and teachers. Due to the fast-paced and jam-packed nature of our course, it is essential that we all prioritize mental and physical well-being. This will allow us to show up ready to learn and grow. In this course, let's hold each other accountable. I invite you all to talk to me and each other about how we can better prioritize rest and implement strategies for self-care and work-life balance.

Attendance:

Please plan to attend every class meeting. I place high value on our time together because I believe interpersonal interactions, active participation, and group discussions are how we learn best. At the same time, I understand that there are a variety of reasons folks would need to miss class.

You will have 1 automatically excused absence. Beyond the first absence, you are welcome to watch the recorded lecture and complete an alternative assignment to receive full credit for attendance, in-class participation, & in-class activities. Alternative assignments will be due within 1 week of your absence. Recorded lecture videos and alternative assignments are available to all via the course Canvas page. You do not need to email me for permission to access them.

Late Work:

When it comes to deadlines and late work, flexibility is my guiding policy. I understand many of you have multiple responsibilities to balance in addition to coursework. Because summer session moves quickly, I suggest timely completion of assignments in order to avoid large amounts of work piling up at once.

- **Weekly Reflection Journals** are due on Friday night at the end of each week. **I am happy to provide extensions, please contact me before the journal is due and provide me with your own deadline for finishing the assignment.** Reflection Journals that are submitted late without an extension will receive a 5% deduction for every 24-hour period. The max deduction will be 60%. Because of that, it is always better to submit late than receive a 0!
- The **final project** is broken down into five assignments due throughout the session. You will create your own timeline to complete the project by the end of Week 4. This means **you will set your own deadlines for the first three assignments.** This includes **Topic Proposal; Learning Outcomes; and Draft Resource Set.** I will ask for your timeline of deadlines at the end of Week 1. If you require an extension beyond your self-set deadlines, please contact me to discuss an alternate plan.
- Because we are operating on a 5-week schedule, **I will not provide extensions for the following assignments: Draft Lesson Plan & Final Lesson Plan.** If submitted late, these assignments will receive a 5% deduction for every 24-period. The max deduction will be 60%.

Academic Integrity:

A foundational principle in History is citation. Historians ethically contribute to a community of scholars by citing the ideas, concepts, and information used to build original analysis and arguments. In this course, I would like you to develop a strong citation practice. I will encourage you to cite and uplift your classmates' and scholars' ideas during discussion and in-class activities. You will also practice [Chicago Manual of Style](#) citations for the primary and secondary sources referenced in your written work. Although cultivating a citation practice goes beyond avoiding plagiarism, I encourage you to familiarize yourselves with the [UCSC's policies regarding plagiarism and Academic Integrity.](#)

Title IX Policy:

I am committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment. I want to be a resource and a source of support for you but know if you tell me about a situation related to [Title IX](#) misconduct, I am required to share this information with the Title IX Coordinator. Even though I will have to report to Title IX, you are ultimately in control of your case. You will be able to choose whether or not you wish to pursue a formal complaint.

If you would like to seek confidential assistance and support, please contact the [CARE](#) office. CARE advocates will not share your information with anyone without your permission. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

Course Schedule

Week	Date & Topics	Assigned Materials	Assignments Due
Week 1	<p style="text-align: center;">Tuesday, June 27th</p> <p style="text-align: center;"><i>Teaching Asian American Studies Now</i></p>	<ul style="list-style-type: none"> ● Ilana Najarro, “States are Mandating Asian American Studies. What Should the Curriculum Look Like?” <i>Education Week</i>, October 28, 2022. 	<p style="text-align: center;">Hypothesis syllabus annotation</p> <p style="text-align: center;">Najarro article annotation</p>
	<p style="text-align: center;">Thursday, June 29th</p> <p style="text-align: center;"><i>US Imperialism and Asian Migration</i></p>	<ul style="list-style-type: none"> ● Dawn Bohulano Mabalon, “As American as Jackrabbit Adobo: Cooking, Eating, and Becoming Filipina/o American before World War II,” in <i>Eating Asian America: A Food Studies Reader</i> (New York City: New York University Press, 2013), 147- 176. ● Primary Source: “Filipino Women’s Club Recipe Book”, <i>Watsonville is in the Heart: A Community Archive and Research Initiative</i>. 	Hypothesis annotation for Mabalon’s chapter
	Friday, June 30th		Reflection Journal 1
Week 2	<p style="text-align: center;">Tuesday, July 4th</p> <p style="text-align: center;"><i>*No in-person meeting, please complete asynchronous reading & discussion*</i></p>	<ul style="list-style-type: none"> ● Listen to the podcast episode: “Chapter 1: The Round-Up” from Order 9066 by APM ● Listen to 1 additional podcast episode from the series Campu by Densho (episodes include “Rocks,” “Paper,” “Fences,” “Cameras,” “Latrines,” and “Food”) 	Canvas Discussion Forum
	<p style="text-align: center;">Thursday, July 6th</p> <p style="text-align: center;"><i>Photography and Japanese American Incarceration</i></p>	<ul style="list-style-type: none"> ● Jasmine Alinder, “The Right to Represent: Toyo Miyatake’s Photographs of Manzanar,” in <i>Moving Images: Photography and the Japanese American Incarceration</i> (Urbana: University of Illinois Press, 2009), 75-102. ● Primary Source: Dorothea Lange, “One Nation Indivisible, San Francisco (Pledge of Allegiance at Rafael Weill Elementary School a Few Weeks Prior to Evacuation),” <i>Oakland Museum of California</i>. 	Hypothesis annotation for Alinder’s chapter
	Friday, July 7th		Reflection Journal 2

Week	Date & Topics	Assigned Materials	Assignments Due
Week 3	<p>Tuesday, July 11th</p> <p><i>Asian American Activism in the Long Sixties</i></p>	<ul style="list-style-type: none"> Glenn Omatsu, "The 'Four Prisons' and the Movements of Liberation: Asian American Activism from the 1960s to the 1990s," in <i>Asian American Studies Now: A Critical Reader</i> (New Brunswick: Rutgers University Press, 2010), 60–98. Primary Source: Charlie Chin, Chris Iijima, and Joanne Nobuko Miyamoto, A Grain of Sand: Music for the Struggle by Asians in America. 	Hypothesis annotation for Omatsu's chapter
	<p>Thursday, July 13th</p> <p><i>Imperial Cold Wars, Refugee Communities, and Memory</i></p>	<ul style="list-style-type: none"> Khatharya Um, "Exiled Memory: History, Identity, and Remembering in Southeast Asia and Southeast Asian Diaspora," <i>positions</i> 20, no. 3 (2012): 831- 850. Primary Source: Oral History interview with Ty Ngoc Tran, <i>Viet Stories Oral History Project</i>. 	Hypothesis annotation for Um's article
	Friday, July 14th		Reflection Journal 3
Week 4	<p>Tuesday, July 18th</p> <p><i>The Model Minority and Affirmative Action</i></p>	<ul style="list-style-type: none"> Michele S. Moses, Daryl J. Maeda, and Christina H. Paguyo, "Racial Politics, Resentment, & Affirmative Action: Asian Americans as "Model" College Applicants," <i>The Journal of Higher Education</i> 90, no. 1 (2019): 1-26. Primary Source: "Tucker: Left Ignores Ivy League Discrimination against Asian, white students," Fox News (2020) 	Hypothesis annotation for Moses', Maeda's, and Paguyo's article
	<p>Thursday, July 20th</p> <p><i>Asian Settler Colonialism and Mixed-race Identity</i></p>	<ul style="list-style-type: none"> Lisa Kahaleole Hall, "Which of these things is not like the other: Hawaiians and Other Pacific Islanders Are Not Asian Americans, and All Pacific Islanders are not Hawaiian," <i>American Quarterly</i> 67, no. 3 (2015): 727-747. Primary Source: Laura Kina, "SPAM," 60 x 60 inches, patchwork quilt made from assorted materials, 2016, from the Uchinanchu series. 	Hypothesis annotation for Hall's article Draft Lesson Plan
	Friday, July 21st		Reflection Journal 4

Week	Date & Topics	Assigned Materials	Assignments Due
Week 5	<p>Tuesday, July 25, 2023</p> <p><i>Anti-Asian Hate Post 9/11 and COVID-19</i></p>	<ul style="list-style-type: none"> • Sunaina Maira, "Youth Culture, Citizenship, and Globalization: South Asian Muslim Youth in the United States after September 11," <i>Asian American Studies Now: A Critical Reader</i> (Ithaca: Rutgers University Press, 2010), 333-353. • Primary Source: Oral History Interview with Rabia Ashin, <i>Muslims in Brooklyn Oral History Project</i>. 	<p>Hypothesis annotation for Maira's chapter</p>
	<p>Thursday, July 27th</p> <p><i>Politics of Representation and Social Justice in Popular Culture</i></p>	<ul style="list-style-type: none"> • Lori Kido Lopez, "Fan activists and the politics of race in <i>The Last Airbender</i>," <i>International Journal of Cultural Studies</i> 15, no. 5 (2012): 431-445. • Primary Source: "Rachel Visits the Young Mansion," <i>Crazy Rich Asians</i> (2020). 	<p>Hypothesis annotation for Lopez's article</p>
	<p>Friday, July 28th</p>		<p>Reflection Journal 5</p> <p>Final Lesson Plan</p>