



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

Summer Session 1

Meeting Times: Tuesday/Thursday 9:00 am-12:30

Room: Baskin 372

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 12:45- 1:45, location Baskin courtyard

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 colonialism and empire shapes Asian American communities. We will discuss migration, settler colonialism, labor, racialization, war, memory, gender, political activism and student protest, interracial relations and mixed-race identity, and cultural productions. We will think expansively about primary sources and analyze a range of media including photographs, films, songs, artworks, recipes, museum exhibits, 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 a topic in Asian American history.

This course will include two interactive fieldtrips, one to the Santa Cruz Museum of Art and History and another to McHenry Library Special Collections and Archives.

Learning Outcomes (LOs)

1. **Discuss** major topics and concepts in 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, 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>Your group will 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 6 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 4. Draft Activity- You will submit a draft of your learning activity 5. Draft Lesson Plan- You will submit a draft of your lesson plan for peer feedback. 6. 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 session 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 six assignments due throughout the session. You will create your own timeline to complete the project by the end of Week 4. If you require an extension for the first four final project assignments, **the topic proposal, learning outcomes, draft source set, and draft activity**, please **contact me before they are due and provide me with your own deadline for finishing the assignment.**
 - 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	Tuesday June 25, 2024 <i>Empire and Migration</i>	<ul style="list-style-type: none"> ● Review course syllabus ● Read Simeon Man, “Anti-Asian violence and US imperialism,” <i>Race & Class</i> 62, no. 2 (2020): 24-33. 	Hypothesis annotation for Man’s article
	Thursday June 27, 2024 <i>Forming Community</i> *INSTEAD OF CLASS, you will go to the Santa Cruz MAH for a fieldtrip of <i>Sowing Seeds: Filipino American Stories from the Pajaro Valley</i> . The field trip is scheduled for 12:00-2:00pm, MEET AT THE MUSEUM at 11:55 am*	<ul style="list-style-type: none"> ● Explore Watsonville is in the Heart’s Mapping A Recuperative History of Filipino Farmworkers in the Pajaro Valley Project 	Maps activity Canvas discussion forum
	Friday June 28, 2024		Reflection Journal 1
Week 2	Tuesday July 2, 2024 <i>Fusion: Food and Identity</i>	<ul style="list-style-type: none"> ● Choose 1 to read: (1) Dawn Bohulano Mabalon, “As American as Jackrabbit Adobo: Cooking, Eating, and Becoming Filipina/o American before World War II,” <i>Eating Asian America: A Food Studies Reader</i> (New York City: New York University Press, 2013), 147- 176; (2) Valerie J. Matsumoto, “Apple Pie and Makizushi: Japanese American Women Sustaining Family and Community,” <i>Eating Asian America: A Food Studies Reader</i> (New York City: New York University Press, 2013), 255-273. ● Primary Source: “Filipino Women’s Club Recipe Book”, <i>Watsonville is</i> 	Hypothesis annotation for Mabalon’s OR Matsumoto’s article

		<i>in the Heart: A Community Archive and Research Initiative.</i>	
	<p>Thursday July 4, 2024</p> <p><i>Teaching Asian American History</i></p> <p><i>*No Class for 4th of July*</i></p>	<ul style="list-style-type: none"> ● Read Ilana Najarro, “States are Mandating Asian American Studies. What Should the Curriculum Look Like?” <i>Education Week</i>, October 28, 2022. ● Read “Developing Learning Outcomes.” Center for Innovative Teaching and Learning, University of Indiana Bloomington ● Review examples of Asian American history lesson plans 	Hypothesis annotation for Najarro’s article
	<p>Friday July 5, 2024</p>		<p>Reflection Journal 2</p> <p>Final Project: Topic Proposal</p> <p>Final Project: Learning Outcomes</p>
Week 3	<p>Tuesday July 9, 2025</p> <p><i>The Pacific War and Japanese Incarceration</i></p>	<ul style="list-style-type: none"> ● Listen to the “Cameras” podcast episode from the series Campu by Densho. Choose 1 additional episode to listen to. Episodes include: “Rocks,” “Paper,” “Fences,” “Latrines,” & “Food.” ● 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>. 	
	<p>Thursday July 11, 2024</p> <p><i>Imperial Cold Wars, Refugee Communities, and Memory</i></p>	<ul style="list-style-type: none"> ● Read 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 of Hugo Chi-Hung Van, <i>Viet Stories: Vietnamese Oral History Project</i>, UC Irvine. 	Hypothesis annotation for Um’s article

	Friday July 12, 2024		Reflection Journal 3 Final Project: Draft Source Set Final Project: Draft Learning Activity
Week 4	Tuesday July 16, 2024 <i>Third World Solidarity and Asian American Consciousness</i> <i>*field trip to McHenry Library Special Collections*</i>	<ul style="list-style-type: none"> ● Read Karen Ishikuza, “Yellow Power” in <i>Serve the People: Making Asian America in the Long Sixties</i> (London: Verso, 2016): 59-74. ● 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 Ishikuza’s “Yellow Power”
	Thursday July 18, 2024 <i>Serving the People</i>	<ul style="list-style-type: none"> ● Read Karen Ishikuza, “To Serve the People” in <i>Serve the People: Making Asian America in the Long Sixties</i> (London: Verso, 2016): 115-132. ● Primary Source: unknown artist, “Supermanong! Peace with a Lease,” Kearny Street Workshop Archives. 	Hypothesis annotation for Ishikuza’s “To Serve the People”
	Friday July 19, 2024		Reflection Journal 4
Week 5	Tuesday July 22, 2024 <i>Migration Post-1965 and the Model Minority Myth</i>	<ul style="list-style-type: none"> ● Read Sunjani Reddy, “‘The Hidden Hand’: Remapping Indian Nurse Immigration to the United States, <i>The Sun Never Sets: South Asian Migrants in an Age of US Power</i> (New York: New York University Press, 2013), 102-124. ● Primary Source: David Brand, “The New Whiz Kids: Why Asian Americans are doing so well and what it costs them,” <i>Time</i>, August 31, 1987. 	Hypothesis annotation for Reddy’s chapter Final Project: Draft Lesson Plan

<p>Thursday July 25, 2024</p> <p><i>Politics of Representation and Social Justice in Popular Culture</i></p>	<ul style="list-style-type: none"> ● Read Lori Kido Lopez, “Excessively Asian: crying, Crazy Rich Asians, and the construction of Asian American audiences,” <i>Critical Studies in Media Communication</i> 38, no. 2 (2021): 141-154. ● Primary Source: Global News, “Avatar the last Airbender’s Paul Sun-Hyung Lee on “golden age” of Asian American representation in film, TV,” YouTube, February 22, 2024. 	<p>Hypothesis annotation for Lopez’s article</p>
<p>Friday July 26, 2024</p>		<p>Reflection Journal 5</p> <p>Final Project: Final Lesson Plan</p>