

AAS 250: ORAL HISTORIES

Course Meets: 3:30-5:20 on M in person. This is a **HYBRID course**

Instructor: Dr. Linh Nguyễn | lnguye@uw.edu

Office hours: M, W 11:15-12:15 by appointment: <https://calendly.com/lnguye>

COURSE DESCRIPTION: This course will explore common experiences of war, labor discrimination, and citizenship as sites of Asian American racialization, panethnicity and identity formation. Using oral history as method and theory, we will read AND PRODUCE narratives of immigrants to the United States, focusing specifically on key historical moments. From early migration and Chinese Exclusion to Japanese Internment and Asian American community activism, and refugee flows we will explore how "Asian America[n]" as an identity and field of academic study emerged in response to specific conditions of empire, race and capital and ask what determines who counts as Asian in America?

POLICIES*

Email: Questions about the course and materials are best addressed in person in office hours, before or after class and/or at the appropriate time in class. All assignments must be submitted digitally on Canvas. Non-urgent or redundant (already covered in class, syllabus, or Canvas) messages will not receive a reply. Emails should be reserved for issues that cannot be addressed in person and will be answered within one business day.

Technology and use: This class requires use of a laptop and/or tablet. You may borrow one at no cost for the quarter from: <https://stlp.uw.edu/> Phones must be silenced and out of view during class time. Use of technology for anything other than note taking may result in future prohibition of technology in the class.

Deadlines: Are firm, assignments can only be rescheduled on emergency, as-need and individual basis and prior to the due date. **Late assignments** will receive 1/2 letter grade deduction for each subsequent day late. *Unless arranged in advance, there are no makeups.*

Accommodations: Students needing any accommodations should inform the instructor. For more info, refer to: <http://depts.washington.edu/uwdrs/>

Religion: "Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/)."

Academic Integrity: <http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120>

Other Support: Though this is not a writing course, the ability to clearly articulate ideas is important to your success. Students are encouraged to seek writing help and plan for multiple drafts:

The Interdisciplinary Writing Studio (**located in Smith Hall 113B**)

Odegaard Writing and Research Center: One-on-one help with writing, a lot of great documents about writing—structure, style, argument, etc.

*For additional policies see Policies Page on Canvas

LEARNING GOALS

1. Demonstrate understanding of core theories of ethnic studies such as racial formation and Orientalism through analytical evidence-based writing.
2. Contextualize individual and community experiences within larger historical and cultural contexts.
3. Understand how to conduct an oral history project that is attentive to power dynamics of race, class, gender, and other axes of difference.
4. Analyze and generate primary sources.

ASSIGNMENTS AND GRADES:

All assignments must be typewritten, double-spaced, 12pt Times New Roman font with 1" margins.

1. **Participation: 25%** Come to class with the day's readings completed. Bring readings and notes and be prepared to actively engage with your classmates. You will be assessed by your involvement in group work, small and paired group discussions and other in-class activities including, but not limited to timed writing, and other assigned tasks. This includes scheduled online participation. Because this class is rooted heavily in group work and **meets in person only 8 times, missing more than one in-class meeting will result in a 10% reduction in grade for each absence beyond the first.**
2. **Online Discussion: 15%** Students must construct questions that will allow their peers to clarify or demonstrate a grasp of the texts' main ideas, arguments and/or evidence. Students Last Names A- Ng Post weeks 2,4,6, 8 Last names Ni-Z Post Weeks 3,5,7,9. Students must **reply** during their off weeks.
3. **Reading Quizzes: 5%** - These low-stakes timed 5-minute quizzes are designed to reward students for reading and better prepare them for course activities and discussions. The quizzes may include multiple choice, t/f, AND OR fill in the blank items. The lowest quiz score will be dropped. **Quizzes will be posted each Friday and will only be available for 24 hours.**
4. **Midterm Exam: 15% [60 points]**
5. **Final Exam Assignments: Oral History Project – 40% Total**
 1. **Project Proposal 10% Due week 3** The final exam will be a group project. In groups of ~5, you will identify a person to collect their oral history.
 1. Project questions, description of the aims of the interview. Roles of group members and Historical significance.
 2. **Final Project 30%**
 1. **Week 6 - Friday: Turn in one-hour worth of transcript and observation notes. [20 points]**
 2. Final Exam: Due at 4:20 Thursday, March 19. Grading Rubrics and guidelines will be posted. [100 points]
 - a. Presentation and 7-10 minute media product
 - b. 10 page write up. One submission per group.

Supplementary Books:

- I. Erika Lee, *The Making of Asian America: A History* (2015)

- II. Robert Lee, *Oriental: Asian Americans in popular culture*, (1999) e-book

Additional readings posted in Canvas

Course Schedule. Readings are subject to change with advance notice.

⇒ **Complete before first class meeting**

Read: Alice Yang Murray, "Oral History Research, Theory, and Asian American Studies," *Amerasia Journal*, 2000, Vol.26(1), p.105-18

⇒ **Week 1: Asian American Oral History**

Introduction and Course Overview. Meet your peers. Community Guidelines

M: 01.06 – Using the online tools, course introduction

In class:

- I. **Watch:** Dir. Arthur Dong, *Sewing Woman* (1982).
- II. Wong Hau-hon, *Reminiscences of an Old Chinese Railroad Worker* (1926)

On your own

- III. **Optional:** Erika Lee, "The Chinese Must Go!" *The Making of Asian America*
- IV. **Watch:** *The Chinese Exclusion Act*, Dirs. Ric Burns, Li-Shin Yu (2018)

⇒ **Week 2: Asian American Racialization - Labor – Choose group by end of week.**

Sign up for Groups for Oral History Project

Readings:

- I. Diane L Wolf "Situating Feminist Dilemmas in Fieldwork," *Feminist Dilemmas in Field Work*, Ed. Diane Wolf, 1996
- II. Yow: *Doing Oral History*: Choosing a Research Project
- III. Edna Bonacich, Sabrina Alimahomed, Jake B. Wilson, "The Racialization of Global Labor," *American Behavioral Scientist* Volume 52 Number 3 November 2008: 342-355
- IV. Yen Le Espiritu. "Ethnicity and Panethnicity." *Asian American panethnicity: Bridging institutions and identities*, University of Philadelphia Press, 1992.
- V. Robert Lee, "The Coolie and the Making of the White Working Class" *Oriental*.

⇒ **Week 3: Movement/Migration/War**

1. M: 01.20 – No Class

Reading:

- I. Yow: *Doing Oral History* - Writing Interview Guide Questions, *Recording Oral History*

- II. Erika Lee, "Japanese Immigrants and the 'Yellow Peril,'" *The Making of Asian America* 109-136.

III. Watch: *Rabbit in the Moon*, Dir. Emiko Omori (1999)

- IV. Yuri Kochiyama, "Then Came the War" *Asian Americans*, 10-18.
- V. Robert Lee, "The Cold War Origins of the Model Minority Myth" *Orientalis*.
- VI. http://encyclopedia.densho.org/No-no_boys/
- VII. Watch: Playlist- Significance of the Redress Movement: https://www.youtube.com/watch?v=q_-E3-HTEFYo&list=PL_txUBUpMcH6rjBG8jfDBX5TC8kau5DGw

⇒ Week 4:

Reading:

- I. Alessandro Portelli, "The Peculiarities of Oral History," *History Workshop* No. 12 (Autumn, 1981), 96-107.
- II. Paul A. Kramer, "From Hide to Heart: The Philippine-American War as Race War," *The Blood of Government: Race, Empire, the United States, & the Philippines*, University of North Carolina Press (2006).
Read 1-13, 24-36, 44-54. Starting at Bold Headings.

- III. Erika Lee, "We Have Heard Much of America:" Filipinos and the U.S. Empire, *The Making of Asian America*

⇒ Week 5: Southeast Asia

W: 02.07 - Midterm Asynchronous

Reading:

- IV. Katherine Fobear, "Do You Understand? Unsettling Interpretative Authority in Feminist Oral History," *Journal of Feminist Scholarship* 10 (2016).
- V. Erika Lee, "In Search of Refuge: Southeast Asians in the United States," *The Making of Asian America*
- VI. Kim Huot Kiet, "Khmer Masks" *Asian Americans*, 57-61.
- VII. <http://hdl.handle.net/10575/14585> - Read transcript and/or listen to interview

⇒ Week 6 Pacific

⇒ **Due Friday, 02.14: Submit in one-hour worth of transcript and observation notes.**

- I. Noenoe K. Silva, "Early Struggles with the Foreigners," *Aloha Betrayed: Native Hawaiian Resistance to American Colonialism* (2004)
- VIII. Teresia K. Teaiwa "Bikinis and Other S/pacific N/oceans," *Militarized Currents: toward a decolonized future in Asia and the Pacific*
- IX. "Emigdio Cabico: Lucky I Never Work Field," *Hanabana: An Oral History Anthology of Hawaii's Working people* (1984) 120-133.

⇒ Week 7: Citizenship

M: 02.17 – Holiday, but schedule 20-minute online meeting for Office Hours to discuss Project progress in your groups: Sign up by group: <http://bit.ly/Jan20OH>

- I. Helen Heran Jun, “Citizenship,” *Keywords for Asian American Studies*
- II. Helen Heran Jun, *Race for Citizenship*, Selection
- III. Ian Haney-Lopez, “Ozawa and Thind,” *White by Law: The Legal Construction of Race* NYU Press (2006)

⇒ Week 8: Family

- I. Evelyn Nakano Glenn, “Family” *Keywords for Asian American Studies*
- II. Alice Y. Hom (1994) Stories from the Homefront: Perspectives of Asian American Parents with Lesbian Daughters and Gay Sons. *Amerasia Journal*: 1994, Vol. 20, No. 1, pp. 19-32.
- III. “All the Daddies were Chinese and the Mommies Were White’: Growing up Biracial in Minnesota (2002)”
- IV. Lang Ngan, “Traffic Cops,” *Asian Americans*, 88-93.
- V. Charles Ryu, “1.5 Generation” *Asian Americans*, 51-54.

⇒ Week 9: Social Movements and Contemporary Issues

- I. Daryl J. Maeda, “‘Are We Not Also Asians?’ Building Solidarity Through Opposition to the Viet Nam War,” 97-126.
- II. Yen Le Espiritu, “Reactive Solidarity: Anti-Asian Violence,” *Asian American panethnicity: Bridging institutions and identities*, University of Philadelphia Press, 1992.134-160.
- III. Watch: Who Killed Vincent Chin? Dir. Renee Tajima-Peña and Christine Choy (1987)**
- I. I. “The Los Alamos Incident and Its Effects on Chinese American Scientists (2000),” *Chinese American Voices*
- II. “Removing Refugees: US Deportation Policy and The Cambodian-American Community,” Walter Leitner International Human Rights Clinic Returnee Integration Support Center *Deported Diaspora*, Spring 2010 1-28.

⇒ Week 10:

19. M: 03.10 – Presentations, Attendance Required

Final Exam Group Project Due at 4:20 Thursday, March 19

Majoring in American Ethnic Studies

Many students take AES courses out of interest in the topics or to fulfill general education requirements, yet do not realize how close they are to a major or even a double major. A degree in American Ethnic Studies is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, arts and humanities and many other careers.

For more information about the major, please contact:

Lorna Hamill, Academic Counselor, lthamill@uw.edu (206) 221-0664

or visit <https://aes.washington.edu>