Course Instructor: Chrissy Lau
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Office: 427 Rockefeller Hall
Office Hours: MTWR 1-2pm

Course Description:
This seminar examines the social and cultural changes that Asian American women experienced throughout the 20th century. How did Chinese American women’s participation in popular culture change from the 1920s to World War II? How did World War II impact the lives of young Japanese American women? Why did globalization alter Filipina women’s roles in labor? And why did the immigration of Southeast Asian and South Asian women increase after 1965? Major themes include immigration, family, generation, labor, gender, sexuality, and beauty. Topics span from prostitution, flapper youth culture, military brides, activism and teen suicides.

Course Goals:
• Introduce the student to the diversity of historical experiences of Asian American and Pacific Islander women, often from the voices and viewpoints of women themselves.
• Guide the student to understanding how women's lives are constituted through intersectional systems of power of gender, race, and class within the United States.
• Help the student to explore how Asian American women resist, negotiate, and comply with multiple systems of power.
• Challenge the student to read and listen analytically and to think and write critically about matters of substantial personal, social, cultural, and political importance.

Readings:
Shirley Lim, A Feeling of Belonging
Valerie Matsumoto, City Girls
Ji-Yeon Yuh, Beyond the Shadow of Camptown: Korean Military Brides in America
Catherine Ceniza Choy, Empire of Care
Other articles will be posted On the Blackboard http://www.blackboard.cornell.edu/

Course Breakdown:
15% Attendance and Participation
10% Leading Discussion
15% Weekly Reflections
20% Mid-Semester Paper
20% Japanese American Incarceration Project
20% Final Paper

Attendance and Participation 15%
Each student is required to attend class regularly. You may miss class only if it qualifies as an excused absence, which is a written note from your doctor concerning an illness or from counseling/social services about a grievance. Please clear your absences with me beforehand. Moreover, each student
must show up to class on time and if you are tardy, it will count against your attendance. Attendance is the first step to achieving a good letter grade for section. The next step is participation: you are required to do the readings prior to class and actively participate in class activities and discussion. Please take down notes, jot down some questions, and bring your voice to class. Please silence your phones and absolutely no texting in class.

In class documentaries:
*The Women Outside*
*Chain of Love*
*American Revolutionary: The Evolution of Grace Lee Boggs*

**Facilitation and Leading Discussion 10%**
In this course, students will sign up to lead one discussion with a partner during the semester. Leading discussion is not the same as a presentation. A presentation is when you give a summary of the readings and speak the entire time. Leading discussion means asking questions, guiding and building the conversation, talking with your peers—an equity of talking across everyone in the room. The goal of leading discussion is to get everyone involved. You will be graded on preparation, which includes developing questions for discussion and/or bringing materials that will contribute to or enhance our understandings of the topics addressed that week. You will also be graded on facilitation, making sure that all discussion leaders facilitate and that you achieve your goal of stimulating activity and conversation. Past facilitation activities included role-playing, games (however, must be followed by discussion), debates, and questions. Please email me your preparatory questions/activities at least a day before discussion (Wednesday). I strongly encourage you to meet with me at least once before you lead discussion so that I can help you prepare and frame your questions.

**Weekly One-Page Reflections 10%**
Summarize the major arguments and respond. Due every Wednesday in class.

**Survey of Race Relations Primary Document Analysis 15%**
3 page analysis of a primary document from the 1920s Survey of Race Relations. In the first half of the semester, we will be reading primary source documents from Hoover Institution's Survey of Race Relations. In the early 1920s, a group of scholars set out to make an investigation of economic, religious, educational, civic, biological, and social conditions among Chinese, Japanese, and other non-European residents of the Pacific Coast of the United States and Canada. As a result, Dr. Park published his findings with the Chicago School of Sociology. For this class, we will be analyzing life histories written by second generation Japanese American male and female youth during the 1920s. You must use the readings of this course to support your arguments. This assignment will be evaluated on the following criteria: clarity of expression and presentation; ability to provide a close, thoughtful, and critical reading of the document’s contents; success in locating the document in its proper historical context; and effective linking of document and issues to broader themes and questions in Asian American history.

**Mid-Semester Paper 20%**
Take-home paper. Write a 5-7 page essay on the topic: How and why did Asian American women's roles change from the 1920s to the 1940s?

**Japanese American Incarceration Project 15%**
In this class, we will create an online public exhibition for the Japanese American incarceration archives at the Kroch library. Each student will feature one primary source from the archive and write a
one-page description of how the source reveals the experiences of Japanese Americans during Incarceration. You will need to cite at least two different secondary texts, which will require you to conduct your own research. Each student must have a unique primary document (no primary document can be shared). Proposal due 10/27, Draft due 11/10, Peer/Professor review due 11/17, Final due 11/26.

**Final Paper 20%**
Take home paper. Write a 5-7 page essay on the topic: How and why did Post 1965 Immigration and the Model Minority affect women's lives?

**A Precaution Against Plagiarism**
MLA defines plagiarism as “the act of using another person’s ideas or expressions in your writing without acknowledging the source…to plagiarize is to give the impression you have written or thought something that you have in fact borrowed from someone else.” This means absolutely no referencing of websites or outside sources as well as paraphrasing without full citations. If you are caught plagiarizing or party to plagiarizing, you will receive a FAIL in the course.

**Class Schedule**
*Schedule and readings are subject to change*

**Week 1: Introduction**
8/27 Introduction to the Course

**Week 2: Frameworks**
9/1 Labor Day: No Class

9/3 How do we study Asian American Women's History?
   Read: Hune, “Changing Perceptions of APIA Women in US History”
   Uno, “Unlearning Orientalism”

**Week 3: Chinese Prostitutes and Good Women**
9/8 The Chinese Prostitute
   Read: Cheng, “Free, Indentured, Enslaved”

9/10 Ideals of Domesticity
   Read: Gee, “Housewives, Men's Villages, and Sexual Respectability.”
   Yung, “Unbound Feet: Chinese Immigrant Women”

**Week 4: Immigrant Japanese Wives**
9/15 Picture Brides
   Read: Nakamura, “Yeiko Mizobe So and the Japanese Women's Home for Abused”

9/17 Labor and Family
   Read: Tsu, “Sex, Lies, and Agriculture”

**Week 5: Second Generation in the Roaring Twenties and 1930s Great Depression**
9/22 The New Woman and Flapper Culture
   Read: Survey of Race Relations Primary Sources
   Magistro, “Flaming Youth”
9/24 Women's Social Organizations
   Read: Matsumoto, City Girls Chapter 1
         Lim, A Feeling of Belonging Chapter 1

**Week 6: Women's Roles, The Great Depression and World War II**

9/29 Orientalism, Modernity, and Feminism
   Read: Matsumoto, City Girls Chapter 2
         Lim, A Feeling of Belonging Chapter 2
   Due: Survey of Race Relations Primary Document Analysis

10/01 Chinese American Women: WarBrides and Workers
   Read: Zhao, Remaking Chinese America
         Yung, Unbound Feet Chapter 5

**Week 7: Mid-Semester Paper**

10/06 Review

10/08 Mid-Semester Paper Due

**Week 8: Japanese American Incarceration**

10/13 Fall Break: No Class

10/15 Incarceration
   Read: Matsumoto, City Girls, Chapter 4
         Fujino, Yuri Kochiyama

**Week 9: Resettlement and the Cold War**

10/20 Resettlement
   Read: Matsumoto, City Girls, Chapter 5

10/21 7pm Mandatory Screening: American Revolutionary: The Evolution of Grace Lee Boggs

10/22 Cultural Citizenship
   Read: Lim, A Feeling of Belonging, Chapter 3 and Chapter 4

**Week 10: Cold War and Military Brides**

10/27 Colonialism and Military Camps
   Read: Yuh, Beyond the Shadow of Camptown Introduction and Chapter 1
   Film: The Women Outside
   Due: Japanese American Incarceration Proposal Due

10/29 Food and Intimate Spaces
   Read: Yuh, Beyond the Shadow of Camptown Chapter 4 and 5


11/3 Asian American Women's Movement
   Read: Ling, “Asian American Women's Movement”
         Ordona, “Asian Lesbians in San Francisco”
11/5 Alliances with the Black Power Movement and the Third World
Read: Fujino, Yuri Kochiyama
       Wu, Third World Feminism

**Week 12: Legacies of Imperialism and Post 1965 Migration**
11/10 Women's Professional Migration
       Read: Choy, *Empire of Care*
       Due: Japanese American Incarceration Piece Draft

11/12 Nursing
       Read: Choy, *Empire of Care*

**Week 13: Post 1965 Immigration**
11/17 Southeast Asian Refugees
       Read: Espiritu, “Vietnamese Women in the U.S.”
       Vo, “Managing Economic Realities”
       Linh Chuong, “Labor of Love: Nail Salon Work and Advocacy”
       Due: Peer and Professor Review Comments

11/19 South Asian Women and Domestic Violence
       Read: Venkataramani-Kothari, “Understanding South Asian Immigrant Women's Experiences of Violence.”
       Bhuyan, “Navigating Gender, Immigration, Domestic Violence.”

**Week 14: Caregiving and the Modern Family**
11/24 Care Chain
       Read: Parrenas, “Asian Immigrant Women and Global Restructuring”
       Tung, “Caring Across Borders”
       Film: *Chain of Love*

11/26 Due: Japanese American Incarceration Exhibition Piece
       Have a Happy Thanksgiving!

**Week 15: Asian American Women, Mental Health, and the Middle Class**
12/1 Model Minority and Suicides
       Read: Lisa Park's, “Letter to My Sister”
       Hyphen's Ask a Model Minority Suicide
       http://www.hyphenmagazine.com/blog/archive/2010/12/72-hour-hold-part-1

12/3 Tiger Mother
       Read: Chua, “The Chinese Mother” from *Battle Hymn of Tiger Mother*
       Hyphen's Ask a Model Minority Suicide: We'll See
       Not that Kind of Asian Doctor blog, “To Love in This Way”
       http://notthatkindofasiandoctor.wordpress.com/2011/01/12/to-love-in-this-way/

**Finals Week**
12/ Final Papers Due