



# Asian American Identities & Images

01:050:282:02 | Spring 2022  
Department of American Studies  
Rutgers University

# Access Info

## **Class session: Fridays at 2pm - 3:20pm**

January 21 & 28: meet on Zoom

[<https://rutgers.zoom.us/j/91518886300?pwd=cz0tVNzNQM0IVWkYrOUI5U284bUErZz09>]

February 4 through April 22: meet in Tillett Hall 103A

April 29: meet at the Asian American Cultural Center

## **Canvas:**

Find all the materials, assignment grades, and announcements on Canvas.

## **Instructor: Haruki Eda**

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## **Office Hours:**

Fridays 1pm - 2pm at the Asian American Cultural Center\* or by appointment for Zoom meetings

(\*except the first 2 weeks)

# First Day Agenda

1. Welcome & Introduction
  - a. Name, major/minor, courses enrolled
  - b. How would you describe your fall semester? Anything you'd do differently this semester?
  - c. What's one thing you do often to reward yourself?
2. Mind-mapping Exercise - via Miro
  - a. What do you remember learning in the fall semester? Let's map it out!
3. Syllabus Review
  - a. Sign up for quiz-making
  - b. Submit Gmail address for class notes
  - c. Next week: locate the film on kanopy

# Course Description

The Asian American Living-Learning Community (AALLC) seeks to enhance students' knowledge of the diverse lived experiences of Asian Americans and other peoples of Asian descent in the United States. Students will research, analyze and discuss issues and debates relating to the Asian American experience as depicted and lived in U. S. American society during contemporary times, with an eye toward historicizing as well as critiquing current events and popular expressions, and will have opportunities to creatively interpret, express and produce their learning.

# Learning Goals

Students will gather weekly to have informed and thoughtful conversations about Asian American experiences. They will share creativity in thinking, analysis and expression.

- ★ Students generate and share knowledge about important issues and concepts in Asian American Studies and experiences.
- ★ Students will engage in critical social and cultural analysis of course readings, cultural outings, and popular culture with one another in group discussions.
- ★ Students will strengthen critical thinking and writing skills as well as the ability to communicate effectively about the events and media they engage in.
- ★ Students will build an intellectual and creative community with peers and develop connections with scholars, professionals, and activists through course participation, guest speakers, engagement with social/cultural events, growing familiarity with the Asian American Cultural Center, and a collective final course project.

# Shared Expectations

## **Knowledge is relational.**

Books, articles, and websites have information, but they do not automatically provide you with *knowledge*. True knowledge is something we must internalize, embody, and practice, and we can only do it through collaboration rather than competition.

## **We all need each other.**

Our lives are intertwined in many different ways, but we don't necessarily *belong* to a *community* just because we are in the same timespace. Let's take this course as an opportunity to build something greater than we are as individuals.

## **Stay focused on the why.**

I will try to clarify why I'm assigning these specific readings and tasks. I'd like you to also think about why you're taking this course, why you're in college, and why our intellectual engagement matters.

# Part One: APIDA Identities & Community Power

Introduction

Education and Social Change

Asian American Student Activism

Youth Organizing

Violence and Collective Memory

Black-Asian Solidarity

Midterm Presentations & Feedback

# Part Two: APIDA Identities & Community Life

Between Nation and Diaspora

Politics of Gender and Sexuality

Labor, Race, and Migration

Citizenship and Carcerality

Indigenous Sovereignty

Final Project Updates & Feedback

Art Exhibit

# Course Schedule and Assigned Readings

## Part One: APIDA Identities and Community Power

Jan 21	<b>Introduction</b>
Jan 28	<b>Education and Social Change</b> What does it mean to learn? What counts as knowledge? Why are we here? <ul style="list-style-type: none"><li>❖ Agents of Change: The Longest Student Strike in U.S. History (dir. Abby Ginzberg &amp; Frank Dawson, 2016, 67 mins)</li></ul>
Feb 4	<b>Asian American Student Activism</b> How have Asian American students engaged in community activism? How might we? <ul style="list-style-type: none"><li>❖ Museus, Samuel D., Gabriel Lê Espiritu, and Caitlin Ng. ""We Really Have to Come Together": Understanding the Role of Solidarity in Asian American College Students' Social Justice Activism and Advocacy." <i>Education Sciences</i> 11, no. 11 (2021): 683.</li></ul> <p>*Decide on midterm teams and themes</p>

Feb 11	<b>Youth Organizing</b> How are young Asian Americans creating change? How do our experiences and histories matter? <ul style="list-style-type: none"><li>❖ Monisha Das Gupta. 2019. "KNOW History/KNOW Self": Khmer Youth Organizing for Justice in Long Beach," <i>Amerasia Journal</i>, 45:2, 137-156.</li></ul>
Feb 18	<b>Violence and Collective Memory</b> How do collective trauma shape Asian American communities? How do we build coalition for collective memory? <ul style="list-style-type: none"><li>❖ McCarthy, Mary M., and Linda C. Hasunuma. 2018. "Coalition Building and Mobilization: Case Studies of the Comfort Women Memorials in the United States." <i>Politics, Groups, and Identities</i> 6(3):411–34.</li></ul> <p>*Progress report on midterm projects (nothing to submit, speak in class)</p>
Feb 25	<b>Black-Asian Solidarity</b> What does the U.S. society say about Black-Asian race relations? How might we cultivate stronger solidarity between racialized groups? <ul style="list-style-type: none"><li>❖ Liu, Wen. "Complicity and Resistance: Asian American Body Politics in Black Lives Matter." <i>Journal of Asian American Studies</i> 21, no. 3 (2018): 421-451.</li></ul>
Mar 4	<b>Midterm Presentations &amp; Peer Feedback</b>

## Part Two: APIDA Identities and Community Life

Mar 11	<b>Between Nation and Diaspora</b> How might we make sense of cultural identity? How do place, borders, and narratives shape our sense of belonging? <ul style="list-style-type: none"><li>❖ Perez, Craig Santos. 2011. "The Poetics of Mapping Diaspora, Navigating Culture, and Being From" <i>Doveglion Literary Journal</i>.</li></ul>
Mar 18	<b>Spring Break!</b>
Mar 25	<b>Politics of Gender and Sexuality</b> How do Asian Americans experience gender and sexual norms? What does it say about power? <ul style="list-style-type: none"><li>❖ Espiritu, Yen Le. 2001. "'We Don't Sleep Around Like White Girls Do': Family, Culture, and Gender in Filipina American Lives" <i>Signs</i> 26(2): 415-440.</li></ul> <p>*Submit a rough idea of your final project in class notes</p>
Apr 1	<b>Labor, Race, and Migration</b> How do immigration and labor shape each other? How do they structure our everyday lives? <ul style="list-style-type: none"><li>❖ Mitra, Diditi. "Punjabi American taxi drivers: The new white working class?." <i>Journal of Asian American Studies</i> 11, no. 3 (2008): 303-336.</li></ul>

Apr 8	<b>Citizenship and Carcerality</b> How does the model minority myth relate to the issue of undocumented migration? How does citizenship as an institution perpetuate racial oppression? <ul style="list-style-type: none"><li>❖ Tracy Lachica Buenavista. 2018. "Model (undocumented) minorities and 'illegal' immigrants: Centering Asian Americans and US carcerality in undocumented student discourse," <i>Race Ethnicity and Education</i>, 21:1, 78-91</li></ul>
Apr 15	<b>Indigenous Sovereignty</b> How are Asian Americans implicated in the colonial occupation of Indigenous nations? What does solidarity between Asian migrants and Native communities? <ul style="list-style-type: none"><li>❖ Haunani-Kay Trask. 1993. "Lovely Hula Hands: Corporate Tourism and the Prostitution of Hawaiian Culture" in <i>From a Native Daughter: Colonialism and Sovereignty in Hawai'i</i></li></ul>
Apr 22	<b>Creative Project Updates &amp; Peer Feedback</b>
Apr 29	<b>Art Exhibit (1:30pm-5pm at the AACC)</b>

# Course Structure

Our class time will center on **discussions** - in small groups, fishbowls/panels, and the whole class. Each week, a small group of students will develop and present **three quiz questions** based on the reading/film (not graded). Everyone will then share **discussion questions** to engage with each other.

For the midterm, we will work in teams to briefly **present on a community organization** that addresses a pressing problem in the APIDA community.

For the final, we will individually work on a **creative art or media project** highlighting the agency of the APIDA community.

# Assessment and Grading

## Engagement - 50%

Participation: 14 weeks (25%)

Discussion questions: 10 weeks (25%)

## Quiz-making - 10%

5 points x 2 weeks

## Midterm Presentation - 20%

## Final Project - 20%

Presentation = 10 points

Peer feedback = 10 points

Final grades are assigned according to the total points earned:

PA = 70 points or more

NC = 69 points or less

To pass the course, you must engage consistently with the assignments. You cannot pass if you don't earn a point in any of the assignment categories, even if you earn perfect points in the other categories.

# Engagement

50% of your course grade will be based on your engagement, assessed with two components: participation and discussion questions.

**Participation:** Each week, your attendance, active listening, and contribution will be assessed on a check/no check basis.

**Discussion Questions:** You are asked to submit 1 or 2 discussion questions for each week that has an assigned material. We will use a Google Doc (please share your Gmail address with Haruki to be added as an editor).

# Quiz-making

Twice during the semester, each student will work in teams to develop **three simple quiz questions** based on assigned materials. The format can be multiple choice, true/false, filling the blank, short answer, or anything you like.

You're welcome to create the quiz as a Google Form, hard copy, handout, Kahoot session, or anything you like, as long as you can keep track of everyone's responses to submit (for references, not grading).

# Sign up for quiz-making (twice, max 4 ppl)

Jan 28: Education and Social Change	Jeremy, Ethan, Aidan, Manan
Feb 4: Asian American Student Activism	Manan, Jeremy, Adrian, Matthew
Feb 11: Youth Organizing	Ellyn, Chi, Timson
Feb 18: Violence and Collective Memory	Alyssa, Tanya, Anne, Hallie
Feb 25: Black-Asian Solidarity	Miguel, Parth, Ethan, Reeham

# Sign-up (cont'd)

Mar 11: Between Nation and Diaspora	Nashmah, Miguel, Claire, silvia
Mar 25: Politics of Gender and Sexuality	Tanya, Alyssa, Timson, Hallie
Apr 1: Labor, Race, and Migration	Adrian, Parth, Claire, Aidan
Apr 8: Citizenship and Carcerality	Ellyn, Chi, Matthew, Reeham
Apr 15: Indigenous Sovereignty	Nashmah, Miguel, Silvia, Anne

# Midterm Presentation & Peer Feedback

We will create educational posts about Asian American community issues and activism for our shared Instagram account (@asianamericanimages).

Our post should spotlight a specific community organization that addresses a pressing issue in the APIDA community.

We will pair up to decide on a specific theme, conduct research, and produce effective visuals to raise public consciousness through social media.

We will present and conduct peer reviews in the midterm, before finalizing our posts to publish 1-2 posts per week.

Each post can include up to 10 images and a caption. We may use Google Slides, Canva, etc. to create square-ratio JPEG images.

We must obtain permission from the organization if we use any images on their website/social media in our posts.

## Timeline

Feb 4: Decide on teams & themes

Feb 18: Progress report

Mar 4: Present & give feedback

# Useful Links: Community Organizations

[Asian American Feminist Collective](#)

[18 Million Rising: Activating Asian America](#)

[Asian American Writers' Workshop](#)

[Center for Asian American Media](#)

[CAAAV: Organizing Asian Communities](#)

[BAYAN-USA](#)

[Nodutdol for Korean Community Development](#)

[Chinese Progressive Association](#)

["Comfort Women" Justice Coalition](#)

# Useful Links: Articles on Activism

[Asian Americans and Moments in People's History](#)

[Asian American Activists to Watch](#)

[Black and Asian-American Feminist Solidarities: A Reading List](#)

[Folk Hero: Remembering Yuri Kochiyama through Grassroots Art](#)

[Remembering Grace Lee Boggs](#)

# Useful Links: Research & Educational Resources

[Smithsonian Asian Pacific American Center](#)

[Unmasking the Yellow Peril Zine](#)

[AAPI Data](#)

# Final Project: APIDA Experiences through Art

We will hold an art exhibit in collaboration with the AACC interns on 4/29. A week before the event, we will present our projects and give each other feedback.

Choose an issue, topic, or a moment in US history (including today) related to the APIDA experience. We will present this as an art form that can be displayed (photography, written poem, collage, painting/drawing, comic, etc.).

Please provide a 300–500-word reflection addressing the following:

- Why did you choose this topic?
- Why is this important?
- Why did you choose this mode of art?

You can see examples from previous years at <http://aacc.rutgers.edu/artexpo/>.

## Timeline

March 25: Submit a rough idea (class notes)  
April 22: Present updates & give feedback  
April 29: Art Exhibit @AACC (or virtual)

# Course Policy

## Academic Integrity

Please cite your sources properly! **This includes all the images you include in your response slides.**

Rutgers University has a policy on academic integrity that addresses plagiarism, cheating, fabrication, and so on. Whenever we use someone else's idea in our work, we must acknowledge it. The formal legal procedure outlined in this policy will be followed in the case of a violation, along with a failing grade. Please refer to this link:

[academicintegrity.rutgers.edu/academic-integrity-policy](https://academicintegrity.rutgers.edu/academic-integrity-policy).

## Late/Incomplete Work

Pandemic or not, I'm fair and flexible. Please reach out in advance to request for an extension. **You don't need to provide any evidence of your situation -- I will trust and believe you.** Otherwise:

- Discussion questions: minus 1 point
- Midterm: minus 2 points
- Final: minus 3 points

# Resources

## Disability Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

[ods.rutgers.edu/students/documentation-guidelines](http://ods.rutgers.edu/students/documentation-guidelines). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:  
[ods.rutgers.edu/students/registration-form](http://ods.rutgers.edu/students/registration-form).

## Academic and Wellness Support

Dean of Students

[deanofstudents.rutgers.edu/](http://deanofstudents.rutgers.edu/)

Student Legal Services

[rusls.rutgers.edu/](http://rusls.rutgers.edu/)

Counseling, ADAP and Psychiatric Services (CAPS)

[rhscaps.rutgers.edu](http://rhscaps.rutgers.edu)

Violence Prevention and Victim Assistance (VPVA)

[vpva.rutgers.edu](http://vpva.rutgers.edu)