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## ASIAN AMERICAN WORKERS IN A GLOBAL CONTEXT ONLINE SEMINAR FALL SEMESTER 2019

Course Number: 37:575:366:90 & 38:578:666:90

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### COURSE OVERVIEW

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Since the late 1700s Asian migration has been conditionally accepted into the U.S. From Filipinx sugar cane workers in Hawaii, to Punjabi farmers in California, to indentured Chinese laborers in southern plantations, the perpetual foreigner status continues till today. Yet Asian Americans experience contradictory racial frameworks that include both model minority (affluent, educated, professionals) and as unassimilable Others (culturally backward and/or national security threats). We will identify how entering as free, indentured, or contingent labor has been tied to the politics of belonging.

What are the connections between race, labor, and political belonging? Why have Asian Americans been recruited as laborers while being denied access to citizenship? What is the role of Asian American labor within U.S. history and in today's social landscape? The course will use film, social media, activist organizations, and academic critiques to examine both structural exclusion and resistance.

Asian Americans are the fastest growing community of both immigrant and native-born populations in the United States; yet their low rates of representation in the media, political process, and formal labor market raises pertinent questions about the politics of national belonging. While a small percentage of the Asian American population has experienced upward mobility, the larger majority straddles the poverty line, lacks formal education beyond high school, and participates in the low wage/undocumented worker economy. The course explores how historic cultural frameworks have informed the politics of national belonging for the Asian American community. Through the lens of interdisciplinary research in labor studies, use of interactive multimedia, online analytic exercises, response memo assignments, and thought pieces for print media publication, students will understand the connections between labor categories, cultural frameworks, and the politics of belonging.



## COURSE REQUIREMENTS & GRADING

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There are four requirements and the grading rubric is as follows:

Course Requirement	Raw Points	% Percentage of Final Course Grade
Discussion Sections	300	30%
BrainWorks Field Notes	200	20%
Final Vid-Critique	500	50%
<b>Total</b>	<b>1000</b>	<b>100%</b>

All assignments must be completed to receive credit for this course. In accordance with the Rutgers University letter grade and grade point system, your final grade will be calculated as follows:

RU Letter Grade	Raw Points	% Percentage
A	900-1000	90%
B+	870-899	87%
B	800-869	80%
C+	770-799	77%
C	700-769	70%
D	670-699	67%
F	Below 670	Below 67%

### **Discussion Sections: (300pts; 30% of final grade)**

The online classroom is a space for experimentation and learning in collaboration with your peers. The course uses an interactive format to encourage active learning techniques and analytic skills development throughout the semester. As a scholar, you are expected to study ALL assigned texts *carefully* and work through the complexities of readings.

Within online discussions, you are encouraged to participate actively by sharing insightful and constructive comments. In part, discussions are venues for scholars to hone their abilities of constructing and articulating critical analysis of texts. Each week will entail two separate components: (1) the first portion will involve lecture style PowerPoint which will be available each Monday, (2) followed by reflections and critiques in which scholars will apply the readings to the contemporary moment.

### **BrainWorks Field Notes: (200pts; 20% of final grade)**

The course aims to hone scholars' critical thinking skills by using various analytic activities throughout the semester. Critical thinking is the practice of creating space in your mind by being curious, asking questions, and being open to new ways of understanding so as to build on your existing knowledge set. To cultivate skills of analysis, scholars will engage in different exercises each week to improve concentration, perception/observation, and evaluation techniques. In particular, improving analytic ability involves observation and documentation; in the case of our course the object of



study will be the workings of your own mind. Every two weeks scholars will create multimedia BrainWorks Field Notes to record your reflections and ideas. The virtual collection will serve as data or “field notes” to observe your own analytic development across the semester. Once submitted, please also share your BrainWorks Field Notes with the class using CANVAS, late submissions will not be accepted without prior approval.

### **Final: Vid-Critiques (500pts; 50% of final grade)**

A complete education requires application of concepts; as such, visual literacy is increasingly necessary for building analytic competency. The experience of articulating a well-reasoned point of view allows for absorption of the reading material as well as cultivation of analytic ability. Scholars will have opportunities for experiential learning by creating a brief video critique. These are a **1-5 min video** in which you will demonstrate proficiency of readings by constructing an impactful argument.

The video format has become a common mode of communication. In producing your own Vid-Critiques, you will learn to use multimedia proficiently to articulate complex ideas. Through generating the short video, you will learn to make clear, concise, and compelling arguments in dynamic and novel ways. Critical insights require creativity and innovative thinking, be bold in your Vid-Critiques! Once submitted, please also share your Vid-Critiques with the class using CANVAS, late submissions will not be accepted without prior approval.

1. First, identify **ONE** Artifact of Social, Cultural, Political, or Economic Significance. Your artifact can be a person, place, or thing. Some examples include but are not limited to a family member, public personality, historic monument, institution, item of clothing or food.
2. Second, evaluate your artifact by using the Concepts introduced in the readings. The readings for each week introduce two main concepts from contemporary research studies. Choose **ONE** concept for your analysis of the artifact in study.
3. Lastly, articulate your point of view with a solid line of reasoning. Remember, the purpose of applying concepts is to share insights about a process that your audience may not already know. It **should not** be a summary of the readings and concepts; you are showcasing your own perspective. It **should not** be an opinion either; you are making a strong argument using facts and evidence in video form.

### **Extra Credit:**

Additional opportunities for learning the course objectives can be made available. These are reserved for scholars who demonstrate an improvement over the course yet remain at a grade level of C or below. Towards the end of the semester, these extra assignments will be made available at the professor’s discretion.



## LEARNING OBJECTIVES

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### ***Course Objective(s) from the Instructor:***

1. Scholars will build on their abilities of critical thinking, writing skills, and evidence based research.
2. Through course readings, online discussion and activities, Vid-Critiques and editorials, scholars will understand the connections between national policy and social science research.

### ***Core Curriculum: 21C and SCL***

Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world (a). Analyze a contemporary global issue from a multidisciplinary perspective (b). Analyze issues of social justice across local and global contexts (d). Understand the bases and development of human and societal endeavors across time and place (h). Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization. (Goal m). Apply concepts about human and social behavior to particular questions or situations. (Goal n).

### ***Labor Studies and Employment Relations Department:***

Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1). Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2). Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6).

### ***School of Management and Labor Relations:***

Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV). Evaluate the context of workplace issues, public policies, and management decisions (Goal V). Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI).

## COMMITMENT TO INCLUSIVE & RESPECTFUL LEARNING

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Active learning is a process of venturing into the unknown and unfamiliar. Encountering new ways of understanding can be a challenging and uncomfortable process. As such, online classroom interactions require respectful and inclusive language and behavior. Students are encouraged to hone their skills of listening, empathy, and analytic discourse so as to fully engage with the material and learn from the diverse experiences of their peers. The classroom is a space for the intermingling of contrasting frameworks and developing skills of analysis to distinguish between fact and hearsay. It is also an opportunity for students to learn from each other and begin to understand perspectives contrary to their own. Students will be introduced to research about forms of structural



exclusion in both a historical and contemporary context. A variety of works will inform student learning around how organizing principles of gender, race, sexuality, and class (to name a few) have framed the politics of belonging for Asian Americans. When encountering ideas or theories that are unfamiliar, students are encouraged to ask questions and share their perspectives in a respectful manner. To foster an inclusive and respectful environment antagonizing, disruptive language and behavior will not be tolerated.

### *A Note from the University*

Rutgers University welcomes differently abled students into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student who is differently abled must contact the appropriate services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's 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: <https://ods.rutgers.edu/students/registration-form>.

## **ACADEMIC INTEGRITY**

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Violations of academic integrity are not tolerated in this course, all other courses at Rutgers, or at any institution of higher learning. Academic dishonesty, whether intentional or unintentional, has serious consequences. Please review Rutgers University's Academic Integrity website at: <http://academicintegrity.rutgers.edu/> to understand how to avoid violations of academic integrity.

## **ASSIGNMENT POLICIES**

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Late Papers, Make-ups and Incompletes: There are no make-ups allowed for BrainWorks Field Notes, Vid-Critiques, or editorials. Assignments not turned in online on the due date will be penalized one grade per day (A to B+ to B, etc). Incompletes for the course are given only in the case of a documented medical or family emergency. In these documented cases, an incomplete is only available if you have completed at least 2/3 of the course assignments (the first two papers).

Paper Draft Policies: I can provide feedback on outlines of paper (no drafts). However, paper inquiries sent after 5pm the night before the due date may not be responded to, so get your questions in early.

## **COURSE READINGS**

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Please study each work with attention to the following questions:

1. What is the main argument? What are the sub-claims?
2. How do we assess its veracity? What evidence supports the main argument?



It is highly recommended to stay on top of readings as concepts introduced in each set of weekly texts build upon the previous set. All readings are made available on CANVAS.

## HISTORICAL CONTEXT: CONCEPTS AND FRAMEWORKS

### WEEK 1 (Tues Sep 2 - Sun Sep 8)

Introduction & Class Overview

#### 1. Assignments

Student Profile Sheet **DEADLINE Sun Midnight (5pts)**

Goals for Semester Sheet **DEADLINE Sun Midnight (5pts)**

Discussion: Multimedia Intro **DEADLINE Sun Midnight (15pts)**

### WEEK 2 (Mon Sep 9 - Sun Sep 15)

Making Asian America: Panethnicity & Solidarity

#### 1. Reading

Main Concepts: 1. Displacement 2. Transnational Belonging

Wanni W. Anderson and Robert G. Lee - *Displacements and the Diasporas: Asians in the Americas*

Ch.1: Asian American Displacements

#### 2. Discussion

Reflections & Critique **DEADLINE Sun Midnight (25pts)**

### WEEK 3 (Mon Sep 16 - Sun Sep 22)

Making Asian America: Labor & Freedom

#### 1. Reading

Main Concept: 1. Alienation

Lisa Lowe - *Immigrant Acts: On Asian American Cultural Politics*

Ch.1: Immigration, Citizenship, Racialization: Asian American Critique

#### 2. Assignment

BrainWorks Field Notes **DEADLINE Sun Midnight (50pts)**

### WEEK 4 (Mon Sep 23 - Sun Sep 29)

Making Asian America: Displacements & Diasporas

#### 1. Reading

Main Concepts: 1. Comparative Racialization 2. Unfree Labor

Moon-Ho Jung - *Coolies and Cane: Race, Labor, and Sugar in the Age of Emancipation*

Ch.1 Outlawing Coolies



## 2. Discussion

Reflections & Critique **DEADLINE Sun Midnight (25pts)**

### WEEK 5 (Mon Sep 30 – Sun Oct 6)

#### Asian Exclusion Era: Origins & Legal Belonging

##### 1. Reading

Main Concepts: 1. Whiteness 2. Eurocentrism

Ian Haney Lopez – *White by Law: The Legal Construction of Race*

Ch.4 Ozawa and Thind

##### 2. Discussion

Reflections & Critique **DEADLINE Sun Midnight (25pts)**

### WEEK 6 (Mon Oct 7 – Sun Oct 13)

#### Asian Exclusion Era: Detention Centers & Resistance

##### 1. Reading

Main Concept: 1. Social Criminality

Erika Lee and Judy Yung – *Angel Island: Immigrant Gateway to America*

Ch.1: Introduction

##### 2. Discussion

Reflections & Critique **DEADLINE Sun Midnight (25pts)**

### WEEK 7 (Mon Oct 14 – Sun Oct 20)

#### Asian Exclusion Era: Criminality & Immigrant Labor

##### 1. Mon Reading

Main Concepts: 1. Undocumented Labor 2. System of Dual Rule

Vivek Bald – *Bengali Harlem and the Lost Histories of South Asian America*

Ch.3 From Ships' Holds to Factory Floors

##### 2. Assignment

BrainWorks Field Notes **DEADLINE Fri Midnight (50pts)**

##### 3. Discussion

BrainWorks Peer Review **DEADLINE Sun Midnight (25pts)**



## GLOBAL CONTEXT: CONCEPTS AND FRAMEWORKS

### WEEK 8 (Mon Oct 21 – Sun Oct 27)

#### War Time: Japanese Internment Camps

##### 1. Reading

Main Concept: 1. Alien Citizen

Diane C. Fujino – *Yuri Kochiyama: Heartbeat of a Struggle*

Ch. 2: Concentration Camps and a Growing Awareness of Race

##### 2. Discussion

Reflections & Critique **DEADLINE Sun Midnight (25pts)**

### WEEK 9 (Mon Oct 28 – Sun Nov 3)

#### Post-1965: Asian Americans in the Civil Rights Movement & Beyond

##### 1. Reading

Main Concept: 1. Education as Political Right

Diane Fujino - *Samurai Among Panthers: On Race, Resistance, and a Paradoxical Life*

Ch.7 “Support All Oppressed Peoples” The Birth of the Asian American Political Alliance

##### 2. Discussion

Reflections & Critique **DEADLINE Sun Midnight (25pts)**

### WEEK 10 (Mon Nov 4 – Sun Nov 10)

#### Post-1965: Racial Solidarity

##### 1. Reading

Main Concepts: 1. Cultural Citizenship 2. Cultural Essentialism

Sunaina Maira - *Missing: Youth, Citizenship, and Empire After 9/11*

Ch.2 Cultural Citizenship

##### 2. Discussion

Reflections & Critique **DEADLINE Sun Midnight (25pts)**

### WEEK 11 (Mon Nov 11 – Sun Nov 17)

#### Post-1965: Model Minority Myth

##### 1. Reading

Main Concepts: 1. Model Minority 2. Racial Solidarity

Nadine Naber - *Arab America: Gender, Cultural Politics, and Activism*

Ch.1: From Model Minority to Problem Minority





## 2. Discussion

Reflections & Critique **DEADLINE Sun Midnight (25pts)**

**WEEK 12 (Mon Nov 18 – Sun Nov 24)**

**Transnational Labor: Migration Economies & Guest Workers**

### 1. Reading

Main Concepts: 1. Non-Citizen Category 2. Nation State as Labor Broker

Robyn Rodriguez - *Migrants for Export: How the Philippine State Brokers Labor to the World*

Ch.2 A Global Enterprise of Labor: Mobilizing Migrants for Export

### 2. Assignment

BrainWorks Field Notes **DEADLINE Fri Midnight (50pts)**

**WEEK 13 FALL BREAK: Mon Nov 25 - Sun Dec 1**

**\*\*NO CLASS\*\***

**WEEK 14 (Mon Dec 2 – Sun Dec 8)**

**Asian America: Present & Future**

### 1. Reading Main Concepts: 1. Deportability 2. Neoliberal Moral Economy

Nicholas de Genova and Nathalie Peutz, (Eds) - *The Deportation Regime: Sovereignty, Space, and the Freedom of Movement*

Sunaina Maira - Ch. 10 Radical Deportation: Alien Tales from Lodi and San Francisco

### 2. Assignment

BrainWorks Field Notes **DEADLINE Fri Midnight (50pts)**

### 3. Discussion

BrainWorks Peer Review **DEADLINE Sun Midnight (50pts)**

**WEEK 15 (Mon Dec 9 – Sun Dec 15) Course Review**

### 1. Reading

Course Review Power Point Slides

**WEEK 16 (Mon Dec 16 – Sun Dec 22)**

**FINAL VID-CRITIQUE DUE Mon Dec 16 Midnight (50pts)**

**EXTRA CREDIT EARLY SUBMISSION (5 points)**

**BEFORE SUN. DEC 15<sup>TH</sup> Midnight**