



ASIAN AMERICAN WORKERS IN GLOBAL CONTEXT FALL SEMESTER 2016

Course Number: 37:575:366:01

Class Time: Tuesday 12:35-3:35PM

Class Location: Cook/Douglas Campus, Labor Education Center, Room 130/131

Professor: Dr. SaunJuhi Verma
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COURSE OVERVIEW

Since the late 1700s Asian migration has been conditionally accepted into the U.S. From Filipina/o 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). 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. We will identify how entering as free, indentured, or enslaved 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, media, guest speakers, and academic critiques to examine both structural exclusion and resistance.

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, in-class analytic exercises, weekly response memos, and thought pieces, students will understand the connections between labor categories, cultural frameworks, and the politics of belonging.



COURSE REQUIREMENTS & GRADING

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

Course Requirement	Raw Points	% Percentage of Final Course Grade
Class Participation & Group Presentation	240	24%
Weekly Memo Critiques	260	26%
Midterm Paper	250	25%
Final Paper	250	25%
Total	1000	100%

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%

Class Participation: (140pts; 24% of final grade)

The classroom is a space for experimentation and learning in collaboration with other students. The course uses a discussion-based format to encourage active learning techniques and analytic skills development throughout the semester. Students are expected to study ALL assigned texts *carefully* and work through the complexities of readings prior to class. Within class discussions, students are encouraged to participate actively by sharing insightful and constructive comments. In part, class discussions are venues for students to hone their abilities of constructing and articulating a critical analysis of texts.

Each class, students have the opportunity to earn a total of 10points for participation. Allotment of points will be discussed during the first two classes. Since class discussions are a significant component of the learning process as well as the overall grade, attendance is highly encouraged. However, if a class session has to be missed due to an emergency, please **send an email prior to class and report to the Rutgers Absence Reporting System**. Class instruction will begin promptly at the time specified and will not be repeated, as such it is important to arrive **ON TIME**. Walking



in and out of a session is highly discouraged. Of course, emergencies arise, please be respectful to other students and exercise common sense. In addition, please **send an email prior to class** about any late arrivals or early departures from class. **Unexcused absences, late arrivals, early departures will result in no participation points for that class session.** With the exception of a break at the halfway point, students are expected to remain in class for the entirety of the session.

The use of technology, such as laptops, tablets etc is not permitted. This includes cell phones, which must be switched to vibrate (no audible ringtones) and not used at all during class. **Students using cellphones or other technology will receive no participation points for the class session.** This includes but is not limited to surfing the web, email, and disruptions to the class. Lastly, students are not permitted to record, videotape, or photograph any class session without consent and authorization of the professor and their classmates. These guidelines are in place to establish an inclusive and fruitful learning environment.

Group Presentations: (100pts; 24% of final grade)

Each student will have the opportunity to participate in a collaborative learning exercise. The specific prompts for the group presentation will be shared in a separate document during week four. During this session, groups and selection of respective presentation days will be determined by random assignment. The group presentation involves (1) applying that week's readings to one of the three scenarios presented in the handout and (2) clarifying the main concepts of the texts to the class.

During the week of presentations, the group members leading class discussion are not required to submit weekly memo critiques.

Weekly Memo Critiques: (260pts; 26% of final grade)

Writing is a process of thinking and an exercise in clarifying unformulated ideas. The course offers multiple opportunities for students to improve both their abilities of critical thinking and writing skills. The weekly memo critiques are designed for students to make mini-arguments and receive constructive feedback for improvement.

For each week's memo, (1) identify one claim from the readings assigned for that week, (2) formulate a question in relation to that claim, and (3) proceed to answer that question. Use **no more than 250 words** for each memo, it should be **clear, concise, and convincing**. The memo should not merely be a response, but a carefully reasoned critique. Please share your memo with the class using SAKAI, no later than **Monday at 5pm** (the day prior to class). Late submissions will not be accepted without prior approval.

Midterm: Print Media Publication (250pts; 25% each of final grade)

Writing assignments will prompt students to connect readings from the course with contemporary social issues. The midterm will be a brief thought piece for publication to a



media outlet, such as the New York Times, Huffington Post, Colorlines, Politico, or of the student's choosing. Prompts and options for publication will be distributed in class for the midterm writing assignment. Since the weekly memos are practice to formulate smaller arguments in relation to the readings, these can be used to build a larger argument within the midterm thought piece. I will serve as your editor; quality over quantity is encouraged.

Final: Print Media Submission (250pts; 25% of final grade)

For the final, students will build on the midterm writing assignment by incorporating the feedback of the editor (myself) and construct a polished thought piece for submission to a print media outlet. Student's are encouraged to identify one of the concepts introduced in class and make connections with contemporary social practice. Prompts will be distributed in class; in addition, students will have the option of constructing own topic of inquiry. Please discuss your topic with the professor by week 13.

Extra Credit:

Additional opportunities for learning the course objectives can be made available. These are reserved for students 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

Course Objective(s) from the Instructor:

1. Students will build on their abilities of critical thinking, writing skills, and evidence based research.
2. Through course readings, class discussion and activities, weekly response memos, and papers, students will understand the connections between national policy, social science research, and patterns of immigration.

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).

ACADEMIC INTEGRITY

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

Late Papers, Make-ups and Incompletes: There are no make-ups allowed for weekly memo critiques. Papers not turned in during class 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: During office hours prior to paper submission, I am happy to 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

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 SAKAI.

WEEK 1 (Sep 6)

Introduction & In-Class Exercise

HISTORICAL CONTEXT: CONCEPTS AND FRAMEWORKS

WEEK 2

Weekly Memo Critique – DEADLINE: Monday 5pm via SAKAI

(Tues Sep 13) Making Asian America: Panethnicity & Solidarity 10pts

Lon Kurashige and Alice Yang - *Major Problems in Asian American History 2nd Edition*

Ch.I: Asian American History by the Generation

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

Ch.I: Asian American Displacements

WEEK 3

Weekly Memo Critique – DEADLINE: Monday 5pm via SAKAI

(Tues Sep 20) Making Asian America: Labor & Freedom 10pts

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

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

Ronald Takaki - *A Larger Memory: A History of Our Diversity, with Voices*

Part I: A Larger Memory: The Ties that Bind

WEEK 4

Weekly Memo Critique – DEADLINE: Monday 5pm via SAKAI

(Tues Sep 27) Making Asian America: Origins & Legal Belonging 10pts

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

Ch.2 Racial Restrictions in the Law of Citizenship

Ch.4 Ozawa and Thind

P.168-182 Appendix B



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

Ch.1 Outlawing Coolies

**** OFFICIAL GROUPS ASSIGNED ****

WEEK 5

Weekly Memo Critique – DEADLINE: Monday 5pm via SAKAI

(Tues Oct 4) Asian Exclusion Era: Detention Centers & Resistance iopts

Rhacel Parrenas and Lok Siu - *Asian Diasporas: New Formations, New Conceptions*

Evelyn Hu-DeHart Ch.1 Latin America in Asia-Pacific Perspective

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

Ch.1: Introduction

WEEK 6

Weekly Memo Critique – DEADLINE: Monday 5pm via SAKAI

(Tues Oct 11) Asian Exclusion Era: Criminality & Immigrant Labor iopts

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

Ch.4: “Obstacles this Way, Blockades that Way” South Asian Immigrants, U.S. Exclusion, and the Ghadar Movement”

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

Introduction: Lost in Migration

Ch.3 From Ships’ Holds to Factory Floors

**** MIDTERM PAPER DUE: MONDAY OCT 17 5PM via SAKAI ****



GLOBAL CONTEXT: CONCEPTS AND FRAMEWORKS

WEEK 7

(Tues Oct 18) Preparation Week **10pts**

****NO WEEKLY MEMO****

****NO CLASS****

GROUP PREPARATION TIME

**** GROUP PRESENTATIONS BEGIN NEXT WEEK ****

WEEK 8

Weekly Memo Critique - DEADLINE: Monday 5pm via SAKAI

**** GROUP 1 PRESENTATION ****

(Tues Oct 25) War Time: Japanese Internment Camps **10pts**

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

Introduction: Change

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

Ch.2: Protecting the Japanese

WEEK 9

Weekly Memo Critique - DEADLINE: Monday 5pm via SAKAI

**** GROUP 2 PRESENTATION ****

(Tues Nov 1) Post-1965: Asian Americans in the Civil Rights Era **10pts**

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

Ch.7 "Support All Oppressed Peoples"

Ch.8 "It Was about Taking Care of the Collective"

David L. Eng and Alice Y. Hom - *Q&A: Queer in Asian America*

Introduction: Q&A: Notes Queer in Asian America



WEEK 10

Weekly Memo Critique – DEADLINE: Monday 5pm via SAKAI

**** GROUP 3 PRESENTATION ****

(Tues Nov 8) Post-1965: Racial Solidarity & Cultural Citizenship iopts

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

Ch.1: From Model Minority to Problem Minority

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

Ch.2 Cultural Citizenship

WEEK 11

Weekly Memo Critique – DEADLINE: Monday 5pm via SAKAI

**** GROUP 4 PRESENTATION ****

(Tues Nov 15) Transnational Labor: Migration Economies iopts

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

Ch.1 The Emergence of Labor Brokerage: U.S. Colonial Legacies in the Philippines

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

WEEK 12

Weekly Memo Critique – DEADLINE: Monday 5pm via SAKAI

**** GROUP 5 PRESENTATION ****

(Tues Nov 22) Transnational Labor: Guest Workers & Status iopts

Andrew M. Gardner - *City of Strangers: Gulf Migration and the Indian Community in Bahrain*

Ch.1 Introduction: Structural Violence and Transnational Migration in the Gulf States

Pei-Chia Lan - *Global Cinderellas: Migrant Domesticity and Newly Rich Employers in Taiwan*

Introduction

FALL BREAK



WEEK 13

****NO CLASS ON TUESDAY****

(Wed Nov 30) Guest Lecture: Sayu Bhojwani 20pts

Event Location: Eagleton Institute of Politics, 1st Floor Drawing Room
(191 Ryders Lane, Douglass Campus)

Sayu Bhojwani was the 1st Commissioner of Immigrant Affairs under Michael R. Bloomberg. She is a visiting scholar with Eagleton's Program on Immigration and Democracy and the founder and president of The New American Leaders Project. She will deliver a lecture about immigration in relation to the 2016 presidential election and the changing American electorate.

WEEK 14

(Tues Dec 6) Course Review & Paper Drafts 20pts

Review of Concepts & Peer-Editing of Rough Drafts

**** FINAL PAPER DUE: TUESDAY DEC 20 5PM via SAKAI ****