

AML 3673: Asian American Studies
Asian American Literature and Empire

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Office hours: MW, period 6

Class 10445
Period 7 MWF
Room TUR 2336

Online Syllabus: Canvas

COURSE DESCRIPTION

Between the late-19th and mid-20th centuries, the US would colonize or militarily intervene throughout the Pacific and many parts of Asia including colonies in Hawai'i and the Philippines, and ongoing wars in Korea and Vietnam. Given this history of US empire in the Pacific, this course examines the relationship between empire and Asian American literature. We will discuss how Asian American authors reflect, historicize, or reject US imperial ideologies through literature. To narrow our historical context, our units will focus on Asian American settler colonialism in Hawai'i, and empire in Vietnam, the Philippines, and Korea. As such, students will be introduced to concepts such as orientalism, militarism, colonial schooling, neo- and post-colonialism, and settler colonialism, while also looking at how racial and gender identities inform colonial relationships.

OUTCOMES

By the end of AML 3673, students will be able to:

- Read, write, and think critically about Asian American literature and US Empire
- Discuss the historical and critical context of various texts and mediums
- Establish and support significant historical, literary, and critical or theoretical claims
- Conduct formal research on literature, race, and history

REQUIRED TEXTS

Novels

Jessica Hagedorn, *Dream Jungle* (2003)
Ahn Junghyo, *Silver Stallion: A Novel of Korea* (2003)
Heinz Insu Fenkl, *Memories of my Ghost Brother* (1996)
Thi Bui, *The Best We Could Do* (2017)
Viet Thanh Nguyen, *The Sympathizer* (2015)
Lois-Ann Yamanaka, *Blu's Hanging* (1997)
R. Zamora Linmark, *Rolling the R's* (1995)

Extra Credit Option: lê thi diem thúy, *The Gangster We are all Looking For* (2003)

Note: All secondary readings will be posted to our Canvas course page. When required texts are available online, I will also provide links to these texts on our Canvas site.

ASSIGNMENT DESCRIPTIONS (Total Points Possible: 500 points)

Participation (50 points)

Because this course is largely discussion-based, students will be asked to participate in all class discussion sections. Participation includes completing all assigned readings before class, paying attention during our class periods, participating in group work and group discussions, and contributing your own insights to our discussion sections. If you are naturally quiet or shy student, feel free to come talk to me during office hours for tips on how to participate in class or to set up alternative forms of participation.

Panel Papers (100 points)

For each major text, 3-4 students will write and present panel papers to help guide our course discussion. Your presentation can provide background information on a text, or issue, explore one theme in the text, or perform a close reading of a scene, passage, image, etc. Presentations should be 5 minutes long (~2.5 pages of writing, double spaced) and will be read out loud to the class. Each group of students will share their paper topics to avoid repetition and overlaps. Each student will email me (ahunziker@ufl.edu) a copy of their essay by noon the day before their presentation. Panel papers provide students with an opportunity to get early feedback on their writing in preparation for the final paper.

Archive Paper and Presentation (100 points)

For each unit, several students will examine corresponding archival materials and present on two archival items to historically ground our class discussion. Students can choose from World's Fair photographs and postcards from Yale's Beinecke Library, oral histories from USC's Korean-American Heritage museum, and Vietnam War-era scrapbooks from UF's Jim Liversidge Collection. The presentations will give students an overview of what materials each archival collection contains and will provide students a chance to conduct archival research. Students will also write a 3-4 page response paper on their archival findings.

Paper Proposal (50 points)

Each student will submit a 1 ½ -2 page (double spaced) proposal for their final paper. The proposal should serve as a summary of your overall argument, main claim (thesis), and key examples of evidence or secondary claims. Each proposal should include bibliographic material for two secondary sources you will use for your final paper. The paper proposal will help students to think through their paper ideas in advance, and allows students to receive feedback from their instructor before writing the final paper.

Final Paper (200 points)

The final paper will be our major writing assignment this semester (but don't worry—you will get feedback on your writing before this point, and you will have all semester to come to office hours). Your essay can be on any text, film, game, etc. we discussed this semester and should be 10-12 pages, double spaced. Consider some of the critical lenses we used throughout the semester as you think through your paper topic. Your essay should not be a regurgitation of our discussion sections, though you can use our conversations as a starting point as you brainstorm ideas.

*Note: We may have reading quizzes during the semester if students have not completed assigned reading. These quizzes will be unannounced and will occur in the first few minutes of class. Quizzes will be worth only 10 points, and I will drop your lowest score at the end of the semester.

TENTATIVE READING SCHEDULE

8.22 Course Introduction

8.24 Introduction to Asian American Studies; “Introduction: Revisiting Contemporary Asian America” and “Heterogeneity, Hybridity, Multiplicity: Marking Asian American Differences” from *Contemporary Asian America: A Multidisciplinary Reader* (Canvas); volunteer for archive presentation 1

Week 2: Visual Technologies, Colonial Performance, and Militarism in the Pacific

8.27 Introduction to US Empire in the Pacific; “The Undead: Notes on Colonial Photography in the Philippines, 1898-1920s” from *White Love and Other Events in Filipino History*; excerpt from *Body Parts of Empire*, 23-30; sign up for panel presentations

8.29 ARCHIVE PRESENTATIONS; Beinecke World’s Fair Materials + poems from *Juan Luna’s Revolver* (Canvas)

8.31 Screen: *Bontoc Eulogy* (in-class)

Week 3: Visual Technologies, Colonial Performance, and Militarism in the Pacific

9.3 NO CLASS; Holiday – begin reading *Dream Jungle*

9.5 PANEL PAPERS; *Bontoc Eulogy*
Discuss *Bontoc Eulogy*, Beinecke materials, and *Juan Luna’s Revolver*
begin reading *Dream Jungle*

9.7 *Dream Jungle*

Week 4: Visual Technologies, Colonial Performance, and Militarism in the Pacific

9.10 *Dream Jungle*

9.12 *Dream Jungle*

9.14 PANEL PAPERS; *Dream Jungle*

Week 5: The Forgotten War

- 9.17 Intro to Korean-American War; USC Korean-American Heritage Digital Archive
Begin reading *Silver Stallion*
- 9.19 “Camptown, U.S.A.,” Ji-Yeon Yuh; excerpt from *Haunting the Korean Diaspora: Shame, Secrecy, and the Forgotten War*, 1-17; *Silver Stallion*
- 9.21 *Silver Stallion*

Week 6: The Forgotten War

- 9.24 *Silver Stallion*
- 9.26 PANEL PAPERS DUE; *Silver Stallion*
- 9.28 *Memories of my Ghost Brother*

Week 7: The Forgotten War

- 10.1 *Memories of my Ghost Brother*
- 10.3 *Memories of my Ghost Brother*
- 10.5 ARCHIVE PRESENTATIONS; *Memories of my Ghost Brother*

Week 8: The Forgotten War / ‘Good Refugees’

- 10.8 LIBRARY VISIT: UF Special Collections (Michael Gannon Papers, Jim Liversidge Collection, Baldwin Collection)
- 10.10 PANEL PAPERS; *Memories of my Ghost Brother*
Intro to The War in Viet Nam; “The Vietnam War and the ‘Good Refugee,’” Yen Le Espiritu (Canvas); begin reading *The Best We Could Do*

10.12 *The Best We Could Do*

Week 9: ‘Good Refugees’ / Revisioning the War in Viet Nam

10.15 *The Best We Could Do*

- 10.17 PANEL PAPERS *The Best We Could Do*
Begin reading *The Sympathizer*

10.19 *The Sympathizer*

Week 10: Revisioning the War in Viet Nam

10.22 *The Sympathizer*

10.24 ARCHIVE PRESENTATIONS; *The Sympathizer*

10.26 PANEL PAPERS; *The Sympathizer*

Week 11: Writing Week

10.29 Writing Workshop

10.31 PAPER PROPOSALS DUE

11.2 NO CLASS: Homecoming

Week 12: Asian Settler Colonialism in Hawai'i

11.5 “Why Asian settler colonialism matters,” Dean Itsuji Saranillio; “Settlers of Color and ‘Immigrant’ Hegemony: ‘Locals’ in Hawai’i,” Hunani-Kay Trask; “Asian Settler Colonialism’s History” (Canvas); start reading *Blu’s Hanging*

11.7 *Blu’s Hanging*

11.9 NO CLASS; Instructor Away at Conference; *Blu’s Hanging*

Week 13: Asian Settler Colonialism in Hawai'i

11.12 NO CLASS; Holiday

11.14 *Blu’s Hanging*

11.16 PANEL PAPER; *Blu’s Hanging*

Week 14: Asian Settler Colonialism in Hawai'i

11.19 *Rolling the R’s*

11.21 NO CLASS; Thanksgiving

11.23 NO CLASS; Thanksgiving

Week 15: Asian Settler Colonialism in Hawai'i

11.26 *Rolling the R’s*

11.28 PANEL PAPERS; *Rolling the R's*

11.30 Optional Conferences

Week 16: Course Wrap-Up

12.3 Writing Day

12.5 Course Wrap-Up; FINAL PAPERS DUE @5PM

CLASSROOM POLICIES

Attendance and Tardiness

Attendance is required to succeed in this class. Each student is allowed three absences with no penalty. For each subsequent absence after three, you will incur a half letter grade deduction from your final grade (i.e. from an A to an A-). If a student misses more than six periods during a semester, he or she will fail the course. Only absences involving university-sponsored events, such as athletics and band, and religious holidays will be exempt from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. Students are responsible for keeping track of their own attendance records. The instructor is not responsible for informing students of their attendance record; however, students are welcome to ask how many absences they've accrued.

Note: If a student is absent, it is the student's responsibility to make themselves aware of all due dates. If absent due to a university-sponsored event, students are still responsible for turning assignments in on time.

Tardiness: Students who enter class after the start of class are late and are marked as tardy. Three instances of tardiness count as one absence. Additionally, if you arrive more than 15 minutes later to class, you will be counted as absent for the period.

Late Work

Late work will not be accepted. Any other work that is not turned in by class time on the due date will not be accepted and will automatically count as a zero. Exceptional circumstances will be considered on a case-by-case basis.

Participation

Everyone is expected to participate in class. Be prepared to discuss the readings, answer questions about them, and ask questions about parts you did not understand. If a student comes to class unprepared (e.g. without required materials) and unable to participate, his or her participation grade and/or attendance grade will be penalized.

Classroom Disruptions

Common courtesy is mandatory in our classroom. Silence all cell phones, pagers, alarms, and so on when you enter the classroom; noise distractions are rude and interrupt everyone's learning. If a student is found text messaging in class, he or she will be asked to leave and will receive an absence for the day. Sleeping, talking in private conversations, and reading other material are also inappropriate behaviors

during class time. Disciplinary action (dismissal from the classroom, grade deduction, etc) will be taken if a student disrupts the learning environment in any way.

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:

"Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the Internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student."

(University of Florida, Student Honor Code, 8 July 2011)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office in Peabody 202. That office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. If you haven't registered with the DRC but think you may be eligible for accommodation, please come talk to me in office hours and I can help advise you.

Course Evaluations

Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>

Counseling and Wellness

Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>

UF's policy on Harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>