

ASAMST 121 (CN 19043)
Spring Semester 2020
Office Hours: Tue., 11am-12pm & by appt.

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Asian American & Asian Diaspora Studies 121: History of the Chinese in the US

Course Description. This course covers the entire history of the Chinese in the U.S., from the Gold Rush period in mid-19th century to the present. Since Chinese immigration and exclusion are two continuous processes throughout this history, both will be the focus of the course. The two processes and their interaction with each other also generated considerable political, economic, and cultural dynamism in the settlement and development of the Chinese American community throughout the U.S. Adding to the complexity of the two processes and the community dynamics has been the continuous impact of the volatile diplomatic relations between China and the U.S. and the ever-present tension and multi-level interactions between the Chinese American community and its homeland, including, the clan, village, county, province, and China, as a nation and a culture. Finally, since Chinese have settled in over 140 countries throughout the world, the continuous Chinese immigration has brought Chinese from Latin America, the Caribbean, Southeast Asia, Africa, and Europe to the U.S., contributing not only to the diversity and hybridity in the Chinese American population but also to a growing global networks, connections, interactions, and cross-fertilization for Chinese Americans. Globalization and global influence of the U.S. have had a tremendous impact on the Chinese diaspora at the grassroots level, at the center of which are the Chinese in the U.S.

Course Objectives. The primary objective of the course is to provide students with a comprehensive, analytical, and complex understanding of the history of the Chinese in the U.S. This means critical reading of books covering aspects of Chinese American life throughout history. Secondly, this course aims at providing students an opportunity to do original research together with fellow students. Finally, it is the intention of this course to make history meaningful for understanding contemporary issues facing Chinese Americans. For these reasons, students must be prepared to do readings, participate actively in reading discussions, and share their knowledge collectively. Students will also be expected to learn from physical historical sites that have relevance to our understanding of Chinese American history.

Note that this course requires field work and team projects that take the form of short historical video projects. Although multimedia skills are not a prerequisite, willing to work in a collective team situation is required.

Course Requirements

1. Lectures: Tu, Th, 9:30-11am. 102 Wheeler Hall. Instruction begins January 21 and ends May 7, Fri.
2. Discussion & Participation Grade. Includes 4 field trip/forum write-ups in bCourse. (2 field trips include Chinese Historical Society of America and Angel Island Immigration Station) and 2 more field trips of your choice from an online list. Discussion grade would include: 4 field trips, attendance, participation and online quizzes. (30%)
3. Midterm Exam-Mar 5. IDs (identification of concepts, events, person) and essay. (20%)
4. Group Presentation: Create a 2 minute Adobe Premiere Rush video presentation that introduces the team members, the class topic of the week and introduction for their selected final video project. After video viewing: a) re-introduce each member, b) feedback on video quality and message itself; c) questions and answers related to the topic of the week in syllabus; d) introduce supplementary reading; e) summary. See [Adobe Student Hub](#) for software information and adobesupport@berkeley.edu for help. See ASAMST 121 [Video Project List](#) for project selections. (10%)
5. Video Project: Create a 5 minute video project using Adobe Premiere Rush or Premiere format. Research and select an approved Chinese American history project in consultation with CAA Chinese Chapter, Chinese

Historical Society of America and other community members. Work with your student team to create a finalized version that will be shown at the end of the semester in a community viewing. Content should include a historical theme, interviews with historians, community members, photographs, music, sound and other background elements. (20%)

6. Final Exam. Each student submits an essay that reflects on their contribution to the video project. The paper should have a central theme and includes an abstract of the project, the process of choosing a theme, the research involved, the production itself, group working relationships and what they learned. 8-10 pages double spaced with 5 minimum outside research sources; no dictionary or superficial internet sources.) Standard MLA footnote format, appendix for interviews & bibliography. (20%)
7. **NOTE: Due to shelter-in-place, this class will be graded default on P/NP basis. There is agreement by graduate and professional schools to accept P/NP. The idea of having P/NP is to de-stress people including the pressure to get a high grade. I don't want it to snowball into everyone wanting a grade. I would also want to let students know that they will get high letters of recommendation for the energy and input they put into the class. If you want to take it for a grade there is an option to change it online. Please check for the early May deadline to change the option from P/NP default into a letter grade.**

FIELD TRIP LISTINGS

Required Readings (from Eastwind Books of Berkeley, 2066 University Ave/near Shattuck, www.asiabookcenter.com and on reserve at Ethnic Studies Library, 30 Stephens Hall):

- Iris Chang. *The Chinese in America: A Narrative History*. Penguin: 2003.
- Judy Yung. *Unbound Feet: A Social History of Chinese Women in San Francisco*. Berkeley: UC Press. 1995.
- Stand Up: An Archive Collection of the Bay Area Asian American Movement 1968-1974*. ACC Archive Group. 2009.
- Chan, Sucheng & Madeline Y. Hsu, *Chinese Americans and the Politics of Race and Culture*. Phil:Temple, 2008.
- AAS121 Ethnic Studies Library Reserves (30 Stephens Hall). L. Ling-chi Wang, "Structure of Dual Domination: Toward a Paradigm for the Study of the Chinese Diaspora in the U.S.," *Amerasia Journal*, Vol. 21, Nos. 1 & 2 (1995), 149-170.
- AAS121 Ethnic Studies Library Reserve (30 Stephens Hall). L. Ling-chi Wang, "Roots and the Changing Identity of the Chinese in the United States," in *The Living Tree: The Changing Meaning of Being Chinese Today*, edited by Wei-ming Tu, pp. 85-212. Stanford: Stanford University Press, 1991.
- AAS121 Ethnic Studies Library Reserve (30 Stephens Hall). Him Mark Lai. *Becoming Chinese American: A History of Communities and Institutions*. Chapters 1 & 7. Walnut Creek: Alta Mira, 2004.
- AAS121 Robert Schwendinger. *Ocean of Bitter Dreams: The Chinese Migration to America 1850-1915*. Long River: SF, 2015. Preface, Chapters 1-4.
- AAS121 Beth Lew-Williams. *The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America*. Cambridge: Harvard, 2018.

AAS121 Course Outline & Readings.

Books with an asterisk (*) are recommended supplemental readings for discussion and research. Textbooks may be

purchased at Eastwind Books of Berkeley, 2066 University Avenue, near Shattuck. Copies will be placed on reserve in the Ethnic Studies Library, 30 Stephens Hall.

Week 1. Course Orientation, Introduction, and Course Overview (1/21 & 23)

Which perspectives on Chinese American history you find helpful in framing of Chinese American history?

Iris Chang. *The Chinese in America*. Introduction.

Judy Yung. *Unbound Feet*. Introduction.

AAS121 Ethnic Studies Library Reserves. L. Ling-chi Wang, "Structure of Dual Domination: Toward a Paradigm for the Study of the Chinese Diaspora in the U.S.," *Amerasia Journal*, Vol. 21, No. 1 & 2 (1995), 149-170.

Week 2. International Context of Chinese Immigration Worldwide (1/28 & 30)

What background context led to migration of Chinese worldwide during the second half of the 19th Century?

Iris Chang. *The Chinese in America*. Chapters 1-4.

Sucheng Chan & Madeline Hsu. *Chinese Americans and the Politics of Race and Culture*. Preface.

AAS121 Ethnic Studies Library Reserves. Robert Schwendinger. *Ocean of Bitter Dreams*. Preface, Chapters 1-4.

* Him Mark Lai. *Becoming Chinese American: A History of Communities and Institutions*. Chapter 1.

*Pan, Lynn. *Sons of the Yellow Emperor: A History of the Chinese Diaspora*. Kodansha: 1994.

*Wang, L. Ling-chi & Wang Gungwu, *The Chinese Diaspora: Selected Essays*, Volumes I & II. Singapore: Times Academic Press, 1998.

*Mary R. Coolidge, *Chinese Immigration*. New York: Henry Holt and Co., 1090.

*Him Mark Lai. *Chinese American Transnational Politics*. Chapters 1 & 2. Illinois: 2010.

Week 3. Immigration & the Economic Development of the West (2/4 & 2/6)

In what ways were the Chinese indispensable to the development of the American West? What were their contributions and why weren't they given full recognition?

Iris Chang. *The Chinese in America*. Chapters 5-7.

Judy Yung. *Unbound Feet*. Chapter 1.

*Gordon Chang, *Ghosts of Gold Mountain: The Epic Story of the Chinese Who Built the Transcontinental Railroad*. Boston: Houghton Mifflin, 2019.

*Ping Chiu, *Chinese Labor in California, 1850-1880: An Economic Study*. Madison, WI: State Historical Society of Wisconsin for the Department of History, Univ. of Wis, 1963.

*Arif Dirlik (Ed.), *Chinese on the American Frontier*. Lanham, Maryland: Rowman & Littlefield, 2001.

*Stuart C. Miller, *The Unwelcome Immigrant: The American Image of the Chinese, 1785-1882*. Berkeley: UC Press, 1969.

*Sucheng Chan, *This Bittersweet Soil: The Chinese in California Agriculture, 1860-1910*. Berkeley: UC Press, 1986.

Week 4. Exclusion & Chinese as Perpetual Aliens. (2/11 & 2/13) Team A-4

What were the reasons for Chinese exclusion and the idea that the Chinese were perpetual aliens?

Iris Chang. *The Chinese in America*. Chapters 8 & 9.

Judy Yung. *Unbound Feet*. Chapter 2.

AAS121 Ethnic Studies Library Reserves. Beth Lew-Williams. *The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America*. Cambridge: Harvard, 2018. Introduction and Chapter 1.

*Beth Lew-Williams. *The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America*. Cambridge: Harvard, 2018.

*Jean Pfaelzer. *Driven Out: The Forgotten War Against Chinese Americans*. UC Press: 2008.

*Madeline Y. Hsu, *Dreaming of Gold, Dreaming of Home: Transnationalism and Migration between the U.S. and South China, 1882-1943*. Stanford, CA: Stanford University Press, 2000.

*Wu Ting-fang, *America through the Spectacles of an Oriental*. New York: Frederick A. Stokes, 1914.

*Sucheng Chan (Ed.), *Entry Denied: Exclusion and the Chinese Community in America, 1882-1943*. Phil.: Temple University Press, 1991.

*Charles McClain, *In Search of Equality: The Chinese Struggle against Discrimination in 19th Century California*. Berkeley, CA: University of California Press, 1994.

*Lucy E. Salyer, *Laws Harsh as Tigers: Chinese Immigrants and the Shaping of Modern Immigration Law*. Chapel Hill, NC: University of North Carolina Press, 1995.

*Alexander Saxton, *The Indispensable Enemy: Labor and the Anti-Chinese Movement in California*. Berkeley: UC Press, 1971.

Week 5. Development of the Chinese American Community (2/18 & 2/20) Team B-5

How did the community resist, accommodate and survive under exclusion?

Iris Chang. *The Chinese in America*. Chapters 10 & 11.

Judy Yung. *Unbound Feet*. Chapter 3.

Sucheng Chan & Madeline Hsu. *Chinese Americans and the Politics of Race and Culture*. Chapter 1.

*Julia Flynn Siler. *The White Devil's Daughters: the Women Who Fought Slavery in San Francisco's Chinatown*. New York: Knopf, 2019.

*Him Mark Lai, Genny Lim & Judy Yung. *Island: Poetry and History of Chinese Immigrants on Angel Island, 1910-1940*. Univ. of Wash. 1980.

**San Francisco Municipal Report: 1884-85*. San Francisco: W. M. Flinton and Co., 1885.

*Wing Chung Ng, *The Chinese in Vancouver, 1945-80: The Pursuit of Identity and Power*. Vancouver: Univ. of British Columbia Press, 1999.

*Gunther Barth, *Bitter Strength: History of Chinese in the U.S., 1850-1870*. Cambridge, MA: Harvard University Press, 1964.

*Victor & Brett Nee, *Longtime Californ': A Documentary Study of an American Chinatown*. New York: Pantheon Books, 1972.

*Sandy Lydon, *Chinese Gold.: The Chinese in the Monterey Bay Region*. Capitola, CA: Capitola Book Co., 1985.

Week 6. Great Depression & Class Relations (2/25 & 2/27) Team C-6

What type of organization and resistance took place within Chinese American community during the Great Depression and was this different from previous periods?

Iris Chang. *The Chinese in America*. Chapter 12.

Judy Yung. *Unbound Feet*. Chapter 4.

Sucheng Chan & Madeline Hsu. *Chinese Americans and the Politics of Race and Culture*. Chapter 2.

*H. T. Tsiang, *China Red*. New York: Liberal Press, Inc., 1931.

*Peter Kwong, *Chinatown, NY Labor and Politics, 1930-1950*. New York: Monthly Review Press, 1979.

*Paul Siu, *The Chinese Laundryman: A Study of Social Isolation*. New York: New York University Press, 1987.

*Eve Armentrout-Ma, *Revolutionaries, Monarchists and Chinatowns: Chinese Politics in Americas and the 1911 Revolution*. Honolulu: University of Hawaii Press, 1990.

Week 7. Midterm Review (3/3). Midterm (3/5, Thursday)

Week 8. WW2 and the Chinese American Community (3/10 & 3/12) Team D-8

Group Presentation Outline

Evaluate major changes during and following WW2 that affected Chinese Americans in the social, political and economic realm?

Iris Chang. *The Chinese in America*. Chapters 13.

Judy Yung. *Unbound Feet*. Chapter 5.

Sucheng Chan & Madeline Hsu. *Chinese Americans and the Politics of Race and Culture*. Chapter 3 & 4.

*Louis Chu, *Eat a Bowl of Tea*. New York: Lyle Stuart, 1961.

*K. Scott Wong. *Americans First: Chinese Americans and the Second World War*. Temple: 2008.

Week 9. Cold War & Chinese American Community (3/17 & 3/19) Team E-9

How did the Cold War affect Chinese Americans and what were the different internal community responses to their situation?

Iris Chang. *The Chinese in America*. Chapter 14.

Sucheng Chan & Madeline Hsu. *Chinese Americans and the Politics of Race and Culture*. Chapter 5.

*Him Mark Lai. *Chinese American Transnational Politics*. Illinois: 2010.

*Shih-shan Henry Tsai, *China and the Overseas Chinese in the U.S., 1968-1991*. Fayetteville, Arkansas: University of Arkansas Press, 1983.

*Iris Chang, *Thread of the Silkworm*. New York: Basic Books, 1995.

*Yu Renqiu, *To Save China, To Save Ourselves: The Chinese Hand Laundry Alliance of NY*. Philadelphia: Temple University Press, 1992.

SPRING BREAK. (3/23 to 3/27)

Week 10. Rise of Ethnic and Political Consciousness (3/31 & 4/2) (CHSA Field Trip Due 4/6) Team F-10

How were the social movements of the 1960s & 70s a turning point for the community?

Sucheng Chan & Madeline Hsu. *Chinese Americans and the Politics of Race and Culture*. Introduction.
Stand Up: An Archive Collection of the Bay Area Asian American Movement 1968-1974. ACC Archive Group. 2009.
Introduction, Timeline. Chapters 1-5.

**Mountain Movers: Student Activism & the Emergence of Asian American Studies: Commemorating 50 Years of Asian American Studies at SF State, UC Berkeley & UCLA*. LA: AASC Press, 2019..

*Chinese America: History and Perspectives—The Journal of the Chinese Historical Society of America. “Labor and San Francisco’s Garment Industry.” CHSA: 2008. SF.

* Daryl Mayeda. *Chains of Babylon: The Rise of Asian America*. U Minn. 2009

* Daryl Mayeda *Rethinking the Asian American Movement*. Routledge. 2012

Week 11. Transition from Student to Community Activism: Going to the Grass Roots. (4/7 & 4/9) Team G-11

In what ways did the Asian American movement build a grassroots movement in the community?

Stand Up: An Archive Collection of the Bay Area Asian American Movement 1968-1974. ACC Archive Group. 2009.
Chapters 6-Conclusion

*Chinese America: History and Perspectives—The Journal of the Chinese Historical Society of America. “Seizing the Moment: Twentieth Century Chinese American Activism.” CHSA: 2009. SF.

*Steve Louie and Glenn Omatsu. *Asian Americans: The Movement and the Moment*. UCLA Asian American Studies Ctr: 2002.

Week 12. Post-65 Immigration & Growing Fragmentation of Chinese American Community (4/14 & 4/16) Team H-12

What changes led to the diversity and make-up of the Chinese American community today?

Iris Chang. *The Chinese in America*. Chapters 15 & 16.

Sucheng Chan & Madeline Hsu. *Chinese Americans and the Politics of Race and Culture*. Chapter 7.

*Xiaojian Zhao, *The New Chinese America: Class, Economy, and Social Hierarchy*. Rutgers, 2010.

*Timothy Fong, *First Suburban Chinatown: Remaking of Monterey Park, California*. Philadelphia: Temple Univ. Pr., 1994.

*Hsiang-shui Chen, *Chinatown No More: Taiwan Immigrants in Contemporary New York*. Ithaca, NY: Cornell Univ. Pr., 1992.

Week 13. Globalization and the Chinese American Community (4/21 & 4/23) Team I-13

What issues separate and what issues unite fragmented parts of the Chinese American community today?

Iris Chang. *The Chinese in America*. Chapters 17, 18 & 19.

AAS121 Ethnic Studies Library Reserve (30 Stephens Hall). Him Mark Lai. *Becoming Chinese American: A History of Communities and Institutions*. Chapter 7: Chinese Locality and Dialect Group Associations. Walnut Creek: Alta Mira, 2004.

*Ko-Lin Chin, *Smuggled Chinese: Clandestine Immigration to the United States*. Philadelphia: Temple University Press, 1999.

*Peter Kwong, *Forbidden Workers: Illegal Chinese Immigrants and American Labor*. New York: New Press, 1997.

*Murray Weidnerbaum & Samuel Hughes, *The Bamboo Network: How Entrepreneurs Are Creating a New Economic Superpower in Asia* New York: Martin Kessler Books, 1996.

*Larry Wang *The New Gold Mountain: The Success of Chinese Americans in Greater China...And What You Need to Know to Get There*. Hong Kong: Andiremar Publications, 1998.

*Aihwa Ong & Donald Nonini, *Ungrounded Empires: The Cultural Politics of Modern Chinese Transnationalism*. New York: Routledge, 1997.

Week 14. Current Status of Chinese American Community (4/28 & 4/30). Term Papers Due. 5/1. Team J-14

Iris Chang. *The Chinese in America*. Chapters 20.

Sucheng Chan & Madeline Hsu. *Chinese Americans and the Politics of Race and Culture*. Chapter 6.

Judy Yung. *Unbound Feet*. Epilogue.

AAS121 Ethnic Studies Library Reserve. L. Ling-chi Wang, "Roots and the Changing Identity of the Chinese in the United States," in *The Living Tree: The Changing Meaning of Being Chinese Today*, edited by Wei-ming Tu, pp. 85-212. Stanford: Stanford University Press, 1991.

*Wen Ho Lee, *My Country Versus Me: The First-Hand Account by The Los Alamos Scientist Who Was Falsely Accused*. NY: Hyperium, 2002.

*Deborah Woo, *Glass Ceilings and Asian Americans: The New Face of Workplace Barriers*. Walnut Creek, CA: Alta Mira Press, 2000.

*Leo A. Orleans, *Chinese Students in America: Policies, Issues, and Numbers*. Washington, DC: National Academy Press, 1988.

*Chong-moon Lee & Others (eds), *The Silicon Valley Edge: A Habitat for Innovation and Entrepreneurship*. Stanford: Stanford University Press, 2000.

*Alondra Nelson & Thuy Linh N. Tu, *Technicolor: Race, Technology, and Everyday Life*. New York: New York University Press, 2001.

*Dan Stober and Ian Hoffman, *A Convenient Spy: Wen Ho Lee and the Politics of Nuclear Espionage*. New York: Simon & Schuster, 2002)

Week 15. Review Week

9/5/2020 Tuesday

Final Exam. Each student submits an essay that reflects on their contribution to the video project. The paper should have a central theme and includes an abstract of the project, the process of choosing a theme, the research involved, the production itself, group working relationships and what they learned. 8-10 pages double spaced with 5 minimum outside research sources; no dictionary or superficial internet sources.) Standard MLA footnote format, appendix for interviews & bibliography.

Student questions regarding final paper.

1) In the bCourses description, it mentions providing a central theme in the paper. Is this just the theme topic of our presentation video or is this something else that needs to be formulated for the paper. ANSWER: It can be the central theme of the film but written out in your process of developing the theme in the film.

2) BCourses says to include an abstract of the project. Could you clarify what this means and how we would do this? ANSWER: Your one paragraph write-up of what message you wanted to get out in your project. It should be direct and not too general.

3) The description also asks for a minimum of 5 outside research sources. Are these from doing research for our video presentation or are these additional sources that are found in the duration of the paper? ANSWER: Ideally this part is to help highlight your film project. You can include how you gathered materials, and sources.