

**LC151.15304: Global Asia:  
Diasporas and Interconnections**

Winter Quarter 2023

**TTH on campus @ BE4151 10:30-12:50,**

**MW online (no Zoom)**

**Instructor:** Takami Nieda

**Email:** Takami.Nieda@seattlecolleges.edu (or Canvas email)

**Office Hours:** TTH 9:30-10:30 or by appointment

I will usually answer emails between 8~4 on weekdays. Emails received outside of those hours will be returned the following weekday.

**Instructor:** Tracy Lai

**Email:** Tracy.Lai@seattlecolleges.edu (or by Canvas email)

**Office Hours:** TTH 9:30-10:30 a.m. or by appointment

Tracy will reply to emails between 9~5 on weekdays. Emails received outside of those hours will be returned the following weekday.

**Prerequisite:**

To take English 102, you must have passed English 101 with a 1.0 or higher. However, it is recommended that you earned a 2.0 or higher, as you are expected to demonstrate competence in the writing skills covered in English 101. If you barely squeaked by English 101, please talk to your instructors about the support services available to help you succeed in this class.

**Required Materials:**

These are required books for this class:

- **Dower, John.** *The Violent American Century: War and Terror Since World War II.* Chicago: Haymarket Books, 2017.
  - Used and new copies available for purchase at SCC Bookstore

- E-books can be checked out from library remotely
- **Pieke, Frank N. and Koichi Iwabuchi.** *Global East Asia - into the 21st Century.* Oakland, CA: University of California Press, 2021.
  - Used and new copies available for purchase at SCC Bookstore
  - E-books can be checked out from library remotely

### **Course Description:**

This learning community explores globalization, Asian diasporas, impacts of the COVID pandemic, and the rise of anti-Asian hate. In the last 20 years, Asians are the fastest growing ethnic group in the U.S, and their diasporic ties and identities are strong. We will examine identities, cultural fusion, and other intercultural dynamics. We will investigate how these issues are addressed and impact our communities. Students will also have opportunities to research and write about a relevant global issue of their choice.

Here are some of the topics we will be covering this quarter:

1. immigration, migration, diaspora, transnational identities
2. economies and trade
3. post-colonialism: Asian representation, Orientalism, commodification, appropriation
4. anti-Asian sentiment, the pandemic, inter-Asian conflict, colorism
5. Asia Pacific history
6. political movements, activism, multiracial coalitions
7. global emergence: K-pop, cool Japan, globalization of Asian cuisine

This learning community is built upon these 4 5-credit courses. Students choose 2 of the following at mid-quarter:

- ENGL&102 English Composition II,
- HUM 105 Intercultural Communication,
- ISP 201 The Making of the 21st Century
- HIST/ISP 210 Contemporary Asia: Issues and Influences

## **Course Outcomes:**

Students who successfully complete this course will be able to:

1. Analyze how the peoples, histories, worldviews, and political and socio-economic development of Asian Pacific countries have impacted the Pacific Rim region.
2. Examine a specific issue as it relates to the global and local, and be able to articulate the interconnectedness of the implications and responses to the issue across global communities.
3. Synthesize information from a variety of sources both primary and secondary.
4. Work and communicate effectively with peers of diverse perspectives and backgrounds within and outside the class.
5. Articulate what they have learned and what they might continue to work on toward responsible global engagement.

## **Course Expectations:**

### **1) This class meets on campus on Tuesdays and Thursdays 10:30-12:50.**

This class is for students who **KNOW** that the interactivity of the live class is going to help them succeed and **WANT** that interaction with their instructors and other students.

It's okay to be absent 2-3 times during the quarter--just like a regular face-to-face class--but too many absences will almost certainly affect students' grades. In fact, much of the **LIVE** classes will be spent working on your assignments in collaboration with others. The more you accomplish in class, the less you have to do on your own later.

### **2) You have class on Mondays, Wednesdays ONLINE:**

You will have a class and an assignment on these days. The only difference is that the lessons will be online. You do not have to check in and do your assignments at the same time as your **LIVE** class day, so that gives you some flexibility. There may not be something due **EVERY DAY**, but you will always be working on a project, so make sure to check in!

**We do NOT have class on Fridays**, but I may set due dates on Friday, so students can have an extra day.

### **3) Good Engagement and Communication:**

Good engagement and communication are essential for successful completion of this course. Check in on Canvas every day, and begin your assignments **EARLY**, not at the last moment.

Good engagement comes in many forms, and it's not just about attendance. It can look like one or more of the following:

- **Preparation:** reviewing readings and materials before class
- **Focus:** avoiding distractions during in-person and online activities
- **Presence:** engaged and responsive during group activities
- **Asking questions:** in class, out of class, online, offline
- **Listening:** hearing what others say, and also, what they're not saying
- **Specificity:** referring to specific ideas from readings and discussion
- **Synthesizing:** making connections between readings, discussion, and lived experiences

If you have questions or need help with an assignment, or if you are experiencing personal difficulties, please do email the instructors or see them during office hours. There are lots of things we can do if we can tackle issues EARLY, but very little when it's past the due date or when it's too late to get caught up.

Keep your instructors in the loop.

### **5) Classroom Environment of Kindness and Generosity:**

Please do what you can to create a classroom environment of kindness and generosity.

We will honor and respect the different experiences that each student brings to the class, and give sufficient space for everyone to share their expertise with others. We need everyone to be generous with their experiences, language skills, and their time so we can all benefit.

Please help make the classroom environment a positive one by offering your knowledge and experience when you think you can be of help, and by listening when it is time to give space to others.

We will not always be at our best this quarter, because of the unique challenges we all face. I appreciate your understanding, flexibility, and kindness to me and to others during this uncertain time.

### **6) Academic Integrity and Plagiarism:**

Students are expected to abide by the Student Code of Conduct, which includes policies on academic integrity and plagiarism. For this class, that means:

- Don't turn in an assignment someone else wrote.
- Don't copy or allow someone to copy answers from an exam.

- Don't let someone else (your best friend, your mom, etc.) do a lot of rewriting or proofreading for you, although it's certainly acceptable to get general feedback.
- Don't copy phrases or sentences from books, articles or the Internet into your papers. We will review how to use sources ethically during the quarter.
- It's okay to use ideas that come from class/online discussion as a spring board to develop them further on your own.

It ultimately comes down to learning through your own labor. You want to show in your work where YOU contributed your labor and where you benefited from the labor of others. There are ways to document that, and we'll learn about those skills this quarter.

### **7) Diversity Statement:**

The SCC community recognizes and respects diversity of ethnicity and race, gender, sexual identity, class, age, and disability. Differences provide us with opportunities to learn new things, compare experiences, test our assertions, understand ourselves better, and find common ground. Differences also sometimes engender conflict. In the midst of that conflict, we ask everyone to maintain a language and an attitude of respect.

While we welcome respectful discussion of different points of view, we do not tolerate deliberately hateful expressions that attempt to deny another person's right to dignity and humanity. Racism and transphobia, for example, are not points of view, but just plain hateful.

### **8) Access Resource Center:**

Students who have documented disabilities and are requesting class accommodations or who require special arrangements in case of a building evacuation should contact the instructor at the beginning of the quarter or set up an appointment with a counselor at [arc.central@seattlecolleges.edu](mailto:arc.central@seattlecolleges.edu) (BE22013).

### **Assignments:**

**Plan to turn in your assignments on time.** If you turn in an assignment a day late, it will be penalized a 1/2 grade (10%). If you turn in an assignment two days late, it will be docked a full grade (20%). We will not accept any assignments after two days.

We will usually give reasonable extensions for assignments (1-2 days), but only if you speak with us before the due date and not after. If you are absent, it is your responsibility to contact either a colleague or the instructor to catch up on missed assignments and notes.

We will usually give reasonable extensions for assignments (1-2 days), but you have to ASK before the due date and not after. Please do not ask for an extension 2 hours before your assignment is due; we do not check email after work hours, so you will not receive a reply until the next weekday morning.

Save all the work you have done for this class, just in case something goes wrong and they do not upload correctly on Canvas. Don't lose your work!

### **Grades & Course Requirements:**

Grades will be posted on Canvas, and you are also expected to keep track of your progress. It's also your responsibility to let your instructors know if you're missing a grade or they have logged in your grade incorrectly (sometimes, this happens). You should always be aware of how you are doing throughout the quarter, so there are no surprises at the end.

You are expected to revise your assignments often on your own and seek help at the BE Learning Center or Writing Center to work on specific areas of your writing. Not all of your assignments will be graded, but all of the work you do will maximize your learning and will help you succeed in your graded assignments. Your work will be evaluated on a point system with a total of **1,000 possible points**.

The grading breakdown is as follows:

- |  |                  |
|--|------------------|
| 1. 8 page research paper =               | 300 points (30%) |
| ○ Research proposal                      |                  |
| ○ Annotated bibliography and synthesis   |                  |
| ○ Outline                                |                  |
| ○ Research paper                         |                  |
| 2. Collaborative research presentation = | 300 points (30%) |
| 3. Leading weekly discussion             | 50 points (5%)   |
| 4. Weekly discussions and readings =     | 250 points (25%) |
| ○ (2 comments + 2 reflections)           |                  |
| 5. Field trip assignment                 | = 50 points (5%) |
| 6. Class engagement                      | 50 points (5%)   |

### Grading Scale:

SCC employs a 4-point decimal grading system; grade equivalents for this class are listed below. Instructors will assign letter grades for major assignments, which can be translated as the middle range of the corresponding letter.

While specific assignments will have their own requirements, the following is a general guide to the grading criteria for what is considered A, B, C, D, and E levels of work.

<b>A</b>	“A” work is exceptional. It goes above and beyond the stated requirements of the assignment in terms of the creativity, ambition or complexity of ideas; or the clarity, organization, or presentation of the content. Mechanical errors (grammar, punctuation, spelling, formatting, etc.) are rare.
<b>B</b>	“B” work is above average. It goes beyond the minimum requirements of the assignment but not to an “A” level; “B” work may excel in some, but not most aspects of the assignment. There may be a few mechanical errors, but these do not distract the reader substantially.
<b>C</b>	“C” work is average. It meets the expectations of the assignment and shows competency, but it does not go above and beyond the assignment in any significant way, nor does it demonstrate creative engagement with the relevant course material or assignment objectives. Mechanical errors may be more noticeable.
<b>D</b>	“D” work is below average. It fails to meet one or more of the assignment’s requirements but does meet some of them. There may be frequent mechanical errors or evidence of significant carelessness in conception, composition or presentation.
<b>E</b>	“E” work is failing level. It fails to meet one or more of the assignment’s requirements, including the most significant one(s).

### TENTATIVE CALENDAR OF TOPICS & ASSIGNED MATERIALS

#### Week 2 (1/9-1/13) (diaspora, immigration, migration)

##### Readings

*Keywords for Asian American Studies* essays: “Diaspora,” “Empire,” “Immigration,” “Adoption,” “Refugee”; Pieke & Iwabuchi Introduction - The Many Faces of Global East Asia, Ch. 15 The Japanese Diaspora in the Americas and the Ethnic Return Migration of Japanese Americans, Ch. 16 Chinese Labor Migrants in Asia and Africa; University of Connecticut - [Asian Diasporas Online](#); [A Different Asian American Timeline](#);

**Documentaries:** “Chinese in Style” ep. 1 *More or Less Chinese - the Asian Diaspora* (2010, 50 min, Academic Video Online); “Breaking Ground” ep. 1 *Asian Americans*

**Week 3 (1/17-1/20): (post-colonialism)**

**Readings:** *Keywords for Asian American Studies*: “Postcolonialism,” “Militarism”; Dower Ch. 2; articles from *The Asia Pacific Journal* course readers; MIT Visualizing Cultures; Pieke & Iwabuchi Ch 13 Of Married Daughters and Caged Chickens: the History and Significations of Being “Chinese” in Southeast Asia, Ch. 17 Uncertain Choices of Chinese-Foreign Children’s Citizenship in the People’s Republic of China, Ch. 18 From Hmong Versus Miao to the Making of Transnational Hmong/Miao Solidarity, Ch. 22 Chinese Correspondents around the World

**Documentaries:** “Citizen Hong Kong” (1999, 1:27 hours, Academic Video Online)

**Week 4 (1/23-1/27)--history**

**Readings:** *Keywords for Asian American Studies*: “Exclusion,” “Labor,” “Memory”; Pieke & Iwabuchi Ch. 1 Reluctant Keystone: the Nexus of War, Memory, and Geopolitics in Okinawa; Dower Ch. 1 and 4

**Documentaries:** “Homes Apart: Korea” (1991, 58 min, Academic Video Online); “Scars of War” (27 min [yennhile.com](http://yennhile.com)); “Bittersweet Survival - Southeast Asian Refugees in America” (1982, 29 min, Academic Video Online); “Precious Cargo - Vietnamese Adoptees Discover their Past” (2001, 59 min, Academic Video Online)

**Week 5 (1/30-2/3)-- COVID, rise of anti-Asian hate, Yellow Peril, inter-Asian conflict**

**Readings:** *Keywords for Asian American Studies*: “Orientalism,” “Identity,” “Deportation,” “Discrimination”; Pieke & Iwabuchi Ch. 5 Conflict and Cooperation in Global East Asia, Ch. 19 An East Asian Nation without a State: Xinjiang and China’s Non-Chinese

**Documentaries:** *The Shot Heard Round the World* (1997, 1:07:42, Academic Video Online); *Who Killed Vincent Chin?* (1990, 1:22:15, Academic Video Online); “Chinese in Power” ep. 2 *More or Less Chinese - the Asian Diaspora* (2010, 49 min, Academic Video Online);

**Week 6 (2/6-2/10)—topic proposal--political movements & activism**

**Readings:** *Keywords for Asian American Studies*: “Movement,” “Resistance”; articles from *The Asia Pacific Journal* course reader (comfort women, Fukushima); Black Lives Matter and racial justice (global responses); democracy and workers movements (Pacific Rim); Dower Ch. 7; Pieke & Iwabuchi Ch. 3 Maoism as a Global Force, Ch. 8 Ai Weiwei and the Global Art of Politics, Ch. 9 China, Japan, and the Rise of Global Competition in Higher Education and Research, Ch. 10 The Educational Exodus from South Korea



**Documentaries:** *Tiananmen: the People vs. the Party* (2019, PBS, 1:51:32 in Films on Demand); *Frontline: Tank Man* (2006, 1:25:34, YouTube); *Occupy Generation* (2014, 23 min)

**Week 7 (2/13-2/17)--emergence & fusion**

**Week 6 Readings:** *Keywords for Asian American Studies*: “Fusion,”

“Commodification”; Pieke & Iwabuchi Ch. 6 Hybridity and Authenticity in Global East Asian Foodways, Ch. 7 Trans-Pacific Flows and US Audiences of Korean Popular Culture, Ch. 12 A Concise History of Worlding Chinese Medicine, Ch. 14 The Korean Diaspora in the U.S.; 1-2 chapters from Alt books, K-pop phenomenon, fusion of cuisines

**Documentaries:** *Manga World* (2005, 52 min, Films on Demand); Anson Mak’s film on Hong Kong (2007, 1 hour 13 min, Academic Video Online); Japan: Tokyo-Electric City (2014, 26 min, Films on Demand)

**Week 8 (2/21-2/24)--economics, Globalization & Pandemic -- annotated bibliography—librarian/instructor conferences, drawing conclusions from research**

**Readings:** *Keywords for Asian American Studies*: “Globalization,” “Entrepreneur,” “Class”; Pieke & Iwabuchi Ch. 4 Japanese Development Aid and Global Power, Ch. 20 Global China’s Business Frontier: Chinese Enterprises and the Reach of the State, Ch. 23 Decoupling the US Economy: Preparations for a New Cold War?, Ch. 24 State-led Globalization, or How Hard Is China’s Soft Power ; Dower Ch. 8-9

**Documentaries:** “Chinese with Wealth” ep. 4 *More or Less Chinese - the Asian Diaspora* (2010, 49 min. Academic Video Online); No More “Made in China?” (2012, 45 min, Films on Demand); “Open Borders: Globalization - a Real World View” (2009, 52 min, Films on Demand); “Flow: for the Love of Water” (2008, 1:23:40, Academic Video Online); Bitter Taste of Tea (2008, 58 min, YouTube or Vimeo); Xenophobia in the Age of COVID 19 (2020, 1:43 min, Films on Demand); China v. India - Who Will Win? (2011, 18 min., Academic Video Online)

**Week 9(2/27-3/3)—outline**

**Documentaries:** “Chinese with Influence” ep. 3 *More or Less Chinese - the Asian Diaspora* (2010 Academic Video Online, 50 min); “Open Borders: Globalization - a Real World View” (2009, 52 min, Films on Demand)

**Week 10 (3/6-3/10)—First draft or first 5 pages (peer review/instructor feedback)**

**Documentaries:** “Flow: for the Love of Water” (2008, 1:23:40 hours, Academic Video Online); “Bitter Taste of Tea” (2008, 58 min, [Vimeo](#))

**Week 11 (3/13-3/17)—Incorporate feedback on draft; revise**

## Presentations and Sharing of Research

**Week 12 (3/20-3/22)**—Finals week: Final draft RP (front matter & back matter, editing & proofing)

Individual conferences as scheduled