

TCU  
Fall 2020

Prof. Scott Kurashige

Student Hours: Tues 4-5pm on Zoom and by appointment

**CRES 30993-081 (3 credits)**  
**SPECIAL TOPICS IN CRES:**  
**RACISM AND ANTI-RACISM IN ASIAN AMERICA**

**Class Time:** Tuesday 5:00 to 7:40pm

**Room:** Online (watch for Zoom invites on TCU Online)

**Class Description**

This course examines the historical and contemporary struggles of Asians in the United States for racial equity and civil rights. Students will develop an understanding of legal, political, and economic structures of discrimination and exclusion in connection with studies of anti-Asian violence, hate crimes, and racial stereotyping. The course will also address the survival strategies and activist movements of Asian immigrants, refugees, and their US-born descendants within ethnic, panethnic, and multiracial formations. Readings and course discussions will promote an intersectional and comparative analysis relating Asian Americans to the construction of race and the fight for social justice involving African American, Arab American, Latinx, Pacific Islander, Native American, and white populations. Topics examined will include immigration and citizenship rights; Japanese American incarceration during World War II; the Vietnam War and Southeast Asian resettlement; the experience of South Asian, Muslim, and Arab Americans after 9/11; the attacks on Chinese and Asian Americans during the Covid-19 pandemic; and the relationship of Asian communities to the Black Lives Matter movement.

**Course Learning Outcomes**

1. Learn how to read critically and develop a rigorous analysis of texts and multimedia sources from the past and present
2. Understand how the social construction of race has impacted Asian immigrants and refugees and their descendants in the United States
3. Analyze the relationship of Asian Americans to anti-racism and the fight for social justice involving Black, Native, Pacific Islander, Latinx, Arab, Muslim, and white Americans.
4. Comprehend both the distinct experiences of different Asian ethnic groups and the forces that have drawn ethnic groups together in pan-Asian coalitions, organizations, and movements
5. Interrogate relations of power and systems of privilege, including forms of oppression and marginalization (sexism, homophobia, transphobia, class inequality, denial of rights to undocumented immigrants) that operate within and beyond Asian American communities
6. Regardless of your own ethnicity or background, recognize your personal and family relationship to Asian American history

## Required Readings

Madeline Hsu, *Asian American History*

John Okada, *No-No Boy*

Thi Bui, *The Best We Could Do*

Articles and multimedia materials will also be posted on TCU online

## General Method of Instruction

Diverse approaches will include instructor presentations, small/large group discussions, workshops, viewing of videos and websites, engagement with contemporary Asian American social issues, and analysis of current events. Full and active participation on a regular basis will be necessary to maximize your learning and achieve a satisfactory grade.

## Recommended Preparation

Although it is helpful to have taken prior courses in CRES, there are no prerequisites required. You should come to class with an open mind and readiness to engage in challenging and sometimes difficult conversations about identity, privilege, and power. Since the study of Asian Americans has often been excluded or marginalized from both K-12 and higher education, you should also be prepared to challenge dominant ideas and methods of schooling and appreciate forms of teaching and learning developed to overcome inequality and oppression.

## CLASS SCHEDULE (Subject to Minor Revisions: See TCU Online for Updates)

### Module 1: Overview and Introductions

#### Week 1

August 18     Introductions

#### Week 2 Readings

Viet Thanh Nguyen, "Asian Americans Are Still Caught in the Trap of the 'Model Minority' Stereotype. And It Creates Inequality for All"

<https://time.com/5859206/anti-asian-racism-america/>

"#Asians4BlackLives: Notes from the Ground"

"Many Black and Asian Americans Say They Have Experienced Discrimination Amid the COVID-19 Outbreak"

<https://www.pewsocialtrends.org/2020/07/01/many-black-and-asian-americans-say-they-have-experienced-discrimination-amid-the-covid-19-outbreak/>

"Texas is third in hate incidents against Asian Americans amid coronavirus, group says"

<https://www.star-telegram.com/opinion/bud-kennedy/article242027911.html>

August 25     Asian Americans and Black Lives Matter

## **Module 2: Migration and Exclusion**

### Week 3 Readings

Hsu, *Asian American History*, Preface, Chapter 1 (all) and part of Chapter 2 (Page numbers in Apple Books: 83-110, stop when you get to “Exclusion and Empire”)

Sept 1            The History of Race, Empire, and Exclusion

### Week 4 Readings

Hsu, part of Chapter 2 (110-131, start at “Exclusion and Empire”), Chapter 3 (all), and Chapter 4 (189-199, stop when you get to “The crumbling walls of Asian exclusion”)

Sept 8            Race, Law, and the Struggle for Citizenship

## **Module 3: Race, War, and Incarceration**

### Week 5 Readings

Personal Justice Denied, Chapter 2, “Executive Order 9066”  
Okada, *No-No Boy*, Preface and 3-63

Sept 15           Why were Japanese Americans imprisoned in concentration camps?

### Week 6 Readings

Okada, *No-No Boy*, 64-167

Sept 22           Loyalty and Rejection

### Week 7 Readings

Okada, *No-No Boy*, 168-221

Watch: American Revolutionary: The Evolution of Grace Lee Boggs on PBS

<https://www.pbs.org/video/pov-american-revolutionary-evolution-grace-lee-boggs/>

Sept 29           Redefining America

## **Module 4: Vietnam War and Asian American Activism**

### Week 8 Readings

Hsu, Chapter 4 (199-249, start at “The crumbling walls of Asian exclusion”) and Chapter 5 (249-259, stop when you get to “Model minorities”)

Watch: Generation Rising, Part 4 of PBS Asian Americans series on TCU Library (Films on Demand)

<http://library.tcu.edu/PURL/connect.asp?FilmsOnDemand:https://fod.infobase.com/PortalPlaylists.aspx?wID=104549&xtid=210661>

Oct 6            The 1960s and the Asian American Movement

Week 9 Readings

Bui, *The Best We Could Do*

Oct. 13            The Vietnam War and Southeast Asian Refugees

Week 10 Readings

“Vietnamese refugees vs the Ku Klux Klan: how racism rattled the Texas town of Seadrift,”  
<https://www.scmp.com/magazines/post-magazine/long-reads/article/3024030/vietnamese-refugees-vs-ku-klux-klan-how-racism>

Watch: Blue Collar and Buddha on TCU Library (Kanopy)

<https://library.tcu.edu/PURL/connect.asp?Kanopy:https://tcu.kanopy.com/node/130188>

Oct. 20            Resettlement, Work, and Racism in Seadrift

Oct. 23            Public Awareness Project Proposal Due

**Module 5: Racist Violence, Law, and Politics**

Week 11 Readings

Hsu, Chapter 5 (259-282, start at “Model minorities” and stop when you get to “Population growth and political participation”)

Watch: Who Killed Vincent Chin? on TCU Library (Alexander Street Catalog)

[http://library.tcu.edu.ezproxy.tcu.edu/PURL/EZproxy\\_link.asp?login?url=https://video.alexanderstreet.com/watch/who-killed-vincent-chin](http://library.tcu.edu.ezproxy.tcu.edu/PURL/EZproxy_link.asp?login?url=https://video.alexanderstreet.com/watch/who-killed-vincent-chin)

Oct. 27            White Resentment and Racist Scapegoating

Week 12 Readings

Hsu, Chapter 5 and Conclusion (282-304, start at “Population growth and political participation”)

Watch: Documented on TCU Library (Alexander Street Catalog)

<http://library.tcu.edu/PURL/connect.asp?AlexStVideo:http://www.aspresolver.com/aspresolver.asp?FLN4;3190173>

Nov. 3            DREAMers and the Politics of Immigration

Nov. 6            Submit work-in-progress for Public Awareness Project

Week 13 Readings

Deepa Iyer, “A Community on the Front Lines: Pushing Back the Rising Tide of Anti-Immigrant Policy Since September 11th”

Watch: Sentenced Home on TCU Library (Kanopy)

<https://library.tcu.edu/PURL/connect.asp?Kanopy:https://tcu.kanopy.com/node/295318>

Nov. 10 Detention and Deportation in “The War on Terror”

Week 14

Nov 17 Student Presentations for Public Awareness Project

**Nov. 24 FINAL PROJECTS DUE**

### **Important Note for the 2020-2021 School Year**

**Campus Life and the Student Experience Will Be Different This Year.** The health and safety of students, faculty, and staff is Texas Christian University’s highest priority. TCU has implemented public health interventions, which includes following local and state public health orders and CDC guidelines. These health interventions may impact your experience as a student both inside and outside the classroom. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

**Health and Wellness:** If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926. Campus Life will inform your professors that you are unable to attend class, and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms:

<https://www.cdc.gov/coronavirus>.

If you are unwell, but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

### **Anti-Discrimination and Title IX Information**

#### **Statement on TCU’s Discrimination Policy**

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual

violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: https://titleix.tcu.edu/title-ix/.](https://titleix.tcu.edu/title-ix/)
- [Learn about the Campus Community Response Team and Report a Bias Incident: https://titleix.tcu.edu/campus-community-response-team/](https://titleix.tcu.edu/campus-community-response-team/)

### **Statement on Title IX at TCU**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting [TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office](https://care.tcu.edu/) at <https://care.tcu.edu/> or by calling (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

### **Student Access and Accommodation**

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement.

### **Respect for Diversity**

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In CRES and TCU courses, students are expected to respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national

origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status.

## **COURSE REQUIREMENTS**

### **1) Participation (18%)**

Participation is a significant percentage of your overall grade and should not be overlooked:

- Regular attendance and participation in class discussions is mandatory. If you are not used to speaking in class or have difficulty, you can work with the instructor or peers to overcome this.
- Your ability to engage in an informed and critical discussion of the readings will also weigh heavily upon your grade for participation. You are expected to have assigned readings completed before coming to class that day.
- Each student will make one short presentation to help guide discussion of course materials once during the semester

### **2) In-Class Activities (26%)**

During class, we will engage in exercises to deepen our understanding of course readings and subject matter, as well as connect them to things that impact our lives today. Examples may include analysis of primary documents, individual journal reflections, small group activities, roleplaying, debates, and/or flash quizzes.

### **3) Homework and Preparation Assignments (36%)**

Assignments will be posted each week on TCU Online with the first assignments due during Week 2. These assignments are designed to promote critical thinking about the course readings, lectures, and presentations. In particular, homework is designed to ensure that students come to class prepared for in-class discussion and activities and thus make the best use of your time in class by enriching and maximizing learning and engagement. Assigned homework will generally be due at 2:00pm before class begins.

### **4) Public Awareness Project (20%)**

Everyone will work individually or in a small group to develop a public awareness project that serves to educate people outside of our class about a class issue that you choose to pursue in greater depth. Examples include speaking to a K-12 class or community organization, developing and exhibiting an educational display, or creating a website or video. Details to be announced and discussed as class progresses.

- Submit project proposal by October 23.
- Submit work-in-progress by November 6.
- Present in class on Tuesday, November 17.
- Submit final documentation of project by November 24.

## **GRADING**

Grading for this course will be adapted to minimize stress and anxiety during the pandemic.

All submissions for Homework and Preparation Assignments and In-Class Activities that meet the posted requirements will receive a “checkmark” and awarded full points.

Late work should still be submitted and may receive full or partial credit at the discretion of the instructor. The most important thing is to communicate if and when you are having difficulties keeping up with school work and develop a mutually agreeable plan to get back on track.

### **Final Whole-Letter Grade Scale**

<b>Grade</b>	<b>Score</b>
A	90–100
B	80–89.99
C	70–79.99
D	60–69.99
F	0–59.99