

Gender and Generation in Asian American Families

Spring 2015, AAS 150
TuTh 9:30-11:00, 587 Barrows

Asian American and Asian Diaspora Studies Program, Department of Ethnic Studies

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Office: 524 Barrows Hall

Office Hours: Tu 11:00-12:00 (tentative), and by appointment

1. COURSE OBJECTIVES

Gender and generation constitute the two major social forces defining and redefining family dynamics. This can be truer for new immigrant populations, such as Asian Americans, than for non-immigrant populations. Until recently, social scientists studied mostly immigrant generations, examining a wide range of topics including immigration patterns, citizenship, socioeconomic status, and community relations. In this endeavor, gender, along with class and ethnicity, has been a primary interest of investigation for understanding processes and consequences of immigrants' incorporation into American society. Compared to gender, however, generation presents a rather new realm of inquiry simply because only lately large numbers of children of the post-1965 immigrants have reached their adult age. This "new second generation" poses many questions and challenges critical to an understanding of changes in not only Asian American communities but also American society as a whole. By focusing on gender and generation in Asian American families, this course will address history, citizenship and identity of Asian immigrants in the context of American class and ethnic relations.

2. REQUIRED READINGS

Course Reader: Available at Copy Central, 2560 Bancroft Way.

Textbooks: Available at Eastwind Books of Berkeley, 2066 University Avenue, and on reserve in the Ethnic Studies Library, 30 Stephens Hall.

- Espiritu, Yen Le. 2008. *Miliann Bindi*. Lanham, Rowman & Littlefield Publishers. Second Edition.
- Kang, Miliann. 2010. *The Managed Hand: Race, Gender, and The Body in Beauty Service Work*. Berkeley: University of California Press.
- Shah, Bindi V. 2012. *Laotian Daughters: Working Toward Community, Belonging, and Environmental Justice*. Philadelphia: Temple University Press.

3. REQUIREMENTS & GRADING

	Percentage of Final Grade
(1) Class Participation, including: <ul style="list-style-type: none">• Presentation of One Reading Assignment	10%
(2) Weekly Reading Report	10%
(3) Essay, "Asian American History and I"	10%
(4) Two Case Study Response Papers, 20% each, including: <ul style="list-style-type: none">• Case Study Team Presentation	40%
(5) Life History Paper (comprising the Final Exam), including: <ul style="list-style-type: none">• Abstract and Presentation of Life History Paper	30%
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Total	100%

IN ORDER TO COMPLETE THE COURSE, EACH STUDENT MUST COMPLETE ALL OF THE COURSE REQUIREMENTS LISTED ABOVE, AND EXPLAINED BELOW.

(This means that if you miss one component listed above, you will not complete the course.)

(1) Class Participation (10%)

You are required to attend every class, unless excused for up two absences in the semester.

Class participation includes:

- Presentation of One Reading Assignment (ungraded):
Each week, usually on Thursday, one or two students present each of the two articles in the Course Reader assigned for the week. Instructions and sign-up sheet will be available during the early weeks of the semester.

(2) Weekly Reading Report (10%)

Students are required to read all articles included in the Course Reader. In this weekly report, you write a one-paragraph summary of each article assigned for the week and submit all summaries next Tuesday. Contents of the summaries are not graded, but their submission is subject to grading.

(3) Essay, "Asian American History and I" (10%)

Based on Yen Le Espiritu's book, *Asian American Women and Men: Labor, Laws and Love*, you write an essay, up to 3 pages, doubled-spaced, on your personal reflections regarding your family history, gender and generational relations, and personal identities. This is for you to review Asian American immigration history and relate to it at the personal level, and for Professor to get to know you and your personal interest in the course. Instructions are give in class later. The essay is due Thursday 2/5 and graded with a Pass or Fail.

(4) Two Case Study Response Papers (20% each, a total of 40%)

Students write a critical analysis of each of the two case studies in 3 to 5 pages. Instructions will be provided later in class. This assignment is equivalent to a mid-term exam. Late submission will receive a penalty.

- Response Paper of *The Managed Hand*, due Thursday 3/12
- Response Paper of *Laotian Daughters*, due Thursday 4/23

- This requirement includes Team Presentation of a Case Study (ungraded). All students are required to read each case study. Each student is a member of the team of classmates that lead discussions on the major topics presented in the case study. Instructions and sign-up sheet will be available during the early weeks of the semester.

(5) Life History Paper, Comprising the Final Exam (30%):

Throughout the semester, students engage in a project to write the "Life History Paper," about 10 pages, by interviewing an immigrant woman or man from Asia. Detailed instructions will be given later in class. The paper is to be submitted in two Draft Stages (ungraded) and the last Final Stage (graded, 30%), as scheduled below:

- Draft Stage 1, "Personal Story," 3 to 5 pages (double-spaced): due Thursday 2/19
After this stage, Professor will meet every student for a 15-minute interview to discuss the student's life history project.
 - Draft Stage 2, "Social Context," 5 to 7 pages (double-spaced): due Thursday 4/2
 - Final Stage, "The Life History" (completed paper), 10 to 12 pages (double-spaced): due Thursday 4/30 at the last class meeting. This paper comprises the Final Exam. Late submission will be subject to a penalty.
- This requirement includes Abstract and Presentation of the Life History Paper (ungraded). You write Abstract of your Life History Paper and present its summary in class during Week 14. Presentation is grouped by informants' country of origin. Abstract is due on Tuesday 4/21.

4. GUEST LECTURES BY LOCAL NGOS & OTHER SPEAKERS

We will have a series of speakers from the Bay Area's non-profit, community organizations (non-governmental organizations [NGOs]), serving various needs of immigrant families. Other speakers will also be invited from the Berkeley campus and beyond. All students are required to attend every presentation.

5. The 2015 LIFE HISTORY PAPER VOLUME

Every year from 2002 to 2014, ten to more-than twenty students had contributed their Life History Papers to the annual volume (each volume is reserved in the Ethnic Studies Library). These volumes mark a contribution to the Asian American Studies, which still under-appreciates gender and generation issues in analysis and history. Although optional, all students are encouraged to contribute their Life History Papers to the year's volume.

6. POLICY ON THE USE OF ELECTRONIC DEVICES IN CLASS

If you want to use a personal computer (PC) in class for taking lecture notes, you need to get permission from Professor. The in-class use of any electronic devices, including a PC, to view social media is strictly prohibited.

7. POLICY ON TEXT-EDITING

If you are not confident in writing a paper in English, you may seek tutorial services available on the campus (such as the one at Student Learning Center). If you plan to use any form of text-editing assistance, including that from your friends, before submitting your Response Paper and

Final Life History Paper, you need to talk to Professor in the beginning of the semester. Do not hesitate to contact Professor, if you have any concerns and questions about this policy.

8. ACADEMIC MISCONDUCT INCLUDING PLAGIARISM

"All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty (102.01)" will be subject to discipline according to the university's Policies Applying to Campus Activities, Organizations and Students (PACAOS): see 100.00 POLICY ON STUDENT CONDUCT AND DISCIPLINE, 102.00 Grounds for Discipline.

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5. AN OVERVIEW OF COURSE SCHEDULE

- Week 1, 1/20, 22** **Goals of Study: Migration, Gender and Generation**
- Week 2, 1/27, 29** **Theory of Transnational Migration and Family**
- Week 3, 2/3, 5** **Asian American History Part 1**
- Essay on "Asian American History and I," due Thursday 2/5
- Week 4, 2/10, 12** **Asian American History Part 2**
- Week 5, 2/17, 19** **Stereotypes and Racialization**
- Life History Paper: "Personal Story Paper," due Thursday 2/19
- Week 6, 2/24, 26** **Case Study 1, Lecture & Team Response: *The Managed Hand***
- Week 7, 3/3, 5** **Case Study 1, *The Managed Hand*, continued**
- Week 8, 3/10, 12** **Asian American Second Generation, Part 1**
- Response Paper of *The Managed Hand*, due Thursday 3/12
- Week 9, 3/17, 19** **Asian American Second Generation, Part 2**
- 3/23 to 27** **Spring Recess**
- Week 10, 3/31, 4/2** **Asian American Second Generation, Part 3**
- Social Context Paper, due Thursday 4/2
- Week 11, 4/7, 9** **Case Study 2, Lecture & Team Response, *Laotian Daughters***
- Week 12, 4/14, 16** **Case Study 2, *Laotian Daughters*, continued**
- Week 13, 4/21, 23** **Critiquing the Myth of Model Minority**
- An abstract of Life History Paper," due Tuesday 4/21
 - Response Paper of *Laotian Daughters*, due Thursday 4/23
- Week 14, 4/28, 30** **Life History Paper Presentation**
- Final Life History Paper, due Thursday 4/30, the last class
- Week 15, 5/5, 7** **Reading/Review/Recitation Week: No Class**

6. THEMES AND READING SCHEDULE

Indicates the article for class presentation.

Week 1, 1/20, 22 Goals of Study: Migration, Gender and Generation

C. Wright Mills. 1959. "The promise," Pp. 3-24 in *The Sociological Imagination*. London: Oxford University Press.

Espiritu, Yen Le. 2008. Chapter 1, "Labor, Laws, and Love," and Chapter 2, "Stretching Gender, Family, and Community Boundaries, 1840s to 1930s," *Asian American Women and Men*.

Yamamoto, Hisaye. 1989. "Seventeen Syllables," Pp. 285-299 in *Growing Up Asian American*, edited by Marcia Hong, New York: Avon books.

Week 2, 1/27, 29 Theory of Transnational Migration and Family

Espiritu, Yen Le. 2008. Chapters 3, "Changing Lives: World War II and the Postwar Years," and Chapter 4, "Contemporary Asian America: Immigration, Increasing Diversity, and Changing Resources," in *Asian American Women and Men*.

Castles, Stephen, Hein de Haas and Mark J. Miller. 2014. Chapter 2, "Theories of Migration," *The Age of Migration: International Population Movements in the Modern Worlds*, Fifth Edition. New York: Guilford.

Week 3, 2/3, 5 Asian American History Part 1

Espiritu, Yen Le. 2008. Chapter 5, "Ideological Racism and Cultural Resistance: Constructing Our Own Images," and Chapter 6, "Beyond Dualisms: Constructing an Imagined Community," in *Asian American Women and Men*.

#1 Yung, Judy. 1995. Chapter 2, "Unbound Feet: Chinese Immigrant Women, 1902-1929." Pp. 52-105 in *Unbound Feet: A Social History of Chinese Women in San Francisco*. Berkeley: University of California Press.

#2 Glenn, Evelyn Nakano. 1983. "Split Household, Small Producer and Dual Wage Earner: An Analysis of Chinese-American Family Strategies." *Journal of Marriage and the Family*, Vol. 45 (February): 35-46.

- Essay on "Asian American History and I," due Thursday 2/5

Week 4, 2/10, 12 Asian American History Part 2

#3 Espiritu, Yen Le. 2003. Chapter 6, "Home, Sweet Home: Work and Changing Family Relations," in *Home Bound: Filipino American Lives Across Cultures, Communities, and Counties*. Berkeley: University of California Press.

#4 Kibria, Nazli. 1993. Chapter 5, "The Family Tightrope: Gender Relations." Pp. 108-143, in *Family Tight Rope: The Changing Lives of Vietnamese Americans*, Princeton: Princeton University Press.

Week 5, 2/17, 19 Stereotypes and Racialization

#5 Nemoto, Kumiko. 2009. *Racing Romance: Love, Power, and Desire among Asian American/White Couples*. New Brunswick: Rutgers University Press. Chapter 1, "Interracial Relationships: Discourse and Images."

#6 Espiritu, Yen Le. 2003. Chapter 7, "'We Don't Sleep Around Like White Girls Do': The Politics of Home and Location," in *Home Bound: Filipino American Lives Across Cultures, Communities, and Counties*. Berkeley: University of California Press.

- Life History Paper: "Personal Story Paper," due Thursday 2/19

Week 6, 2/24, 26 Case Study 1, Lecture & Team Response: *The Managed Hand*

Week 7, 3/3, 5 Case Study 1, *The Managed Hand*, continued

Week 8, 3/10, 12 Asian American Second Generation, Part 1

#7 Yung, Judy. 1995. Chapter 3, "First Steps: The Second Generation, 1920s." Pp. 106-177 in *Unbound Feet: A Social History of Chinese Women in San Francisco*. Berkeley: University of California Press.

#8 Wu, Ellen. 2014. Chapter 3, "Nisei in Uniform." Pp. 72-110 in *The Color of Success: Asia Americas and the Origins of the Model Minority*. Princeton: Princeton University.

- Response Paper of *The Managed Hand*, due Thursday 3/12

Week 9, 3/17, 19 Asian American Second Generation, Part 2

Kibria, Nazli. 2002. Chapter 1, "Asian Americans and the Puzzle of New Immigrant Integration." *Becoming Asian American: Second-Generation Chinese and Korean American Identities*. Baltimore: The Johns Hopkins University Press. [Available on bCourse]

#9 Kibria, Nazli. 2002. Chapter 2, "Growing up Chinese and America, Korean and American." *Becoming Asian American: Second-Generation Chinese and Korean American Identities*. [Available on bCourse]

#10 Kibria, Nazli. 2002. Chapter 3, "The Everyday Consequences of Being Asian: Ethnic Options and Ethnic Binds." *Becoming Asian American: Second-Generation Chinese and Korean American Identities*. [Available on bCourse]

3/23 to 27 Spring Recess

Week 10, 3/31, 4/2 Asian American Second Generation, Part 3

Zhou, Min. 2004. Chapter 2. "Coming of Age at the Turn of the Twenty-First Century: A Demographic Profile of Asian American Youth." Pp. 34-50 in Jennifer Lee and Min Zhou (eds.). *Asian American Youth: Culture, Identity, and Ethnicity*. New York: Routledge.

#11 Kibria, Nazli. 2002. Chapter 4, "College and Asian American Identity." *Becoming Asian American: Second-Generation Chinese and Korean American Identities*. [Available on bCourse]

#12 Kibria, Nazli. 2002. Chapter 5, "The Model Minority at Work." *Becoming Asian American: Second-Generation Chinese and Korean American Identities*. [Available on bCourse]

- Social Context Paper, due Thursday 4/2

Week 11, 4/7, 9 Case Study 2, Lecture & Team Response, *Laotian Daughters*

Week 12, 4/14, 16 Case Study 2, *Laotian Daughters*, continued

Week 13, 4/21, 23 Critiquing the Myth of Model Minority

Chou, Rosalind S. and Joe R. Feagin. 2015. Chapter 1, "The Reality of Asian American Oppression," pp. 1-28, in *The Myth of the Model minority: Asian Americans Facing Racism*, Second Edition, Boulder: Paradigm Publishers.

#13 Jen, Eddie. 1996. "Let there be beauty," *The Daily Californian*, August 26; "Dream, dream, dream," *The Daily Californian*, September 4; "Drag 101: You can be a beauty queen too," *The Daily Californian*, September 11; "Got Rice?" *The Daily Californian*, September 18; "It's all about me!" *The Daily Californian*, September 25; "First kiss," *The Daily Californian*, October 2; "It's snowing in Berkeley," *The Daily Californian*, October 9.

#14 Purkayastha, Bandana. 2005. Chapter 3, "Maintaining Meaningful Connections," pp. 87-116 in *Negotiating Ethnicity: Second-Generation South Asian Americans Traverse a Transnational World*. New Brunswick: Rutgers University Press.

- An abstract of Life History Paper," due Tuesday 4/21
- Response Paper of *Laotian Daughters*, due Thursday 4/23

Week 14, 4/28, 30 Life History Paper Presentation

- Final Life History Paper, due Thursday 4/30, the last class

Week 15, 5/5, 7 Reading/Review/Recitation Week: No Class

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