

The Asian Diasporas in Latin America

History, Special Topics (HIST-3390) 12612
Topics in Latin American/Border Studies (LABS-4301) 18477
Special Topics-Asian Studies (ASIA-3350) 18518

Instructor: Selfa A. Chew, PhD.
E-mail: sachewsmithart@utep.edu
Session: Fall 2018
Class: LART 209, 10:30 – 11:50 AM
Office Hours: T and Th 1:00 PM, - 4:00 PM or by appointment.
Office: LART 333
Phone number: 747-7051

Course description and objectives.

This course will examine the contributions made by Asian immigrants and their descendants to the economy and culture of Latin American communities. Readings and activities are planned to develop a critical understanding of the centuries-long presence of Asians in the region, framing this knowledge within larger intellectual inquiries regarding race, gender, sexuality, citizenship, ethnicity, and class. Such study requires an overview of imperialist expansions and colonization processes shaping the experience of Asian immigrants in the American Continent as well as an inquiry into the development of borders and borderlands. Since this topic is vast, we will cover selected areas and periods offering us the opportunity to compare several historical developments in Latin America and appreciate similitudes and heterogeneity.

Important note: This course is taught under the departments and sections listed above. Students can take this course for a total of three credits. If you are enrolled twice in this course, under two different departments, or if you have taken this course under a different department, it is your responsibility to drop one section.

Objectives

- To assess the importance of the Asian Diaspora in the construction of hybrid transnational communities in Latin America.
- To analyze primary and secondary sources for clear, accurate, and informed discussion (in online discussions and in your written reports);
- To analyze critically gender and race relations in the context of the cultural, and political development of Latin America.
- To identify the relation of history with other disciplines; and
- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and processes affecting our present.

At the end of this course I would like my students to be able to:

- Think critically about interlocking relations of power, including gender, race, and economic class.
- Evaluate past events and social processes as factors that shape our present.
- Develop strategies to improve independent study skills.
- Developing learning skills valued in graduate school and by potential employers.
- Become familiar with social science terminology.
- Reflect on their own academic responsibility and potential to affect positively their communities.

Required Textbooks:

1. Seijas, Tatiana. *Asian Slaves in Colonial Mexico: From Chinos to Indians* (Cambridge University Press, 2014).
2. Chew, Selfa. *Uprooting Community. Japanese Mexicans, World War II, and the U.S.-Mexico Borderlands*

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Attendance:

Regular attendance is crucial in a discussion-centered course such as this. Each student is allowed 1 absence without penalty; each subsequent absence will lower the final grade by 5%. More than FOUR absences will automatically result in a failing grade. Being late two times amounts to one absence. If you leave the classroom for a period longer than five minutes, your attendance points will decrease. Unauthorized use of cell phones or computers will result in deductions from your attendance and participation points. You must consult your Blackboard records to make sure I have accurate attendance records. You have only 36 hours to inform me of any mistake in your attendance record. Quizzes and team work cannot be made up when you are absent.

Office appointments: Please, e-mail me or call me to cancel your appointment if you are not able to meet with me. If you miss an appointment participation points will be deducted from your final grade.

Class discussions. They are designed to encourage the class to express opinions, observations, share experiences, and ask questions. We should use this time to clarify understanding of concepts encountered in course materials.

Disabled student resources. A variety of services are available to students who need special accommodation for students to succeed and enjoy this class. Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for this course.

Group activities will be arranged periodically to allow students to become acquainted with other class members and their ideas. They also provide opportunities for students to see the application of the principles introduced in course materials. The frequency and quality of the group activities largely depends on the cooperation of group members.

Grades will be determined by students' performance in the following areas:

Grading Policy:

Journal	55%
Research Project	20%
Participation in class	10%
Presentation	7%
Chicago/Turabian citation style quiz	5%
Quizzes and in-class assignments	3%

Final grades will be based on the total number of points earned in the course.

Grade Scale

A = 90 – 100%

B = 80 – 89%

C = 70 -79%

F = 69 and under

It is highly recommended to visit Blackboard periodically. You can find your grades, post messages, form discussion groups and be reminded of tests, assignments, events, etc.

Late work policy:

All assignments are due on or before the assigned dates.

Late assignments will accrue a 10% deduction per day.

There will be no make ups for class participation or quizzes in class.

It is important that you understand the reasons why you receive the grade you do. I encourage students to discuss the graded papers, quizzes or exams with me, but such conversation can only take place 24-hours after students receive their graded paper or quizzes.

Students' responsibilities

- Students will complete all procedures required to drop the course if they desire to obtain a "W."
- Students will be active in their own learning process, obtain knowledge on their own, and share their knowledge with their peers and teacher.
- Students are expected to read assigned material prior to class. They should be prepared to answer questions related to material in the text and may be called on to do so. Students should also be prepared to ask questions about issues of interest or for clarifications of concepts during class.
- Students are expected to show respect for the instructor, guests and one another regardless of opinion, cultural values and other group differences.
- Communications with your peers and your professor must follow the protocol you will read at <http://www.wikihow.com/Email-a-Professor> Participation points will be deducted when your written messages do not follow the conventions listed in the site referenced.
- When students receive a notification to meet with your professor in her office, you must schedule a meeting or meet her during office hours during the next 36 hours. Failing to meet with her in this case will result in a deduction of your participation points.
- Students should give one another equal opportunity to express opinions, experiences and ideas.
- All students should be supportive of a cooperative learning environment in the classrooms.
- Students are encouraged to attend all sessions, arrive on time, and remain in attendance until each session is formally ended. When a test is scheduled, students will not be allowed to leave the classroom before finishing the test, with the exception of documented medical problems. A significant proportion of the learning process originates from interaction with others and in the give-and-take discussions relevant to readings. Because our class represents a system of learning, your presence or absence affects and enables the learning process of every other class member.
- Students will not use cell phones or other electronic devices during our class sessions, or exams at all. Students must turn off all electronic devices and keep them away. In case of special needs, students must notify the instructor of the need to answer a call on the day such call is expected and the student will be allowed to exit the classroom for a brief period of time to take the call. If your professor asks you to put away you phone two times, the third instance will result in a deduction of attendance and participation points.
- Students with disruptive behavior will be asked to leave the classroom and to meet with their professor in her office at a later time.
- Students will not be allowed to use a computer during class unless they have a documented need to use a laptop. In that case, the computer will be used exclusively to take notes and the student must use designated places for computer users.
- Your classmates and your syllabus will be a good source to inquire on what you missed in class when absent. Do not contact your professor to request information on the lecture and activities.
- 5% of your grade will be discounted from your final grade for each absence, after the first absence. For example, if your final grade is 100, but you missed four sessions your final grade will be 85. FOUR classes is the maximum amount of sessions you may miss. If you miss class five times you will fail this course.
- Students will submit all work on time. Failure to submit five or more in-class assignments, homework, or reports will result in a failing grade.
- Students must bring the books and articles) assigned for reading to our class for further discussion and group exercises following our schedule.

Participation (10%)

Your professor as well as the other members of your team will grade your participation. Evaluation will be based on punctuality, attendance, preparedness, number and quality of interventions, willingness to take notes for yourself and for your team, and collaboration with your team and the rest of the class to attain our learning goals. When you are absent you are missing information and making it more difficult for you to do well in the class; therefore, your participation points decrease. I believe that all of us need to contribute to the educational growth of the whole group. These are some of the basic points regarding participation followed by a basic description of participation points.

Follow these rules for an enjoyable class:

1. **Listen actively** -- respect others when they are talking.
2. Avoid pin-pong conversations or verbal duels: wait for another round to start to intervene again.
3. Other students will be waiting for their **turn** to speak and we will respect the order.
4. Once you have intervened, allow the next student to express her/his opinion, even if that opinion is not directly related to your intervention.
5. Practice timely attendance.
6. Do not be afraid to **challenge respectfully one another** by asking questions, but refrain from personal attacks -- focus on ideas.
7. **Participate to the fullest of your ability** -- community growth depends on the inclusion of every individual voice.
8. **Do not address the person**, discuss ideas and avoid attacking your peers on personal basis.
9. **Research** the appropriate terms to refer to persons or communities. When in doubt, ask your professor.
10. **The goal is not to agree** -- it is about hearing and exploring divergent perspectives.
11. **Take charge of your education.** Read carefully, use your dictionary as needed, look for more information if topics are difficult to grasp.

Research project (20%):

Students will complete a research project consulting primary sources in local archives and through internet sources. Students will participate in workshops aimed to train our class in the use of archival material. Students will work both individually and in team activities to complete their research project. I encourage you to cite this activity in your resume as research assistantship. More information will be provided through Blackboard.

Presentation (7%):

Your team will make a formal presentation using multimedia technology to address the main topics of this course in two sections. Your team, thus, will select one article or chapter from the syllabus not previously presented. The lecture section will cover only five minutes, a maximum of three slides with 3-5 summarized ideas in each slide, in a bulleted list. You can integrate one citation per slide, maximum three lines. The text must be readable from a distance of 30 feet when projected onto the screen. Reading a text during presentation is not acceptable. The second section consists of an activity designed to review the main concepts of the chapter or article. The activity must include lesson materials, and encourage students to learn as a team, as well as use their senses, beyond memorization or discussing a question. Each activity must be different from other activities designed by other teams. Your team will prepare this presentation through a lesson plan two weeks before your activity takes place in class. Your professor must approve the lesson plan and the ppt before your presentation. Your power point slides and your lesson plan will be uploaded through Blackboard. Graduate students will make one solo presentation and a second one with a team. Your lesson plan will include the names of the members of the team, information on the media used, questions explored, activities, and objectives. Your professor will submit feedback within three days of uploading. When necessary, corrections must be done before presenting and your materials resubmitted to be graded. Make sure your presentation is completely approved at least three days before your presentation.

Journal (55%):

Journal entries consist of a summary of each article or chapter scheduled to read, plus a comments section. Unless instructions for specific texts differ, each summary will have a **minimum extension of 300 words per text when you need to report on more than one text; and at least 400 words, if only one text is assigned.** In addition, each entry will include a one-paragraph critical comment on the readings assigned for class with a minimum of 100 words. Some

journal entries will have to address topics provided in the instructions. This exercise will prepare you for our discussions in class and to write your final paper. Occasionally, I will submit a list of questions to answer in lieu of your summary. You must use Chicago style to cite quotations, pages, and also your works-cited section. Journals carry the largest weight of your grade; therefore, students should take great care and pride when writing them. Missing more than four assignments will result in a failing grade. College work requires careful examination of sources. Learning takes place at different stages and settings and requires different activities. Your journal must reflect your intellectual growth as the course progresses and it will be the vehicle for individualized feedback.

Expectations are:

1. A clear thesis and logical organization.
2. Write concisely.
3. Avoid passive constructions. Tell who is performing the action you describe.
4. Quotations must be used sparingly and references included.
5. Strive for gender-neutral phrasing.
6. Use carefully the term "race." Remember, race is a social construction. Avoid derogatory language.
7. Incorporate new terms learned but use your own words, demonstrate that you understood the text.
8. Students will accrue 0 points when they use the patchwork method to write a journal entry. Patchwork means to take a fragment of the text and paste with other phrases in one sentence.
9. Research the terms that are new to you.
10. Ask questions in your comment section if you feel you are not understanding a concept.
11. When provided, read my feedback. Replying to my comments will automatically give you 1-3 points over that journal entry grade.

Notice that our readings are not in strict chronological order, and that some topics are repeated. This apparent repetition should elicit analytical comparisons in terms of primary sources and scholarly interpretations. Keep in mind that historical processes or intellectual processes are not linear; therefore, you will exercise your ability to establish relationships among periods, events, and issues.

Quiz on Chicago Style (5%):

As a student of liberal arts you must learn to use the Chicago /Turabian citation style when writing your sources and your bibliography. Citing your sources in footnotes is highly important. This practice helps you organize your thoughts and assists your reader to verify your sources. This is a skill you will need as a graduate student.

Quizzes and in-class assignments (3%):

Periodically, you will answer a set of questions in class related to the material previously presented to you during lecture or included in your mandatory readings. In addition, some assignments will take place in class, particularly during team presentations. When absent, students will not earn points for missed quizzes or in-class assignments.

Graduate Students Coursework:

Graduate students will submit two extended journal entries per week, 2 – 4 pages (versus 1 – 2 pages submitted by undergraduate students). Graduate students will submit a final paper with an extension of 18 -20 pages (versus 10 pages submitted by undergraduate students). It consists of an exploration of a topic using at least three of the readings listed in our course, plus their selection of five journal articles or monographs not included in our reading list. Graduate students must design a lesson plan and teach a class, individually.

Extra points: Students may earn a maximum of 8 extra points when attending special events. However, when more than five journal entries are missed, or if you fail to submit your research project reports, extra points will not be added.

Schedule: This schedule is for your mandatory readings mainly. Our readings are not following a strict chronological order in the treatment of topics. All texts in this schedule must be included in the submission of journals. Students must submit an entry per chapter or article. Students must bring a printed copy of each chapter or article to class as scheduled. Students must read the texts before their discussion in class. I will provide other texts through Blackboard or will give

you hand-outs. Check your Blackboard Calendar for specific datelines. Several guests' presentations, movies and group discussions, among other events will take place during the term and the topics will be integrated into your exams.

This material is to be reviewed before our class starts:

Week 1 (Journal 1) Discuss on the first day of class. Submit journal entry by Wednesday.

**Reel Bad Arabs: How Hollywood Vilifies a People*. A Media Education Foundation production; directed by Sut Jhally; produced by Jeremy Earp. <https://utep.kanopy.com/video/reel-bad-arabs-how-hollywood-vilifies-people>

**Edward Said: An Introduction to Orientalism*. MACAT Multimedia series. London.

<https://www.youtube.com/watch?v=1aNwMpV6bVs>

*"What is orientalism?" In *Reclaiming Identity*. <http://arabstereotypes.org/why-stereotypes/what-orientalism> by the Arab American National Museum.

Week 2 (Journal 3)

**Coolies, Sailors, and Settlers. Voyage to the New World*. Directed by Loni Ling. CET Films, 2001.

<https://utep.kanopy.com/video/coolies-sailors-settlers>

*Hu-Dehart, Evelyn. "Globalization and Its Discontents: Exposing the Underside." *Frontiers: A Journal of Women Studies* 24, no. 2/3 (2003): 244-60. <http://0-www.jstor.org.lib.utep.edu/stable/3347361>.

Week 3 (Journals 4 and 5)

*Introduction and "Catarina de San Juan..." *Asian Slaves in Colonial Mexico*.

*The Diversity and Reach..." *Asian Slaves in Colonial Mexico*.

Week 4 (Journals 5 and 6)

*"The Rise and Fall..." in *Asian Slaves in Colonial Mexico*.

*"Chinos in Mexico City..." in *Asian Slaves in Colonial Mexico*.

Week 5 (Journals 7 and 8)

*"Joining the Republic of Indians..." in *Asian Slaves in Colonial Mexico*.

*"The Church on Chino Slaves ..." in *Asian Slaves in Colonial Mexico*.

Week 6 (Journals 9 and 10)

*"The End of Chino Slavery ..." in *Asian Slaves in Colonial Mexico*.

*Research progress report

*Chicago/Turabian Quiz by October 13

Week 7 (Journals 11 and 12)

* Documentary: *Slaying the Dragon*. <https://utep.kanopy.com/video/slaying-dragonslaying-dragon-reloaded>

*Introduction and "Gendered Criminalization" in *Uprooting Community. Japanese Mexicans, World War II...*, *Uprooting*

*"The Formation of Japanese Mexican..." in *Community. Japanese Mexicans, World War II...*

Week 8 (Journals 13 and 14)

*"The Impact of World War II and Hemispheric Defense..." in *Uprooting Community. Japanese Mexicans, World War II...*

*"Citizenship Revoked..." in *Uprooting Community. Japanese Mexicans, World War II...*

Week 9 (Journals 15 and 16)

*"The Road to Concentration Camps..." in *Uprooting Community. Japanese Mexicans, World War II...*

*"Attempts to Challenge or Postpone Displacement" in *Uprooting Community. Japanese Mexicans, World War II...*

Week 10 (Journals 17 and 18)

*"Temixco Concentration Camp" in *Uprooting Community. Japanese Mexicans, World War II...*

*"A transnational Family..." in *Uprooting Community. Japanese Mexicans, World War II...*

Week 11 (Journals 19 and 20)

**Slaying the Dragon: Reloaded*. <https://utep.kanopy.com/video/slaying-dragonslaying-dragon-reloaded>

*Jozami, Gladys. 1996. "The Manifestation of Islam in Argentina." *The Americas* 53 (1). Cambridge University Press: 67–85. doi:10.2307/1007474.

Week 12 (Journals 21 and 22)

**The Slanted Screen...* <https://utep.kanopy.com/video/slanted-screen-0>

*Leonard, Karen. "Ethnic Choices Made by the Descendants of the Punjabi and their Mexican Wives." *The World & I*, vol. 4(5): 612-623. <https://www.sikhpioneers.org/californias-punjabi-mexican-americans/>

Week 13 (Journals 23 and 24)

*Gabbert, Ann R. "El Paso, A Sigh for Sore Eyes: Medical and Legal Aspects of Syrian Immigration, 1906–1907." *The Historian* 65, no. 1 (2002): 15-42.

*Research progress report

*Course Evaluation

Week 14 (Journals 25 and 26)

*Park, Kyeyoung. "A Rhizomatic Diaspora: Transnational Passage And The Sense Of Place Among Koreans In Latin America." *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 43, no. 4 (2014): 481-517. <http://0-www.jstor.org.lib.utep.edu/stable/24643203>.

*Women Make Movies: Motherland Cuba Korea USA by Dai Sil Kim-Gibson <https://www.youtube.com/watch?v=Kp3QLAI-5N0>

Week 15 (Journals 27 and 28)

*Roopnarine, Lomarsh. "Indo-Caribbean Migration: From Periphery to Core." *Caribbean Quarterly* 49, no. 3 (2003): 30-60. <http://0-www.jstor.org.lib.utep.edu/stable/40654409>.

*Lapidus, Benjamin. "Chinita Linda. Portrayals of Chinese and Asian Identity and Culture..." *Chinese America History and Perspectives* 2015: 17-28.

Final exam date: Submission of your research project documents. Final paper mandatory for graduate students and undergraduate students not officially exempted. This syllabus is subject to changes.