

U.S. Race and Empire

American Studies (AMS 370 / 31190)

Asian American Studies (AAS 320 / 36500)

African and African Diaspora Studies (AFR 372F / 30697)

Women's, Gender, and Sexuality Studies (WGS 340 / 48027)

Spring 2014

Tuesday/Thursday 12.30 – 2.00pm

BUR 228

Professor Paik

Office Hours: Tuesday & Thursday, 5.00pm – 6.30pm

(*Please email me before showing up!*)

This interdisciplinary course invites students to thoughtfully examine histories and narratives of U.S. imperialism and racism. Its investigation begins from the following concepts: that the United States has long held and continues to maintain imperial powers across the globe and that U.S. imperial power is inextricably tied to the workings of racial difference and hierarchy. Further, this course examines U.S. racism and imperialism not solely as political and military ventures, but also as a cultural project. Drawing on methods from cultural studies, critical ethnic studies, and feminist studies, this course will focus on the workings of imperial and racial power in more obvious sites of governmental action (like military bases and warfare), in everyday practices in which ordinary people participate, and in sites of resistance by imperial subjects. We will therefore examine histories and narratives of U.S. imperialism not only in historical texts and government documents, but also in works of cultural production, like literature, film, and visual culture.

Some of the questions that will guide us through the material include: How have U.S. racial imperialisms been historically produced? What forces and phenomena have made them possible? By what (multiple) means have U.S. imperial powers been secured economically, politically, and culturally? How are they experienced “over there” and “at home”? How have U.S. racial imperialisms helped define U.S. national culture?

Objectives of this course include:

- Advancing deeper, critical understandings of U.S. racism and imperialism in history and culture
- Fostering self-reflective critique of the U.S. nation-state and its global (imperial) power
- Advancing critical reading/interpretation skills across a range of texts
- Promoting and putting into practice all stages of the writing process, including planning and organization, writing drafts, and revising and editing
- Cultivating mutually respectful, collaborative work on group and individual assignments

U.S. Race and Empire is an advanced undergraduate, reading- and writing-intensive seminar. **If you are looking for a blow-off class or an easy A (or B or C), look elsewhere.** A background in ethnic studies or women's, gender, and sexuality studies is **very strongly recommended.** **A STRONG WORK ETHIC IS ABSOLUTELY NECESSARY. DO NOT ENROLL IN THIS CLASS UNLESS YOU ARE READY TO WORK!**

This course carries the flags for Writing and for Cultural Diversity in the United States.

Writing flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the U.S. American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

I reserve the right to alter the syllabus at any point during the semester.

CLASS POLICIES

YOU ARE RESPONSIBLE FOR KNOWING THE COURSE REQUIREMENTS AND CLASS POLICIES AS DETAILED IN THIS SYLLABUS. THE ANSWERS TO MANY OF YOUR QUESTIONS CAN BE ADDRESSED IN THE SYLLABUS. I WILL NOT RESPOND TO EMAIL QUERIES THAT CAN BE ANSWERED IN THE SYLLABUS, BLACKBOARD, OR HANDOUTS.

Blackboard: Blackboard will be used to upload important documents and any relevant information for the course. Check Blackboard frequently to keep up with class updates. You will also find resources for your assignments posted under Course Documents.

Email: Please limit your emails to important and necessary matters. Please consult the syllabus, handouts, and announcements before emailing me regarding "quick questions." I will not answer emails that inquire about information found in these places. I will respond to your emails promptly, usually within a week. **Refer to this website before emailing me:**
<http://www.wikihow.com/Email-a-Professor>

Lecture and Section Etiquette: Please be prompt to lecture and do not leave early or pack up before class is over. Do not sleep or chat among yourselves (unless asked to engage in a discussion). **This class is laptop-, tablet-, and mobile phone-free. Make sure to silence or turn off all mobile phones, alarms, or any other gadgets that may disrupt others during class time.** If your phone rings during class, I get to answer it. If I find you using your phone, computer, tablet, etc. during class, I will dismiss you from class and mark you as absent for the day.

COURSE REQUIREMENTS

ATTENDANCE, PARTICIPATION, AND READING QUIZZES: 10%

Because this course is a seminar, we will engage in critical dialogue with each other in every class meeting. It is therefore crucial to come to every session, having read thoroughly and prepared to discuss the week's assignments. I will call on students at will during class, expecting that all students are prepared to discuss the readings. You are required to bring a hard copy of the text(s) we are discussing to every class meeting.

Participation means speaking up in class, actively listening during class discussions, and partaking in class activities. If you tend to be an active participant in other courses, this requirement should not be a problem for you; for those who tend to be shy or would rather choose to stay quiet in class, this class will challenge you in a good way (I hope). A good rule for active and passive participants and talkers is to be conscious of "stepping-up" or "stepping-down." By this I mean, if you realize you have not said a word in class or have not been an active participant, you might want to "step-up"; and the opposite for those of you who know you talk too much, you might want to "step-down" and give space for others to participate.

Throughout the semester, we will be examining complex and potentially divisive issues. It is critical for all of us to foster an open environment where, for example, students who believe that the U.S. state wages wars abroad for greater good of the world can dialogue openly with students who believe U.S. wars abroad are almost always waged in the interests of U.S. capital. Everyone must engage with each other respectfully and intelligently, disagreeing (even vigorously) to a person's comment/opinion and not attacking the person him/herself.

Your quizzes will draw from both readings and discussions. Quizzes will be given on Blackboard on during class (unannounced). There are no make-ups for missed quizzes.

More than two absences will result in an automatic deduction in your final grade. These absences **include** such reasons as illness, accident, unexpected traffic delays, review sessions for other classes, friend drama, et cetera. In other words, bringing a note from the doctor or health clinic will **not** excuse your absences. If you are late to class two times, it will become one absence. If you must miss class for the observance of a religious holiday, please inform me as far in advance as possible.

CLASS JOURNALS (10%):

You will keep a class journal of responses to the readings and discussions. You will post these 1-2 page (350 or more words) responses to Blackboard (under Discussions) by **10.00am** on the day of class. (You can receive partial credit if you submit by 12.30pm.) These journals are meant to help you keep track of your own ideas and questions about the readings and the course overall. They should also help you lay groundwork for your papers. Rather than summarize the readings (snore), it is more useful to frame your response around the following broad questions: What is the main argument of the reading? What is the most confusing point of the text? What do I still not understand? I have also included more specific questions regarding the readings on BB's discussion board.

PAPERS

This course is writing intensive. The majority of your final grade is based on 2 short reflection papers and a term paper broken up into stages. I will distribute further information, guidelines, and expectations for these assignments later in the semester. I have posted resources to help your writing on Blackboard.

REFLECTION PAPERS (12% TOTAL; 6% EACH):

You will write two reaction papers designed to develop your writing skills and diagnose weaknesses to improve for the major writing assignments. In these papers, you will reflect on the readings of the course unit (usually after 2-4 weeks). You should focus your reflection on a particular aspect of the unit—a passage from the reading, a photograph or image, a scene from a film, etc. Your paper should not only closely read and analyze the passage, but also relate that example to the broader themes of the unit and the course. Do not merely summarize the text.

FINAL TERM PAPER (68% TOTAL)

Paper Proposal and Annotated Bibliography (2-3 pages): 8%

Due Wednesday, March 5 at 5.00pm to Blackboard

You will write a final paper proposal that states your central thesis/question and an annotated bibliography of at least 3 sources that you will use to substantiate your argument. You should write this assignment formally and edit it. You will give a brief oral presentation on your proposal to the class. We, in return, will workshop your proposal to provide early feedback and suggestions as you begin writing the actual paper. You will also be graded on your participation in these workshops.

Select pages of Term Paper (5-6 pages): 20%

Due Friday, April 4

You will write and submit a rough draft of at least 5 pages of your term paper. These 5 pages should be a cohesive section of the overall planned essay (for example, the first 5 pages of the body, skipping the introduction). Do not submit a scattered selection from different parts of the planned paper. Post the draft to Blackboard **AND** submit a hardcopy to my box.

Term Paper Peer Review: 5%

Due Thursday, April 17 (comments for your peers)

You are required to review your classmates' work in a serious, engaged manner in the spirit of collaborative, mutual support. You will provide a few of your classmates **both written and verbal** feedback. You must read your peers' papers and provide written comments for them *before* the review workshop. You will be graded on the diligence and quality of your comments, which are due at the beginning of class.

Mini-Conference Presentation: 5%

At the end of the semester, you will offer a brief oral presentation of your final paper to the class. We in turn will provide feedback to help sharpen your arguments and analysis. You will also be graded on your participation in these workshops.

Final Term Paper (10-12 pages): 30%

Due Friday, May 2

Based on the comments you receive from your peers and from me, you will submit a polished, well-written, well-organized, thoroughly edited final term paper of 10-12 pages. Note that you are not guaranteed a higher grade than your selected 5-6 pages.

A Note about Deadlines: Late papers will not be accepted without penalty unless you have a letter from the Office of the Dean of Students. If you absolutely cannot turn your assignments in on time, please email me beforehand. Late papers will be graded down for **each day** they are late. *Please note that the Health Center does not provide medical excuses.*

UNIVERSITY OF TEXAS HONOR CODE

The core values of UT Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community.

Academic Dishonesty and Plagiarism

Academic dishonesty will not be tolerated and will likely result in failure of the course. **You are responsible for knowing the definitions and penalties for Academic Dishonesty**, which include, but are not limited to, plagiarism, cheating, academic interference, etc. The University of Texas functions under an honor code and has strict standards for academic integrity (http://deanofstudents.utexas.edu/sjs/acint_student.php). According to these standards, using material from an un-cited source as if it were your own is an academic violation and not to be tolerated. (It is tantamount to a theft of ideas.) *Ignorance about the code will not serve as an excuse for infractions.* Plagiarizers and cheaters are treated as violators of the code of academic integrity; their work is sent to the Dean's Office where it is kept on record, and repeat offenders are usually suspended or even asked to leave the university. For precise details about what "plagiarism" means and how it is dealt with, please consult the following web address:

<http://deanofstudents.utexas.edu/sjs/academicintegrity2.html>

RESOURCES

Please feel free to contact me if you have any questions or concerns about the course that are not covered in the syllabus, announcements, or handouts. Please stop by my office hours if you need clarification on or would like to discuss the readings, class discussions, or assignments. (Email beforehand so I know to expect you!)

Library Resources

PG Moreno, the American Studies librarian at PCL, is happy to help you with any research needs or questions you may have. You can contact him at pgnoreno@austin.utexas.edu.

Undergraduate Writing Center

I **STRONGLY** encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://www.uwc.utexas.edu/>). The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. These services are not just for writing that has “problems”: Getting feedback from an informed audience is a normal part of a successful writing project. The UWC’s trained consultants work with students from every department on both academic and non-academic writing. Using methods that preserve the integrity of your work, they help you develop strategies to improve your writing and become a more independent writer. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you.

Sanger Learning and Career Center

In addition to counseling students on careers and choosing majors, the Sanger Learning and Career Center provides advising to students regarding study, writing, and reading skills; effective time management; and managing issues with concentration or attention in class. <http://www.lifelearning.utexas.edu/index.html>

Accommodations for Students with Disabilities

Any student who may feel that she or he needs an accommodation based on the impact of a disability needs to provide an accommodation request letter from the Services for Students with Disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>. Please note that letters from DRES offer suggestions for accommodation that may or may not fit with the structure of this class. In order to best accommodate specific needs, please meet with me as early as possible to develop an accommodation plan.

Religious Holy Days

You must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class or assignment, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation Policy

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Familiarize yourself with all exit doors of each classroom and building you may occupy. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

MAJORING OR MINORING IN ASIAN AMERICAN STUDIES

Asian American Studies is an interdisciplinary approach to the social, cultural, and political study of people living in the Americas of Asian descent. Topics include, but are not limited to, studies of immigration, diaspora, law and legislation, community formation, and civil rights. We believe that Asian American Studies not only offers insight into Asian American experiences, but into the experience of all communities who have experienced immigration and acculturation in America and into the very core of the U.S. nation-state itself.

A major or minor in Asian American Studies offers students excellent preparation for many careers, such as journalism, law, public policy, public health and medicine, teaching, social work, labor organizing, etc. **Courses that fulfill the major requirements also meet many of the “flags” necessary for graduation. Asian American Studies, therefore, works well as a double major that amplifies your college record, making you more competitive on the job market and in graduate school applications.** For more information, please visit the Center for Asian American Studies (CAAS), located in Burdine, BUR 480. Should you have questions, contact Assistant Director Sona Shah at 512-232-6427 or speak with me.

REQUIRED TEXTS:

Our required texts can found on reserve at the library and are available for purchase at the Co-op. All articles and book sections (marked with **) can be found on Blackboard organized by the date of the assignment.

BOOKS

- R. Zamora Linmark, *Rolling the R's*
- Laurent Dubois, *Haiti: The Aftershocks of History*
- Edwidge Danticat, *Brother, I'm Dying*

SCHEDULE

Unit I:

Week 1:

Tuesday, January 14:
Introductions

Thursday, January 16:
** Carby
** Kaplan
** Kramer
** Roediger

UNIT II:

Week 2:

Tuesday, January 21:
** Turner
** Wolfe
** Wolfe
** Byrd

Thursday, January 23:
** Trask
** Fujikani
**Pinky
Linmark

Week 3:

Tuesday, January 28:
Linmark

Thursday, January 30:
Linmark

UNIT III:

Week 4:

Tuesday, February 4:
** Jacobson
** Marti

Thursday, February 6:
Writing Center Guest Lecture

Paper Workshop – You will read and “grade” 4 papers posted on Blackboard.

FIRST RESPONSE PAPER DUE ON FRIDAY, FEBRUARY 7!!!

Week 5:

Tuesday, February 11:

- ** Lipman
- ** Castro
- ** Kramer

Thursday, February 13:

****Research Seminar with A.J. Johnson
Meet at the Benson Collection**

**For homework, you must post at least 3-4 sentences describing the topic for your term paper. Your idea can be hazy. The point is to get you to start thinking about your paper at an early stage as we learn research strategies.

Week 6:

Tuesday, February 18:

- Dubois, “Introduction” and “Chapter 6” and “Chapter 7”
- ** Johnson
- **“The People”
- **“Bandits”

UNIT IV:

Thursday, February 20:

- Dubois, Chapter 8
- **Demme

SECOND RESPONSE PAPER DUE FRIDAY!!!

Week 7:

Tuesday, February 25:

- **Demme

Thursday, February 27

- ** Dupuy
- ** Pinky
- **Black

Week 8

Tuesday, March 4:

**Black

Paper Proposals Due Wednesday at 5.00pm to Blackboard!!!

Thursday, March 6:

Workshop Paper Proposals

SPRING BREAK!!!!

Unit V:

Week 9:

Tuesday, March 18:

**Arcade

** Danticat

** Chassagne

Thursday, March 20:

Danticat, pages 3-57, 77-86

** Fassler and Danticat

Week 10:

Tuesday, March 25:

Danticat, pages 127-213

Thursday, March 27:

Danticat

** Paik

Unit VI:

Week 11:

Tuesday, April 1:

** Volpp

** Bayoumi

** Theoharris

Thursday, April 3

**Gibney

FIRST 5 PAGES OF TERM PAPER DUE ON FRIDAY, APRIL 4

Week 12:

Tuesday, April 8:

**Gibney

Thursday, April 10:

** Harlow

** Brittain and Slovo

Week 13:

Tuesday, April 15:

**Khalili

**Kapadia

**Poitras

**Falkoff

Thursday, April 17:

Peer Review Workshop

**Before coming to class (i.e., as your homework), prepare written comments for 2-3 of your peers. Bring 2 copies of each—one for me and one for each of your classmates. Your written comments are due to me at the beginning of class.

Week 14:

Tuesday, April 22:

Student Conference

Thursday, April 24:

Student Conference

Week 15:

Tuesday, April 29:

Student Conference

Paper Workshop

Thursday, May Day: International Workers' Day:

Final Review and Evaluations

FINAL PAPERS DUE FRIDAY, MAY 2

This course contains ideas that are illegal in the state of Arizona: todos somos Arizona.

For more information on Arizona's HB 2281, please visit:

<http://www.azleg.gov/legtext/49leg/2r/bills/bb2281p.pdf>

http://www.buffingtonpost.com/2010/04/30/arizona-ethnic-studies-cl_n_558731.html