

**Asian American Studies 3801 and 6801
City and Regional Planning 3801 and 6801
American Studies 3801 and 6801**

The Asian American Urban Experience: Past, Present, And Future

Fall 2009
Tu and Th 11:40AM-12:55 PM
Rockefeller Hall B16

Instructor: Professor Clement Lai

Office Hours: Tu/Th 1:50-2:50PM and Tu 4:30-5PM or by appointment in 317 Sibley Hall
Also W 11AM-12PM in 425 Rockefeller Hall

Email: CKL28@cornell.edu

Telephone: 254-6540

Course Description

This seminar explores issues of race and space using the case of Asian immigrants in United States and Canadian cities. Prior to the end of the Second World War, urban Asian American and Asian Canadian communities were highly segregated communities or ethnic enclaves. A multi-scalar combination of state policy, private realtor and lender action, and everyday racism mutually reinforced the creation and reproduction of segregated neighborhoods. After the war, suburbanization and a new influx of Asian migration dramatically altered these communities. Such changes reflect both larger national political economic transformations and also trends within US and Canadian cities.

We begin the seminar with a case study of Vancouver's Chinatown in the late 19th century, which will help us think through the connections between space and race. The next three weeks of the course introduce students to key geographical terms and theories and their intersection with Asian American Studies and more generally with the study of race and racism. This analytical and theoretical foundation draws from urban studies, geography, critical race theory, and spatial theory. Next, we utilize this theoretical grounding to examine different historical and contemporary Asian American communities. We start with the historical formation of ethnic enclaves, largely on the U.S. West Coast but also on the East Coast, and the remainder of the course focuses on postwar Asian American communities. In this last part of the course we pay particular attention to the impact of migration, historical forces of urban transformation, and the effects of mid-20th century political economic restructuring on these new communities. The urban communities we will examine include traditional ethnic enclaves, like New York's Chinatown, and newer suburban communities like Southern California's Little Saigon in Orange County and Monterey Park in Los Angeles County's San Gabriel Valley. We will also investigate key issues in these urban communities involving the politics of growth, nativism, NIMBYism, and the prospects of multiracial politics.

The course's intent is to get students to think critically about geographical issues and their intersections with race and racism. Additionally, this course develops student analytical skills through the application of spatial and racial theory to case studies of historical and present day Asian American communities. Students will leave this course with a critical appreciation of geography and its key role in making the world we live in and the world(s) we hope to make in the future.

Format

The course is a three-unit seminar, which means it will be student-driven. It is incumbent then that students come prepared to seminar with all of the required reading completed.

Required Texts

The nine required textbooks for the course are available at the campus store and can be found under the City and Regional Planning section. I will also ask the Arts Library to place these books on reserve.

1. Kay Anderson, *Vancouver's Chinatown* (McGill-Queen's University Press, 1991)
2. Peter Kwong, *Chinatown, N.Y.: Labor and Politics, 1930-1950* (The New Press, 2001)
3. Scott Kurashige, *Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles* (Princeton University Press, 2008)
4. Angie Chung, *Legacies of Struggle: Conflict and Cooperation in Korean American Politics* (Stanford University Press, 2007)
5. *Amerasia Journal: How do Asian Americans Create Places?* Volume 34, Number 2 (UCLA Asian American Studies Center Press, 2008)
6. Aihwa Ong, *Buddha Is Hiding: Refugees, Citizenship, and the New America* (University of California Press, 2003)
7. Jan Lin, *Reconstructing Chinatown: Ethnic Enclave, Global Change* (University of Minnesota Press, 1998)

These texts will be supplemented with several articles. Some of these readings are available online through the Cornell Library and you will be able to download them as pdf files. I will indicate the downloadable articles in the syllabus. The remainder of the readings will be available for download on the course Blackboard site. You will have to register for the Blackboard site to be able to use it.

Additionally, I list optional readings for many of the weeks. These provide additional information but they are not required reading. You need to go to the Cornell Library or utilize Interlibrary Loan for these materials. Many of these sources will be helpful for your research paper due at the end of the semester.

I strongly encourage each of you to visit my office hours at some point during the semester. It helps me get to know you.

Course Requirements

1. *Attendance and Participation (25%)*: Students are expected to attend all class meetings, finish all reading assignments prior to class, and be engaged in class discussions. Students should come to class prepared to both express their own thoughts and raise questions on course material and to listen and learn from their classmates. Class discussions are an essential component of this course. Therefore, the success of the course depends upon your individual and collective participation. In the event of an emergency you are permitted to miss two classes without it affecting your grade (no excuses or explanations necessary). For each additional absence, your attendance and participation grade will be reduced by a full letter grade.
2. *Presentation (20%)*: Each student is expected to present on the weekly readings. The number of times you will present depends on the number of students in the seminar. There will be two students in each presenting group and they will be responsible for presenting on both sessions of the week. Your presentation should highlight important points from class readings and raise questions for group discussion, but it should not be a straight summary of the readings. Your presentation may take whatever format you wish, e.g. students can include a short video, incorporate some research that goes beyond course materials, or even invent a group exercise for the entire seminar. Presenters are expected to help lead discussion throughout the class period.
3. *Response Papers (25%)*: Students are required to write weekly short response papers on the assigned readings. Undergraduates should write 375 word responses and graduate students should write 500-650 word responses. These short papers are designed to help you think critically about the readings and to help prepare you for class discussions. Response papers are due the Thursday after we have discussed the relevant readings in seminar. Please post them to the course Blackboard site as well. **Response papers will not be accepted late.** Your response papers should follow one of the following formats:
 - A. Provide a brief summary and analyze an article(s) or chapter(s) key concepts. Try to identify the author's main argument and to think about how other authors we have read might respond to this argument. Questions you might want to consider include: How does the author theorize race, gender, and space? What is the author's conception of the state? What is the author's theory of social change and power? How does the author conceive of community?
 - B. Identify a theme or concept, e.g. spatial inequality or transnationalism, that runs through two or more of the readings. You may choose readings from more than one week, but at least one of the readings must come from the current week's reading assignment. In your response, describe the theme or concept and analyze how each of the authors you have chosen theorizes this theme or concept. Also consider what you think are the positive and negative aspects in each author's approach?

4. *Research Project (30%)*: Students are required to write a 10-12 page research paper on a topic related to the theme of the course. You will be required to read additional materials for the paper and your work must be an original piece of research. In order to prepare for the paper, students must submit a detailed prospectus that outlines the topic, research question, and potential sources (in proper bibliographic format) for the paper. **The prospectus is due the fifth week of class.** Further details about the research project will be provided during the third week of class. **The paper will be due the Wednesday after the last day of class at 5PM in my box in 106 Sibley. Absolutely no late papers will be accepted.**

Students are responsible for meeting the above deadlines and requirements and for contacting me about any problems that they may encounter. The material covered in this course can be quite challenging. Therefore, if you have questions or are struggling with the material in any way, it is essential that you come talk to me as soon as possible. Additionally, if there are personal issues that arise over the course of the semester that make it impossible for you to complete assignments or come to class, it is your responsibility to let me know in a timely manner so that we can work together to make sure that you successfully complete the course. **No incompletes will be given in this course.**

Course Rules and “Etiquette”

I welcome you to this course and hope to make it an informative, productive, and engaging experience for all. There are a few classroom rules to abide by.

Please be prompt and attend seminar on time. It is very disruptive for students to walk into class late.

While I recognize that the use of cell phones and laptop computers with wireless access are an indispensable part of life on and off campus, I ask that you refrain from text messaging, using email, or surfing the Web while in class. Such activities do not facilitate an optimal learning environment for fellow students and can, in many instances, constitute rude behavior.

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity, see < <http://cuinfo.cornell.edu/Academic/AIC.html>>. Any work submitted by a student in this course for academic credit will be the student's own work. For this course, collaboration is allowed for group presentations, but your written response papers and research paper must be your own work. If you paraphrase or quote from another source you must cite it properly. Any form of plagiarism on any of the assignments will result in a failing grade for the course as well as notification of the academic affairs office, which could result in expulsion.

In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made.

For a definition of what constitutes plagiarism, please refer to the following website:
<<http://plagiarism.arts.cornell.edu/tutorial/index.cfm>>.

Schedule of Topics and Readings

Week 1: Introductions (Thu 8/27)

Overview of Syllabus

Week 2: The case of late 19th century and early 20th century Vancouver (Tu 9/1 & Thu 9/3)

Text: Kay Anderson, *Vancouver's Chinatown: Racial Discourse in Canada, 1875-1980*, (Kingston, ON: McGill-Queen's University Press, 1991). Read pages 2-143 for Tuesday (9/1) and read pages 144-252 for Thursday (9/3).

Reading questions: According to Anderson, what is the importance of space to racism? What might she mean by the racialization of space? How is the 'concept' of Chinatown different from Chinatown as a lived space for its inhabitants? Is Anderson concerned about the inhabitants of Chinatown – are they in her story/analysis?

Optional: Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco's Chinatown* (Berkeley: University of California Press, 2001); Victor Nee and Brett de Bary Nee *Longtime Californ' (Stanford, CA: Stanford University Press, 1986)*; Judy Yung *Unbound Feet: A Social History of Chinese Women in San Francisco* (Berkeley: University of California Press, 1995); and John Tchen *New York Before Chinatown* (Baltimore, MD: John Hopkins University Press, 1999).

Week 3: Introduction to Political Economy and Racial Theory (Tu 9/8 & Thu 9/10)

For Tuesday (9/8):

Download reading from Blackboard site: Karl Marx, Preface to "A Contribution to the Critique of Political Economy" in *The Marx-Engels Reader 2nd edition*, (New York: W. W. Norton & Company, 1978), 3-6.

Iain Boal, Selections from "Glossary" in *Confronting Capitalism: Dispatches from a Global Movement*, edited by Eddie Yuen, Daniel Burton-Rose, and George Katsiaficas, (Brooklyn, NY: Soft Skull Press, 2004), 389-404.

Reading questions: What is Marx saying about the relationship between the economy, the state, and ideology? What do you think of his argument and why? The Boal glossary is written in a tongue-in-cheek fashion or is it? What is Boal saying about late capitalism or neoliberalism? Is he also connecting the state and civil society? How do either of these pieces address race or racism (if at all)? Why not?

For Thursday (9/10):

Download articles: Michael Omi and Howard Winant, *Racial Formation in the United States*, Chapters 4 and 5 in *Racial Formation in the United States, 2nd Edition*, (New York: Routledge, 1994), 53-91.

Reading questions: What do Omi and Winant mean by the social construction of race (which they refer to as ‘racial formation’)? How does their theory match with your own understanding of race and of racism? How is the state (or government) racial? Omi and Winant make use of the theories of Italian theorist Antonio Gramsci in formulating their own theory of race: based on your understanding of Gramsci, what do you think ‘hegemony’, ‘coercion’, and ‘consent’ are? Finally, Omi and Winant’s theory attempts to connect social structure with discursive representation and they use the term ‘racial project’ to describe this connection where different political interests/factions might have contending racial projects. Can you think of a contemporary racial project of your own?

Week 4: Introduction to Key Theories on Space (Tu 9/15 & Thu 9/17)

For Tuesday (9/15):

Download articles: Selections from Robert Johnston, et al, *The Dictionary of Human Geography 4th Edition*, (Malden, MA: Blackwell, 2002).

Stuart Elden, Selection from *Henri Lefebvre: Theory and the Possible*, (New York: Continuum, 2004).

Optional: Mark Gottdiener, *The Social Production of Urban Space 2nd edition*, (Austin: University of Texas Press, 1994), 110-156.

Selection from Henri Lefebvre, *Production of Space*, (Cambridge, MA: Blackwell Publishers, 1991).

Reading questions: Why is it important to theorize space? How is space different from place? What do you think Lefebvre means by the ‘production of space’? Do these theorists articulate a relationship between space and race?

For Thursday (9/17):

Download articles: Tim Cresswell, Selection from *Place*, Chapters 1 and 2, (Malden, MA: Blackwell, 2004).

Selection from Monisha Das Gupta, *Unruly Immigrants: Rights, Activism, and Transnational South Asian Politics in the United States*, (Duke University Press, 2006).

Reading questions: Cresswell’s work is an overview of geographic theory on place. Place is an oft used word and it means many things to many people. Think about your own definition of place, what is it? What does the word mean to you? Is it different from your definition of space? What is Cresswell saying about the work of Henri Lefebvre in these selections? Finally, why do you think place is important?

Optional: Neil Smith and Cindi Katz, "Grounding metaphor: Toward a spatialized politics" in *Grounding Metaphor: Toward a Spatialized Politics*, edited by Michael Keith and Steven Pile, (New York: Routledge, 1993), 67-83.

Week 5: Returning to Spatial Theory and Racial Theory: The Production of Spatial Scale, Considering Intersectionality, and Racial Positioning (Tu 9/22 & Thu 9/24)

For Tuesday (9/22):

Download articles: Neil Smith, "Contours of a Spatialized Politics: Homeless Vehicles and the Production of Geographical Scale," from *Social Text*, v. 33, (1992): 55-81. Also available as a pdf download from JSTOR.

Laura Pulido, "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California," from *Annals of the Association of American Geographers*, v. 90, (2000): 12-40. Also available as a pdf download from JSTOR.

Doreen Massey, Introduction from *For Space*, (Thousand Oaks, CA: SAGE Publications, 2005), 1-15.

Reading questions: Neil Smith is one of the most influential human geographers alive today. He is the student of David Harvey, another influential figure in Western geography. Smith's theory of spatial scale adapts Henri Lefebvre notions of spatial production and argues that space is produced in terms of socially contested levels or 'scales'. Follow Smith's argument, what does he mean by scale? Why does he think it's important? What does he mean by 'jumping scales? Do you have an example? Laura Pulido is a geographer who is working on political movements of communities of color and on environmental racism/environmental justice. Reflect on her description of the development of Los Angeles and how this has been 'racialized'. How can we understand environmental racism as intertwined with the development of Los Angeles? What does Pulido mean by 'white privilege'? What is the relationship between her work and that of Lefebvre and that of Omi and Winant? Doreen Massey is also a preeminent human geographer of industrial geography and of gender. What is Massey saying about space and social relations? Does she have a definition of place?

For Thursday (9/24):

Download articles: Laura Y. Liu, "The Place of Immigration in Studies of Geography and Race," in *Social and Cultural Geography*, v. 1, (2000): 169-182. Also available as a pdf download from Metapress.com.

Claire Jean Kim, "The Racial Triangulation of Asian Americans," in *Politics and Society*, v. 27, (1998): 105-38. Available as a pdf download from Sagepub.com.

Evelyn Nakano Glenn, "The Social Construction and Institutionalization of Race and Gender: An Integrative Framework" in *Revisioning Gender*, edited by Myra Marx Ferree, Judith Corber, and Beth Hess, (Thousand Oaks, CA: Sage Publications, 1998), 3-43.

Reading questions: How does geographer Laura Liu connect space and race in her article? How does her argument center on immigration and immigrants? Political scientist Claire Kim adapts the work of Omi and Winant to argue that racial groups are positioned (or triangulated) with respect to each other – what she refers to as ‘racial triangulation’. Assess her theory of racial triangulation. Does it make sense? Why would it be important to see racial formation as a relational process where, for example, the way Asian Americans are described/treated is formulated with respect to African Americans? Is her theory a spatial one? Sociologist Evelyn Glenn articulates a social constructionist theory of race and gender. In what ways is she connecting these two categories of social difference? Why is it important to consider these two together? Is her theory a spatial one?

DUE TODAY: TWO PAGE PROSPECTUS IDENTIFYING RESEARCH TOPIC OF TERM PAPER, RESEARCH QUESTION AROUND WHICH YOU WILL ORGANIZE YOUR ANALYSIS, AND LIST OF POTENTIAL SOURCES IN FULL BIBLIOGRAPHIC FORMAT

Optional: Arif Dirlik, “Asians on the Rim: Transnational Capital and Local Community in the Making of Contemporary Asian America,” *Amerasia Journal*, v. 22. Clyde Woods, *Development Arrested: The Blues and Plantation Power in the Mississippi Delta* (New York: Verso Books, 1998).

Week 6: The Enclave in the early 20th Century (Tu 9/29 & Thu 10/1)

For Tuesday (9/29):

Text: Peter Kwong, *Chinatown, N.Y.: Labor and Politics, 1930-1950*, (New York: The New Press, 2001). Read entire book.

Reading questions: What is the perspective from which Kwong is writing his history of New York’s Chinatown in the early mid-20th century? How is his work different from that of Kay Anderson on Vancouver? Whose story is centered in his work and why is this significant?

For Thursday (10/1):

Download articles: SKIM selection from Frank Miyamoto, *Social Solidarity in Seattle* (Seattle: University of Washington Press, 1984). Focus on Preface, Introduction, and Chapter One.

Selection from Henry Yu, *Thinking Orientals: Migration, Contact, and Exoticism in Modern America* (New York: Oxford University Press, 2001).

James Sobredo, “From Manila Bay to Daly City” from *Reclaiming San Francisco*, edited by James Brook, Chris Carlsson, and Nancy Peters, (San Francisco, CA: City Lights Publishing, 1998), 273-286.

Reading questions: Skim Miyamoto. Make sure you read his prefaces more closely but skim the rest. The details regarding Seattle’s Japantown are important but what is more significant is that

Miyamoto's work is an example of the Chicago School of Sociology's mode of analysis. The chapters from Henry Yu's intellectual history contextualize what the Chicago School was about and why it was concerned with Asians in the US – what they referred to as the 'Oriental problem'. What do you think of Yu's argument? What do you think about his use of the phrase 'orientalism'? James Sobredo's short history focuses on the settlement of Filipinos in the San Francisco Bay Area. How is this history similar or dissimilar to that of Chinese Americans? Is Sobredo's piece explicitly spatial? Why or why not?

Week 7: The Other Future's Past – Multiracial Communities (Tu 10/6 & Thu 10/8)

Text: Scott Kurashige, *Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles* (Princeton University Press, 2008). Read Introduction through Chapter Four for Tuesday 10/6 and Chapter Five through Conclusion for Thursday 10/8.

Reading questions: Kurashige's work focuses on the history of race and housing in Los Angeles from the early 20th century till the 1970s. This Los Angeles was a multiracial and multiethnic one where Latinos, Asian Americans, African Americans and working-class European immigrants lived and worked side-by-side in a select number of neighborhoods. These groups were all racialized and positioned vis-à-vis each other by white politicians, business leaders, and journalists (those who Claire Kim refers to as 'opinionmakers'). Kurashige examines this positioning through the lens of housing struggles on the Westside of Los Angeles. What do you think about his argument? In what ways is his analysis or focus similar to that of Kay Anderson? What do you think of the Los Angeles that he is portraying?

Optional: Jaelyn Harden, *Double Cross: Japanese Americans in Black and White Chicago* (Minneapolis: University of Minnesota Press, 2003). Mark Wild, *Street Meeting: Multiethnic Neighborhoods in Early Twentieth-Century Los Angeles*, (Berkeley: University of California Press, 2005).

Week 8: The New Immigration (Thu 10/15)

No class on Tu 10/13 – Fall Break

For Thursday (10/15)

Download article: Paul Ong, Edna Bonacich, and Lucie Cheng, "The political economy of capitalist restructuring and the new Asian immigration" in *The New Asian Immigration in Los Angeles and Global Restructuring*, edited by Paul Ong, et al, (Philadelphia, PA: Temple University Press, 1994), 3-35. SKIM

Text: Angie Chung, *Legacies of Struggle: Conflict and Cooperation in Korean American Politics* (Stanford University Press, 2007)

Reading questions: The changes in the 1965 Immigration Act created conditions that facilitated the tremendous expansion of the Asian American community. This resulted in the formation, in some instances, of new ethnic communities like Koreatown in Los Angeles or the concentration

South Asians, Koreans, and Chinese in different neighborhoods in Queens, New York. The Ong, Bonacich, and Cheng article discuss the impact of the 1965 Act and frame it in terms of world affairs with events in Asia being linked to those in the US. Assess their argument and how it relates to Asian migration. What do they mean by political economic crisis? One aspect of the Asian American community's expansion has been conflict with other racialized groups. The Chung book analyzes Korean and Korean American community groups in Los Angeles' Koreatown in the aftermath of the 1992 Los Angeles Riots, an event that fundamentally shaped race relations at the end of the 20th century. What is her argument? How is it situated with respect to events and social processes occurring outside of the United States, within California and within the city of Los Angeles? In other words is her analysis spatial?

Optional: Bill Ong Hing, *The Making and Remaking of Asian American Through Immigration Legislation* (Stanford, CA: Stanford University Press, 1993); Ruth Wilson Gilmore, "Globalization and U.S. Prison Growth," *Race and Class*, v. 2/3, (1998): 171-188; James Kyung-Jin Lee, "Mapping Urban Triage and Racial Crisis," in *Urban Triage: Race and the Fictions of Multiculturalisms*, (Minneapolis: University of Minnesota Press, 2004), 1-29; Ruth Wilson Gilmore, "Race and globalization," in *Geographies of Global Change 2nd edition*, edited by P.J. Taylor et al, (Malden, MA: Blackwell Publishing, 2000), 261-274; David Palumbo-Liu, "Demarcations and Fissures: Reconstructing Space," in *Asian/American: Historical Crossings of a Racial Frontier*, (Stanford, CA: Stanford University Press, 1999), 255-294; Edna Bonacich and Richard Appelbaum, *Behind the Label: Inequality in the Los Angeles Apparel Industry* (Berkeley: University of California Press, 2000); Grace Chang, *Disposable Domestic: Immigrant Women Workers in the Global Economy*, (Cambridge, MA: South End Press, 2000).

Week 9: The Burbs and the New Enclaves (Tu 10/20 & Thu 10/22)

For Tuesday (10/20):

Download articles: Cheryl Harris, "Whiteness as Property," in *Harvard Law Review*, v. 106, (1993): 1707-1791.

Cindy I-Fen Cheng, "Out of Chinatown and into the Suburbs: Chinese Americans and the Politics of Cultural Citizenship in Early Cold War America," *American Quarterly* 58, (2006): 1067-1090.

Karin Aguilar-San Juan, "Staying Vietnamese: Community and Place in Orange County and Boston" in *City and Community* 4, (2005): 37-65.

Wei Li, "Building Ethnoburbia: The Emergence and Manifestation of the Chinese Ethnoburb in Los Angeles' San Gabriel Valley" in *Journal of Asian American Studies* 2, (1999): 1-28.

Reading questions: The focus of these readings remains on Asian American communities after the Second World War and in two of these articles after the 1965 Immigrant Act. Cheng looks at the suburbanization of postwar Chinese Americans and what this meant in terms of citizenship and property. How does Cheng articulate the relationship between property and race? Can you read her argument with respect to the Harris article on whiteness as property? What sorts of new communities are Aguilar-San Juan and Li talking about? How do they articulate a politics of

place and space? What do you think of Li's terminology using 'ethnoburbia' to describe Los Angeles's San Gabriel Valley? Harris connects property with race. What does Harris mean by property and by whiteness? What do you think of her argument and why?

For Thursday (10/22):

Download articles: David Palumbo-Liu, "Chapter 6: Disintegrations and Reconsolidations," *Asian/America: Historical Crossings of a Racial Frontier* (Stanford University Press, 1999), pp. 182-213.

Terry Hum, "Asian and Latino Immigration and the Revitalization of Sunset Park, Brooklyn," *Contemporary Asian American Communities: Intersections and Divergences*, edited by Linda Vo and Rick Bonus (Temple University Press, 2002), pp. 27-40

Reading questions: We back track with the Palumbo-Liu article to consider the Los Angeles Riots/Uprising again. In what ways is Palumbo-Liu connecting property ownership with images of Korean American merchants? Consider his argument with respect to Claire Kim and Cheryl Harris. Are they similar or dissimilar arguments? Can you extrapolate connections between what Palumbo-Liu and Harris are saying? The Hum article considers the impact of the new Asian immigration on the New York cityscape. What racial and spatial trends are being identified in the articles? What do these trends mean for the status of Asian Americans in the contemporary United States?

Optional: John Horton, *The Politics of Diversity: Immigration, Resistance, and Change in Monterey Park, California*, (Philadelphia, PA: Temple University Press, 1995). Read Introduction through Chapter Five for Tuesday 10/24 and Chapter Six through Conclusion for Thursday 10/26. Timothy Fong, *The First Suburban Chinatown: The Remaking of Monterey Park, California* (Philadelphia, PA: Temple University Press, 1994); Leland Saito, *Race and Politics* (Urbana: University of Illinois Press, 1998).

Week 10: Vancouver Part II: The Politics of Immigration and Place (Tu 10/27 & Thu 10/29)

Text: Katharyne Mitchell, *Crossing the Neoliberal Line: Pacific Rim Migration and the Metropolis* (Temple University Press, 2004). Read selections to be decided.

Research Questions: The influx of migration is not unique to the United States. Vancouver has been another major destination. This influx has resulted in countless small skirmishes around the politics of place that are also racialized. In what ways is Vancouver of the late 20th century different from Vancouver of the 19th and early 20th centuries? How are the struggles expressed in terms of place and race?

Week 11: Diverse Asian American Spatialities Part I (Tu 11/3 & Thu 11/5)

Text: *Amerasia Journal: How Do Asian Americans Create Places? Los Angeles and Beyond*

Research questions: What does it mean to create place? How do these academics approach the study of place? How else can these analyses be understood in terms of space and scale?

Week 12: Diverse Asian American Spatialities Part II (Tu 11/10 & Thu 11/12)

Text: Aihwa Ong, *Buddha Is Hiding: Refugees, Citizenship, and the New America*, (Berkeley: University of California Press, 2003). Read from Introduction through Chapter Five for Tuesday (11/10) and from Chapter Six through Conclusion (11/12).

Research questions: Ong's anthropological analysis adapts Foucault's theories on biopolitics to examine the discursive and material sites where Cambodian refugees (specifically their subjectivities) are molded into refugees and citizens. What is your understanding of biopolitics? How is different from Gramsci's views on political power, specifically on 'hegemony'? For whom is she writing her analysis? How is her analysis a spatial one?

Week 13: Globalization and the New Enclave (Tu 11/17 & Thu 11/19)

Text: Jan Lin, *Reconstructing Chinatown: Ethnic Enclave, Global Change*, (Minneapolis: University of Minnesota Press, 1998). Read Introduction through Chapter Four for Tuesday (11/17) and Chapter Five through Conclusion for (11/19).

Research questions: Lin's study looks at the impact of globalization on specific places – in this case New York's Chinatown. What is your understanding of globalization and how does it compare to that of Lin's? How has Chinatown changed under these social and political economic forces? Compare the empirical analysis in Lin with that in Kwong and Anderson. What do you make of the new forms of political action discussed in Lin? Is this a politics of class or of race or both?

Week 14: Transnational Communities (Tu 11/24)

No class Thu 11/26

For Tuesday 11/24:

Download articles: Selection from Sandhya Shukla, *India Abroad: Diasporic Cultures of Postwar American and England*, (Princeton, NY: Princeton University Press, 2003).

Introduction: Geographies of Indianness and Chapter Two: Little Indias, Places for Indian Diasporas, pp. 1-24 and 78-132.

Selections from Rick Bonus, *Locating Filipino Americans: Ethnicity and the Cultural Politics of Space*, (Philadelphia, PA: Temple University Press, 2000). Read Introduction and Conclusion. Skim Chapters 3-5.

Research questions: Bonus's study is an analysis of the politics of place and of transnationalism. What are the places or spaces where Filipino American identity and culture are recreated? How is his use of place different or similar with what is discussed in Cresswell? What do you think of Bonus's focus solely on the first generation? How is the Filipino American experience similar to or different from that of other Asian American groups? Sukla also explores the politics of transnationalism, specifically of diaspora. How does she approach the spatial in her analysis? How is the experience of Indians in the US and in the UK similar to and/or different from those of other Asian migrant groups we have been reading about?

Week 15: (Tu 12/1 & Thu 12/3)

For Tuesday 12/1:

Student Presentations

For Thursday 12/3:

Student Presentations