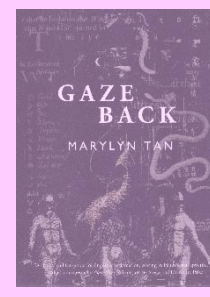
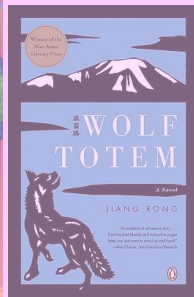
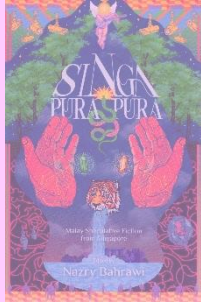


EALC 530: Race, Ethnicity, and Multiculturalism in East Asia

Fall Semester, 2022
Tuesdays & Thursdays, 3:30-6:00 p.m.
CPA 111



Professor: **Brian Bernards** (Ph.D.), bernards@usc.edu

Office Hours: Mondays, 10-11 (online via Zoom only) & Thursdays, 2:30-3:30 (in-person THH 356P or online via Zoom)

Course Website: Log on using your USC account at www.blackboard.usc.edu

Course Description

Authoritarianism is experiencing a global resurgence. In the West, ethnonationalist anti-immigrant grievances against a “globalist” multicultural order seen as threatening the ethnic or racial majority’s socioeconomic and discursive monopoly on the national culture have fueled democratic backslides. In the US (where settler colonialism perpetrated Indigenous genocide), white supremacist backlashes and armed domestic terror have been unleashed in response to changing cultural demographics (such as the growth of multiracial populations), rising challenges to systemic racism and white supremacy, and the mere assertion that Black Lives Matter. Since the onset of the coronavirus pandemic, the US, with its legacies of anti-Asian racism (such as Chinese exclusion laws and Japanese internment), has witnessed a dramatic spike in anti-Asian violent crime that remains woefully underacknowledged or stereotypically misconstrued by mainstream media: a mass murder of Asian women in Atlanta drew on age-old Orientalist tropes of the sexualization of Asian women; violent and micro-aggressive attacks targeting Asian Americans (particularly the elderly) in California’s “progressive” urban centers remain underreported.

Across the Pacific, authoritarianism’s resurgence in Asia is inflected by national policies drawn from historically localized approaches to issues of race, ethnicity, and multiculturalism: in China, the pandemic era has intensified the physical internment and surveillance of Uyghur Muslims in Xinjiang and the discriminatory scapegoating of African migrant workers in Guangzhou; in Myanmar, the military government’s genocidal campaign against the Rohingya has, like the PRC’s policies toward Uyghurs, been fueled by state-driven Islamophobia. While the ways in which ideas and constructions of “Asia” influenced or shaped Western discourses and policies

regarding race, ethnicity, and multiculturalism (i.e. Orientalism, Yellow Peril) have been central to the formulations of postcolonial theory, critical race theory, and other areas of humanistic inquiry, these fields have paid far less attention to (and done a lot less theorizing of) how nations and societies within Asia have interpreted, modified, rejected, or internalized such Western discourses, integrating them with ideas of the “Other” that predate Western encounters in the region. How did “multiracialism” become a foundational pillar of postcolonial Singaporean nationhood? Why do South Korea and Japan largely project their national cultures as ethnically homogeneous? Why are “Indigenous” and “Immigrant” essentially prohibited classifications in the People’s Republic of China, but not in ROC Taiwan?

This graduate seminar examines a wide range of interdisciplinary critical scholarship, primary literature (fiction, poetry, memoir), and cinema on constructions and formulations of race, ethnicity, and multiculturalism in East and Southeast Asian societies, with attention to how these formulations intersect with, diverge from, reinforce, adapt, or attempt to transcend Western models. Through the visions and responses of cultural producers, we assess the ways that racial, ethnic, and multicultural discourses in East and Southeast Asia become mutually imbricated with issues and ideologies of (settler) colonialism, class, gender, sexuality, religion, colorism, indigeneity, ecology, migrant labor, tourism, and pop culture. *All readings are in English (original or translation), and audiovisual materials are subtitled in English.*

Required Texts (available at USC Pertusati Bookstore)

- Pramoedya Ananta Toer, *This Earth of Mankind*, translated by Max Lane (New York: Penguin, 1996)
- Jiang Rong, *Wolf Totem*, translated by Howard Goldblatt (New York: Penguin, 2009)
- Marylyn Tan, *Gaze Back: Poems* (Athens, GA: Georgia Review of Books, 2022)
- All other selections are available in PDF format from the from the digital reserve of USC libraries or the Course Readings folder on Blackboard (see below for details).

Films (streaming links on Blackboard)

- *Pacchigi!* (Japan: dir. Kazuyuki Izutsu, 2004)
- *The Bacchus Lady* (S. Korea: dir. E J-yong, 2016)
- *Dooman River* (S. Korea/China: dir. Zhang Lü, 2010)
- *Muallaf* (Malaysia: directed by Yasmin Ahmad, 2008)
- *Sorry Saranghaeyo* (Thailand: dir. Poj Arnon, 2010)

Student Requirements & Grading

- **Preparation & Participation (35%).** A seminar is a unique learning environment defined largely by the active participation of students. The level of engagement, quality of questions, and amount of enthusiasm you bring will directly impact everyone’s success and enjoyment of the course. I will do my part to create an environment that fosters the open and inclusive sharing of ideas, thoughts, and questions. As a member of the seminar, you must come to each class session on time and ready to demonstrate that you have critically read the required weekly text(s). Students are expected to contribute thoughtful comments and raise critical questions to the seminar. *You need to complete the specified reading and or/film prior to attending each session.* See course schedule below for details.

- **Two (2) Reading Discussion Facilitations (9% each – 18% total).** Students are responsible for leading two discussions of one scholarly reading (approximately 20-25 minutes each). Signups will take place on the first day of class (readings available for discussion are marked in bold blue font). Your responsibility is to provide a walkthrough of the reading, prepare a few questions for discussion, and present your preliminary viewpoints.
- **Overview/Forecast & Conference-Style Presentation of Seminar Paper or Creative Project (6% each – 12%).** In groups of 2-3 individuals on Weeks 8, 9, and 10, students will share a preliminary overview/forecast of their planned seminar papers/creative projects (scheduling will take place during Week 4). Barring a fleshed-out plan, brainstorming of various ideas and interests is also welcome. On the last day of class (Week 15), students will deliver a 10-15-minute grad conference-style presentation of their paper/project drafts.
- **Seminar Paper or Creative Project (35%).** The seminar paper should engage at least one of the course themes (race, ethnicity, or multiculturalism) and converse with course readings. You have two options: Option 1 is to do a close analysis of a film or work of literature that we discussed in class, using secondary sources from both our syllabus and outside class to support your arguments. Option 2 is to address your individual area of research interest and primary sources while using secondary sources from class to bolster your arguments and speak across conventional disciplinary boundaries. The paper should be 15-20 pages in length, double-spaced in Times New Roman font, and it should use the citation format of an academic journal in your discipline (preferably Chicago Humanities Style of MLA). Alternatively, you may choose to do a creative project, which should be accompanied by a roughly 5-page critical report that examines how your project builds on course themes and interacts with secondary sources (following the same formatting guidelines for the seminar paper). You are welcome to propose a range of ideas for the creative project: a work of literature (a prose memoir, short story, or a poetry collection), an art project, a digital platform or archive, a documentary video, etc. *Due Tuesday, Dec 13, by 10pm.*

Statement on Academic Conduct and Support Systems

Academic Conduct:

- **Plagiarism.** Presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information on USC's Research and Scholarship Misconduct policies: <https://policy.usc.edu/research-and-scholarship-misconduct/>.
- **Discrimination, sexual assault, and harassment are not tolerated by the university.** You are encouraged to report any incidents to the EEO-TIX Office <https://eetix.usc.edu> or to the *Department of Public Safety* <https://dps.usc.edu/contact/>. This is important for the safety of the entire USC community. Another member of the university community (such as a friend, classmate, advisor, or faculty member) can help initiate the report, or can initiate

the report on behalf of another person. *Relationship and Sexual Violence Prevention and Services* <https://sites.google.com/usc.edu/rsvpclientservices/home> provide 24/7 confidential support, and the sexual assault resource center webpage describes reporting options and other resources.

Support Systems:

- **The Writing Center:** (213) 740-3691 <http://dornsife.usc.edu/writingcenter/>
 - USC provides resources and support for students who need help with scholarly writing. Check with your advisor or program staff to find out more, or visit the Writing Center in THH 216.
- **American Language Institute:** (213) 740-0079 <http://dornsife.usc.edu/ali>
 - Sponsors courses and workshops specifically for international students for whom English is not a native or first language.
- **Student Health Counseling Services:** (213) 740-7711 – 24/7 on call engemannshc.usc.edu/counseling
 - Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
- **National Suicide Prevention Lifeline:** 1 (800) 273-8255 – 24/7 on call suicidepreventionlifeline.org
 - Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.
- **Relationship and Sexual Violence Prevention Services (RSVP):** (213) 740-4900 – 24/7 on call <https://sites.google.com/usc.edu/rsvpclientservices/home>
 - Free and confidential therapy services, workshops, and training for situations related to gender-based harm.
- **Office of Equity, Equal Opportunity, and Title IX (EEO-TIX) | Title IX:** (213) 740-5086 <https://eeotix.usc.edu>
 - Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.
- **Bias Assessment Response and Support:** (213) 740-2421 studentaffairs.usc.edu/bias-assessment-response-support
 - Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.
- **USC Office of Student Accessibility Services:** (213) 740-0776 <https://osas.usc.edu/>
 - Support and accommodations for students with accessibility needs. Services include assistance in providing readers/notetakers/interpreters, special

accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. Students with accommodations are required to inform their instructors (including TAs) at the beginning of the semester of their specific accommodations so that they can be implemented throughout the semester.

- **USC Support and Advocacy:** (213) 821-4710 studentaffairs.usc.edu/ssa
 - Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.
- **Diversity at USC:** (213) 740-2101 diversity.usc.edu
 - Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.
- **USC Emergency - UPC:** (213) 740-4321, **HSC:** (323) 442-1000 – 24/7 on call dps.usc.edu, emergency.usc.edu
 - Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.
- **USC Department of Public Safety - UPC:** (213) 740-6000, **HSC:** (323) 442-120 – 24/7 on call dps.usc.edu
 - Non-emergency assistance or information.

Course Schedule

Note: texts with an asterisk () at the end can be found in the Course Readings folder on Blackboard. All other PDF files are downloadable from USC Libraries.*

I) Race (+) Theory & the Study of Global Asias

Week 1 (Tue, Aug 23)

- Course Overview
- Self-Introductions
- Syllabus Outline (Accessing Readings through USC Digital Libraries)
- Reading Discussion Facilitation Signup

Week 2 (Tue, Aug 30)

- Michael Banton, **“The Idiom of Race”** (1980), in *Theories of Race and Racism: A Reader*, 2nd ed., edited by Les Back and John Solomos (London: Routledge, 2011), 55-67.*
- Rotem Kowner and Walter Demel, **“Modern East Asia and the Rise of Racial Thought: Possible Links, Unique Features, and Unsettled Issues,”** in *Race and Racism in Modern East Asia: Western and Eastern Constructions*, edited by Rotem Kowner and Walter Demel (Leiden: Brill, 2014), 1-40.*

- o Lisa Nakamura, **“Cybertyping and the Work of Race in the Age of Digital Reproduction,”** in *Cybertypes: Race, Ethnicity, and Identity on the Internet* (New York: Routledge, 2002), 1-30.
- o Neelima Jeychandran, “Race, Racialization, and Anti-racism: Theorizing Blackness and Reimagining the Study of Global Asias,” *Verge: Studies in Global Asias* 8, no. 1 (2022): 79-82.
- o Joseph Harris Johnson and Jenny Chio, “Can You Hear Me Now? A Conversation on Equity, Empathy, and (Playful) Solidarity in Asian Studies,” *Verge: Studies in Global Asias* 8, no. 1 (2022): 102-06.

II) Native/Creole: Gendered Racial Spectrums in the Transpacific

Week 3 (Tue, Sep 6)

- o Ann Laura Stoler, **“Sexual Affronts and Racial Frontiers”** (1992), in *Theories of Race and Racism: A Reader*, 2nd ed., edited by Les Back and John Solomos (London: Routledge, 2011), 392-421.*
- o Emma Jinhua Teng, **“Productive of Good to Both Sides’: The Eurasian as Solution in Chinese Utopian Visions of Racial Harmony,”** in *Eurasian: Mixed Identities in the United States, China, and Hong Kong, 1842-1943* (Berkeley: University of California Press, 2013), 112-34.
- o Christopher B. Patterson, **“Brown Theory: A Storied Manifest of Our World,”** *positions: asia critique* 31, no. 1 (2023): forthcoming article to be distributed to class with author’s permission – do not further circulate.*
- o Taj Frazier and Lin Zhang, **“Ethnic Identity and Racial Contestation in Cyberspace: Deconstructing the Chineseness of Lou Jing,”** *China Information* 28, no. 2 (2014), 237-58.

Week 4 (Tue, Sep 13)

- o Scheduling of Project/Paper Overviews
- o Pramoedya Ananta Toer, *This Earth of Mankind*

III) Articulating (Multi)Ethnic & (Multi)Cultural Nationhood

Week 5 (Tue, Sep 20)

- o Tessa Morris-Suzuki, **“Race,”** in *Re-inventing Japan: Time, Space, Nation* (Armonk, NY: M.E. Sharpe, 1998), 79-109.
- o E. Taylor Atkins, **“Ethnography as Self-Reflection: Japanese Anthropology in Colonial Korea,”** in *Primitive Selves: Koreana in the Japanese Colonial Gaze, 1910-1945* (Berkeley: University of California Press, 2010), 52-101.
- o Frank Dikötter, **“Race as Lineage (1895-1903),”** in *The Discourse of Race in Modern China* (Oxford: Oxford University Press, 2015), 37-60.
- o Thomas Mullaney, **“Identity Crisis in Postimperial China,”** in *Coming to Terms with the Nation: Ethnic Classification in Modern China* (Berkeley: University of California Press, 2011), 18-41.

Week 6 (Tue, Sep 27)

- o John Lie, **“The Contemporary Discourse of Japaneseness,”** in *Multiethnic Japan* (Cambridge: Harvard University Press, 2004), 27-52.
- o Aki Yamada and Taiko Yusa, **“Ethnic Microaggressions: The Experiences of Zainichi Korean Students in Japan,”** *InterActions: UCLA Journal of Education and Information Studies* 10, no. 2 (2014).
- o Film: *Pacchigi!* (Japan: dir. Kazuyuki Izutsu, 2004)

Week 7 (Tue, Oct 4)

- o Hyein Amber Kim, **“Understanding ‘Koreanness’: Racial Stratification and Colorism in Korea and Its Implication for Korean Multicultural Education,”** *International Journal of Multicultural Education* 22, no. 1 (2020): 76-97.
- o Film: *The Bacchus Lady* (S. Korea: dir. E J-yong, 2016)
- o Film: *Dooman River* (S. Korea/China: dir. Zhang Lü, 2010)

IV) Settler Colonialism, Indigeneity, & Environmental Racism

Week 8 (Tue, Oct 11)

- o Andrea Smith, **“Indigeneity, Settler Colonialism, White Supremacy,”** in *Racial Formation in the Twenty-First Century*, edited by Daniel Martinez HoSang, Oneka LaBennett, and Laura Pulido (Berkeley: University of California Press, 2012), 66-90.
- o Chelle McIntyre-Brewer, “Environmental Racism Throughout the History of Economic Globalization,” *AUC Geographica* 54, no. 1 (2019): 105-13.
- o Sydney Xu Lu, **“Population and Racial Struggle: The South Seas, Hawai‘i, and Latin America,”** in *The Making of Japanese Settler Colonialism* (Cambridge: Cambridge University Press, 2019), 69-98.
- o Tomonori Sugimoto, **“Settler Colonial Incorporation and Inheritance: Historical Sciences, Indigeneity, and Settler Narratives in Post-WWII Taiwan,”** *Settler Colonial Studies* 8, no. 3 (2018): 283-97.
- o Ju-Han Zoe Wang and Gerald Roche, **“Urbanizing Minority Minzu in the PRC: Insights from the Literature on Settler Colonialism,”** *Modern China* 48, no. 3 (2021): 593-616.

Week 9 (Tue, Oct 18)

- o Paper/Project Overviews, Group 1
- o Jiang Rong, *Wolf Totem*

V) Race & Religion: Asian Islam(s)

Week 10 (Tue, Oct 25)

- o Paper/Project Overviews, Group 2
- o John L. Esposito, “Islam in Asia in the Twenty-First Century,” in *Asian Islam in the 21st Century*, edited by John L. Esposito, John O. Voll, and Osman Bakar (Oxford: Oxford University Press, 2008), 3-8.
- o Dru Gladney, **“Dialogic Identities,”** in *Dislocating China: Reflections on Muslims, Minorities, and Other Subaltern Subjects* (Chicago: University of Chicago Press, 2004), 150-75.

- o Paul O'Connor, **“Accepting Prejudice and Valuing Freedom: Young Muslims and Everyday Multiculturalism in Hong Kong,”** *Journal of Intercultural Studies* 31, no. 5 (2010), 525-39.
- o Anthony Garnaud, **“Pen of the Jahriyya: A Commentary on *The History of the Soul* by Zhang Chengzhi,”** *Inner Asia* 8 (2006): 29-50.
- o Zhang Chengzhi, “Dazzling Poma” (1986), translated by Steven L. Riep, in *Worlds of Modern Chinese Fiction: Short Stories & Novellas from the People’s Republic, Taiwan and Hong Kong*, edited by Michael S. Duke (London: Routledge, 1991), 329-338.

Week 11 (Tue, Nov 1)

- o Paper/Project Overviews, Group 3
- o Maznah Mohamad, **“Malay/Malaysian/Islamic: Four Genres of Political Writings and the Postcoloniality of Autochthonous Texts,”** *Postcolonial Studies* 11, no. 3 (2008): 293-313.
- o Brian Bernards, “Reanimating Creolization through Pop Culture: Yasmin Ahmad’s Inter-Asian Audio-Visual Integration,” *Asian Cinema* 28, no. 1 (2017): 55-71
- o Ho Sok Fong, “Aminah” (2014), in *Lake Like a Mirror* (San Francisco: Two Lines Press, 2020), 87-112.
- o Film: *Muallaf* (Malaysia: directed by Yasmin Ahmad, 2008)

VI) Speculative Futurities & Queer Presences

Week 12 (Tue, Nov 8 & Fri, Nov 11)

- o Selections from *Singa-Pura-Pura: Malay Speculative Fiction from Singapore*, edited by Nazry Bahrawi (Singapore: Ethos Books, 2021).*
- o Marylyn Tan, *Gaze Back: Poems*
- o Class interview with Nazry Bahrawi, Assistant Professor of Asian Languages and Literatures and Southeast Asian Program Coordinator, University of Washington.
- o Friday (schedule permitting): attend “*Gaze Back: A Poetry Reading + Q&A with Marylyn Tan*” (time TBA).

VII) (Metro)Sexuality, Inter-Asian Soft Power, & Cosmetic Colorism

Week 13 (Tue, Nov 15)

- o Dredge Byung’chu Kang, **“Eastern Orientations: Thai Middle-Class Gay Desire for ‘White Asians,’”** *Culture, Theory and Critique* 58, no. 2 (2017): 182-208.
- o Mary J. Ainslie, Sarah Domingo Lipura, and Joanne B. Y. Lim. **“Understanding the Hallyu Backlash in Southeast Asia: A Case Study of Consumers in Thailand, Malaysia and Philippines,”** *Kritika Kultura* 28 (2017): 63-91.
- o Film: *Sorry Saranghaeyo* (Thailand: dir. Poj Arnon, 2010)

Week 14 (Tue, Nov 22)

- o *No class – Thanksgiving holiday.*

VIII) Course Wrap-Up

Week 15 (Tue, Nov 29)

- o Conference-Style Presentation of Paper/Project

Finals Week (Tue, Dec 13)

- o Seminar Papers/Creative Projects Due as Email Attachment or Google Drive link by 10:00 p.m.

Happy Holidays!! 😊