

## ASH 4930: Pacific Empires and Migrations

W 12:50–3:50

Location: Zoom

Instructor: James Gerien-Chen

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Office Hours: Wednesdays, 4:30–6:30, and by appointment, via Zoom (scheduled through Canvas)

### Description

This research seminar (4930) examines the “transpacific” as a site and a theoretical frame for understanding the role that migration, race, and imperialism have played in making the modern world. Scholars from fields as diverse as North American history, East Asian history, indigenous studies, and ethnic and cultural studies have identified the Pacific and the networks of people, ideas, and institutions that crossed it as a new area of research in the humanities and social sciences. We will read broadly from a range of literatures, aiming for a comparative and thematic exploration of historical processes across different empires and locales.

This course will not provide a comprehensive or exhaustive overview of all empires and migrations in the Pacific world, but will offer an opportunity to think about how to develop new transnational perspectives and global paradigms for thinking about new conceptual frameworks for understanding the Pacific world beyond those offered by more conventional national or imperial histories.

During the first half of the semester, we will read broadly across a range of theoretical and historical approaches. These readings will help you develop a set of reading techniques and historiographical models to situate an individual research project, which will be the focus of the second half of the semester. We will build on your existing skills in critically reading primary and secondary source materials, planning a research paper, presenting your ideas, and writing a research paper. You will learn how to use databases and online archives to identify relevant primary sources and have the opportunity to contribute to the growing field of transpacific history.

### Objectives

The primary objective of this intensive research seminar is to expose upper-level history majors to “what historians do.” Thus, the course will pursue several interrelated goals, all of which are designed to prepare students to produce a substantial research paper based on individual primary source research.

- Learning about key topics, themes, and theoretical approaches in the history of Pacific empires and migrations
- Discussing historiographical issues and debates, and learning how to position arguments within these debates
- Identifying research topics and asking research questions

- Pursuing research in primary sources, including identifying primary source materials and developing different strategies for reading primary sources
- Developing writing, oral communication, and analytical skills

### Materials

Mary Rampolla, *A Pocket Guide to Writing in History* (any edition)  
Simeon Man, *Soldiering Through Empire: Race and the Making of the Decolonizing Pacific*.  
Berkeley: University of California Press, 2018.

All other readings will be made available as pdf files on Canvas.

### Course Format

Our class will meet **synchronously (live)** during the assigned time. We will devote class time to **lectures, discussions, primary source workshops, peer editing workshops, and presentations** (roughly in that order). We may not use the full allotted time each week, but in-class assignments will be complemented with asynchronous discussion activities and independent work, with the goal of preparing you to write a research paper by the end of the semester.

Given the nature of this class, independent work is a large component of your success in this class. I encourage you to make an appointment to see me during office hours, either during the scheduled time or at one of your choosing. I truly enjoy getting to know more about you and your research interests, and am here to help you succeed in this class to the best of my ability.

### Policies and Expectations

History classes are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion, where much of the learning takes place. Effective class participation is therefore essential. Students can expect a respectful atmosphere in which to express their opinions.

#### *Attendance, Participation, & Makeup policy*

Attendance is mandatory, and unexcused absences will adversely affect your grade. The participation portion of your grade will be calculated on the basis of your attendance and your participation in class activities. **Since the pedagogical approach of this course depends heavily on student engagement and interaction, you are required, at a minimum, to participate in class activities through the audio function of Zoom. Your video presence is strongly encouraged as well.** Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at Attendance Policies.

#### *Academic Honesty*

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have

neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

#### *Accommodations for Students with Disabilities*

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

#### *Evaluations*

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via GatorEvals.aa.ufl.edu. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system. Thank you for serving as a partner in this important effort.

#### **Assignments/Grading**

This is an upper-level course that is the capstone of the history major. As such, this class requires a serious commitment of time and effort to complete all assigned readings and writing assignments. The syllabus is designed to keep you accountable to intermediate deadlines that will guide you in completing a research paper, which is a serious, rewarding, and challenging undertaking.

Full assignment guidelines will be available on Canvas.

#### **Reading Journal (10%)**

You will maintain a weekly reading journal, which is meant to help you learn how to read more effectively and more analytically. Contents will include worksheets to analyze primary and secondary sources, responses to questions based on the readings, and more. Active reading journals will be checked periodically throughout the semester.

#### **Annotations, via Perusall (10%)**

You will annotate the class readings through Perusall, an online tool that encourages collaborative and interactive annotations. Annotations are due **by Tuesday at noon** for all the week’s readings.

#### **Attendance and Participation (10%)**

One component of your attendance grade will be serving as a discussion leader for one of our sessions. As the discussion leader, your responsibility is to prepare a short (~5 minute) introductory presentation on:

- Identifying common themes and observations in your classmates' Perusall annotations
- Identifying 2-3 short passages (1-3 sentences) from the readings that deserve closer analysis
- Formulating 2-3 short questions for discussion
- Identifying the major geographic locations mentioned in the readings
- Identifying the major events/turning points in the readings, and compiling them into a timeline

**Peer Editing (5%), in class, Weeks 12 and 13**

**Final Presentation (5%), due Week 14**

**Research Paper (60%), due April 28, 12 pm**

- Possible list of topics/sources (2%), **Feb. 5**
- Topic statement and research questions (5%), **Feb. 12**
- Annotated bibliography (5%), **Feb. 26**
- Prospectus (13%), **Mar. 5**
- Two three-page drafts (10%), **Mar. 31 and Apr. 7**
- Final draft (25%)

Date	Reading Assignment	Deadlines
<b>Week 1: Introductions</b>		
Jan. 13	Adam McKeown, "Movement," in David Armitage and Alison Bashford, eds. <i>Pacific Histories: Ocean, Land, People</i> . Palgrave Macmillan, 2014, 143–166.  Lisa Yoneyama, "Toward a Decolonial Genealogy of the Transpacific," <i>American Quarterly</i> , Vol. 69, No. 3, Sept. 2017, 471–482.  Yen Le Espiritu, "Critical Refugee Studies and Native Pacific Studies: A Transpacific Critique," <i>American Quarterly</i> , Vol. 69, No. 3, Sept. 2017, 483–490.	Sign up for reading discussion week Complete class survey Create reading journal  <b>Write</b> (in Reading Journal): <ul style="list-style-type: none"> <li>- Summarize two definitions of "transpacific" and offer a preliminary comparison/contrast of the two. Which do you find more compelling? Why?</li> <li>- Create list of preliminary research topics</li> </ul>

<b>Week 2: Environment and the Early Modern Pacific World</b>		
Jan. 20	<p><b>Read:</b>                      Rampolla, Chapter 3, Sections A-D (“Approaching Typical Assignments in History”)</p> <p>Bathsheba Demuth, <i>Floating Coast: An Environmental History of the Bering Strait</i>. Introduction and Chs. 1–4.</p> <p>Choose one of the following:</p> <ul style="list-style-type: none"> <li>- J.R. McNeill “Of Rats and Men: A Synoptic Environmental History of the Island Pacific”</li> <li>- Ryan Tucker Jones, “Running Into Whales: The History of the North Pacific from Below the Waves”</li> <li>- Brett Walker, “Meiji Modernization, Scientific Agriculture, and the Destruction of Japan’s Hokkaido Wolf.”</li> </ul> <p><b>Skills:</b> How to read a secondary source; who/what are the “agents” of history?</p>	Keep up with reading journal (weekly prompts on Canvas).
<b>Week 3: Indigeneity, Imperial Formations, and the “Other”</b>		
Jan. 27	<p><b>Read:</b>                      Rampolla, <i>Pocket Guide</i>, Ch. 2, “Working With Sources”</p> <p>Emma Teng, <i>Taiwan’s Imagined Geography: Chinese Colonial Travel Writing and Pictures, 1683–1895</i>.</p> <p>Robert Eskildsen, “Of Civilization and Savages: The Mimetic Imperialism of Japan’s 1874 Expedition to Taiwan”</p> <p>Edward Said on Orientalism (documentary, available on Youtube)</p> <p>Recommended: Sidney Lu Xu, “Eastward Ho! Japanese Settler Colonialism in Hokkaido and the Making of Japanese Migration to the American West, 1869–1888.”</p>	

	<p><b>Skill:</b> Thinking theoretically about Orientalism; learning how to summarize an article; identifying “context”; list of possible topics</p>	
<p><b>Week 4: Laws, Treaties, Indigenous Dispossession</b></p>		
<p>Feb. 3</p>	<p><b>Read:</b>                  Rampolla, Ch. 5, “Writing a Research Paper” and 7B, “Documenting Sources”</p> <p>Lisa Ford, “Empire and Order on the Colonial Frontiers of Georgia and New South Wales”</p> <p>Stuart Banner, “Preparing to Be Colonized: Land Tenure and Legal Strategy in Nineteenth-Century Hawaii”</p> <p>Manu Karuka, <i>Empire’s Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad</i>, selections.</p> <p><b>Skill:</b> Reading for “countersovereignty”; mining footnote exercise; Identifying archives and source collections</p>	<p><b>By Friday, Feb. 5:</b> Draft a list of possible topics and sources</p>
<p><b>Week 5: Infrastructure and Space; Inclusion and Exclusion</b></p>		
<p>Feb. 10</p>	<p><b>Read:</b>                  Rampolla, Ch. 4: Following Conventions of Writing in History</p> <p>Sean Fraga, “An Outlet to the Western Sea”: Puget Sound, Terraqueous Mobility, and Northern Pacific Railroad’s Pursuit of Trade with Asia, 1864–1892”</p> <p>Beth Lew-Williams, “Chinamen” and “Delinquent Girls”: Intimacy, Exclusion and a Search for California’s Color Line</p> <p>Mae Ngai, “The Chinese Question: The Gold Rushes and Global Politics, 1849–1910,” in <i>A Global History of Gold Rushes</i></p>	<p><b>By Friday, Feb. 12:</b> topic statement and research questions</p>

	<b>Skill:</b> thinking spatially; using tools to visualize space and change over time	
<b>Week 6: Public Health, Science, and the Colonial Archive</b>		
Feb. 17	<p><b>Read:</b>            Anderson, Warwick. <i>Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines</i>. Durham: Duke University Press, 2006. <b>Introduction</b>, Chapters 4–6.</p> <p>Rogaski, Ruth. “Vampires in Plagueland: The Multiple Meanings of <i>Weisheng</i> in Manchuria” in Leung, Angela Ki Che and Charlotte Furth, eds. <i>Health and Hygiene in Chinese East Asia: Policies and Publics in the Long Twentieth Century</i>. Durham: Duke University Press, 2010, 132–159.</p> <p>Shah, Nayan. “Public Health and the Mapping of Chinatown,” in Shen Wu, Jean Yu-wen and Thomas Chen, <i>Asian American Studies Now: A Critical Reader</i>. New Brunswick, NJ: Rutgers University Press, 2010.</p>	
<b>Week 7: Colonialism and Race-Making</b>		
Feb. 24	<p>Moon-Ho Jung, “Seditious Subjects: Race, State Violence, and the U.S. Empire,” <i>Journal of Asian American Studies</i></p> <p>Paul Kramer, “Transits of Race: Empire and Difference in Philippine-American Colonial History”</p>	<b>By Friday, Feb 26:</b> Annotated Bibliography
<b>Week 8: Japanese Migrants Between Nation and Empire</b>		
Mar. 3	<p>Eiichiro Azuma, “Japanese Immigrant Settler Colonialism and the Construction of a US National Security Regime against the Transborder ‘Yellow Peril’”</p> <p>Takashi Fujitani, “Right to Kill, Right to Make Live: Koreans as Japanese and Japanese as Americans During WWII”</p>	<b>By Friday, Mar. 5:</b> Prospectus Due
<b>Week 9: Transpacific Militarism</b>		
Mar. 10	Simeon Man, <i>Soldiering Through Empire: Race and the Making of the Decolonizing Pacific</i> , Part I	

	Monica Kim, "The Intelligence of Fools: Reading the U.S. Military Archive of the Korean War."	
<b>Week 10: Transpacific Militarism</b>		
Mar. 17	Simeon Man, <i>Soldiering Through Empire: Race and the Making of the Decolonizing Pacific</i> , Part I  Nadine Attewell and Wesley Attewell, "Between Asia and Empire: Infrastructures of Encounter in the Archive of War"	
<b>Week 11: Recharge Day</b>		
Mar. 24		
<b>Week 12: Writing workshop on primary sources</b>		
Mar. 31		Assignment: three-page section in which you use at least one primary source
<b>Week 13: Writing workshop on primary sources</b>		
Apr. 7		Assignment: three-page section in which you situate your work in existing scholarship
<b>Week 14: Presentations</b>		
Apr. 14		
<b>Week 15: Final Discussion</b>		
Apr. 21		
<b>Final Paper Due: April 28</b>		