

WOH 4930: Pacific Empires and Migrations

Tuesday, Periods 5–7 (11:45 am–2:45 pm)

Location: Keene-Flint 229

Instructor: James Gerien-Chen

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Office Hours: Tuesdays, 2:45–4:45 pm

Description

This research seminar (4930) examines the “transpacific” as a site and a theoretical frame for understanding how migration, race, and empires/imperialism have shaped the modern world from roughly the 18th century to the present. During the first half of the semester, we will read broadly from fields including North and Latin American history; East and Southeast Asian history; indigenous studies; and American and Asian American studies. 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. Possible research topics include modern migrations and diasporas within and between Asia and the Americas; assimilation vs. exclusion; war and militarism; anti-colonial and anti-imperial politics and culture; labor and economic relations; and more.

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 of 18–20 pages 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

Adam McKeown, *Chinese Migrant Networks and Cultural Change: Peru, Chicago, and Hawaii, 1900–1936*. Chicago: University of Chicago Press, 2001.

Simeon Man, *Soldiering Through Empire: Race and the Making of the Decolonizing Pacific*. Berkeley: University of California Press, 2018.

Michael Jin, *Citizens, Immigrants, and the Stateless: A Japanese American Diaspora in the Pacific*. Stanford: Stanford University Press, 2021.

All other readings will be made available via the UF Library or as pdf files on Canvas. Please print out hard copies of all readings and bring them to class.

Assignments and Grading

Full assignment guidelines will be provided in advance and posted on Canvas. You must complete all assignments to pass the course.

Weekly Writing Assignments	30%	1/14, 1/21, 1/28, 2/4, 2/11, 2/18, 2/25
Participation	20%	
Research Paper Components	10%	
Proposal		2/11
Secondary source bibliography		2/18
Historiography		2/25
Primary source analysis		3/4
Prospectus		3/11
Five-page draft		3/25
Ten-page draft		4/8
Presentation (in-class)		4/15
Final Paper	40%	4/22

Class Format, Policies, and Expectations

The first half of the course is designed to introduce you to the major topics, themes, methods, and sources of the course. Come to class prepared to discuss the texts assigned for each day. 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. Thorough preparation and class participation are therefore essential. Students can expect a respectful atmosphere in which to express their opinions.

The second half of the course is designed to guide you, step-by-step, through the process of writing an independent research paper. You will work through this process together as a class, in small groups, and one-on-one (with the instructor). The basis of these workshops is independent work, and you are expected to come to class prepared to offer and receive feedback.

Research is a challenging and iterative process: your final paper will build on independent work, small-group workshops, and in-class discussions and lectures throughout the semester. In any and all writing assignments throughout the semester, give proper credit to words, phrases, and ideas you draw from other work. Failure to do so is plagiarism, a violation of the Student Honor Code, and will be reported accordingly.

Other Policies and Expectations

Attendance, Participation, & Makeup policy

Attendance is mandatory, and unexcused absences will adversely affect your grade. Your participation grade will be calculated on the basis of your attendance and your participation in class activities. Since the class only meets once a week, consistent attendance is essential for success. Please contact the instructor as soon as possible if you expect being absent. 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.

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/students/get-started/> or 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 are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the [Gatorevals website](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the evaluation system. Summaries of course evaluation results are available to students at the [public results website](#).

Statement Regarding Course Recording

The instructor will not record class sessions for any reason. Student participation is fundamental since improving oral conversation skills is a key objective of the course. Discussion sessions may not be recorded by students.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private

conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course Schedule

Week 1 (Jan. 14) Introductions

Week 2 (Jan. 21) Migration and Diaspora in “Global Perspective”

Read: Adam McKeown, *Chinese Migrant Networks and Cultural Change: Peru, Chicago, and Hawaii, 1900–1936*. Chicago: University of Chicago Press, 2001.

Week 3 (Jan. 21) Representing Colonial Encounters

Read: Emma Teng, “An Island of Women: Gender in Qing Travel Writing about Taiwan,” in Tony Ballantyne and Antoinette Burton, *Bodies in Contact: Rethinking Colonial Encounters in World History*. Durham, NC: Duke University Press, 2005.

Nayan Shah, “Public Health and the Mapping of Chinatown,” in Shen Wu, Jean Yu-wen and Thomas Chen, *Asian American Studies Now: A Critical Reader*. New Brunswick, NJ: Rutgers University Press, 2010.

Edward Said, *Orientalism*. New York: Vintage Books, 1979, Introduction.

Week 4 (Jan. 28) Gender, Labor, and Borders

Read: Beth Lew-Williams, “‘Chinamen’ and ‘Delinquent Girls’: Intimacy, Exclusion and a Search for California’s Color Line,” *Journal of American History* 104, No. 3 (December 2017): 632–655.

Nayan Shah, “Between ‘Oriental Depravity’ and ‘Natural Degenerates’: Spatial Borderlands and the Making of Ordinary Americans,” *American Quarterly* 57, No. 3 (September 2005): 703–725.

Sandy Chang, “Intimate Itinerancy: Sex, Work, and Chinese Women in Colonial Malaya’s Brothel Economy, 1870s–1930s,” *Journal of Women’s History* 33, No. 4 (Winter 2021): 92–117.

Kornel Chang, “Circulating Race and Empire: Transnational Labor Activism and the Politics of Anti-Asian Agitation in the Anglo-American Pacific World, 1880–1910,” *Journal of American History* 96, No. 3 (December 2009): 678–701.

Week 5 (Feb. 4) Transpacific Militarism and Labor

Read: Simeon Man, *Soldiering Through Empire: Race and the Making of the Decolonizing Pacific*. Berkeley: University of California Press, 2018.

Monica Kim, "The Intelligence of Fools: Reading the US Military Archive of the Korean War," *positions* 23 No. 4 (November 2015), 695–728.

Week 6 (Feb. 11) Travel and Exhibitions

Read: Jordan Sand, "Imperial Tokyo as a Contact Zone: The Metropolitan Tours of Taiwanese Aborigines, 1897–1941," *The Asia-Pacific Journal: Japan Focus* 12, No. 4 (March 2014).

Dean Itsuji Saranillio, "A Future Wish: Hawai'i at the 1893 Chicago World's Columbian Exposition," Chapter 1 of *Unsustainable Empire: Alternative Histories of Hawai'i Statehood*. Durham, NC: Duke University Press, 2018.

Kirsten Ziomek, "Colonial Reality and Subaltern Subjectivity," Chapter 1 of *Lost Histories: Recovering the Lives of Japan's Colonial Peoples*. Cambridge, MA: Harvard University Asia Center, 2019.

Research Workshop: Topic Proposal

Week 7 (Feb. 18) Race, Science, and Knowledge

Read: Adrian De Leon, *Bundok: A Hinterland History of Filipino America*. Chapel Hill, NC: University of North Carolina Press, 2023, Introduction and Chapters 1, 2.

Warwick Anderson, *Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines*. Durham: Duke University Press, 2006, selections.

Paul Kramer, "Race-Making and Colonial Violence in the U.S. Empire: The Philippine American War as Race War," *Diplomatic History* 30, No. 2 (April 2006): 169–210.

Research Workshop: Secondary Source Bibliography

Week 8 (Feb. 25) Citizenship and Belonging

Read: Michael Jin, *Citizens, Immigrants, and the Stateless: A Japanese American Diaspora in the Pacific*. Stanford: Stanford University Press, 2021.

Research Workshop: Historiography

Week 9 (Mar. 4)

Research Workshop: Primary Source Analysis

Week 10 (Mar. 11)

Research Workshop: Prospectus

Spring Break (Mar. 18)

Week 11 (Mar. 25)

Research Workshop: Five-page draft

Week 12 (Apr. 1): No class; individual meetings with instructor

Week 13 (Apr. 8)

Research Workshop: Ten-page draft

Week 14 (Apr. 15): In-Class Presentations

Week 15 (Apr. 22): Final Paper due in class