

HST 495 Methods of Historical Inquiry

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Spring 2025 (C)

T Th 9-10:45 am

Office Hours: T Th 11am-12 pm or
by appointment; Office: Coor 4578

HST 495: Asian American History

Land Acknowledgement

We would like to acknowledge that we are meeting on Indigenous land. Arizona State University's four campuses are located in the Salt River Valley on ancestral territories of Indigenous peoples, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) Indian Communities, whose care and keeping of these lands allows us to be here today.

Course Description: Asian American history is an essential aspect of understanding the broader American experience, highlighting the ways in which migration, race, and social identity have intersected across generations. In this course, we will examine the migration of various Asian groups to the United States, starting from the earliest recorded arrivals in the nineteenth century through contemporary times. The course will explore the social, economic, and political challenges that Asian American communities have faced, including exclusionary immigration laws, racial discrimination, and cultural adaptation. Through studying key historical moments, such as the Chinese Exclusion Act, Japanese American internment during World War II, and the shifting immigration policies of the twentieth century, we will trace how Asian Americans have both influenced and been shaped by U.S. history.

Students will engage with a wide range of primary sources, including personal letters, legal documents, oral histories, and media representations, to uncover the diverse experiences within Asian American communities. By analyzing these sources alongside various historical interpretations, students will learn to challenge and critically assess how historians understand and depict Asian American history. Ultimately, this course will provide students with a foundation in historical methodology, allowing them to select a topic of interest within Asian American history to research and develop into a capstone paper. Through this work, students will deepen their understanding of the complexities and contributions of Asian Americans within the United States and in the context of broader transnational connections.

Upon the successful completion of this course, students will be able to:

Course Objectives:

1. To enable students to explore a topic within Asian American history in depth and to produce a rigorous thesis grounded in primary and secondary sources.
2. To familiarize students with research methodologies relevant to Asian American history, including archival work, oral history, and digital resources.
3. To cultivate skills in critical reading, writing, and argumentation, with a focus on historical analysis.
4. To foster a community of inquiry where students engage in meaningful discussions and peer review.

Flags

This course carries the “Literacy and Critical Inquiry” flag (General Studies Maroon).

Required Texts

- Erika Lee (2015). *The Making of Asian America: A History*. Simon & Schuster.
- Richard Marius, *A Short Guide to Writing about History*, 9th ed. (Longman, 2010)

Other course material, including documentary films, primary sources/archival data, and secondary readings will be made available through Canvas.

Major Assignments and Grading

Book review of a scholarly monograph on your topic	10%
Comparison of two scholarly articles on your topic	10%
Prospectus and preliminary bibliography	5%
Rough draft of final research paper	15%
10-15 page final research paper	40%
Final presentation	10%
Class Attendance	5%
Participation	5%

Grade	Cutoff
A+	97%
A	94%
A-	90%

B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D	65%
F	<65%

Description of Assignments

*All assignments are double-spaced, Times New Roman, 12 font

I. Book Review of a Scholarly Monograph on Your Topic

Write a concise and insightful two-page review of a scholarly monograph you are engaging with, comprising approximately 750 words. Structure your review into four well-developed paragraphs, each serving a distinct purpose. Begin with a proper citation of the book. See Marius 188-200 for more detailed guidelines.

In the first paragraph, succinctly restate the book's thesis, ensuring that the core argument of the author is clearly conveyed. This will set the foundation for your analysis and provide readers with a clear understanding of the central claim the author seeks to establish.

The second paragraph should focus on the book's organization. Describe how the author structures their argument, analyzing the form and content of the work. Discuss the methodology, key chapters, or thematic divisions, and explain how these elements work together to support the thesis. Your aim is to provide a coherent overview that demonstrates how the book's structure contributes to its intellectual aims.

In the third paragraph, highlight the book's main strengths. Discuss how effectively the author substantiates their thesis, providing specific examples or evidence of their success. Evaluate the originality of the research, the strength of the argumentation, and the clarity of the writing. Reflect on whether the book makes a significant contribution to its field.

Conclude in the fourth paragraph by identifying the book's primary weaknesses. Critique any gaps in the argument, inconsistencies in methodology, or limitations in scope. Consider how these shortcomings affect the overall impact of the book and whether they undermine the author's ability to fully prove their thesis.

By following this structured approach, your review will provide a balanced and thoughtful critique, offering readers a clear sense of the book's purpose, accomplishments, and areas for improvement.

II. Comparison of two scholarly articles on your topic

Write a three-paragraph comparative review of the articles you are analyzing, ensuring a clear and cohesive structure. Begin your review with a full citation for each article, formatted according to the guidelines on page 166 of *Marius* for articles in scholarly journals.

In the first paragraph, summarize the thesis of each article, highlighting the central arguments presented by the authors. Clearly articulate how each author frames their argument and the key issues they address. This summary should provide readers with a concise understanding of the primary focus and purpose of the articles.

The second paragraph should compare the main strengths of the articles. Analyze how effectively each author supports their thesis, discussing the originality of their arguments, the robustness of their evidence, and the clarity of their presentation. Reflect on the ways the articles complement or contrast with one another, particularly in terms of their contributions to the scholarly discourse.

Conclude with the third paragraph, where you discuss the primary weaknesses of the articles. Critique any methodological flaws, gaps in evidence, or limitations in scope. Consider how these weaknesses affect the overall impact and persuasiveness of the arguments presented. By evaluating both strengths and weaknesses, your review will provide a nuanced and balanced assessment of the articles.

III. Prospectus and preliminary bibliography

In your prospectus, you will need to outline the major questions you intend to investigate and explain why your topic is significant for understanding Asian American history. Your topic should be specific enough to allow for in-depth analysis based on the primary sources you have selected. For instance, a question as broad as “What were the effects of exclusion laws on Asian Americans?” would be too expansive. Additionally, avoid hypothetical topics, such as “What if the exclusion laws had not been enacted?”

Since your thesis relies on primary sources, you should have already reviewed the primary materials you plan to use. In your prospectus, describe how these sources will help address your research questions. For example, if you are analyzing letters, you might note that half of a particular correspondence set discusses a specific theme, such as labor conditions or experiences of discrimination. Alternatively, if you are focusing on newspapers or petitions, mention the number of articles or petitions you have found that directly address your research areas.

There is no need to include discussions of secondary sources in the narrative part of your prospectus, as the focus is on the primary sources that will enable you to contribute original insights to the field. Other scholars may have addressed similar questions, but not necessarily using the same sources, which is what will make your analysis unique.

Your preliminary bibliography should include two separate lists of primary and secondary sources. For primary sources, list at least one significant item, such as a detailed memoir or diary, or a collection of shorter sources, such as a dozen newspaper articles, posters, or brief memoirs. Additionally, include at least one scholarly monograph—typically a book published by a university press with citations—and two scholarly journal articles with footnotes or endnotes. If

using numerous brief sources, list each individually under primary sources.

Your prospectus should be one comprehensive paragraph, concluding with a preliminary title for your final paper. The primary source(s) will serve as the foundation for the conclusions you draw in your research.

IV. Rough draft of final research paper

Your rough draft should be close to the final version of your work, including both footnotes and a bibliography. Primary sources should form the foundation of your citations, with most footnotes and nearly all quotations drawn directly from them. When utilizing secondary sources, paraphrase their ideas and provide proper attribution, unless a direct quotation is necessary to critique an argument or emphasize a key perspective within the historiography. Any direct quotes should be carefully introduced to provide context (e.g., “As X writes in his letter...”). To improve readability and structure, consider organizing your paper into well-defined subsections.

V. Final 10-15 Page Research Paper

This 10-15 page research paper should represent a well-supported historical argument based on primary and secondary sources. This paper should reflect significant analysis, demonstrating your engagement with historical methodologies, and provide original insights into your chosen topic within Asian American history. Your argument should be clear, coherent, and supported by evidence drawn from primary sources, while secondary sources will help contextualize and support your analysis. Be sure to thoughtfully incorporate the revision suggestions from your rough draft into the final version.

Requirements:

1. Length: The paper should be between 10-15 double-spaced pages including footnotes, excluding bibliography.
2. Sources: Your paper must include both primary and secondary sources:
 - Primary Sources: These will serve as the foundation of your argument, forming the core evidence that supports your claims.
 - Secondary Sources: These should be paraphrased, unless a direct quote is necessary to highlight or challenge a specific historical argument. Footnotes should document all paraphrased and quoted material from secondary sources.
3. Footnotes: Use Chicago-style footnotes throughout to cite both primary and secondary sources. Most footnotes, and nearly all quotes, should refer to your primary sources.
4. Bibliography: Include a comprehensive bibliography with separate sections for primary and secondary sources.
5. Structure: Organize your paper with an introduction that outlines your research question and thesis statement, followed by body sections that develop your argument through historical evidence, and a conclusion that summarizes your findings and suggests the broader implications of your research.
6. Writing: Your paper should reflect high-quality, academic writing. Introduce and contextualize all quotes and consider using sub-sections to organize your argument.

The final research paper should showcase your ability to develop a persuasive historical argument, grounded in original primary source analysis and informed by the existing historiography.

VI. Final Presentation

The presentation (**around 7 minutes**) is an opportunity for you to share your research findings and analysis with your classmates and instructor. The goal of the presentation is to provide an engaging and informative summary of your paper and to demonstrate your knowledge and understanding of the primary source and its significance in relation to Asian American history.

The presentation should begin with a clear and concise introduction that provides the audience with background information on the primary source and its historical context. You should then proceed to discuss your analysis of the primary source, highlighting the main points and arguments presented in your paper.

Visual aids, such as images or slides, can be used to enhance the effectiveness of the presentation and help to engage the audience. However, it is important to use these visual aids judiciously and not rely too heavily on them.

The body of the presentation should be well-structured and organized, with a clear flow of ideas and a logical progression of your arguments. You should be able to effectively communicate your ideas and analysis to the audience, using clear and concise language and avoiding overly technical or jargon-filled terminology.

The conclusion of the presentation should summarize the main points of the paper and provide a brief discussion of the significance of the primary source in relation to Asian American history. You should also be prepared to answer any questions from the audience and engage in a discussion about your findings and analysis.

Overall, the presentation should be a professional and engaging summary of your paper, showcasing your knowledge and understanding of the primary source and its historical context, as well as your analytical and communication skills.

VII. Attendance and Participation

Attendance in this course is essential for academic success and the overall learning experience. The following policy outlines expectations and guidelines for attendance, ensuring that students remain engaged and able to fully benefit from the curriculum.

1. **Attendance Requirement:** Students are expected to attend all scheduled classes, actively participate, and contribute to discussions. Regular attendance is crucial as it facilitates comprehension of course material, fosters collaborative learning, and enhances academic performance.

2. Excused Absences: Absences may be excused for legitimate reasons, including but not limited to:
 - Personal illness or medical appointments (with appropriate documentation)
 - Family emergencies
 - University-sanctioned events (e.g., sports competitions, academic conferences)
 - Religious observances

To have an absence excused, students must notify the instructor in advance or as soon as possible, providing any required documentation within a reasonable timeframe.

3. Unexcused Absences: Absences not accompanied by a valid reason or proper notification will be considered unexcused. Accumulating multiple unexcused absences may impact the student's attendance grade and, ultimately, their overall performance in the course. Each student is allowed two unexcused absences.
4. Attendance Tracking: Attendance will be recorded at the beginning of each class session. It is the student's responsibility to ensure they are marked present. Arriving more than 15 minutes late or leaving significantly early without prior notice may be recorded as an absence.
5. Participation and Engagement: Active participation is a component of the attendance policy. Students are expected to contribute thoughtfully to class discussions and activities at least once per class. Consistent lack of engagement, even while present, may affect the participation grade. If you are uncomfortable with speaking in class, alternative ways to participate may be arranged in consultation with the instructor.
6. Make-Up Work: Students with excused absences are responsible for catching up on missed material and assignments. It is recommended that students communicate with the instructor and their peers to stay updated. Make-up work policies will align with the nature of the missed class (e.g., lecture, discussion, group work).
7. Communication: Open communication is encouraged. Students should inform the instructor as early as possible if they anticipate missing a class or experiencing circumstances that may affect their attendance

Late Assignment Policy

Timely submission of assignments is essential for maintaining fairness and ensuring

steady progress in the course. The late assignment policy is as follows:

1. **Late Submission Penalty:** Assignments submitted after the deadline will incur a 10% deduction from the total possible points for each 24-hour period they are late, up to a maximum of three days. After three days, late assignments will not be accepted unless prior arrangements have been made.
2. **Extensions:** Extensions may be granted for valid reasons, such as illness or emergencies. Students must contact me via email at least 24 hours before the deadline to request an extension, providing an explanation and any relevant documentation.
3. **Exceptional Circumstances:** In the event of a documented emergency or other extraordinary situations, I will work with you on a case-by-case basis to determine an appropriate course of action.

Overview of Readings & Assignments (Subject to Change)

Week 1: Course Introduction

- **January 14, Tuesday:** Course Introduction and Setting the Stage
 - *Reading:* Introduction & Chapter 1: “Los Chinos in New Spain”
- **January 16, Thursday:** Orientalism & Early Migration
 - *Reading:* Chapter 2: “Coolies”

Week 2: Migration, Colonization, and Labor

- **January 21, Tuesday:** Migration, Colonization, and Labor
 - *Reading:* Chapter 3: Chinese Immigration in Search of Gold Mountain
 - *Project Overview:* Introduction to final paper project, research methods, Chicago citation guide, and rubric overview; claim sources on Canvas.
 - *Reading:* Marius, *A Short Guide to Writing About History*, chapter 1
- **January 23, Thursday:** Early Chinese Migration
 - *Reading:* Continue Chapter 3

Week 3: Racism and Anti-Chinese Movements

- **January 28, Tuesday:** Anti-Chinese Racism and Yellow Peril
 - *Reading:* Chapter 4: “The Chinese Must Go!”

- **January 30, Thursday:** Early Japanese Migration
 - *Reading:* Chapter 5: “Japanese Immigrants and the Yellow Peril”
 - *In-class Activity:* Watch *Canefield Songs: Holehole Bushi*
 - *Assignment Due February 2 at midnight:* Comparison of two scholarly articles on your topic (10%)

Week 4: Early Korean and South Asian Migration

- **February 4, Tuesday:** Early Japanese and Korean Migration
 - *Reading:* Chapter 6: “We Must Struggle in Exile”: Korean Immigrants
- **February 6, Thursday:** Early South Asian Migration
 - *Reading:* Chapter 7: “South Asian Immigrants and the ‘Hindu Threat’”
 - *In-class Activities:* Watch clips from *Roots in the Sand* and *Asian Americans: A Louisiana Family*
 - *Reading:* Marius, chapter 2

Week 5: Filipinx Migration and Migrant Agency

- **February 11, Tuesday:** Filipinx Migration
 - *Reading:* Chapter 8: “We Have Heard Much of America”
 - *Milestone:* Identify and post one primary source on the discussion board before class.
- **February 13, Thursday:** Migrant Agency and Transnational Migrations
 - *Reading:* Chapter 9: “Border Crossings and Border Enforcement”
 - *Reading:* Marius, chapter 3

Week 6: Japanese American Incarceration

- **February 18, Tuesday:** Japanese American Incarceration, Part I
 - *Reading:* Chapter 10: “Military Necessity”: The Uprooting of Japanese Americans”
- **February 20, Thursday:** No class; make sure to work on your paper
 - *Assignment Due February 23 at midnight:* Book review of a scholarly

monograph on your topic (10%)

Week 7: Cold War and the Rise of the Model Minority Myth

- **February 25, Tuesday:** The Cold War and Model Minority Myth
 - *Reading:* Chapter 12: “Good War, Cold War”
- **February 27, Thursday:** The Asian American Movement
 - *Reading:* Chapter 13: “Making a New Asian American Through Immigration and Activism”

Week 8: The 1965 Immigration Act and Contemporary Asian America

- **March 4, Tuesday:** Transnationalism and the 1965 Immigration Act
 - *Reading:* Chapter 16: “Transnational Immigrants and Global Americans”
 - *Reading:* Marius, chapter 4
- **March 6, Thursday:** Contemporary Asian America and Anti-Asian Hate
 - *Reading:* Chapter 17: “The Rise of Asian Americans”
 - *Reading:* Marius, chapter 6
 - *Assignment Due March 9 at midnight:* Prospectus and preliminary bibliography (5%)

Spring Break

- **March 9-16:** No classes

Week 9: Vietnam War and Refugee Formation

- **March 18, Tuesday:** Vietnam War and Southeast Asian Refugees
 - *Reading:* Chapter 14: “In Search of Refuge”
 - *Reading:* Marius, chapter 5
- **March 20, Thursday:** Hmong Refugees
 - *Reading:* Chapter 15: “Making a New Home: Hmong Refugees and Hmong Americans”

Individual Meetings (Weeks 11-14: March 25 - April 25)

- **March 25 - April 25:** Schedule individual 20-30 minute meetings with each student to provide feedback on their research progress and offer guidance for

final submissions.

- **Assignment Due April 10 at midnight:** Rough draft of final research paper (15%)

Week 15: Final Presentations and Course Evaluations

- **April 29 & May 1:** In-class presentations of research findings (10%)
- **May 1, Thursday:** Course wrap-up, evaluations, and incentive: 1% grade boost if all students complete evaluations

Final Submission

- **May 5:** 10-15 page final research paper (40%) due at midnight

Grading and Participation Overview

- *Class Attendance and Participation:* 10%
- *Final Presentation:* 10%

ADDITIONAL COURSE INFORMATION

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Religious Observance Policy

The Religious Observance Policy for this class aims to create an inclusive and respectful environment that acknowledges the diverse religious beliefs and practices of all students. Students are encouraged to notify the instructor of any religious observances that may conflict with class schedules or assignments at the beginning of the term or as soon as possible. Reasonable accommodations will be made, including allowing absences without penalty and providing alternative arrangements for assignments or exams affected by religious observances. Instructors will ensure that students feel supported in fulfilling their religious obligations while maintaining academic integrity.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the Instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructional Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor. The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct. **Prohibition of Commercial Note-Taking Services**

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes.

Notes must have the Notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Student Accessibility and Inclusive Learning

Services facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the Student Accessibility and Inclusive Learning Services. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources

at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life

Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Changes in the course syllabus

The course syllabus is subject to change if the instructor deems it necessary to accomplish the course objectives. Students will be notified in writing of all substantive changes to the course syllabus.