GENERAL STUDIES COURSE PROPOSAL COVER FORM

College/School: College of Liberal Arts and Sciences
Department: Asian Pacific American Genders & Sexualities

Prefix: APA  Number: 330  Title: WST 331
Units: 3

Is this a cross-listed course? Yes
If yes, please identify course(s): WST 331
Is this a shared course? No
If so, list all academic units offering this course

Note: For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? Yes
If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials: MMF (Required)

Requested designation: Literacy and Critical Inquiry–L
Mandatory Review: Yes
Note: a separate proposal is required for each designation.

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucies@asu.edu.

Submission deadlines dates are as follow:
For Fall 2016 Effective Date: October 1, 2015
For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/Statistics/Quantitative Applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SH)
- Natural Sciences core courses (NS/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
☒ Signed course proposal cover form
☒ Criteria checklist for General Studies designation(s) being requested
☒ Course catalog description
☒ Sample syllabus for the course
☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Karen Kuo  E-mail: karen.kuo@asu.edu  Phone: 480-965-7682

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Mary Margaret Fonow
Date: 10/15/15
Chair/Director (Signature): [Signature]

Rev. 4/2015
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014
**ASU - [L] CRITERIA**

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE -- AS EVIDENCED BY THE FOLLOWING CRITERIA:**

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**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for [L] designation.*

1. Please describe the assignments that are considered in the computation of course grades -- and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process -- and label this information "C-1".

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**CRITERION 2:** The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process -- and label this information "C-2".

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**CRITERION 3:** The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. Also:

> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process -- and label this information "C-3".

| C-3 |
### ASU - [L] CRITERIA

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<td><strong>CRITERION 4:</strong> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed.</em></td>
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1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".
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Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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Criterion 1: At least 50% of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.

87 percent of the course contents meets the requirements for criterion one including 14 discussion board postings and 2 essays. For the discussion board postings, the student must write a response to an instructor's question about that week's lesson. Each discussion board posting must be a minimum of 250 words and includes not only a thoughtful response to the question, but exhibit organization and grammatical writing. More importantly, the discussion board postings must include specific references to the materials assigned for that lesson. I will be offering feedback for each of the discussion board postings to the instructor's question.

There are also two assigned essays. The midterm and final essay must each be a minimum of 800 words with at least 3 scholarly sources (two from within the class and one outside of class readings). Each essay must exhibit a thesis driven argument, organization, citations from textual or visual sources (both within and outside the class), and be proofed for grammar and spelling.

Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.

The two assigned essays, midterm and final essay will require students to take the information learned from class readings, films, and lectures and use them as evidence to craft a thesis driven paper from one of the essay prompts offered. The essay prompt requires the students to come up with their own thesis argument and frame an organized and thoroughly discussed essay in support of their argument. They must use two sources from within the class and one outside source to use as evidence in their essay. The essay requires them to synthesize the sources and other evidence in support of their thesis argument.

Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

There are no in-class essay exams in this class. The two essays assigned are not timed exams but essays that require them to find sources and use them as evidence in their thesis driven essays.

Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

Each week, I will provide feedback to two discussion board postings (2 lesson per week) in time for them to receive feedback before the next week's discussion board postings.
The midterm and final essay will be spaced approximately 5-6 weeks apart so that they receive feedback on the essays before the next one is due.
Asian Pacific American Genders and Sexualities
APA 330
(General Studies: SB, C, &H)

Professor: Karen Kuo
Email: Karen.kuo@asu.edu
Office: Wilson Hall 358
Office Hours: By Appointment

COURSE OUTLINE
This course explores aspects of gender and sexuality as they relate to Asian Pacific Americans today. Utilizing a socio-historical, feminist and queer-friendly lens, we will analyze the systems which impact and inform the construction of Asian Pacific American subjectivities and resistances. Topics we will discuss include: historiography, representation and stereotypes, gender and conflict, coalition building, family/community, interracial dating/marriage, sexploitation, exotification, emasculation, heteronormativity and homophobia, Asian Pacific American feminism, queer theory, empowerment and agency.

**NB: This class will require a significant amount of reading as well as your close engagement with the issues of white privilege, racism, sexism and homophobia. Please be sure you are interested in this kind of work before you enroll. Be advised that each student must complete assigned readings/coursework as described below.

Required Course Materials:
- Q&A: Queer in Asian America, Eds David L. Eng and Alice Y. Hom
- PDF readings on blackboard
- Netflix Account and/or DVDs on Hayden Reserve

Learning Outcomes
This course gives students:

- An understanding of US racial formations especially as they pertain to Asian Americans and Pacific Islanders
- An understanding of the interconnections between race, gender, and sexuality
- An understanding of the primacy of gender and sexuality in the constructions of race and APAs
• The ability to critically think through the analytics of cultural difference -- how race, gender, sexuality, and class structures differences and thus also power and inequality.
• The ability to synthesize critical theoretical readings and concepts in their writing and discussions
• The ability to analyze culture critically and see the social and historical reasons for racial, gendered, sexual, and class formations in the US.

WEEKLY LESSONS

This course is comprised of 7 units divided into 14 lessons (2 lessons per unit). Each lesson includes all or some of the following tasks:
1. Reading: Read an article of book chapter.
2. Website: Surf Relevant Websites
3. Lecture: Watch/Listen to Streaming Video/Audio Lectures with PowerPoint Slides
4. Media Clips/Screening: Review Relevant Film and Media Clips
5. Discussion Board: Pose and Answer Questions on the Discussion Board

Unit One: Asian Pacific Americans: History and Critical Analysis

Lesson 1: History of APAs
Reading: Tim Fong “History of Asians in America”
Lecture: Asian Pacific American History, Parts I, II & III

Lesson 2: Understanding Race and Gender
Reading: Peggy McIntosh’s “White Privilege and Male Privilege”
Margaret Anderson “The Social Construction of Gender”
Lecture: Whiteness and Masculinity, Part I;
Gender and Society, Parts II & III
Discussion Board:

Unit Two: The Formations of Asian Pacific Americans Genders: Femininity

Lesson 3: US History and the making of Asian American Gender and Sexuality
Reading: Erika Lee, chapter three “Exclusion Acts: Race, Class, Gender, and Citizenship” from At America’s Gates: Chinese Immigration During the Exclusion Era, 1882-1943
Nayan Shah, “Perversity, Contamination, and the Dangers of Queer Domesticity” from Contagious Divides: Epidemics and Race in San Francisco’s Chinatown
Lecture: “Exclusion and the formation of Chinese American race, gender, and sexuality.” Parts I & II
Discussion Board:
Lesson 4: Asian Pacific American Women
Reading: Jessica Hagedorn, “No Joy, No Luck”
Daviana McGregor, “Constructed Images of Native Hawaiian Women”
Lecture: “Historical images of Asian women from Page Law to Present,”
Parts I & II
Discussion Board: Evelina Galang, “The Look Alike Women” from Her Wild American Self

Unit Three: The Formation of Asian American Genders: Masculinity

Lesson 5: The Making of Asian (American) Masculinity
Reading: Frank Chin and Jeffrey Paul Chan, “Racist Love”
Jachinson Chan, “American Inheritance: Chinese American Male Identities” from Chinese American Masculinities from Fu Manchu to Bruce Lee
Lecture: “Historical Images of Asian American Men to Present,” Part I and II
Discussion Board: Emil Guillermo, “Hung As Buckwheat”

Lesson 6: Growing Up Asian American Male
Reading: David Mura, “All American Boy” from Where the Body Meets Memory
Esther Pan, “Why Asian Guys are on a Roll”
Screening: Spencer Nakasako’s Trilogy: AKA Don Bonus (available through Netflix and at Hayden Reserve)
Lecture: “The Legacy of Racialization and Asian American Masculinity,”
Parts I & II
Discussion Board:

Unit Four: Gender Conflict in Asian America

Lesson 7: Labor and Love
Reading: Yen Le Espiritu “Labor, Laws and Love,” and “Ideological Racism”
King kok-Cheung “The Woman Warrior and the Chinaman Pacific”
Discussion Board: Hoyt Sze, “Sexism in Asian America”

Lesson 8: Negotiating APA Men and Women’s Roles
Reading: DasGupta and DasGupta: “Women in Exile”
Screening: Spencer Nakasako’s Trilogy: Kelly Loves Tony (Netflix)
Lecture: “Gender Troubles: Unpacking APA Gender Conflict,” Parts I & II
Discussion Board:

Unit Five: Interracial Relations within an Inter-national Context
Lesson 9: Interracial Relationships in the US
Reading: Joan Walsh: “Asian Women, Caucasian Men” and “You can See...”
         Fong and Yung: “In Search of the Right Spouse”
Lecture: “Interracial Relationships amongst APAs,” Parts I & II

Lesson 10: Sexploitation
Reading: Elaine Kim, “Sex Tursim in Asia”
         Venny Villaponda, “The Business of Selling Mail Order Brides”
Screening: Camp Arrrang
Lecture: “Tran(sexploitiation: Imperialism, Militarism, and Asian Women,”
         Parts I&II
Discussion Board:

Unit Six: Sexual Difference in Asian America

Lesson 11: Race, gender, AND Sexuality
Reading: Margaret Anderson, “Sexuality and Intimate Relationship”
         Q&A: Introduction 1-21
Lecture: “Anderson’s Sexuality and Intimate Relationships” Parts I and II
         “Queer APA and Methodology” Part III
Discussion Board:

Lesson 12: What’s Home got to do with it? Sexuality, Place, and Identity
Reading: Alice Hom, “Stories from the Homefront”
         Q&A, Karin Aguilar-San Juan (25-40)
Lecture: “APA Sexuality in the Family, Community, and Home,” Parts I and II
Discussion Board:

Unit Seven: Queering Asian America

Lesson 13: Fated to Be Queer
Reading: Q&A: Justin Chin 369-73
         Q&A: Joel Tan 265-269
         Q&A: Richard Fung 96-115
         Q&A: Sandip Roy 256-261
Screening: Arthur Dong’s Fated to Be Queer
Lecture: “Fated to Be Queer” Parts I, II&III
Discussion Board:

Lesson 14: Politics and APA Queer Organizing
Reading: Q&A: Jennifer Tseng 244-255
         Q&A: Diep Khae Tran et al 227-243
         Q&A: Yoko Yoshikawa 41-56
         Q&A: Ignatius Bau 57-64
         Q&A: Eric Wat & Steven Shum 166-84
Screening: Beautiful Boxer
Lecture: “APA Queer Politics and Community Organizing.” Parts I, II, III
Discussion Board

GRADED WORK

Discussion Board Posts (700 Points): You are responsible for participating in the threaded discussions that take place on the Discussion Board. The Discussion Board threads are located as the last item of each lesson (and also visible on the menu on the left side of the screen). For each lesson, you will post a response to my question and then a couple of days later, post a response to another student’s posting. There are 14 lessons, with two posting requirements for each lesson. In each Discussion Board, you can receive a maximum of 50 points (40 points for the Instructor Response; 10 points for the Peer Response). Please see below for the specific requirements for posting.

First Posting: (250-word minimum) Please refer to Course Calendar for due dates. I will post a question which you will be required to answer to receive credit. A “substantive” discussion board post is one that is thoughtful, developed and connected to the lesson and the topic. During your writing of a substantive post, you should include the following if you want to receive the maximum credit:

1.) Make specific references to the texts, films, and lectures (pages, quotations, paraphrases) as you write your post in answer to the questions.

2.) Engage in critical thought beyond the materials delivered, without diverging from the content. Offer analysis, observations, and commentary about the content materials and topics for that lesson as you anchor these thoughts with evidence from the readings, lectures, and films.

3.) Organization, spelling, and grammar: I will be looking for some organization of thoughts rather than random pieced together information. Refrain from listing information just to show that you’ve read/watched the material. You should present an idea from the lesson that you want to discuss, support this with textual/visual evidence from the materials assigned. Please check for spelling and grammar mistakes.

*Remember: A substantive post is at least 250 words. You will not receive credit if it is less than 250 words. You will be receiving instructor feedback on the postings in response to the instructor’s question (not the response to a student’s post) for each lesson.

These posts must keep up with the progress of the course. You cannot, for example, go back to the Discussion Board and post to a Lesson after it has been completed and expect for the post to be counted toward your participation grade. The instructor will keep track of your participation, including assessing the value of what you bring to this interactivity. Refrain from flouting or ad hominem comments. Please be rigorous but constructive.
Second Posting: (100-word minimum) Please refer to Course Calendar for due dates.
After the first postings are posted, you must go back into the Discussion Board and post a response to at least one student. A substantive response is at least 100 words minimum.

Expectations of Postings: I advise against reiterating what another student has posted. If you agree or disagree, you must explain why thoroughly. I will be grading posts based on coherence, thoughtfulness, criticalness, and evidence of integrating your thoughts with those of the readings. I will grade your second posts based on how responsive and explanatory you are to your fellow students. I WILL NOT ACCEPT ANY LATE POSTINGS, Please budget your time accordingly.

Essays: (400 points):

Midterm Essay: (200 points): Please check Blackboard for due dates

Directions: Your essay must be at least 800 words on a word document. Please see Paper Specifications document for the formatting. I will not accept papers less than 800 words. *You must include a works cited page with at least 3 sources. One of the sources must be from outside the class. Please use either MLA or APA style citation.

Please write a thesis-driven, cogent, and organize essay around one of the following essay prompts. In your essay, you will be evaluated for: a.) the develop an argument (thesis statement) from the essay prompt; b.) using specific examples from the readings in class and outside sources to support your argument; c.) supporting your observations and statements through the use of evidence (textual or visual) and explanation; d.) an organization that supports your thesis/argument; e.) writing and grammar: please spell check and proof your paper for any grammatical errors.

1. Discuss the different racial stereotypes of Asian and Pacific Islander men and women in U.S. history and how these stereotypes are often gendered and sexualized. Use specific historical and media examples.

2. Discuss the ways that immigration affects the gender difference between Asian immigrant men and women. Give examples from readings.

3. Discuss the ways that U.S. immigration, citizenship, and exclusion laws not only racialized Asian Americans but also sexualized and gendered them (often in ways that were seen as abnormal).

Final Essay: (200 points): Please check Blackboard for due dates

Directions: Your essay must be at least 800 words on a word document. Please see Paper Specifications document for the formatting. I will not accept papers less than 800 words.
You must include a works cited page with at least 3 sources. One of the sources must be from outside the class. Please use either MLA or APA style citation.

Please write a thesis-driven, cogent, and organize essay around one of the following essay prompts. In your essay, you will be evaluated for: a.) the develop an argument (thesis statement) from the essay prompt; b.) using specific examples from the readings in class and outside sources to support your argument; c.) supporting your observations and statements through the use of evidence (textual or visual) and explanation; d.) an organization that supports your thesis/argument; e.) writing and grammar: please spell check and proof your paper for any grammatical errors.

1. Discuss the historical sexual and racial stereotypes of APAs from pre World War II to contemporary times. Make sure you cite specific historical formations, incidences, and occurrences as well as specific stereotypes and images.

2. Discuss the formations of queer APA politics. Talk about how some organizations and groups determine how to negotiate political identity and activism: how to avoid exclusion and the reproduction of oppression in their communities.

3. In each of the films we have watched from Units 5-7, *Fated to Be Queer, Camp Strong, and Beautiful Boxer*, discuss the ways in which each film presents sexuality as fluid and variable as well as how it is invested in power and domination. Talk about two films.

Grading

Note: Grades will NOT be curved! Final grades will be determined as follows:

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines.

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<td>59% and below (Fail)</td>
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Note: "A" grades will not be given
Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available by Saturday of each week.

Communicating With the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 48 hours.

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or https://my.asu.edu.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard. Do not submit an assignment via email.

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.

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 F), 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 Instructor 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 Disability Resource Center (DRC) 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 DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to https:// dors.asu.edu/drc, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

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<th>ASU Online and Downtown Phoenix Campus</th>
<th>Polytechnic Campus</th>
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<tbody>
<tr>
<td>University Center Building, Suite 160</td>
<td>480-727-1165 (Voice)</td>
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<tr>
<td>602-496-4321 (Voice)</td>
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<tr>
<td>West Campus</td>
<td>Tempe Campus</td>
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<tr>
<td>University Center Building (UCB), Room 130</td>
<td>480-965-1234 (Voice)</td>
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<tr>
<td>602-543-8145 (Voice)</td>
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Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone (optional) and speaker

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at http://my.asu.edu or the Blackboard home page at https://myasucourses.asu.edu.

To monitor the status of campus networks and services, visit the System Health Portal at http://syshealth.asu.edu.

To contact the help desk, call toll-free at 1-855-278-5080.
Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
Queer in Asian America

Edited by David L. Eng & Alice Y. Hom
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