

AAS 495GS: ASIAN AMERICAN GENDERS & SEXUALITIES

Spring 2010

Tentative Syllabus*

(* The professor reserved the right to change any part of this syllabus.)

Professor: Gina Masequesmay, Ph.D.
Email: Gina.Masequesmay@csun.edu
Office Hours: M & T 2-3 PM and by appointment
Office Location: Jerome Richfield 346C [enter through JR 340]
Office Phone: 818-677-7219
Class Information: Tuesdays 4 to 6:45 PM, SH224, #18156
Class Website: <http://www.csun.edu/~gm61310/aas495/aas495gssyllabus.htm>
Discussion Board: <http://moodle.csun.edu/> [you need to log in]
Library Resource: <http://library.csun.edu/>

Catalog Course Description

Preparatory: AAS 100 or 210 or instructor consent. Intensive study of selected themes and issues in Asian American Studies. Topics change from semester to semester. May be repeated for credit with instructor consent. Fulfills AAS senior capstone.

Instructor's Course Description

Using a constructionist approach that views race, class, gender and sexuality as socially constructed, this course exposes students to theories on sex, gender, sexuality, ethnicity and race by examining issues of lesbian, gay, bisexual, transgender, intersexual, and queer (LGBTIQ) Asian Pacific Americans (APAs). Given the current controversy over same-sex marriage, this course requires a research project on attitudes of the Asian American communities. Students will be divided into groups by subtopics (ethnicity and religion) to collect survey and focus group data on current attitudes of APAs on LGBTIQ matters. A final research paper is required to demonstrate student's comprehensive understanding and application of the course materials and can serve as the student's senior thesis. This course requires individual and group work that access students' skills at research, leadership, collaboration, and time-management. **This course fulfills the AAS senior capstone requirement and can serve as an elective for AAS double majors and minors. Recommended Prerequisite: AAS 100 or AAS 210 or Instructor's consent.**

Topics

Social construction of race, class, gender and sexuality; the nexus between knowledge and power; essentialism vs. constructionism; social control and deviance; queer theory; gay, lesbian, bisexual, transgender, transsexual, crossdresser, transvestite, intersexual, queer, identity vs. behavior vs. feeling/thought; epistemology; qualitative vs. quantitative data; survey research, focus group, validity and reliability of data; open-ended vs. closed questions; sexual orientation; gender orientation; sex vs. gender vs. sexuality; sexual vs. gender identity; sex-gender binary system, homophobia, biphobia; transphobia; heterosexism and heteronormativity; racism and white supremacy; sexism and patriarchy; class elitism and capitalism; matrix of domination; same-sex marriage; institutional discrimination vs. individual discrimination.

Course Learning Objectives

1. Understand the social construction of race, gender and sexuality in a capitalist system.
2. Critically reflect the nexus between knowledge and power, the link between social structure and agency, and between the personal and the political.
3. Apply the matrix of domination approach to understand the issues of LGBTIQ APAs.
4. Carry out social surveys and focus groups including refining questionnaires.
5. Critically analyze collected qualitative and quantitative data to assess contemporary APAs' attitudes on sexuality and gender and sex.
6. Propose an intervention model on social justice for LGBTIQ APAs.
7. Produce a research paper to reflect student's comprehensive understanding of course materials.
8. Gain skills in cooperative learning, leadership, planning and time-management.

Texts Required

- Leong, Russell C., and Amy Sueyoshi. 2006. Asian Americans in the Marriage Equality Debate. *Amerasia Journal* 32 (1). [AAMED]
- Masequesmay, Gina, and Sean Metzger, eds. 2009. *Embodying Asian / American Sexualities*. Lanham: Lexington Books. [EAAS]
- Electronic Readings [ER] on Moodle. In addition to the paper texts, there are articles and chapters that are available digitally on the class Moodle site. You can read it by clicking on the link of the assigned reading.

Texts Recommended

- Leong, Russell, ed. 1996. *Asian American Sexualities: Dimensions of the Gay and Lesbian Experience*. New York: Routledge.
- Wat, Eric C. 2002. *The Making of a Gay Asian Community: An Oral History of Pre-AIDS Los Angeles*. Lanham: Rowman & Littlefield Publishers, Inc.
- Eng, David L., and Alice Y. Hom, eds. 1998. *Q & A: Queer in Asian America*. Philadelphia: Temple University Press.

Course Requirements and Grading

Required Components	Points	Percent
Attendance & Participation	40	10
Homework Assignments	40	10
Focus Group Report	60	15
Social Survey Report	60	15
Group Presentations (10 @ 5; 1 @ 50)	100	25
Final Research Paper	100	25
Total	400	100

Grading is based on a strict scale of 400 points:

380 – 400 = A	320 – 332 = B-	269 – 279 = D+
360 – 379 = A-	309 – 319 = C+	253 – 268 = D
349 – 359 = B+	293 – 308 = C	240 – 252 = D-
333 – 348 = B	280 – 292 = C-	Below 240 = F

The **course format** consists of short lectures, films (4), group activities based on homework assignments, group presentations and report of data, and class discussions. Students should read the assigned material(s) BEFORE coming to class. I expect students to be prepared and ready to engage in class discussion based on the readings. Group presentations require that students are fully prepared for class discussion to be engaging and meaningful.

Attendance & Participation account for 10% of your grade or 40 points. You earn 1 point for attendance and one point for participation. Assuming that you have to be present to participate, you usually get an automatic 2 points when I take attendance. The 15 meetings will earn you 30 points. If you arrive late or leave early, you will lose 1 point. If you are absent, you will lose 2 points per meeting. If you have an emergency situation that leads to absence or tardiness or leaving early, then bring me proof to be excused. The remaining 10 points is based on your class participation. If I know your name and can recall your positive participation in class discussion, then you will get the 10 points. If I do not know your name by the end of class, then you have not participated enough in class discussion and will earn less than 10 points.

Homework research assignments are assigned to help students to process class materials or to start working on the research project. An assignment is either for individual or group work. Homework research data will be used in class discussion so you will need to do the homework assignment in order to be able to participate in class discussion and activities. Homework assignments make up 40 points or 10% of your grade.

Group work on a **focus group report** and a **social survey report** will be near the end of the research project and each will count for a maximum of 60 points or 15% of your grade.

Group presentations are required throughout the course including in the final presentation. Points will vary depending on assignments. These group presentations total 100 points or 25 of your grade.

A **final research paper** is due on final day and is worth 100 points or 25% of your grade. This final paper is to assess students' comprehension, and ability to apply and integrate class materials. The assignments and discussion throughout the course will help in writing up this final paper where students will report back on the theories discussed and the research carried out and the data collected and assessed, and conclusion made (literature review, research question, methods, data results, data discussion, policy recommendation in conclusion). A guide will be given later.

Additional Advice from Your Professor

Let's humanize our experience! I highly encourage you to see me during office hour or by appointment at least once so that I will have a chance to know you and that you can ask me questions about class, majoring/minoring, graduate school, and career options. If you have any struggles (e.g., financial difficulties, family obligations, learning disability), please let me know ahead so we can work around them. However, scheduling in work or a doctor appointment during class time is not excusable unless it is life threatening. If you are really shy, you can bring along another classmate to make the experience less intimidating.

To get the most out of this class, you should:

- actively engage in the course materials (do the assigned work on time)
- listen mindfully to thoughts, experiences, and emotions shared by others (to understand; not to judge)
- accept that there are usually more than two ways of viewing the world and that your perspective is shaped by your limited experience in the world
- remain open to new ideas that may conflict with your own for it is in conflict that we can learn and grow
- avoid ad hominem arguments at all times

Because the issues discussed in this class can be controversial and can evoke strong emotions, please temper your questions, answers and comments with respect for others' differences in opinions and with patience for others' unskilled expressions so that we can create a **safe environment for learning** issues of which we might be ignorant or misinformed. The best way to do this is to first see our common humanity with our strengths and weaknesses in a struggle to survive and to be accepted/loved. Once we can see this, we can become more open to differences and can always remember to return to this commonality when we are frustrated, angry, confused, condescending, hurt, etc. As a class, if we can be mindful that what we know and feel are based on our limited experiences in the world, then we can try to be less judgmental and more aware of how our reactions and emotions to differing ideas are based on our own limited interaction in the world. While logic and social scientific evidence can help us through muddy thinking, our strong emotions can steer us in other ways. Hence, be thoughtful, self-reflexive and committed to fostering a safe space in the classroom to discuss difficult issues that will encourage each of us to grow and expand our mind, and in the process, hopefully to also open our heart.

This class has a weekly schedule on Moodle where updates are made at the end of the week and students are encouraged to view it to stay on top of things they might have missed when absent. You will need to befriend your classmates for help in catching up when you are behind and to collaborate on some class assignments.

Students with Disabilities

Students with disabilities must register with the Center on Disabilities and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approved accommodations. Students who are approved for test taking accommodations must provide an Alternative Testing Form to their faculty member signed by a counselor in the Center on Disabilities prior to making testing arrangements. The Center on Disabilities is located in Bayramian Hall, room 110. Staff can be reached at 818.677.2684.

Plagiarism is a serious academic offense. Please read below to learn more about it [excerpt from http://library.csun.edu/Research_Assistance/plagiarism.html, Retrieved September 27, 2007].

What is Plagiarism?

To plagiarize means to:

- Steal and pass off (the ideas or words of another) as one's own;
- Use (another's production) without crediting the source;
- Commit literary theft;
- Present as new and original an idea or product derived from an existing source. (*Merriam-Webster Online Dictionary* definition of "plagiarize," retrieved June 20, 2005)

CSUN Policy on Plagiarism

. . .Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. . . .

(*California State University Northridge Undergraduate/Graduate Catalog, 2006-2008*, p. 535)

Plagiarism: Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

Comments:

1. Direct Quotation: Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a citation. Proper citation style for any academic department is outlined by the *MLA Style Sheet* or K. L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library. [See also: [Online Style Guides](#)]
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. Materials which contribute only to one's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.

Adapted from: *California State University, Northridge Undergraduate/ Graduate Catalog, 2004-2006*, p. 531-2 (Retrieved June 20, 2005)

In this class, if you are caught plagiarizing, you will receive a zero on your work. Repeated offenses can lead to failing the course or even expulsion from school. We will use TurnItIn to minimize the chance of plagiarism.

Course Schedule for AAS 495GS, Spring 2010

Week 1, 1/19

Introduction & LGBTIQ Perspectives

- Overview of course syllabus and professor's expectations
 - + Attendance Call and Sign-In
 - + Go over syllabus: Introduction of professor and her expectations and students' expectations
- LGBTIQ Perspectives & Social Justice
 - + Fish analogy and Critical Perspectives: Knowledge and Power Nexus
 - + Standpoint theory; Constructionist approach, queer theory and deconstructive politics (questioning the taken-for-granted)
 - + **Homework:** Sign into Moodle; Answer the Preliminary Questions; Do the survey & Give feedback

Week 2, 1/26

LGBTIQ Basics

- Readings:** *API LGBT Identities [ER]*; *Sexism [ER]*; *Profile of an FTM Transsexual Straight Man [ER]*
- Film "Before Stonewall" 87 min. Vern L. Bullough, editor ; Judith M. Saunders, Sharon Valente, associate editors; C. Todd White, assistant editor. New York : Harrington Park Press, c2002. (HQ76.5 .B44 2000)
 - + Emergence of a Gay and Lesbian Identity; Bisexual and Transgender Identities
 - + Behavior vs. Identity (adjective v. noun)
 - + Identity as context dependent; the role of discrimination
 - LGBTIQ Basics
 - + Vocabulary Exercise (definitions are contested)
 - + Discuss feedback on preliminary questions: sex vs. gender vs. sexuality
 - + Discuss feedback on survey
 - + **Homework:** Sign up for Group Project (Chinese, Japanese, Filipino, Vietnamese, Korean, Indian, Thai, Protestant, Catholic, Buddhist, Muslim)

Week 3, 2/2

Politics of Race, Class, Gender and Sexuality and Group Projects

- Readings:** *The Ambivalence of Queer Asian Pacific Americans Toward Same-Sex Marriage [AAMED]*
- Film "Out Rage '69" 55 min. Producer/Director/Writer Arthur Dong. Production Values, Inc. 1995.
 - + Discuss film and reading
 - + API LGBTs? Visibility & Critical Mass
 - Group Projects
 - + Assessing Our Class Resources & Refining Our Group Projects
 - + Introduction to research: Epistemology; Theories and Hypotheses; Methodologies; Focus Group & Survey; Reliability and Validity
 - + **Homework:** Library research on your group project; Recommended film to see before our next class: "The Celluloid Closet" 102 min. 1996.

Week 4, 2/9

Media Images & Perceptions

- Readings:** *Introduction [EEAAS]*; *The Rice Room: Scenes from a Bar [EEAAS]*
- The role of the media on perceptions of "the normal"
 - + Stereotypes exercise
 - + Film "Further Off the Straight & Narrow: New Gay Visibility on Television 1998-2006." 61 min. Producer, director and editor, Katherine Sender. Published Northampton, MA : Media Education Foundation , c2006. (N11460)
 - + Discuss APA LGBTI images or lack thereof
 - Formulating questions for the focus group
 - + Discuss library research result of group (annotated bibliography)
 - + Open vs. Closed ended questions for focus group
 - + **Homework:** Finalizing Questions for Focus Group & additional research; Identify 5 to 12 people for focus group

Week 5, 2/16

Pre-Colonial Culture and Today's Sexual Mores

Readings: *Homosexuality and Korean Immigrant Churches [EAAS]*; *Towards Community: KoreAm Journal and Korean American Cultural Attitudes on Same-sex Marriage [AAMED]*

- Film "Ke kulana he mahu: Remembering a Sense of Place." 67 min. By Brent Anbe, Jaymee Carvajal, Kathryn Xian. Published [Honolulu]: Zang Pictures, c2001. (N11509)
 - + Colonialism, Capitalism and Christianity
 - + Mahu, Hijras, and other genders and sexualities in Asia and the Pacific Islands
- Checking on questions and Practicing for Focus Group
 - + Mini-lecture on Hypotheses and Theories
 - + Homework: Conduct Focus Group

Week 6, 2/23

Focus Group as Generator of Hypotheses

Readings: *Sister Subjects: In the Marriage Equality Debate [EAAS]*; *Friday the Thirteenth—Love, Commitment, and then Catastrophe: Personal Reflections on the Marriage Equality Movement [EAAS]*

- Discuss readings
- Discuss findings from Focus Group
 - + Identifying issues and generating hypotheses
 - + Refining the survey questions
 - + **Homework:** Each student is to find 3 APA friends to do the survey; Identify organizations and venues and contact information.

Week 7, 3/2

Refining Survey Questions and Strategies to Diversify APA Population Target

Readings: *Where the Queer Zone Meets the Asian Zone: Marriage Equality and Other Intersections [EAAS]*; *The Anxiety over Borders [EAAS]*

- Discuss readings
- Research Project
 - + Discuss data results and refine survey questions
 - + Create a shorter hard copy survey for strangers
 - + Discuss strategies to access APA communities for survey.
 - + Snowballing and ethnic community centers
 - + **Homework:** Each student to pass out at least 2 questionnaires to acquaintances (enter data) and collect 3 online; Contact community organizations including churches and temples for next week's survey (list).

Week 8, 3/9

From Essences to Processes of Marginalization and Normalization

Readings: *Finding Fellation: Friendship, History and Yone Noguchi [EAAS]*; *Why We Got Married [AAMED]*

- Evolving theories on sex, gender and sexuality
 - + Short lecture
 - + Discuss readings
- Survey Project
 - + Discuss data of electronic survey and finalize
 - + Finalize hard copy survey
 - + **Homework:** Conduct survey at community organizations using shorter hard copy version; email to targeted network on electronic survey.

Week 9, 3/16

Ethics of Research and Relevant Community Issues

Readings: *Public Agenda and Private Struggles [EAAS]*; *HIV, Immigrant Rights, and Same-Sex Marriage [AAMED]*

- Discuss readings
- Research Project
 - + Discuss experience with community survey
 - + Discuss survey data
 - + **Homework:** Diversifying APA population to be surveyed; Group Report on Focus Group Work

Week 10, 3/23

Resisting and Finding Support

Readings: *Plaintiffs' Plight: Joining the Washington State Lawsuit for Marriage Equality [AAMED]; Emergence of Queer Vietnamese America [ER]*

- Discuss reading
- Research Project
 - + Present Group Report on **Focus Group work**, results and insights
 - + Survey Data total results
 - + **Homework:** Group Report on Social Survey Work

Week 11, 3/30

Lessons of the Past

Readings: *'What the Heck, At Least He's an Oriental': What Asian American Intermarriage Might Teach Us About Gay Marriage [AAMED]; Seeing Loving in Gay Marriages: Parallels of Asian American History and the Same-Sex Marriage Debates [AAMED]*

- Discuss readings
- Research Project
 - + Present Group **Report on Survey Data** work, results and insights
 - + Assessing total data
 - + More questions to clarify?

SPRING BREAK 4/4 to 4/11

Week 12, 4/13

The Present Moment & Working toward Social Justice

Readings: *Asians and Pacific Islanders in Same-Sex Couples in the United States: Data from Census 2000 [AAMED]*

- Discuss reading
- Discuss data and strategy for intervention
 - + **Homework:** Paper Outline; Intervention models

Week 13, 4/20

An Overview

- Present and Discuss Intervention models
- Discuss Paper Outline
 - + **Homework:** Detailed Outline of Paper

Week 14, 4/27

Prepare for final presentations

- **Final Group presentations;** each for 10-15 min.
 - + Report on findings about assigned group and what you learned

Week 15, 5/4

Conclusion

- Discuss Detailed Outline of Paper
 - + **Homework:** Write paper!

Week 16: Final Exam Time, 5/11, Tuesday, 5:30 to 7:30 PM

Final Paper due in class. Please submit electronic version to TurnItIn!

ADVICES TO STUDENTS ON PROFESSIONAL DEVELOPMENT

Here is a **list of things NOT to do** to be a professional student (points will be deducted if you repeat these bad habits):

1. Emailing me to find out what you missed in class. Please befriend your classmates and ask them what you missed. Assignments will usually be posted on the web end of the week. Below are spaces to write down 2 of your classmates contact information.

2. Having your pager/phone/video game on while the professor conducts class.
3. Reading materials (e.g., newspapers/magazines) not relevant to class activities during class.
4. Disrupting class discussion by having your private conversation with other students.
5. Sleeping in class. If you are not feeling well, rest at home. The classroom is not your bedroom.
6. Disrupting class by arriving late or leaving early.
7. Faxing/emailing me your paper. If I don't have your paper by the due date at noon, you'll have a zero.
8. Disrespecting others in class, including name-calling, cat-calling, snickering, disrupting.
9. Cheating and plagiarizing.

Things to do to be a professional student:

1. Be organized and allocate study time (~ 8 hrs/wk) for this class as you do for each of your other classes.
2. Attend class regularly and arrive on time.
3. Be respectful of everyone in class and keep an open mind.
4. Contribute positively to class discussion by active listening and thoughtful commenting.
5. Read assigned readings or do assignment before class and arrive prepared to discuss readings or assignment.
6. Hand assignments in on time, typed and stapled.
7. Take notes in class and on assigned readings. Go over them for reinforcement and write down questions on items you still need clarification. Ask these questions in class.
8. ASK QUESTIONS when you don't understand. Remember, the best way to learn is to ask questions.
9. If you miss a film, go to the media library on the 2nd Floor of Oviatt Library to watch it.
10. Visit the professor during office hour for extra help, if need be, or just to familiarize yourself to speaking to your professor and to keep in touch in case you ever need a recommendation letter.

CAMPUS RESOURCES

<u>NAME</u>	<u>PHONE</u>	<u>LOCATION/URL</u>
Asian American Studies Department	X4966	http://www.csun.edu/aas
The Advising Resource Center / EOP provides academic advisement services to all undecided or undeclared students.	x2108	Student Services Bldg 210. http://www.csun.edu/eop/arc.html
Career Center	x2878	University Hall Suite 105 http://www.csun.edu/~hfcar009/
Center on Disabilities	x2684	http://www.csun.edu/cod/center.html sdr@csun.edu
Counseling Services	x2366 x7834 TDD	Student Services Bldg 520 http://www.csun.edu/~cs46896/
Learning Resource Center	x2033	Student Services Building (SB408) http://www.csun.edu/~hflrc007/
National Center on Deafness	x2054	http://ncod.csun.edu/
Positive Space Program and Ally Training – resources to support the LGBTIQQ community.	X7219	Gina.Masequesmay@csun.edu http://www.csun.edu/eop/positivespace
Women's Center	x2780	http://www.csun.edu/~ws20500/center.html
The Writing Center	x2033	The Writing Center (SB414) http://www.csun.edu/~hflrc006/
Guide to do a Library Research		http://library.csun.edu/strategies.html

QUESTIONS FOR READING, VIEWING AND PARTICIPATING CRITICALLY

Here are some general questions to help you with reading articles and viewing films critically.

READING CRITICALLY

Questions to Answer:

1. What is the larger context of why this article was written? To what is the author responding?

I hope that you will begin to ask this question for everything you read. All perspectives are partial and you need to not only know where **the article** is situated in the larger sociopolitical debate but also what it is saying and not saying or implying about a specific issue. This question may best be answered last after you understand the author's main argument. This question is about the larger debate that the author is engaged in or the implication of his/her work given his/her thesis. The author's own background is mostly a factor in the reason for the essay. [e.g., The article is about "lazy welfare mothers" and thus it contributes to the debate for welfare reform.]

2. What is the author's main argument?

Search the reading for the thesis statement and either quote or paraphrase it with citation (page number, and location in page if reference is assigned reading). Explain clearly what the main argument of the author is. If question #1 is about motive, this question is about what the crime is. [e.g., The main argument by the author is that welfare mothers are lazy and just abusing taxpayers' generosity.]

3. What are the evidences the author used to support his/her argument?

Good scholarly work requires a thesis and supporting evidence. What kind of evidence does the author have to support the thesis? How was the data compiled? Elaborate on at least three specific evidences the author makes to support his/her thesis. [Is the evidence based on personal anecdotes or beliefs, on scholarly national survey research, on limited samples, etc. and what are the evidences?]

4. Are the arguments compelling?

This question is meant to remind you to question authority rather than blindly accept what is dished out or packaged to you. Sometimes people have facts that don't support their argument. So, you need to make sure their facts back the argument the author makes. Just because something is written, doesn't mean it's true. [Despite the fact that the author may have support for his/her argument, can that evidence be generalized to the larger population or other populations? What is the reliability (duplication) and validity (operationalization) of this work? Can you come up with counterarguments?]

5. What questions arose for you from reading this article?

This is to urge you to reflect on what you read and become an active reader instead of a passive recipient of information. This is to help you apply what you just learned. [What issues did the author not address?]

6. Any other reactions you have from reading this article? Relates to some other issues? Personal reaction?

Does the information challenge your original thoughts and assumptions? Do you find yourself resistant to the information? Why do you think that is so? These are good questions to think for yourself as you become more reflexive of the information around you, those that you readily accept and those that challenge the foundation of your values.

VIEWING FILMS CRITICALLY

General Questions to Answer for Extra Credit Assignment on Films:

1. **What is this film about?** (What is the setting? Who are involved? What happened or how did this end?)
2. **What do you think is the point or message of this film?**
3. **What do you think is the larger context to which this film is responding?**
4. **How does this film fit into this class on critical race issues? What are the relevant concepts?**