Instructor: Jeannette Soon-Ludes
Office & Mailbox: 2117 Susquehanna Hall
Phone: (240) 393-8667
E-mail: jiksoon@umd.edu

E-mail Policy: I endeavor to respond to all e-mail within 24 hours. Please remember that e-mail is a formal form of correspondence. Write carefully, identify yourself completely within the email, and be clear about your questions and expectations for a response. Remember that I, like you, am a student with my own classes, research, work, and family commitments; response times may be delayed as a result, but do email me again if you haven’t heard from me within 24 hours and it is urgent.
Office Hours: Tuesdays 11 am to noon or by appointment

Class Sessions: Tuesdays and Thursdays from 9:30 to 10:45 am
Class Location: Jimenez 1120

Course Description: This course investigates the ways in which the trans-oceanic movement of people throughout the Pacific are deeply intertwined with native and settler sexualities. We begin the semester with an exploration into the ways that gender and sexuality infuses Pacific Islander understandings of oceanic voyaging and the connection between peoples and islands. We will contrast indigenous voyaging to Euro-American and Asian settlement throughout the Pacific, paying particular attention to the ways that sexuality drove and constrained migration for these settler groups. By paying close attention to varying historical, cultural, political, and social constructions of sexual knowledge, we will broadly examine the multiple meanings of sexuality to the indigenous, Euro-American, and Asian populations that traversed and settled throughout the Pacific.

Course Goals and Objectives: By the end of this course students will be able to:

1. Analyze the relationships between agency, power, and sexuality. This involves being able to identify positions of power and marginalization based on race and sexuality.
2. Identify the ways that other sites of identity formation such as gender, race, nation, and indigeneity intersect with sexuality.
3. Demonstrate an understanding of the terms, concepts, and methodologies used by Asian Americanists, including identity, culture, intersectionality, and agency.
(4) Identify the ways that sexuality has shaped contemporary understandings of the Pacific region and its peoples.
(5) Analyze and critique media representations that feature the Pacific region and its peoples.
(6) Critically engage, synthesize, and discuss a variety of “texts,” including film, literature, and scholarly writing.

Required Readings:

Additional course materials have been placed on Canvas, in the course modules, and can be accessed on ELMS. It is your responsibility to ensure that the e-mail address that you use is the one that is listed on ELMS. If there is a different e-mail address listed you will not receive important class correspondences.

Instructor’s Expectations:
- Arrive in the classroom on time and be prepared to discuss the assigned work.
- Class Participation: Learning and critical thinking are most fruitful when done in cooperation with others. Participation comprises 25% of your grade, which is dependent on the quality of your before-class preparation and in-class contributions. To successfully participate in class you must (1) arrive on time, (2) demonstrate you have read the assigned materials through before-class preparation and in-class contributions, and (3) fully participate in all activities. In cases of absence/tardiness due to illness or family emergency be prepared to provide suitable documentation (see below for university policies on attendance) and get class notes from your classmates.
- Late work will not be accepted without prior arrangements made between the student and instructor, and will be subject to a penalty of one letter grade for every class session that passes without the instructor receiving the assignment. In cases of illness or family emergency, be prepared to provide suitable documentation (see below for university policies on attendance).
- Some of the materials and ideas discussed in this class will be controversial. Each class member is expected to treat the ideas, opinions, experiences, and work of others with respect and open-mindedness.

University Policies:

**Academic Integrity:** The University of Maryland takes academic honesty very seriously. We expect our students to uphold high standards of conduct. The University of Maryland is dedicated to ensuring academic integrity, symbolized by the Honor Code. The Student Honor Council defines the following as academic dishonesty:
• **Cheating**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
• **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
• **Facilitation**: intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.
• **Plagiarism**: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise without citation.

Students are responsible for conforming to the University of Maryland academic dishonesty policy.

If you cheat or submit writing that is not your own, not only will you likely fail the assignment, but you may receive a grade of “XF” on your transcript. The grade of “XF” is intended to denote a failure to accept and exhibit the fundamental value of academic honesty. The grade “XF” shall be recorded on the student’s transcript with the notation “failure due to academic dishonesty.” The grade “XF” shall be treated in the same way as an “F” for the purposes of grade point average, course repeatability, and determination of academic standing. No student with an “XF” on the student’s transcript shall be permitted to represent the University in any extracurricular activity, or run for or hold office in any student organization which is allowed to use University facilities, or which receives University funds.

**Attendance Policy**: Please review the official UMD attendance and assessment policy. Here are the specific policies for this class:

• If a student misses a *single class session* due to illness or family emergency, the student may be excused provided that they (1) make a reasonable effort to notify me in advance, and (2) present me with a self-signed note (electronic or hard copy) that explains the reason for the absence and acknowledges that the information is accurate. Please be aware that providing false information is a violation of the student Honor Code. The student is responsible for making up any missed work and/or obtaining notes from a classmate.

• If a student misses *more than one class session* due to illness or family emergency, I will excuse the absence only with written documentation from a healthcare provider.

• If illness or family emergency prevents a student from submitting a major assignment by the specified due date, I will only accept a late submission without penalty if the student provides written documentation from a healthcare provider. Major assignments for this course are: Midterm Exam, “New Scholarship” Paper, and Final Exam.

**Accommodations**: If you have any alternate needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should meet with me to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. At my discretion, some accommodations may require prior approval by Disability Support Services, located in the Counseling Center, 0126 Shoemaker Building. All communication will remain confidential.

**Students in Distress:**
Services for students in various forms of distress are offered by the Counseling Center and the Mental Health Service in the Health Center. During evenings and weekends, the student peer-counseling hotline (4-HELP or 4-4357) is available.

**Religious Observance:** The University System of Maryland policy on religious observances provides that students *should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.* In addition, no major grading event will be scheduled on these dates:

- Rosh Hashanah: September 13 to September 15, 2015
- Yom Kippur: September 22 to September 23, 2015
- Good Friday: March 25, 2016
- Passover: April 22 to April 24, 2016

Please inform me at the start of the semester if you are going to be absent from class due to any religious observance.
AAST 398W: TransPacific Sexualities

Tentative Course Outline

**Check ELMS before EVERY class for updates!**

January 28th: Introductions, read syllabus, overview of assignments and grades

Week 1: (Re)Imagining the Pacific and Trans-Oceanic Movements
   February 2nd
   • No before-class preparation
   February 4th
   • Trask, Haunani-Kay. “From a Native Daughter.” In From a Native Daughter: Colonialism and Sovereignty in Hawai‘i. Honolulu: University of Hawai‘i Press, 1999. (Required: pp. 40-49 of the PDF file)

Week 2: Language and Pacific World Views*
   February 9th
   • Yuko Otsuka, History of Polynesian Languages
   February 11th
   • Daniel Anthony, Interview with Daniel Anthony

Week 3: Trans*Pacific?*
   February 16th
   • In-class viewing of Kumu Hina
   February 18th
   • In-class viewing and discussion of Kumu Hina (continued)

Week 4: From Antiquity to the Discovery of Tahiti*
   February 23rd and February 25th
   • Pacific Muse, chapter 1 (pages TBD)

Week 5: Colonizing Masculinities*
March 1\textsuperscript{st} and March 3\textsuperscript{rd}  
• *Pacific Muse*, chapter 2 (pages TBD)

**Week 6: MIDTERM and Nature’s Resources and the Forging of Empire**  
March 8\textsuperscript{th}  
• \textbf{MIDTERM EXAM}

March 10\textsuperscript{th}  
• *Pacific Muse*, chapter 3 (pages TBD)

**Spring Break March 13-March 20**

**Week 7: Nature’s Resources and the Forging of Empire, continued\***  
March 22\textsuperscript{nd}  
• In-class viewing of *Mutiny on the Bounty*  
• *Pacific Muse*, chapter 3 (pages TBD)

March 24\textsuperscript{th}  
• In-class viewing and discussion of *Mutiny on the Bounty* (continued)

**Week 8: Gender, Race, and the Body Politic in the Pacific and Europe\***  
March 29\textsuperscript{th} and March 31\textsuperscript{st}  
• *Pacific Muse*, chapter 4 (pages TBD)

**Week 9: Asian Migrations\***  
April 5\textsuperscript{th}  

April 7\textsuperscript{th}  

**Week 10: From the 1800s to Present\***  
April 12\textsuperscript{th} and April 14\textsuperscript{th}  
• *Pacific Muse*, chapter 5 (pages TBD)

**Week 11: Cultural Appropriation, Cultural Survival\***  
April 19\textsuperscript{th}  

April 21\textsuperscript{st}  
• Video Clip: [The Mrs. Carter Show: Haka Dance](#)
Week 12: Where is the Pacific, Again?*
April 26th
April 28th
• Make-Up Day
• DUE: “New Scholarship” Paper

Week 13: New Representations?
May 3rd and May 5th
• In-class viewing and discussion of Aloha

May 10th: Wrap Up and Review

FINAL EXAM: Friday, May 13th from 8 to 10 am (Subject to confirmation by University Registrar)
**AAST 398W: TransPacific Sexualities**

**Assignments At-A-Glance:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points:</th>
<th>Dates:</th>
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<tbody>
<tr>
<td>Discussion Questions</td>
<td>20 points</td>
<td>Most Weeks (*)</td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>5 points</td>
<td>Variable</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20 points</td>
<td>March 8(^{th})</td>
</tr>
<tr>
<td>“New Scholarship” Paper</td>
<td>25 points</td>
<td>April 28(^{th})</td>
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<tr>
<td>Final Exam</td>
<td>30 points</td>
<td>May 13(^{th})</td>
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<tr>
<td><strong>Total:</strong></td>
<td>100 points</td>
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**Assignment Descriptions:**

**Discussion Questions:** (20 points) On weeks marked with an asterisk (*), students are required to post ONE thoughtful discussion question to ELMS. The question should refer to the course materials. It may raise a point of confusion from the assigned reading or extend ideas introduced in the text. There will be two opportunities (on most weeks) to post a question, though students are only required to post once per week. **QUESTIONS MUST BE POSTED ON ELMS 48 HOURS BEFORE CLASS** to allow enough time for discussion leaders to prepare for class discussion.

**Discussion Leader:** (5 points) Students will sign up to facilitate class discussion for one week of the semester. Due to the size of the class there will be two to four discussion leaders for each week. Twenty-four hours before each class the instructor will provide the group with a selection of 2-3 student discussion questions (above). The group must work together to facilitate a discussion based on the selected questions and the assigned course materials. Discussion facilitation may include reading comprehension exercises, small group activities, outside examples related to the questions/text, etc. Expectations of group preparation outside of class are moderate and can be achieved in person or through email. In addition to the above, discussion leader responsibilities include: (a) Particularly thorough reading of the assigned materials for the day to facilitate Q&A for their peers and (b) Increased and thoughtful oral contributions during class.

**Midterm:** (20 points) The midterm is a closed-note, written examination administered in class on Tuesday, March 8\(^{th}\). This exam may consist of multiple-choice questions, identifications, short-answer questions, and a short essay.
“New Scholarship” Paper: (25 points) This is a short research paper which supports and extends student learning on the topics and themes explored throughout the semester. It is designed to introduce students to the process of finding, assessing, analyzing, and synthesizing a variety of academic and everyday materials that relate to each other through a common theme. It involves: (a) Identifying three assigned course materials that address the selected topic or theme; (b) Locating an additional three interdisciplinary sources around the selected topic or theme, (c) Creating a bibliographic list of these sources and annotating them, (d) Writing a four page narrative that explains how the sources on the compiled bibliographic list are “in conversation” with each other. Additional information will be provided in the third week of classes. The final paper should be posted to ELMS by 5 pm on April 28th.

Final Exam: (30 points) The final exam is a cumulative, closed-note, written examination administered in class on Friday, May 13th 8 to 10 am. This exam will consist of short-answer questions and an essay.

Grading: Grades will be posted on Elms. Students are responsible for monitoring their progress throughout the semester. Your grade will be based upon:

1. Course-related minimal requirements (on-time submission, all assignments complete, instructions were followed by student) AS WELL AS:
2. Degree of evidence of engagement with and understanding of course materials,
3. Degree of clarity of expression and ideas,
4. Thorough development of ideas and ability to link ideas and concepts to broad themes and issues presented in materials and in class more generally,
5. Degree of evidence of thoughtful insight, incisive critique, and analytic rigor addressing critical themes in the class and in the themes presented that relate to Asian American Studies as a field,
6. Overall writing quality, exam performance, and oral communication.

Breakdown of grades by points: Students earn grades based on their performance in the course assignments. Here is a description of the grading criteria according to the UMD Faculty Handbook (http://www.faculty.umd.edu/teach/grades.html)

A range: “Denotes excellent mastery of the subject and outstanding scholarship.”
   A+: 98-100 points   A: 94-97 points   A-: 90-93 points
B range: “Denotes good mastery of the subject and good scholarship.”
   B+: 87-89 points   B: 84-86 points   B-: 80-83 points
C range: “Denotes acceptable mastery of the subject and the usual achievement expected.”
   C+: 77-79 points   C: 74-76 points   C-: 70-73 points
D range: “Denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.”
   D+: 67-69 points   D: 64-66 points   D-: 60-63 points
F range: “Denotes failure to understand the subject and unsatisfactory performance.”
F: 0-59 points

I will automatically apply a fail grade to plagiarized papers. Please see the following for a guide to using the Chicago-style of citation (Notes System):

http://www.lib.umd.edu/ues/guides/citing-chicago-notes

Contesting grades: Students may appeal any grade assigned in this course if they feel that the grade does not reflect the quality of the work produced. To successfully appeal a grade a student must demonstrate that the instructor’s assessment reflects an “arbitrary and capricious” grading practice. “Arbitrary and Capricious” grading means:

• The assignment of a course grade to a student on some basis other than the performance in the course; or

• The assignment of a course grade to a student by resorting to unreasonable standards different from those which were applied to other students in that course; or,

• The assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor’s previously articulated standards.

To initiate an appeal the student must contact the instructor directly within ten working days of the grade assignment. The instructor and student will meet and attempt arrive at a mutually agreeable solution. If a solution cannot be found the instructor will advise the student of additional steps for a formal appeal.