Instructor: Jeannette Soon-Ludes
Office & Mailbox: 1145 Cole Student Activities Building
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: Mondays and Wednesday from 2 to 3 pm or by appointment

Class Sessions: Mondays and Wednesdays from 3:30 to 4:45 pm
Class Location: Key 0120

Course Description: Grounded in interdisciplinarity, this course investigates Asian American sexualities from multiple conceptual and methodological angles. We will explore sexuality in the contexts of imperialism, migration, citizenship, gendered and racialized representations, reproduction, desire, and agency. We will actively investigate the connections between sexual identities, privilege, agency, and marginality. 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 Asian Americans, a diverse group defined by limitless differences. We will explore questions such as: How do we define sexuality in the context of Asian America? What is the relationship between race and sexuality? How are sexualities socially constructed? Where do we see heteronormativity and racism working together?

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 sexuality.

2) Identify the ways that other sites of identity formation such as gender, race, nation, and class intersect with sexuality.

3) Demonstrate an understanding of the terms, concepts, and methodologies used by Asian Americanists, including identity, culture, interdisciplinarity, intersectionality, and agency.
(4) Apply knowledge about the meanings of sexuality in the lives of Asian Americans to experiences in your everyday life.

(5) 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 30% 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.

**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 (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, Group Paper, Group Presentation, 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. DSS is located in the Counseling Center, 0126 Shoemaker Building. Contact DSS via the web (http://www.counseling.umd.edu/DSS/) or by phone: (301) 314-7682. All communication will remain confidential.

**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.
Unit One: Discussing, Defining, and Thinking About Sexuality

Week One* (Note: Participation for this “week” will be assessed for September 2nd and 9th)
August 31st: Introductions, read syllabus, Canvas demonstration, discussion leader and supplementing the syllabus sign-ups
September 2nd: Theorizing Sex
Discussion Leaders:

Readings, et cetera:

Week Two* (Note: Participation for this “week” will be assessed for September 2nd and 9th)
September 7th: Labor Day, no classes
September 9th: Having Sex
Discussion Leaders:

Readings, et cetera:

Week Three*
September 14th: Power and Categories
Discussion Leaders:

Readings, et cetera:
Read and watch some stuff from *Dark Matter Poetry* and *Return the Gayze*, especially “The Stonewall Movie, The Gay Movement, and Other Fairy Tales.”


September 16th: **Constructing Identities**  
*Readings, et cetera:*  
In-class viewing: Dirs. Dean Hamer and Joe Wilson, *Kumu Hina* (2014). Meet in Non-Print Media in Hornbake Library, see Canvas modules for room number.

**Week Four***  
September 21st: **Constructing Identities, continued**  
*Readings, et cetera:*  
In-class viewing: *Kumu Hina* (finish viewing). Meet in Non-Print Media in Hornbake Library, see Canvas modules for room number.

September 23rd: **Defining Sexuality**  
Prompt: Bring in your own typed definition of sexuality (approximately 1 page, single-spaced). Draw from the course readings (NOT a dictionary!) to develop this definition of sexuality. Reflect on the relationship between Asian Americans and this definition.

**Week Five**  
September 28th: **Midterm Exam**  
September 30th: **Group Paper Workshop**  
Prompt TBA

**Unit Two: Sexuality, Peoples, and Nations**  
**Week Six***  
October 5th: **Sexuality and Imperialism**  
In-class viewing: Dir. David Paul Cronenberg, *M. Butterfly* (1993). Meet in Non-Print Media in Hornbake Library, see Canvas modules for room number.

October 7th: **Sexuality and Imperialism, continued**  
Discussion Leaders:

________________________________________________________________________

*Readings, et cetera:*  
In-class viewing: *M. Butterfly* (finish viewing). Meet in Non-Print Media in Hornbake Library, see Canvas modules for room number.


**Week Seven***  
October 12th: **National Borders and Sexuality**  
Discussion Leaders:
Readings, et cetera:

October 14th: **Sexuality and Citizenship**
Discussion Leaders:

Readings, et cetera:

**Week Eight***

October 19th: **Sexuality and Citizenship, continued**
Discussion Leaders:

Readings, et cetera:

October 21st: **Sexuality and Citizenship, continued**
Discussion Leaders:

Readings, et cetera:

**Week Nine***

October 26th: “**Supplementing the Syllabus**: Sexuality, Peoples, and Nations”
Group Members:

Readings, et cetera: TBA

**Unit Three: Sexuality and Representations**

**Week Nine, continued**

October 28th: **Public Discussions**
Discussion Leaders:

Readings, et cetera:

**Week Ten***

November 2nd: *Sexuality and Popular Representations*
Discussion Leaders (continue discussion on November 4th):

---

**Readings, et cetera:**
In-class viewing: Dir. Elaine Kim, *Slaying the Dragon, Reloaded*, (2011). Meet in Non-Print Media in Hornbake Library, see Canvas modules for room number.

November 4th: *Sexuality and Popular Representations, continued*
*Readings, et cetera:* Continue discussion from previous class session

**Week Eleven***

November 9th: *Sexuality and Pornography*
Discussion Leaders:

---

**Readings, et cetera:**

November 11th: *“Supplementing the Syllabus”: Sexuality and Representation*
Group Members:

---

**Readings, et cetera:** TBA

**Unit Four: Claiming Sexualities**

**Week Twelve***

November 16th: *Sexuality and Activism*
Discussion Leaders:

---

**Readings, et cetera:** TBA

November 18th: *Coming Out*
Discussion Leaders:

---

**Readings, et cetera:**

**Week Thirteen**

November 23rd: *“Supplementing the Syllabus”: Sexuality, Activism, and Coming Out*
Group Members:

Readings, et cetera: TBA

November 25th: Group Paper workday

Fall Break: November 26th to November 29th

Week Fourteen*
November 30th: Sex and Political Economies
Discussion Leaders:

Readings, et cetera:

December 2nd: Sexuality and Reproduction
Discussion Leaders:

Readings, et cetera:

Week Fifteen
December 7th: “Supplementing the Syllabus”: Sexuality, Economy, and Reproduction
DUE: Group Paper
Group Members:

Readings, et cetera: TBA

December 9th: Wrap-up

Final Exam: Wednesday, December 16th 1:30 to 3:30 pm
Assignments At-A-Glance: | Points: | Dates: |
---|---|---|
Participation – Weekly | 22 points | Weekly |
Participation – Discussion Leader | 8 points | Variable |
Midterm Exam | 20 points | September 28th |
Group Presentation | 10 points | Variable |
Group Paper | 20 points | December 7th |
Final Exam | 20 points | December 16th |
Total: | 100 points | |

Assignment Descriptions:

**Participation – Daily:** (22 points) Students will be assessed on the quality of their contributions to class discussions, including (a) before-class preparation of discussion questions and (b) in-class small group activities, quizzes, thoughtful listening, and oral presentations. Students will be assessed on 11 course weeks (noted with an asterisk in the course outline) and each week they may gain up to two points. These points cannot be made up in cases of unexcused absences. A handout detailing the instructor’s expectations and discussion tips is posted on the “Assignments and Rubrics” module for student reference.

**Participation – Discussion Leader:** (8 points) Students will sign up to facilitate class discussion once during the semester. Due to the size of the class there will be two or four discussion leaders on each day. Students will need to work with their peers to coordinate their plans and submit a collective discussion question guide. Expectations of group preparation outside of class are minimal and can be achieved in person or through email. Discussion leader responsibilities include: (a) Particularly thorough reading of the assigned materials for the day to facilitate Q&A for their peers, (b) Collective preparation of two or three discussion questions to guide peer learning (typed-written and submitted to the instructor at the end of the class period), and (c) Increased and thoughtful oral contributions during class.

**Midterm:** (20 points) The midterm is a closed-note, written examination administered in class on Wednesday, September 28th. This exam may consist of multiple-choice questions, identifications, short-answer questions, and a short essay.
**Group Presentation: Supplementing the Syllabus:** (10 points) This is a group presentation in which students will work together to “teach” a class. The group will: (a) Find, select, and distribute readings and/or films that the instructor and their peers will read/view before class, (b) Develop a set of two or three questions to prompt discussion among your peers, and (c) Prepare to facilitate a 45 minute class discussion on these materials. Additional information will be provided in the third week of classes.

**Group Paper: Annotated Bibliography:** (20 points) This is a group paper which supports and extends the “Group Presentation: Supplementing the Syllabus” assignment. It involves: (a) Locating fifteen interdisciplinary sources around the group’s theme, (b) Creating a bibliographic list of these sources and annotating them, (c) Writing a three page narrative that explains how the sources on the group’s compiled bibliographic list are “in conversation” with each other. Additional information will be provided in the third week of classes. We will have two days of class time devoted as workdays for this project and the final paper will be due on December 7th.

**Final:** (20 points) The final is a cumulative, closed-note, written examination administered in class on Wednesday, December 16th 1:30 to 3:30 pm. This exam may consist of multiple-choice questions, identifications, short-answer questions, and a short essay.

**Grading:** Grades will be posted on Elms. Students are responsible for monitoring their progress throughout the semester. If you have any questions or concerns, I am available during office hours and by appointment.

**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](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):

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.

This syllabus owes much credit to Jane Dusselier, whose pedagogical perspective and syllabus were models for the course you are now enrolled in. Many thanks to her generosity.