Course Description: WGS 415/515 courses are “Advanced Feminist Theory” courses. They are intended to push beyond introductory level theory and topics courses to give students the opportunity to deal with more complex and challenging feminist approaches to particular issues. In this course, “Queer Theories in Asian American Studies” we will examine scholarship by authors who are critically engaging intellectual and political projects in Queer Studies and Asian American Studies simultaneously. At the core of this endeavor is an intersectional approach that encompasses multiple forces of sexuality, race, gender, citizenship, transnationality, community, family, and desire within the context of Asian / America. The goal of this course is for students to become familiar with the process of reading critical theory while grappling with multiplicity rather than more familiar binary thinking.

Required Readings:

Course Requirements
This course will be structured seminar style. As a 415/515 course, there are a large number of graduate students, and I want to make sure that the course remain challenging, stimulating, yet accessible to both sectors of students. Thus, I have structured pedagogical approaches that will hopefully take advantage of the broad spectrum of background and knowledge.

Attendance and Participation: Given that this is a seminar-structured course, attendance and participation are essential. Attendance will be taken at each class meeting. Should you need to miss class you should let me know of your situation.
- WGS 415: Daily reading questions. Each class meeting you are required to bring, and hand in a typed (12 pt. font) question (no more than one page) from the readings assigned for that day. Each question is worth a total of 3 points for a total of 36 possible points. Questions will be evaluated on the amount of effort and engagement with the
assigned reading materials. Your question should grapple with a primary argument, idea, or issue presented by the author. Specific questions about details are fine too – but should be enhanced with a broader contextualization from the article or chapter. No late questions will be accepted. (30% of grade)

- Attendance (10% of grade based upon attendance record: each day is one point for a total of 20pts.)

» WGS 515: By Thursday 5pm of each week, graduate students are required to submit on Blackboard discussion board (under WGS 515) a weekly response to the readings assigned for that week. Your response should be critically engaged with the author’s primary arguments – how are they pushing your own thinking, what do they offer, what questions do they raise? Each response paper is worth 10 points, for a total of 50 points (thus, 5 responses each for the quarter). Comments on each other’s posts are welcomed and expected to remain respectful. This exercise is intended for us to share ideas and perspectives at the graduate level in a more collaborative spirit rather than competitive. I will be looking for thoughtful discussions that push and challenge our thinking in a conceptual and theoretical context. (25% of grade)

» WGS 515 students will each be required to facilitate a class discussion based upon the readings assigned for their chosen day. By Wednesday of week one, students must choose a day in which they plan to lead the class discussion. You may assign additional reading (but not an excessive amount) that relates to the existing assigned readings. You are also encouraged to be creative, use other mediums, but the course materials must be discussed in your plan. You may also need to consider providing a schematic overview for undergraduates who are newer to this scholarship. I will evaluate your facilitation on your level of preparedness, your pedagogical thought in provoking and maintaining a discussion, and carry-through in terms of engaging your class members and pushing the discussion deeper into the material. (15% of grade)

Major Course Paper: Every year the Women’s and Gender Studies Department hosts the Bruce Abrams LGBT Essay Award (one undergraduate paper and one graduate paper). For this course students will write a paper with the Bruce Abrams competition in mind. The paper can be from any disciplinary approach, and the papers are evaluated on their contribution to the advancement of queer studies. Papers must centrally incorporate both queer studies and Asian/American Studies as driving themes, topics, or issues.

- Due Wednesday October 13: One paragraph descriptions of paper ideas and format and approach.
- Due Wednesday October 27: Annotated bibliographies and schematic outlines. (5% of grade)
- Due Friday November 12: Rough drafts due, for peer group review in 311 Hendricks Hall (20% of grade including one written peer evaluation)
- Due Friday December 3 Final Papers Due in 311 Hendricks Hall (35% of grade)
- Paper presentations Week 10 (semi-optional and upon request) – extra credit.

» WGS 415: While the material will expectedly be new to many of you, your papers should be designed around a topic of interest presented in the class. If you have an idea
to write about something not presented in the class, you should speak to me early to see about feasibility. You are free to use as much course material as you like, in fact you can design your whole paper using our course readings (something like a comprehensive paper with a driving question or theme). Others may want to focus on something that we touch on like Queer A/A representations in the media, film, cyberworld, literature. I am fairly open to all possibilities as long as you draw from a solid source of scholarly materials (at least 5) that are relevant to your topic. Papers should be within the 7-10 double-spaced 12pt. font pages.

»WGS 515: Knowing that many graduate students often have on-going scholarly projects, I’d like this assignment to compliment your own work agenda. Of course if this is totally new to you, you are also welcome to treat this paper as a comprehensive engagement with the course materials. You will still need to have a driving question and theme that shapes your arguments and questions. Graduate students may also, if appropriate incorporate, the course materials into your own research agendas. If you are unsure of the relevance please feel free to speak with me first. I want this paper to push and contribute to your graduate studies so you can expand on particular topics through your own disciplinary or interdisciplinary approach. Papers should be within the 10-15 double-spaced 12pt. font pages.

Course Policies

1. Avoid Plagiarism
All work for this course must be your own, produced exclusively for this class. According to the Student Conduct Code:
“The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students.” This website has numerous resources to help with citation styles, and tips on how to identify and avoid plagiarism.

2. Academic Help & Resources
If you have a documented disability and anticipate needing accommodations in this course, please meet with me as soon as possible with a notification letter from Disability Services.

The University of Oregon Crisis Line offers free, anonymous telephone counseling and referrals for help in dealing with a variety of problems – from academic concerns, suicide concerns, depression, relationship problems, eating disorders, grieving, gay/lesbian/bi-sexual issues, sexual assault and beyond. The Crisis Line is in operation Monday though
Friday from 5:00pm to 8:00am and 24 hours a day on the weekends. The Crisis Line number is 346-4488.

3. Electronic Etiquette
I Pads, palm pilots, cell phones, etc... are not allowed in class. Laptop computers are only allowed for note-taking or other class-related purposes. If I find that laptops are being used for any other reasons (email, IMing, web surfing) I’ll ban laptops from the course, and students will need to speak to me individually if they have special needs or circumstances necessitating the use of a computer in class.

4. Email Etiquette
Email has become a space of casual conversation and conversational safety. Yet, please email me utilizing respect and formality that you would use in a conversation with any professor at the University of Oregon.

5. You must complete ALL assignments to pass the class. Late work will be accepted at my discretion based upon your circumstances.

6. Also, be prepared for additional unannounced quizzes or other unscheduled assignments, or in-class writing.

Course Schedule
Please note that I reserve the right to change this schedule as necessary. Any changes will be announced in class. You are responsible for being aware of any changes whether or not you attend class.

Week 1 – Queering Asian American Studies
Monday, September 27 – Introductions and Expectations

Wednesday, September 29 –
- “Introduction: Q&A: Notes on a Queer Asian America” by David L. Eng and Alice Y. Hom, from Q&A.

Week 2
Monday, October 4
- “Going Home: Enacting Justice in Queer Asian America” by Karin Aguilar-San Juan, from Q&A, Ch. 1.
- “Toward a Queer Korean American Diasporic History,” by JeeYeon Lee, from Q&A Ch. 12.

**Wednesday, October 6**
- “Queer Asian American Immigrants: Opening Borders and Closets,” by Ignatiusis Bau, from *Q&A*, ch.3.
- “Coalition Politics: (Re)turning the Century,” by Vera Miao, from *Q&A*, ch.4.
- “Sexuality, Identity, and the Uses of History,” by Nayan Shah, from *Q&A*, ch.9.

**Week 3**

**Monday, October 11** –
- *Impossible Desires: Queer Diasporas and South Asian Public Cultures*, by Gayatri Gopinath, Chapters 1&2

**Wednesday, October 13**
- *Impossible Desires: Queer Diasporas and South Asian Public Cultures*, by Gayatri Gopinath, Chapters 3&4

**Week 4**

**Monday, October 18**
- *Impossible Desires: Queer Diasporas and South Asian Public Cultures*, by Gayatri Gopinath, Chapters 5&6
  - Film Screening: *Fire*, time and location tba.

**Wednesday, October 20 – SPECIAL GUEST GAYATRI GOPINATH**
- *Impossible Desires: Queer Diasporas and South Asian Public Cultures*, Ch. 7 Epilogue

**Week 5**

**Monday, October 25**
- *Global Divas: Gay Filipino Men in the Disaspora*, by Martin Manalansan, Introduction and Ch. 1

**Wednesday, October 27**
- *Global Divas: Gay Filipino Men in the Disaspora*, by Martin Manalansan, Introduction and Ch. 2&3

**Week 6**

**Monday, November 1**
- *Global Divas: Gay Filipino Men in the Disaspora*, by Martin Manalansan, Introduction and Ch. 4&5

**Wednesday, November 3**
- *Global Divas: Gay Filipino Men in the Disaspora*, by Martin Manalansan, Introduction and Ch. 6 & Conclusion
Week 7
Monday, November 8
❖ “Vaudeville Against Coconut Trees” Colonialism, Contradiction, and Coming Out in Michael Magnaye’s White Christmas, by Victor Bascara, from Q&A, Ch. 6.
❖ “Looking for My Penis: The Eroticized Asian in Gay Video Porn” by Richard Fung, from Q&A, Ch. 7.

Wednesday, November 10
❖ “Heterosexuality in the Face of Whiteness: Divided Belief in M. Butterfly,” by David L. Eng, from Q&A ch.22.
❖ “The Hypersexuality of Asian/American Women: Toward a Politically Productive Perversity on Screen and Scene.” By Celine Parreñas Shimizu, from The Hypersexuality of Race: Performing Asian/American Women on Screen and Scene.

Week 8
Monday, November 15
❖ Terrorist Assemblages: Homonationalism in Queer Times, by Jasbir K. Puar, Preface and Introduction

Wednesday, November 17

Week 9
Monday, November 22

Wednesday, November 23
❖ Terrorist Assemblages: Homonationalism in Queer Times, by Jasbir K. Puar, Conclusion

Week 10
Monday, November 29
Paper Presentations

Wednesday, December 1
Paper Presentations Final

Friday December 3: Paper Due in 311 Hendricks Hall by 4pm.