

## Asian Pacific American Women

CES 411.1 [T,D]

Spring 2009

Place: Todd 301

Day/Time: TTH: 2:50–4:05

Instructor: Rory Ong  
Office Room #: Wilson 119  
Office Phone #: 5–7089  
Office Hours: W: 12–2pm  
or by appointment  
Email: [rjong@mail.wsu.edu](mailto:rjong@mail.wsu.edu)

TA: Sompathana Phitsanoukanh  
Office Room #: Wilson 113  
Office Phone #: 5–6286  
Office Hours: TTH: 1–2pm  
Email: [sompathanap@wsu.edu](mailto:sompathanap@wsu.edu)

### Course Description:

This course explores the experiences, consciousnesses and representations of Asian Pacific American Women. The term Asian Pacific American refers to immigrants from Asia, the Pacific, or the Pacific Rim, those born in the U.S., as well as those who are residents in the U.S., or those who live within U.S. territories in the Pacific. The term can also be applied to those who are part of the U.S. colonial past (or present). Through our readings and discussion we will engage in and explore the intersections of race, class, gender, and (trans)nationality.

### Required Texts:

*Nicole Constable. Romance on a Global Stage: Pen Pals, Virtual Ethnography, and “Mail Order” Marriages.*

*Kao Kalia Young. The Latehomecomer: A Hmong Family Memoir.*

*Nora Okja Keller. Fox Girl*

*Supplemental Readings (available at Cougar Copies)*

### Course Requirements:

#### Participation/Quizzes

Participation for this class consists of students coming prepared to class and ready to contribute. This means having the reading done before class, and prepared to engage individually or in groups. You may be periodically asked to respond (individually or within a group) to questions concerning the readings and/or other class material (films or other visual images, etc). These may be oral or written assignments to gauge the extent of your preparation and/or how well you are paying attention to discussion and generally comprehending the material. Participation will count 25% toward the total grade.

#### Chapter Discussant/Presentations and Papers

You are required to sign up to discuss two of the class readings with a partner. Like the quizzes, the chapter discussant/presentation and paper is considered a participation assignment. This will involve collaboratively writing, with your partner, a short review of the reading(s) (2–3 pages long, typed and double-spaced), as well as discuss your findings **briefly** to the class (5–10 minutes) highlighting the 2 or 3 key points of your review. I encourage you to meet with a partner and collaborate on topics, themes, so that there is breadth and depth in the presentations (rather than duplication). The review/summary must thoughtfully engage and discuss the assigned readings. The written account of the presentation is due the day of the reading in class. The discussant/presentations and papers will count as 35% of the total grade.

#### Final Collaborative Project

In lieu of a final paper, you will engage in a collaborative group project. Groups must be comprised of 4 people. These presentations must cover specific themes, topics, or foci that have been raised by our course readings or course discussions. You will have both individual and group responsibilities in the project. We will provide a guideline sheet as the time gets closer. The final collaborative group project will count toward 40% of the total grade

**Policies:**Grading

Grades will be averaged in the following proportions:

Participation	25%
Chapter Discussant/Presentation and Paper	35%
Final Collaborative Project	40%

Grading Scale

100-98=A+	Suggests that a student's work is outstanding to excellent;
97-93=A	The student's work reflects the content and focus of the
92-90=A-	course and shows an engaged, thoughtful comprehension
	and insight into the complexities of the material. Students
	also show an attentive engagement with the course. Students
	work is always well written, developed, and articulated.
89-87=B+	Suggests the student's work is very good to good; it
86-83=B	reflects a strong and developing comprehension of the
82-80=B-	material. Occasionally doesn't go the extra step in
	critical analysis. Mostly well developed, written and
	articulated.
79-77=C+	Suggests the student's work is adequate; it reflects a
76-73=C	fair, but somewhat disengaged and limited grasp of the
72-70=C-	material, and doesn't go very far in comprehension, or
	reflects a lack of understanding of the issues represented
	in the material. The student's work is undeveloped, unclearly
	written or articulated. There may be some attendance problems.
69-63=D	Suggests the student's work shows some, but little
	effort. The student does not comprehend the material,
	is disengaged, or reveals a lack of attention to, or interest
	in, the course. There are attendance problems.

Attendance

In accordance with the Student Handbook, attendance in this class is mandatory. If you know in advance that you will have to miss class for a legitimate reason, contact me to see whether arrangements can be made to make up any work that will be missed. If you have not finished an assignment for a given class period, attend class anyway to avoid missing further assignments and in-class work/discussions. **Only institutional excuses will be accepted. If you have more than four (4) unexcused absences, your grade will be lowered one point for every absence thereafter.**

Extra Credit

There may be many opportunities for extra credit throughout the semester. I will announce those opportunities as they come up. Extra Credit assignments must relate to the course content of CES 411. Extra Credit should be in the form of a short 1-2 page review of the event, lecture, or film attended--typed and double-spaced. To receive the possible full credit, students not only review but must also discuss how the event, film, or lecture compliments the content of this course. Students are allowed to turn in 2 Extra Credit assignments. Each Extra Credit will count 2.5 pts toward the student's overall final grade (for a total of 5 extra credit points).

Disability Accommodations

The Department of Comparative Ethnic Studies supports members of our community who request disability accommodations. Please notify me during the first two (2) weeks of class for any requirements needed for the course. Reasonable accommodations are available for students who have a documented disability. All formal requests are to be made through the Disability Resource Center (DRC) located in the Administrative Annex Bldg, Rm. 206, 335-1566. Late notification may result in the unavailability of the accommodations.

Academic Integrity

Academic dishonesty, such as cheating, plagiarism, fabrication, and fraud, is prohibited. The proper use of primary or secondary research sources and without proper citation or acknowledgment, or copying and claiming someone else's work as your own, is illegal and is not acceptable in this or any other class at WSU. Whether intentional or unintentional, academic dishonesty will result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course. Should there be any suspicion of academic dishonesty, we will discuss the situation with you before penalties are enforced.

Classroom Etiquette

Out of respect for your classmates and the instructor, all cell phones must be turned off. iPods and any other devices for listening to music, podcasts, radio, or text messaging are also prohibited in class. Unless you have a documented disability, no earphones are allowed in class. Any use of these items during class will automatically result in a loss of 5 points from the student's final grade.

**Syllabus:** (Subject to Change)

Tuesday, January 13: Review Syllabus. Introduction to the Course. Film: *Slaying the Dragon* (1998).

Thursday, January 15: Discuss "Introduction" by Marian Sciachitano and Linda Vo Supplementary Reading (SR).

Historical and Contemporary Contexts of race, gender, and national belonging

Tuesday, January 20: Discuss "Introduction: Pacific Contradictions" by Arif Dirlik (SR).

Thursday, January 22: Discuss "Integrating Race and Gender" by Evelyn Nakano Glenn (SR).

Tuesday, January 27: Discuss "Historical Configurations: Delineating Asian Women as/not American Citizens" by Laura Kang (SR).

Gender, Sexuality and the Popular Representation of Asian Women

Thursday, January 29: Discuss "Bodies, Letters, Catalogs: Filipinas in Transnational Space" by Roland Tolentino, and "Making Introductions" in *Romance on a Global Stage* (RGS). Film: *60 Minutes on Mail Order Brides*.

Tuesday, February 3: Discuss "Ethnography in Imagined Virtual Communities" and Discuss "Feminism and the Myths of 'Mail Order' Marriages" in RGS.

Thursday, February 5: Discuss "Fairy Tales, Family Values, and the Global Politics of Romance" in RGS.

Tuesday, February 10: Discuss "Political Economy and Cultural Logics of Desire" and Discuss "Women's Agency and the Gendered Geography of Marriage" in RGS.

Thursday, February 12: Discuss "Tales of Waiting: History, Immigration, and the State" in RGS.

Tuesday, February 17: Discuss "Conclusion: Marriage, Migration, and Transnational Families" in RGS, and "Miss Cherry Blossom Meets Mainstream America" by Rebecca King-O'Riain (SR).

Thursday, February 19: Film: *Say I Do* (2003).

**Asian Pacific American Women and Gendered Labor**

Tuesday, February 24: Discuss “Asian American Women Not for Sale” by Tracy Lai (SR), and “Sexual Economies in the Asia–Pacific Community” by Neferti Xina M. Tadiar (SR).

Thursday, February 26: Discuss “The Darkness that Enters the Home: The Politics of Prostitution during the Philippine–American War” by Paul Kramer (SR).

Tuesday, March 3: Discuss “Camptown, U.S.A.” by Ji–Yeon Yuh (SR).

Thursday, March 5: Discuss *Foxgirl* by Nora Okja Keller.

Tuesday, March 10: Discuss *Foxgirl* by Nora Okja Keller.

Thursday, March 12: Film: *The Women Outside* (1996).

Mon–Fri, March 16–20: **Spring Break**

**The Transnational Asian Pacific Woman**

Tuesday, March 24: Film: *New Year Baby* (2008)

Thursday, March 26: Film: *New Year Baby*, con’t.

Tuesday, March 31: Discuss “Prologue” and “People of the Sky” in *The Latehomecomer: A Hmong Family Memoir*.

Thursday, April 2: Discuss “The Little Girl with the Dimples” in *The Latehomecomer*.

Tuesday, April 7: Discuss “The American Years” in *The Latehomecomer*.

Thursday, April 9: Discuss “The Latehomecomer” and “Epilogue” in *The Latehomecomer*.

Tuesday, April 14: Film: *Transnational Tradeswomen* (2006).

Thursday, April 16: Presentations

Tuesday, April 21: Presentations

Thursday, April 23: Presentations

Tuesday, April 28: Presentations

Thursday, April 30: Presentations

Mon–Fri, May 4–8: **Final Exams.**