

**General Education Course Information Sheet**  
*Please submit this sheet for each proposed course*

Department & Course Number Asian American Studies 50W  
 Course Title Asian American Women  
 Indicate if Seminar and/or Writing II course Writing II course (pending approval)

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis \_\_\_\_\_
- Social Analysis X \_\_\_\_\_

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_
- Life Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

In this course, students examine ways in which Asian American women, conceptually and empirically understood, illuminate processes of interested differentiation, especially through gendered racialization. Asian American women’s epistemologies are the lenses through which social, political, cultural, economic, and historical conditions are made legible and meaningful.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Grace Hong (Professor); Purnima Mankekar (Professor)

Do you intend to use graduate student instructors (TAs) in this course? Yes X No \_\_\_\_\_

If yes, please indicate the number of TAs 6

4. Indicate when do you anticipate teaching this course over the next three years:

2018-19	Fall	_____	Winter	_____	Spring	<u>120</u>
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2019-20	Fall	_____	Winter	_____	Spring	<u>120</u>
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2021-22	Fall	_____	Winter	_____	Spring	<u>120</u>
	Enrollment	_____	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes \_\_\_ No X

If yes, provide a brief explanation of what has changed. \_\_\_\_\_

\_\_\_\_\_

Present Number of Units: \_\_\_\_\_ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge	Students will learn about how the processes that produce gendered racialization through the construction of Asian American women as a category and through the critical agency of Asian American women as a standpoint and material fact.
❑ Integrative Learning	Students will learn how to appreciate how gendered racialization operates across diverse social processes, contexts, and disciplines.
❑ Ethical Implications	Students will confront how gendered racialization manifests in overt and subtle forms, from putatively private behaviors to expressions of public culture to state power.
❑ Cultural Diversity	Students will appreciate how the dialectical relationship of marginalization and resistance have shaped not only the perceptions of Asian American women, but also the stakes of visibility and agency.
❑ Critical Thinking	The course is centrally focused on the critical perspectives that have been necessary for recognizing Asian American women as a social category.
❑ Rhetorical Effectiveness	Students will write and revise no fewer than three papers that require the students to present effective arguments about the meaning of the Asian American women and their social legibility and meaning.
❑ Problem-solving	Students will be consistently tasked with coming to terms with the problem of persistent exploitation and oppression through gendered racialization, as well as with coming to terms with dynamic forms of agency that are mobilized in response to marginalization and subordination.
❑ Library & Information Literacy	Students will learn how to identify and recognize diverse sources and archives of Asian American women’s agency, from academic discourse to material culture.

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

1. Lecture:	<u>2.5</u>	(hours)
2. Discussion Section:	<u>2</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

**(A) TOTAL Student Contact Per Week** **4.5** **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

1. General Review & Preparation:	<u>2</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u>0.5</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>0.5</u>	(hours)
5. Information Literacy Exercises:	<u>0.5</u>	(hours)
6. Written Assignments:	<u>3</u>	(hours)
7. Research Activity:	<u>0.5</u>	(hours)

**(B) TOTAL Out-of-class time per week** **11** **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week**

**15.5**

**(HOURS)**

## **Asian American Studies 50W: Asian American Women**

**Instructor: Grace Kyungwon Hong**

**Teaching Assistants: XXXX XXXX**

### **Contact Information**

Mailbox: Asian American Studies Department, 3336 Rolfe Hall

Office: 3329 Rolfe Hall

Office Hours: Tuesdays and Thursdays, 5 to 6 pm and by appointment

### **Course Description**

This course centers reproduction, gender, and sexuality within the history of Asian racialization in the United States. This course demonstrates that control over Asian reproduction was central to the racial imaginaries that legitimated and narrated U.S. state responses to and attempts to manage various shifts in global capitalism, from imperialist expansion and industrialization in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, through the Cold War and de-industrialization in the mid-twentieth century, and neoliberalism and neocolonialism in the late twentieth century and the early 21<sup>st</sup> centuries. The management of reproduction, and the gender and sexual norms that govern reproduction, was attempted in a variety of ways, through legislation, policy, and cultural discourses, much of which was legitimated through the burgeoning authority of science, medicine, and technology. While in the earlier eras, Asian Americans were excluded from normative modes of reproduction, in the last 40 years, some Asian American groups have been incorporated as upwardly mobile, respectable, and middle class, particularly as a significant part of the technical and professional workforce; such incorporation has meant the protection of certain Asian American family formations and the conferral of reproductive normativity to middle-class Asian Americans. Current attempts to incorporate some Asian American populations into the ranks of technical and professional workers, then, through conferral of reproductive respectability must not only sanitize past histories of Asian American racialization, but must also erase the contemporary conditions of U.S. imperialism, militarism, and war in Asia, economic and labor exploitation, state violence, and the displacement and dispossession that impel Asian migration to the United States. Yet such

histories do not stay erased, but reemerge in Asian American cultural productions and narratives, which imagine reproduction, domesticity, and intimacy in very different, contestatory, and disruptive ways.

### **Required Books (available at ASUCLA bookstore)**

lê thi diem thúy, *The Gangster We are All Looking For*

### **Required Films (Screened in class and available for viewing at Instructional Media Laboratory, 270 Powell Library)**

Richard Fung, "Dirty Laundry"

Takagi and Park, "The Women Outside"

Don Bonus, "AKA Don Bonus"

### **Required Articles: available as downloadable PDF from the course website, accessed through your MyUCLA page**

### **Course Requirements**

Section Attendance and Participation (10%)

Paper 1 draft (Due Week 2; Returned Week 3)

Paper 1 revision (15%) (Due Week 4)

Paper 2 draft (Due Week 5; Returned Week 6)

Paper 2 revision (20%) (Due Week 7)

Paper 3 draft (Due Week 8; Returned Week 9)

Paper 3 revision (25%) (Due Week 10)

Final Exam (30%)

### **Assignments**

- **Section attendance and participation are mandatory.** You must attend

the section in which you are enrolled. We expect enthusiastic, intelligent, and considerate in-class participation in all of section activities, which may include in-class written assignments, take-home assignments, group projects, presentations, pop quizzes, small- and large- group discussions, and so on. We will be looking for comments informed by readings, lectures, and the comments of other students. Lack of frequent and thoughtful participation will adversely affect your grade, as will an excessive number of absences.

- **Reading:** *Unless otherwise indicated, you should have completed all the assigned readings by the first class session, whether lecture or sections, of that week.* You should come to every class prepared with moments or ideas from the assigned texts that strike you as significant, striking, challenging, or surprising.

FOR NON-FICTION READINGS, you should keep in mind the following questions as you read:

- What is the argument of this text? What is the argument's purpose or project? What previously existing conceptions, ideas, or arguments is the author critiquing, completing, or contributing to? How is the argument made? What further questions does the text's argument inspire? How does the argument of one essay/reading connect to, contradict, or extend the ideas and arguments of the other essays/readings for that week? From weeks previous?

FOR CREATIVE READINGS OR FOR FILMS, you should keep in mind the following questions as you read:

- What are some of the main themes of the text? What images, phrases, and themes recur? What is the narrative arc of the text? That is, if there is a story, how is that story told?
- Does the text challenge or reconfirm (or sometimes both!) our assumptions about the subjects of these texts? What assumptions?
- *How* does the text challenge and/or reconfirm our assumptions?
- What genre (or type) of creative work is it? Is it a novel, a poem, a short story, a documentary film, a feature film, etc.? In what ways does it fit the conventional form of a novel, poem,

documentary film, feature film, short story, etc., and in what ways does it depart? How do these departures from the conventional forms affect the meaning of the text?

- What are some stylistic features of the text? Does it do inventive things with language, imagery, sound, etc.? How do these stylistic features affect the meaning of the text? What seems to be the historical context of the text? Can you tell what the context is through cues and references in the text? How does this influence the meaning of the text?
- **Paper 1:** Focuses on one nonfiction narrative or representation of reproduction, gender, and sexuality within the history of Asian racialization in the United States and the Americas more generally
- **Paper 2:** Analyzes one community-based or popular narrative or representation of reproduction, gender, and sexuality within the history of Asian racialization in the United States and the Americas more generally
- **Paper 3:** Combines multiple methods and topics about community-based, nonfiction, and popular narratives or representations of reproduction, gender, and sexuality within the history of Asian racialization in the United States and the Americas more generally.
- **Final:** an in-class short answer and essay exam covering everything in readings, discussions, and lecture over the entire quarter

### Course Policies

- **Academic integrity:** No breach of academic integrity is tolerated at UCLA, and will result in disciplinary review by the Office of the Dean of Students.
  - Academic stealing refers to the theft of exams or exam answers, of papers or take-home exams composed by others, and of research notes, computer files, or data collected by others.
  - Academic cheating, collusion, and fraud refer to having others do your schoolwork or allowing them to present your work as their own; using unauthorized materials during exams; inventing data or bibliography to support a paper, project, or exam; purchasing tests, answers, or papers from any source whatsoever; submitting (nearly) identical papers to two classes.
  - Plagiarism refers to the use of another's work without full

acknowledgment, whether by suppressing the reference, neglecting to identify direct quotations, paraphrasing closely or at length without citing sources, spuriously identifying quotations or data, or cutting and pasting the work of several (usually unidentified) authors into a single undifferentiated whole.

## **Schedule of Readings and Class Discussions**

**Week 0** (September 26) Introduction: Race, Gender, Sexuality: Intersectional Analysis; Asian Reproductivity and U.S. Racial Capital

### **First paper topic distributed**

**Week 1** (October 1 & 3) Asian Migration to the United States; Reproduction and Capitalist Expansion; Orientalism and the Production of Knowledge

Yen Le Espiritu, Chapters 1, 2, and first section of 4 from *Asian American Women and Men*, Lanham: Rowman and Littlefield, 2008.

Edward Said, "Introduction" from *Orientalism*, New York: Pantheon Books, 1978.

**Week 2** (October 8 & 10) Public Health, Industrialization, and The West: Hygiene as Citizenship, Immigrants as Hazard, Queer Domesticity

Nayan Shah, "Introduction," "Perversity, Contamination, and the Dangers of Queer Domesticity," and "Reforming Chinatown," from *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*, Berkeley: UC Press, 2001.

Richard Fung, "Dirty Laundry" (film screened in class)

### **First paper draft due in section this week**

**Week 3** (October 15 & 17) Public Health and Los Angeles: Controlling Asian and Latina/o Reproduction

Natalia Molina, "Introduction," and "Caught Between Discourses of Disease, Health, and Nation: Public Health Attitudes toward Japanese and Mexican Laborers in 4 Progressive Era Los Angeles" from *Fit to Be Citizens?: Public Health and Race in Los Angeles*, Berkeley: UC Press, 2006.



Chandra Ford and Collins O. Airhihenbuwa, "Critical Race Theory, Race Equity, and Public Health: Toward Anti-Racism Praxis," *American Journal of Public Health* 100.S1 (2010): S30-S35

### **Second paper topic distributed**

**Week 4** (October 22 & 24) "Cold" War Occupation: Asian Women and White Men; Prostitution Policy and the Regulation of Empire

Katharine Moon, "Prostitute Bodies and Gendered States," from *Dangerous Women*, New York: Routledge, 1998.

Ji-Yeon Yuh, "Moved By War," *Journal of Asian American Families* 8.3 (2005): 277-291. Takagi and Park, "The Women Outside," film, screened in class

### **First paper revision due in section this week**

**Week 5** (October 29 & 31) Empires and Migration: Queer and Monstrous Reproduction in the Diaspora

Kang, Sok-Kyung, "Days and Dreams," *Words of Farewell: Stories by Korean Women Writers*, Seattle: Seal Press, 1989.

Grace M. Cho, "Diaspora of Camptown," *Women's Studies Quarterly* 34.1/2 (Spring 2006): 309-331.

Grace M. Cho, "The Fantasy of Honorary Whiteness," from *Haunting the Korean Diaspora*, Minneapolis: University of Minnesota Press, 2008.

### **Second paper draft due in section this week**

### **Third paper topic distributed**

**Week 6** (November 5 & 7) Hot Wars in the Cold War: How Do We Remember?

Yen Espiritu, "The 'We-Win-Even-When-We-Lose'" Syndrome," *American Quarterly* (2006): 329-352.

Thu-Huong Nguyen-Vo, "Forking Paths: How Shall We Mourn the Dead," *Amerasia Journal* 31.2 (2005): 157-175.

**Week 7** (November 12 & 14) Refugee Families: There's No Place Like Home

Ger Xiong, "A Matter of Life and Death: Biocitizenship and Involuntary Reproductive Sterilization of Hmong Refugee Women in California." M.A. Thesis, Asian American Studies Department, UCLA, 2013.

Recommended: Dorothy Roberts, "The Dark Side of Birth Control," *Killing the Black Body* (New York: Vintage, 1997).

**Second paper revision due in section this week**

**Week 8** (November 17 & 21) Science, Genetics, and Reproduction: Eugenics Then and Now

lê thi diem thúy, "suh-top," "the gangster we are all looking for," and "n'u'oc" from *The Gangster We are All Looking For*, Knopf, 2003. Don Bonus, "AKA Don Bonus," film, screened in class

**Third paper draft due in section this week**

**Week 9** (November 26) Refugee Families, Continued; Care Work and Reproductive Labor in the Global Economy

Rhacel Parrenas, "Patriarchy and Neoliberalism in the Globalization of Care," and "The Place and Placelessness of Filipina Domestic Workers," from *The Force of Domesticity*. New York: NYU Press, 2011.

Kalindi Vora, "Indian Transnational Surrogacy and the Commodification of Vital Energy," *Subjectivity* 28.1 (September 2009): 266-278.

Recommended: Chandan Reddy, "Asian Diaspora, Neoliberalism, and the Family," *Social Text* 84/85 (Fall-Winter 2005): 101-119.

**Week 10** (December 3 & 5) Conclusion, Course Wrap-up, Finals Review, Evaluations

**Third paper revision due in section this week**

**Finals Week:**

**Final Exam:** XXXX, December XX, XXXX, X to X AM/PM



## New Course Proposal

### Asian American Studies 50W Asian American Women

**Course Number** Asian American Studies 50W

**Title** Asian American Women

**Short Title**

**Units** Fixed: 5

**Grading Basis** Letter grade only

**Instructional Format** Lecture - 3 hours per week  
Discussion - 2 hours per week

**TIE Code** LECS - Lecture (Plus Supplementary Activity) [T]

**GE Requirement** Yes

**Major or Minor Requirement** Yes

**Requisites** English Composition 3 or 3H or English as a Second Language 36

**Course Description** Overview of history of feminist theory and intersection of gender, class, race/ethnicity from cross-cultural perspectives, with focus on Asian American women's lived experiences in U.S. Topics include Asian American women's roles in family life, work, community organization, social change, and cultural creativity. Examination of broader structural forces that affect women in society, such as racialization, immigration, global capitalism, colonialism and postcolonialism, and social movements. Satisfies Writing II requirement.

**Justification** Asian American Women creates a Writing II version of the existing and approved Asian American Studies 50 course. Creation of Asian American Studies 50W expands the lower division course options for Asian American Studies undergraduates.

**Syllabus** File [ASIA AM 50W - CIMS proposal.compressed.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information** Attached may be found the Writing II Course Information Sheet and syllabus for ASIA AM 50W: Asian American Women

**Grading Structure** Section Attendance and Participation (10%)  
**Paper 1 draft (Due Week 2; Returned Week 3):** Focuses on one nonfiction narrative or representation of reproduction, gender, and sexuality within the history of Asian racialization in the United States and the Americas more generally  
**Paper 1 revision (15%) (Due Week 4)**  
**Paper 2 draft (Due Week 5; Returned Week 6):** Analyzes one community-based or popular narrative or representation of reproduction, gender, and sexuality within the history of Asian racialization in the United States and the Americas more generally  
**Paper 2 revision (20%) (Due Week 7)**  
**Paper 3 draft (Due Week 8; Returned Week 9):** Combines multiple methods and topics about community-based, nonfiction, and popular narratives or representations of reproduction, gender, and sexuality within the history of Asian racialization in the United States and the Americas more generally  
**Paper 3 revision (25%) (Due Week 10)**  
**Final Exam (30%)**

**Effective Date** Winter 2018

<b>Instructor</b>	Name	Title
	Grace Kyungwon Hong	Professor

**Quarters Taught**  Fall  Winter  Spring  Summer

**Department** Asian American Studies

<b>Contact</b>	Name	E-mail
	Kristine Jan Espinoza	kristinejan@asianam.ucla.edu

**Routing Help**

**ROUTING STATUS****Role:** Registrar's Scheduling Office**Status:** Pending Action**Role:** FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 1/9/2018 8:56:38 AM**Changes:** No Changes Made**Comments:** no changes**Role:** FEC Chair or Designee - Tornell, Aaron (TORNELL@ECON.UCLA.EDU) - 41686**Status:** Approved on 1/8/2018 9:16:00 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 1/2/2018 2:25:23 PM**Changes:** No Changes Made**Comments:** No changes**Role:** Dean College/School or Designee - Mcalpin, Amanda D (AMCALPIN@COLLEGE.UCLA.EDU) - 3107947245**Status:** Approved on 12/21/2017 3:31:48 PM**Changes:** No Changes Made**Comments:** Approved by Amanda McAlpin on behalf of Dean Hunt on 21 December 2017.**Role:** FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 12/19/2017 2:18:47 PM**Changes:** No Changes Made**Comments:** no changes**Role:** Department Chair or Designee - Espinoza, Kristine Jan Cruz (KRISTINEJAN@ASIANAM.UCLA.EDU) - 310-267-55**Status:** Approved on 12/19/2017 1:34:21 PM**Changes:** No Changes Made**Comments:** Acting as designee for Professor Victor Bascara, Chair of the Asian American Studies Department**Role:** Initiator/Submitter - Espinoza, Kristine Jan Cruz (KRISTINEJAN@ASIANAM.UCLA.EDU) - 310-267-55**Status:** Submitted on 12/19/2017 1:33:31 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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Comments or questions? Contact the Registrar's Office at  
[cims@registrar.ucla.edu](mailto:cims@registrar.ucla.edu) or (310) 825-6704