

Term Information

Effective Term Spring 2026

General Information

Course Bulletin Listing/Subject Area	Ethnic Studies
Fiscal Unit/Academic Org	Center for Ethnic Studies - D0205
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2625
Course Title	Asian American Feminisms
Transcript Abbreviation	AsianAm Feminisms
Course Description	This course focuses on Asian American feminisms, with attention to how race, gender, and ethnicity impact Asian American experiences. Students will learn about the historical development of Asian American feminist social movements as well as their contemporary relationship to law, media, popular culture, and Asian American feminist activism.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	None.
Exclusions	None.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0200
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will cultivate their knowledge of key theories and concepts in Asian American feminisms and bring these insights to bear on how Asian American communities navigate and are impacted by systems of race, gender, and sexuality.
- Students will be able to apply and relate these theories and histories to contemporary social issues, contexts, and sources outside of those mentioned directly in course material.
- Students will be able to articulate the ways that race, gender, and ethnicity interact to impact one's lived experiences, larger social structures, societal perceptions of difference, and disparities facing Asian American communities.
- Students will examine the relationship between power, identity, social change, and coalition-building.
- Students will cultivate skills in researching, writing about, and analyzing primary sources relating to Asian Americans, race, gender, and social difference.
- Students will develop a working knowledge of analytical lenses and research methodologies in ethnic studies that they will be able to employ in their own research and writing practices.

Content Topic List

- Asian American studies
- gender studies
- feminism
- race
- sexuality
- ethnic studies

Sought Concurrence

Yes

Attachments

- ETHNSTD 2625 - Asian American Feminisms Draft Syllabus-REV.docx: REVISED copy of draft syllabus
(Syllabus. Owner: Spitulski, Nicholas M)
- ETHNSTD 2625 - Asian American Feminisms - REGD Foundations form.pdf: GE rationale form
(GEC Model Curriculum Compliance Stmt. Owner: Spitulski, Nicholas M)
- New Course Concurrence Requests - ETHNSTD 2625 - Asian American Feminisms.pdf: AAAS, Comp Studies, WGSS concurrences
(Concurrence. Owner: Spitulski, Nicholas M)

Comments

COURSE REQUEST
2625 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/03/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Spitulski, Nicholas M	03/27/2025 12:09 PM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	03/27/2025 12:52 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/03/2025 03:20 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/03/2025 03:20 PM	ASCCAO Approval

ETHNSTD 2625
Asian American Feminisms
Spring 2026

Instructor: Dr. Corinne Sugino

Email: sugino.2@osu.edu

Format/hours: 80 minutes, twice weekly, lecture

Location: TBD

GEN Foundation: Race, Ethnicity, and Gender Diversity

Course Description

Engaging interdisciplinary scholarship in ethnic studies, Asian American studies, gender studies, and other related fields, this course focuses on the topic of Asian American feminisms. Students will learn about the historic development of Asian American feminist social movements and academic theories, as well as their contemporary iterations and applications. They will consider various perspectives the way Asian American communities are impacted by systems of race, gender, and sexuality, as well as the ways Asian American feminist figures have used their voices, activism, and art to produce more expansive, diverse, or justice-oriented communities. They will also consider how key concepts in Asian American studies such as the figure of the “tiger mother,” “model minority” or “forever foreigner” intersect with issues of gender and sexual difference, as well as the ways that Asian American feminists have worked to name, challenge, or reimagine them. In doing so, students will be exposed to a range of perspectives on Asian American feminisms across academic research, popular media, film, poetry, and art, while developing their own analytical research and writing skills.

Course Objectives

This course is part of the [Foundations: Race, Ethnicity, and Gender Diversity](#) category of the GE curriculum.

GEN Goals: Race, Ethnicity, and Gender Diversity

1. Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
2. Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

GEN Expected Learning Outcomes: Race, Ethnicity, and Gender Diversity

Successful students are able to:

- 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.
- 2.1. Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Course-Specific Learning Outcomes:

Satisfying the above GE learning outcomes, this course is organized around the following goals and course objectives:

- **Knowledge and Application of Key Theories and Concepts:** Students will cultivate their knowledge of key theories and concepts in Asian American feminisms. They will bring these insights to bear on how Asian American communities navigate and are impacted by systems of race, gender, and sexuality, as well as the way Asian American feminists have utilized their own voices, actions, artwork, and/or writing to produce a more just society. Finally, students will be able to apply and relate these theories and histories to contemporary social issues, contexts, and sources outside of those mentioned directly in course material.
- **Critical Reflection on Race, Ethnicity, and Gender Diversity:** Students will be able to articulate the ways that race, gender, and ethnicity interact to impact one's lived experiences, larger social structures, societal perceptions of difference, and disparities facing Asian American communities. Engaging in critical self-reflection about how an Asian American feminist perspective can deepen one's understanding of social positions, identities, and beliefs, students will examine the relationship between power, identity, social change, and coalition-building.
- **Critical Skills in Analysis, Research, and Writing Approaches in Ethnic Studies:** Students will cultivate skills in researching, writing about, and analyzing primary sources relating to Asian Americans, race, gender, and social difference. Students will develop a working knowledge of analytical lenses and research methodologies in ethnic studies that they will be able to employ in their own research and writing practices.

Credit Hours & Work Expectation

This is a 3-credit course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., in-class) in addition to 6 hours of homework (e.g., reading and assignment preparation) to receive a grade of (C) average

Required Reading Materials

A list of required readings can be found in the course schedule below. All readings will be accessible via Carmen and/or the university library system.

Classroom Expectations, University Policies, & Helpful Resources

Class Discussion: Please come to class prepared to share your thoughts on course readings and class material. This class will focus primarily on collective discussion as opposed to me lecturing every day. As a result, we will not only learn from the readings but also from sharing our ideas with each other. Additionally, this class may involve conversations that produce discomfort, as we will be discussing topics relating to power, privilege, and oppression. This discomfort can be instrumental in growth, both personally and intellectually. Ideally, this class will be a space where we can disagree with one another, raise criticisms against each other, and reflect on our own preconceived ideas about the world. That said, you should refrain from personal attacks or discriminatory language. Hate speech and speech that discriminates against people based on their race, gender, class, religion, sexual orientation or ability will not be tolerated and you will be asked to leave the class if this occurs. Respect other students' pronouns and be open to listening to the ideas of your fellow classmates. If you are worried about issues of accessibility, class discussion, or are simply nervous about participating in class, please feel free to talk to me and we can discuss ways I can best accommodate you.

Late Work: All assignments are expected to be completed and turned in by the due date. Late work will receive a 1/3 letter grade dock per day that it is late (For example, if you turn in a B+ paper one day late, you will receive a B). This policy does not apply to presentations, as you must be present on the day in question to complete the assignment. Of course, sometimes special circumstances such as medical emergency warrants the ability to make up assignments or avoid late penalty. If this is the case, please let me know ahead of time or as soon as possible.

Guidelines for AI: You may use AI-enhanced platforms to find scholarly sources and conduct background research as required for assignments. However, any use of generative AI should be for brainstorming purposes or background research only, not as a substitute for composing or writing your own assignments, in whole or in part. **Do not use generative AI to generate or compose entire sentences, sections, or drafts of your assignments.** All writing and ideas expressed therein should be your own in order to fully benefit from the class.

Attendance Policy: You are expected to attend class regularly prepared and ready to participate. Excessive absences and/or tardiness will result in a reduced participation grade. Of course, all of

us sometimes experience circumstances that require us to take a break. Consequently, you may have up to **three** unexcused absences without having a negative impact on your grade. You may use these absences at your discretion but are encouraged to reserve them for illness, extracurricular activities, mental health days, etc. I will also accommodate absences due to COVID-19 related illnesses and other medical emergencies. Please note that, unless extenuating circumstances warrant it, this class will not be recorded. If you miss class, please keep up on the readings/assignments and consult Carmen for review materials. If you have questions or want to review anything you may have missed, please feel free to email me or come to office hours.

University Policy on Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services: The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or

spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**. (Policy: **Religious Holidays, Holy Days and Observances**).

Mental Health Services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling **614-292-5766**. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at **614-292-5766** and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual and Gender-based Harassment: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. *Please note that I am a mandatory reporter under Title IX policy.*

University Diversity Statement: The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all

students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Writing Center: Free help with writing assignments can be found at the [Writing Center](#). As stated previously, all work turned in for this class must be your own. However, you are welcome to visit the Writing Center for advice, feedback, guidance, and/or help with proofediting during the writing process.

Grade Breakdown and Evaluation

The following details the major assignments in the course. More specific grading rubrics will be distributed in class and on Carmen ahead of the due dates listed on the course schedule.

Participation and Attendance (20%): You will be expected to come to all classes prepared and having completed the reading. Participation will be based on engaging in class activities, discussion, and attendance. Discussion is an integral part of this course. You should expect to contribute to the conversations we are having in each class and listen carefully to your fellow classmates when they are contributing.

Reflection Assignment (5%): This small writing assignment asks you to reflect on how race, gender, and ethnicity interact to impact your own lived experience, attitudes, beliefs, social position, and/or identity. You are not expected to tell your whole life story, but your reflection should 1) reflect on your own position and lived experience in relation to course material and 2) explain how an Asian American feminist perspective has impacted or might impact your beliefs, attitudes, or ideas about social difference moving forward. You should cite/quote at least one in-class reading. This assignment is 2-3 pages, double-spaced, in Times New Roman. Please note that you will be asked to share what you wrote about with your peers as part of class discussion.

Reading Reflections (20%): On select days throughout the semester (indicated on the course schedule), you will write a 150-300 word (about 1-2 paragraphs) response to the day's reading. Of the 16 reading reflection days, you should write a response for 10 of these days. You are still expected to do the reading and participate in discussion even on days you choose not to write a response. Your response should: 1) identify the reading's overall argument and how it adds to our understanding of the social/ethical implications of studying race, gender, and ethnicity, 2) discuss at least one specific quote or example from the article and explain why you found it compelling (or not compelling), and 3) pose a question about the reading that goes beyond summary. These questions will be utilized to guide our discussion in class, and you may be asked to share your

response/question during class discussion. This assignment is designed to encourage engagement with course readings, deepen understanding of course material, and center student questions in the learning/discussion process.

Zine Group Project (15%): Working in groups of 2-3, you will create an informational zine about an issue relating to Asian American feminisms that you believe other students should learn about (e.g. a zine on how racial and gendered disparities affect Asian American mental health, a zine about Asian American feminist media, a zine that centers an Asian American feminist perspective on adoption, etc). You are encouraged to select a topic that is interesting to you, but your topic should be more specific than “Asian American Feminisms” in general. Your zine can be hand-made or digital but should: 1) include a clear explanation of the topic and its importance that assumes an otherwise uninformed audience, 2) connect this topic to at least two course readings, and 3) include contextually appropriate visual elements in addition to textual information (e.g. photos, diagrams, graphs, art, etc) and 4) discuss the significance of the topic for understanding how race, gender, and ethnicity impact Asian American communities. This assignment is designed to deepen student understanding of course material and topics while facilitating student skills in communicating the significance of that material to a public-facing audience in a clear, accessible, and organized manner.

Media Critique (15%): For this assignment you will select a piece of media or popular culture (e.g. film, television show, short film, fiction, short story, song, etc) that deals with issues of race, gender, ethnicity and analyze it from an Asian American feminist perspective. Your analysis should be 2-4 pages and should include a clear argument about the primary source. For example, you might argue that your source perpetuates (or challenges) harmful stereotypes about Asian American women, you might argue the source provides important commentary on how race, gender, and ethnicity shape Asian American experiences or larger social structures, you might argue that the source is an important form of positive representation for Asian Americans but leaves gender underexamined, etc. Whether your evaluation of the source is positive, critical, or a mix of both, you should provide specific examples from the source itself that demonstrate this argument. This assignment is to hone student skills in writing about and analyzing a primary source from an Asian American feminist perspective and encourage critical reflection on how perceptions or representations of difference shape social systems of power.

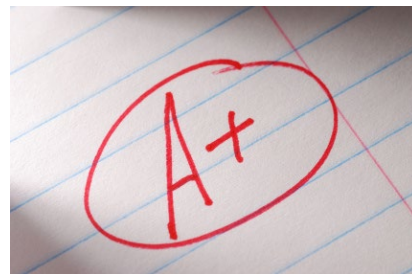
Asian American Feminist Research Paper (25%): Students will select a significant non-academic figure or organization that embodies or promotes Asian American feminism and write a 8-12 page research paper about them. A list of potential Asian American feminist figures/organizations will be provided on Carmen to help with brainstorming purposes, but you are not restricted to this list. The paper should be well organized and include: 1) a clear argument as to how the figure or organization embodies Asian American feminism 2) clear explanation of any relevant background or context for this organization/figure, 3) analysis of at least one primary source relating to the figure or organization (e.g. an organizational statement, campaign, or website; interviews, writing, artwork, speeches, or media produced by the figure/organization; and

so forth) and 4) engagement with relevant literature by relating the paper to at least two course reading and at least two scholarly sources outside course readings. This assignment is designed to deepen student understanding of Asian American feminism while cultivating student research and writing skills. You will be asked to turn in a rough draft (at least 2-3 pages) ahead of the final deadline. You will also provide peer feedback on the draft of at least one other person in the class. All deadlines can be found on the course schedule below.

Grading Scale

I will use the College of Arts and Sciences grading scale when calculating your grade for assignments and at the end of the semester.

Grade	Percentage	Grade	Percentage
A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-60
B-	80-82	F	0-59



Course Schedule

Below is a tentative schedule for class readings, assignments, and activities. In the event of any changes, I will announce them in-class and provide an updated syllabus on Carmen. Please complete all readings *before class* on the day they are due.

Date	Topic	Readings/Assignments
Mon, Jan 12th	-Introduction to the Class -What is Asian American feminism?	
Wed, Jan 14th	-Intersections of Race, Gender, and Sexuality -Foundations of Asian American Feminisms	Read: “The Combahee River Collective Statement” in <i>How We Get Free</i> (pg. 15-27) Read: Yamada, “Invisibility is an Unnatural Disaster” in <i>This Bridge Called My Back</i> (pg. 30-35) Reading Reflection Option
Mon, Jan 19th	No class – Martin Luther King, Jr. Holiday	
Wed, Jan 21	-Foundations of Asian American Feminisms -Asian American Feminist Methodologies: Autoethnography	Read: Shah, “Introduction” in <i>Dragon Ladies: Asian American Feminists Breath Fire</i> (pg. xii-xix) Read: Chiang et al, “On Asian America, Feminism, and Agenda Making: A Roundtable

		Discussion,” in <i>Dragon Ladies: Asian American Feminists Breath Fire</i> (pg. 57-72) Reading Reflection Option
Mon, Jan 26th	-Foundations of Asian American Feminisms	Read: Melinda de Jesus, “Introduction” in <i>Pinay Power</i> (pg 1-18) Reading Reflection Option
Wed, Jan 28th	-Foundations of Asian American Feminisms	Due: Reflection Assignment due on Carmen before class
Mon, Feb 2	-Asian American Feminisms Case Study: The Asian American Movement	Read: Ishizuka, “Chapter Three: Yellow Power” in <i>Serve the People: Making Asian America in the Long Sixties</i> (pg 59-74) Reading Reflection Option
Wed, Feb 4	-Asian American Feminisms Case Study: The Asian American Movement	Read: Hong, “Intersectionality and Incommensurability: Third World Feminism and Asian Decolonization” in <i>Asian American Feminisms and Women of Color Politics</i> (pg. 27-42) Reading Reflection Option
Mon, Feb 16th	-Asian American Feminist Methodologies: Asking the Other Question	Read: Matsuda, “Beside My Sister, Facing the Enemy,” (pg. 1183-1192) Reading Reflection Option
Wed, Feb 18th	-Media Representations and Asian American Feminisms	Read: Mckee, “Chapter One: The Fortune Cookie and the Mandarin,” in <i>Adoption Fantasies: The Fetishization of Asian Adoptees from Girlhood to Womanhood</i> (pg. 20-40) Reading Reflection Option
Mon, Feb 23rd	-Media Representations and Asian American Feminisms	Read: Eguchi and Kimura, “Racialized Im/possibilities,” (pg. 221-239) Reading Reflection Option
Wed, Feb 25th	-Media Representations and Asian American Feminisms -Media Viewing and Analysis	
Mon, Mar 2nd	-Asian American Feminisms and Digital Media	Due: Media Critique due on Carmen before class

Wed, Mar 4 th	-Asian American Feminisms and Digital Media	Read: Kuo, “#FeministAntibodies: Asian American Media in a Time of Coronavirus” (pg. 1-11) Reading Reflection Option
Mon, Mar 9 th	-In-Class Zine Workshop	Read/Explore: Spend at least 30 minutes looking through the Asian American Feminist Collective’s digital zines before class.
Wed, Mar 11 th	-Gender, Sexuality, and Asian American Feminisms	Read: Puar, “The Sexuality of Terrorism,” <i>Terrorist Assemblages: Homonationalism in Queer Times</i> (pg. 37-78) Reading Reflection Option
Mon, Mar 16 th & Wed, Mar 18 th	No class – Spring Break	
Mon, Mar 23 rd	-Gender, Sexuality, and Asian American Feminisms -Asian American Feminist Methodologies: Queer Curation	Read: Gopinath, “Introduction” in <i>Unruly Visions</i> (pg. 1-18) Reading Reflection Option
Wed, Mar 25 th	-Group Project Discussion	Due: Group Zine Project due before class
Mon, Mar 30	-Asian American Feminist Storytelling	Read: Hsu, “Love in Constellation” in <i>Constellating Home</i> (pg. 34-71) Reading Reflection Option
Wed, April 1 st	-Asian American Feminist Storytelling	Read: Vang, “Rechronicling Histories: Toward a Hmong Feminist Perspective” in <i>Unequal Sisters</i> (pg. 89-106) Reading Reflection Option
Mon, April 6 th	-Asian American Feminist Solidarities	Read: Teves and Arvin, “Decolonizing API: Centering Indigenous Pacific Islander Feminism” in <i>Asian American Feminisms and Women of Color Politics</i> (pg. 107-137) Due: Final Paper Topic due on Carmen before 11:59pm Reading Reflection Option
Wed, April 8 th	-Asian American Feminist Solidarities	

Mon, April 13th	-Asian American Feminist Solidarities	-Read: Fujino, “Grassroots Leadership and Afro-Asian Solidarities: Yuri Kochiyama’s Humanizing Radicalism,” (pg. 294-316) Reading Reflection Option
Wed, April 15th	-Asian American Feminisms Case Study: AAPI Women Lead -Assign Peer Feedback pairs	-Due: Final Paper rough draft due on Carmen by 11:59pm
Mon, April 20th	-Asian American Feminisms Case Study: Red Canary Song	Read: “A Response to Hate Crime Charges from Red Canary Song + Survived & Punished” (about 3 pages) Reading Reflection Option
Wed, April 22nd	-Final Paper Workshopping -Wrapping up the Class	-Due: Peer feedback due on Carmen before class
Wed, April 29 th (Finals Week)	Note: we do not meet as a class this week.	Due: Final Paper due on Carmen by 11:59pm

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

From: [Perez, Ashley](#)
To: [Spitulski, Nick](#)
Cc: [Kunimoto, Namiko](#)
Subject: Re: Center for Ethnic Studies New Course Concurrence Request: ETHNSTD 2625 - Asian American Feminisms
Date: Tuesday, March 11, 2025 4:01:04 PM
Attachments: [image001.png](#)

Hearty concurrence! Thank you so much for this important course.



Ashley Hope Pérez (she/her/hers)

Associate Professor of Comparative Studies
Director of Undergraduate Studies
World Literatures Program Coordinator
451 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
perez.390@osu.edu

Books

[Banned Together: Our Fight for Readers' Rights](#) (2025)

[Deformative Fictions: Cruelty and Narrative Ethics in Twentieth-Century Latin American Literature](#) ([FREE open access pdf](#), 2024)

Novels: *Out of Darkness* (2015); *The Knife and the Butterfly* (2012); *What Can't Wait* (2011)

Did you know that award-winning books like *Out of Darkness* are currently being banned from school libraries across the country? Learn more: <https://linktr.ee/ashleyhopeperez>

From: Spitulski, Nick <spitulski.1@osu.edu>
Sent: Tuesday, March 11, 2025 9:25 AM
To: Perez, Ashley <perez.390@osu.edu>
Cc: Kunimoto, Namiko <kunimoto.3@osu.edu>
Subject: Center for Ethnic Studies New Course Concurrence Request: ETHNSTD 2625 - Asian American Feminisms

Hi Ashley,

I hope this message finds you well. I write in your capacity as Director of Undergraduate Studies in Comparative Studies to request concurrence for a new course being developed by Professor Corinne Sugino of the Center for Ethnic Studies and Department of English, on Asian American Feminisms. Given the 4921 Intersections course cross-listed between Comp Studies, African American and African Studies, and Women's, Gender and Sexuality Studies, it seemed optimal to reach out to each of those units for concurrence on the new offering.

Would you please review the attached draft syllabus and let us know if concurrence is provided, or whether you have any concerns or other items that would need to be addressed first? In line with the typical concurrence timeline, if you could get back in touch by Tuesday, March 25, with either confirmation or follow-up concerns, that would be great; otherwise, we will assume concurrence is

given.

Thanks!

Nick Spitulski

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Nick Spitulski

Administrative Coordinator

[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

Phone: 614-688-0277

From: [Rucker-Chang, Sunnie](#)
To: [Spitulski, Nick](#)
Cc: [Kunimoto, Namiko](#)
Subject: Re: Center for Ethnic Studies New Course Concurrence Request: ETHNSTD 2625 - Asian American Feminisms
Date: Tuesday, March 25, 2025 8:02:38 PM
Attachments: [image001.png](#)

Dear Nick,

I apologize for my delayed response. I am happy to grant concurrence for this class.
With best wishes,

Sunnie

From: Spitulski, Nick <spitulski.1@osu.edu>
Date: Tuesday, March 11, 2025 at 9:22 AM
To: Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>
Cc: Kunimoto, Namiko <kunimoto.3@osu.edu>
Subject: Center for Ethnic Studies New Course Concurrence Request: ETHNSTD 2625 - Asian American Feminisms

Dear Professor Rucker-Chang,

I hope this message finds you well. I write in your capacity as Director of Undergraduate Studies in the Department of African American and African Studies to request concurrence for a new course being developed by Professor Corinne Sugino of the Center for Ethnic Studies and Department of English, on Asian American Feminisms. Given the 4921 Intersections course cross-listed between AAAS, Comparative Studies and Women's, Gender and Sexuality Studies, it seemed optimal to reach out to each of those units for concurrence on the new offering.

Would you please review the attached draft syllabus and let us know if concurrence is provided, or whether you have any concerns or other items that would need to be addressed first? In line with the typical concurrence timeline, if you could get back in touch by Tuesday, March 25, with either confirmation or follow-up concerns, that would be great; otherwise, we will assume concurrence is given.

Thanks!
Nick Spitulski

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Nick Spitulski

Administrative Coordinator
[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210
Phone: 614-688-0277

From: [Chen, Jian](#)
To: [Spitulski, Nick](#); [Sreenivas, Mytheli](#); [Alkhalifa, Ali](#)
Cc: [Kunimoto, Namiko](#)
Subject: Re: Center for Ethnic Studies New Course Concurrence Request / Cross-Listing Question: ETHNSTD 2625 - Asian American Feminisms
Date: Tuesday, March 25, 2025 4:30:48 PM
Attachments: [image001.png](#)
[image003.png](#)

Hi Nick,

I hope your week is going smoothly. Thanks for your patience.

I'm returning to confirm that we've given **approved-related concurrence** for ETHNSTD 26250 —**conditional** upon Corinne's instruction. The course's consistent focus on diverse Asian American feminist scholarship and histories will be a very welcome addition to our course offerings for students. We'd also like to keep things flexible as we continue to plan and assess our own course offerings, which include WGSST 4401 (Asian American Women: Race, Sex & Representations).

Please let me know if you need additional details from us?

Thanks again and all best, Neo (Jian)

[Jian Neo Chen](#), PhD (he/they)

Associate Professor of Queer Studies & Director of Undergraduate Studies in Women's, Gender and Sexuality Studies

Affiliate Faculty in English; Asian American Studies; and Theatre, Film, and Media Arts

The Ohio State University (Columbus)

From: Chen, Jian <chen.982@osu.edu>

Date: Tuesday, March 18, 2025 at 7:16 AM

To: Spitulski, Nick <spitulski.1@osu.edu>, Sreenivas, Mytheli <sreenivas.2@osu.edu>, Alkhalifa, Ali <alkhalifa.2@osu.edu>

Cc: Kunimoto, Namiko <kunimoto.3@osu.edu>

Subject: Re: Center for Ethnic Studies New Course Concurrence Request / Cross-Listing Question: ETHNSTD 2625 - Asian American Feminisms

Thanks, Nick, and no worries at all! Will be back in touch soon and all best, Neo

[Jian Neo Chen](#), PhD (he/they)

Associate Professor of Queer Studies & Director of Undergraduate Studies in Women's, Gender and Sexuality Studies

Affiliate Faculty in English; Asian American Studies; and Theatre, Film, and Media Arts

The Ohio State University (Columbus)

From: Spitulski, Nick <spitulski.1@osu.edu>

Date: Monday, March 17, 2025 at 9:05 AM

To: Chen, Jian <chen.982@osu.edu>, Sreenivas, Mytheli <sreenivas.2@osu.edu>, Alkhalifa, Ali <alkhalifa.2@osu.edu>

Cc: Kunimoto, Namiko <kunimoto.3@osu.edu>

Subject: RE: Center for Ethnic Studies New Course Concurrence Request / Cross-Listing Question: ETHNSTD 2625 - Asian American Feminisms

Hi all,

Jian, hope you've been well! Thanks for these notes and apologies for the lack of attachment, due more likely to my forgetfulness rather than failure of the system. It should be included now; please let us know of any follow-up questions!

Best,
Nick

From: Chen, Jian <chen.982@osu.edu>

Sent: Saturday, March 15, 2025 4:41 PM

To: Sreenivas, Mytheli <sreenivas.2@osu.edu>; Spitulski, Nick <spitulski.1@osu.edu>; Alkhalifa, Ali <alkhalifa.2@osu.edu>

Cc: Kunimoto, Namiko <kunimoto.3@osu.edu>

Subject: Re: Center for Ethnic Studies New Course Concurrence Request / Cross-Listing Question: ETHNSTD 2625 - Asian American Feminisms

Hi Nick, Mytheli, and all,

I hope you and all are doing okay. Apologies for my delayed reply and thanks for looping me and Ali into the request for concurrence for ETHNSTD 2625.

Echoing Mytheli, I think this course looks like a welcome contribution to our WGSS course offerings. Our Undergrad Studies Committee is meeting this upcoming Monday to reset our process on concurrence requests so I will be sure to get back to you with a confirmed decision this upcoming week (before your 3/25 deadline).

Could you send the syllabus for the course so we can take a look? It didn't attach to the forwarded email.

Thanks and great to be back in touch! Neo

[Jian Neo Chen](#), PhD (he/they)

Associate Professor of Queer Studies & Director of Undergraduate Studies in Women's, Gender and Sexuality

Studies

Affiliate Faculty in English; Asian American Studies; and Theatre, Film, and Media Arts
The Ohio State University (Columbus)

From: Sreenivas, Mytheli <sreenivas.2@osu.edu>

Date: Tuesday, March 11, 2025 at 10:25 AM

To: Spitulski, Nick <spitulski.1@osu.edu>, Alkhalifa, Ali <alkhalifa.2@osu.edu>, Chen, Jian <chen.982@osu.edu>

Cc: Kunimoto, Namiko <kunimoto.3@osu.edu>

Subject: RE: Center for Ethnic Studies New Course Concurrence Request / Cross-Listing Question: ETHNSTD 2625 - Asian American Feminisms

Hi Nick,

It was great to see you as well!

Our undergrad studies committee responds on concurrences, and so I've copied Jian Neo Chen and Ali Alkhalifa, who can get back to you.

Neo and Ali, given our recent conversations, I'm thinking an approved related designation might be most appropriate for this course, potentially?

Best,

Mytheli



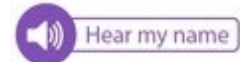
THE OHIO STATE UNIVERSITY

Mytheli Sreenivas, PhD

Designated Professor and Chair, Department of Women's, Gender and Sexuality Studies
Professor, Department of History
286 University Hall
230 North Oval Mall, Columbus , OH 43210

Pronouns: she/her

Recent book: [Reproductive Politics and the Making of Modern India](#)



From: Spitulski, Nick <spitulski.1@osu.edu>

Sent: Tuesday, March 11, 2025 9:34 AM

To: Sreenivas, Mytheli <sreenivas.2@osu.edu>

Cc: Kunimoto, Namiko <kunimoto.3@osu.edu>

Subject: Center for Ethnic Studies New Course Concurrence Request / Cross-Listing Question: ETHNSTD 2625 - Asian American Feminisms

Hi Mytheli,

I hope this message finds you well, great to see you the other day! Corinne Sugino had relayed the exchange confirming your general approval of her newly proposed course on Asian American Feminisms. Just for formal documentation, but also so you have a chance to look over a draft of the syllabus, would you please review the attached and let us know if concurrence is provided, or whether you have any concerns or other items that would need to be addressed first? In line with the typical concurrence timeline, if you could get back in touch by Tuesday, March 25, with either confirmation or follow-up concerns, that would be great; otherwise, we will assume concurrence is given.

Given the strong connections to WGSS, we also wondered if there would be any interest in potentially cross-listing the course? Please let us know if you think there might be, otherwise we can just proceed with the plan from your exchanges with Corinne and relay concurrence to ASC as part of the course approval process.

Thanks!

Nick

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THE OHIO STATE UNIVERSITY

Nick Spitulski

Administrative Coordinator

[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

Phone: 614-688-0277