

WGS 118: ASIAN AMERICAN AND PACIFIC ISLANDER GENDERS AND SEXUALITIES

In Workflow

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Approval Path

1. 2026-04-20T01:29:41Z
Tristan Josephson (tristan.josephson): Approved for WOMS Committee Chair
2. 2026-04-20T01:30:21Z
Tristan Josephson (tristan.josephson): Approved for WOMS Chair
3. 2026-05-07T00:26:31Z
Bao Lo (lo): Approved for SSIS College Committee Chair
4. 2026-05-07T15:30:11Z
Emily Wickelgren (wickelgr): Approved for SSIS Dean

History

1. Aug 16, 2021 by Katie Dickson (katiedickson)
2. Mar 15, 2025 by Janett Torset (torsetj)
3. Apr 17, 2026 by Janett Torset (torsetj)

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Viewing: WGS 118 : Asian American and Pacific Islander Genders and Sexualities

Formerly known as: WOMS 118

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Changes proposed by: Tristan Josephson (217388965)

Contact(s):

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Catalog Title:

Asian American and Pacific Islander Genders and Sexualities

Class Schedule Title:

AAPI Genders and Sexualities

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Women's and Gender Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2027 (2026/2027 Catalog)

Subject Area: (prefix)

WGS - Women's and Gender Studies

Catalog Number: (course number)

118

Course ID: (For administrative use only.)

132326

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course has been updated to incorporate the current topics, trends, and changes in the disciplines of Asian American Studies, Pacific Islander Studies, and Women's and Gender Studies. This includes a course title change to reflect not just the incorporation of Pacific Islanders and experiences but to also expand beyond binary gender categories and to include topics on sexuality. Gender and sexuality are important axes of power to understand the racialized experiences of Asian Americans and Pacific Islanders. The course description and course learning outcomes have also been updated to reflect these changes to the fields of study of the above disciplines. The readings and course materials have also been updated to include Pacific Islander Studies and communities (Weeks 4, 7, and 12), queer and trans experiences (Weeks 5, 7, 8, and 15), as well as a study of masculinity (Week 13).

The course currently satisfies GE Area 3B and the changes proposed fulfill the requirements of this GE area, specifically as the course uses interpretive, critical, or historical methods of inquiry and analysis through feminist and queer theoretical frameworks situated in the Humanities to examine Asian American and Pacific Islander women's and LGBTQ experiences. Students also create their own forms of art/media that challenge problematic representations of Asian American and Pacific Islander women and LGBTQ, through critical feminist and queer theoretical frameworks from the Humanities.

This course is cross-listed with ETHN 118. A proposal for the same changes has already been submitted.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

This course explores Asian American and Pacific Islander women's and LGBTQ experiences using an interdisciplinary and intersectional lens of race, gender, sexuality, and class. Analyzing these communities' histories of oppression, violence, and creative expressions of resistance, we study the principal factors governing Asian American gender and sexuality at the nexus of Asian American, Pasifika, and American cultures. Using feminist and queer frameworks we examine the cultural diversity, heritages, philosophies, intergenerational conflict, transnationalism, gender and sexual stereotypes, and socio-economic practices.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

Yes

Do they meet together and fulfill the same requirement?

Yes

Please identify the crosslisted course:

ETHN 118

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Evaluate theories of race, gender, sexuality, and class by learning about Asian American and Pacific Islander history.	Analytical Papers Discussion Facilitation Attendance and Participation
2	2. Analyze the relationship between militarization, colonization, and empire to the intersectional experiences of Asian Americans and Pacific Islanders.	Weekly Discussion Posts Analytical Papers Discussion Facilitation Attendance and Participation
3	Critique how misogyny, patriarchy, and homophobia/transphobia operates in Asian/American, Pacific Islander, and American cultures.	Weekly Discussion Posts Final Project: Instagram Curation and Reflection Paper
4	Apply the lived experiences of Asian Americans and Pacific Islanders through feminism and queer theory to contemporary social issues.	Weekly Discussion Posts Analytical Papers Discussion Facilitation

- 5 Create their own forms of art and/or media that challenges racialized, gendered, and sexualized representations of Asian American and/or Pacific Islanders.

Final Project: Instagram Curation and Reflection Paper

Attach a list of the required/recommended course readings and activities:

WGS 118 syllabus.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

Minor in Asian American Studies

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)

Ethnic Studies

Attach evidence of consultation with the affected department

Consultation (WGS).pdf

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

3B. Humanities
C2. Humanities (admin only)

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

WGS 118 syllabus.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.**Is broad in scope or survey in nature.**

The course is designed to help students think critically about how gendered oppression, violence, and discipline are central to U.S. power and domination. Students analyze and evaluate how the U.S. has come to know and understand Asian American and Pasifika peoples through problematic gendered and sexualized tropes under systems of power as well as the ways to challenge and resist these tropes by creating their own forms of media and art to accurately represent the Asian American and Pasifika gendered experience. (Learning Objectives #1: Evaluate theories of race, gender, sexuality, and class by learning about Asian American and Pasifika history; #2 Analyze the relationship between militarization, colonization, and empire to the intersectional experiences of Asian Americans and Pasifika peoples; #4 Create their own forms of art and/or media to educate others about the Asian American and Pasifika experience as it intersects with gender and sexuality). Also, see content Weeks 5-10 and 12-14 which illuminate a history of Asian American and Pasifika communities with gender and sexuality throughout history to understand intersectional experiences.

Develops an understanding of and appreciation for the diversity of the human community.

The course explores the diverse lives of Asian American and Pasifika peoples with particular attention to the experiences of men, women, nonbinary, and LGBTQ folks. Utilizing an intersectional analysis of Asian American and Pasifika historical and contemporary experiences helps students understand and appreciate the contributions of these diverse communities within the category of Asian American and Pasifika. Students learn about the activism and important critiques/theories that Asian American and Pasifika people have made to bring about social change (Course Learning Objective #3 Applying the lessons activism of Asian Americans and Pasifika people through feminism and queer theory to contemporary social issues). Also see content, weeks 1-4, 11 and 12 which analyzes how these groups challenge systems of oppression.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:**Demonstrate knowledge of the conventions and methods of the study of the humanities.**

The course uses interpretive, critical, or historical methods of inquiry and analysis through feminist and queer theoretical frameworks situated in the Humanities to examine Asian American and Pacific Islander women's and LGBTQ experiences. The course achieves the 3B Humanities Learning Objective A (demonstrate knowledge of the conventions and methods of the study of the humanities through critical discourse analysis and discussion of Asian American and Pacific Islander communities as it relates to gender and sexuality (Learning Course Objective #1: Evaluate theories of race, gender, sexuality, and class by learning about Asian American and Pacific Islander history; and Learning Course Objective #2 Analyze the relationship between militarization, colonization, and empire to the intersectional experiences of Asian Americans and Pacific Islanders). Also, see content weeks 5-10 and 12-14, which deconstruct dominant systems of oppression affecting Asian American and Pacific Islander communities. Students achieve the 3B Learning Objective A through two analytical papers and a discussion facilitation assignment.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

The course achieves the 3B Humanities Learning Objective B (investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies) by learning about how Asian American and Pacific Islander communities have challenged the racialized, gendered, and sexualized tropes that seek to dehumanize them. (Course Learning Objective # 3: Critique how misogyny, patriarchy, and homophobia/transphobia operates in Asian/American, Pacific Islander, and American cultures and Course Learning Objective # 4: Applying the lessons activism of Asian Americans and Pacific Islanders through feminism and queer theory to contemporary social issues.). Also see content weeks 1-4, 11, and 15 where students learn about feminist and queer theory and focus on forms of activism. Students achieve the Learning Objective B through Analytical Papers, Discussion Facilitation, and Weekly Discussion posts.

Compare and analyze various conceptions of humankind.

The course achieves the 3B Humanities Learning Objective C (compare and analyze various conceptions of humankind) through critiques of racialized, gendered, and sexualized tropes/stereotypes of Asian American and Pacific Islanders through systems of oppression such as immigration, colonialism, militarism, and the media (Learning Course Objective #1: Evaluate theories of race, gender, sexuality, and class by learning about Asian American and Pacific Islander history; and Course Learning Objective # 2: Analyze

the relationship between militarization, colonization, and empire to the intersectional experiences of Asian Americans and Pacific Islanders; and Course Learning Objective #3: Critique how misogyny, patriarchy, and homophobia/transphobia operates in Asian/American, Pacific Islander, and American cultures.). Also see content weeks 5-10 and 12-14 where students learn an overview of how these tropes/stereotypes were constructed, operated, circulated, and justified. Students achieve the Learning Objective B through Analytical Papers and Discussion Facilitation.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

The course achieves the 3B Humanities Learning Objective D (demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values) through the creation of media and art that challenges the racialized, gendered, and sexualized representations of Asian American and Pacific Islanders (Course Learning Objective #4: Applying the lessons activism of Asian Americans and Pacific Islanders through feminism and queer theory to contemporary social issues; and Course Learning Objective #5: Create their own forms of art and/or media that that challenges racialized, gendered, and sexualized representations of Asian American and/or Pacific Islanders). Students achieve the 3B Humanities Learning Objective through their Final Project, in which they create their own art and/or media to challenge the historical and contemporary stereotypes Asian American and Pacific Islanders face in relation to gender and sexuality. Students will also submit a Final Reflection paper to demonstrate the research done to create their art pieces and to explain their creative process.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

Students will evaluate the experiences of women, ethnicity, socio-economic status, and gays and lesbians in relation to Asian American and Pacific Islander communities (Course Learning Objective #1: Evaluate theories of race, gender, sexuality, and class by learning about Asian American and Pacific Islander history). Also, see content weeks 5-10 and 12-14 which shows the history of Asian American and Pacific Islander communities as it relates to race, gender, and sexuality. This goal is achieved through course readings, discussion forums, class assignments, discussion facilitation, and the final reflection paper.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Students will complete two analytical papers (3 pages, 750-900 words each) during the semester that will assess their ability to use course concepts and theories to evaluate how gender and sexuality are important axes of power to racialize Asian American and Pacific Islander communities. These papers will assess their ability to synthesize and critically analyze course materials. Students will also write a final reflection paper (3-4 pages, 750 to 1,000 words) that will assess their comprehension and application of course materials to create their final art and/or media projects. They will reflect on the history of the sexualized/gendered/racial trope they chose and discuss forms of resistance to systematic oppression. This essay will reflect their project and learning in the course.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

Key: 4467