
GWSS 3404: Transnational Sexualities
Fall 2014 Course Syllabus

Time: Monday/Wednesday 9:45am–11:00am

Place: Ford Hall 151

Instructor: Dr. Aren Aizura

Office: 456 Ford Hall

Office Phone: 612-624-9326

Office Hours: Wednesday 2:00-4:00pm or by appointment

Course Description

What is the transnational and why is it such an important area of study today? In this course, we will explore the term by examining the ways in which contemporary forces of cultural, economic, and political globalization continually alter and redefine sexuality and gender. We will examine concepts of identity, sexual practices, and queerness in relation to formulations of the local-global, homeland, diaspora, borders, and others. Together, we will consider how to situate cultural, geographical, and historical understandings of sexuality while remaining attentive to oppressive, and often violent, state and individual practices. Over the course of the semester, students will learn to navigate the complex terrain of agency and resistance, local and global processes, and critiques of power and violence. The course is divided into three sections: representation and iconographies of transnational sexualities; issues around activism, law and citizenship; and finally a survey of current dilemmas and debates within transnational sexuality studies. Under these headings, we'll talk about the following topics: distinguishing between "gender" and "sexuality"; desire and exoticism; sex work and trafficking; queer global immigration flows; HIV/AIDS organizing; sexual rights discourses and legislative practices; global NGO culture; queer nationalisms; queer transnational labor flows; tourism and travel; and queer gentrification.

This course satisfies the Global Perspectives Theme in the Liberal Education Requirements with its transnational, interdisciplinary focus on the particular issue of sexuality.

CLA Student Learning Outcomes

- Can identify, define, and solve problems
- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understand diverse philosophies and cultures within and across societies
- Can communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Have acquired skills for effective citizenship and life-long learning.

Learning goals specific to this course

- Demonstrate a critical understanding of the meanings of key concepts: gender, sexuality, nation, citizenship, transnationality, imperialism, immigration etc.
- Demonstrate an understanding of how concepts such as gender and sexuality change across scale and context, as well as across languages, geographical regions, nations and cultures.

- Demonstrate skill in researching, planning and writing papers, incorporating an analysis of key concepts in the course using an interdisciplinary approach.
- Demonstrate the capacity to form your own opinion within debates about transnational genders and sexualities, drawing on perspectives from inside and outside class

Weekly required readings

All required readings are in PDF format on Moodle. Readings are assigned for Mondays and Wednesdays. Check Moodle or the syllabus for a list of reading assignments.

ALWAYS read the assigned articles BEFORE class. Schedule at least an hour before each class meeting to do the readings. Write notes while you read in a notepad, journal, or your laptop/phone/electronic device. Sometimes the readings will be difficult to understand—keep on reading. Note down terms you aren't sure of; highlight the sentences you think are key or that illuminate your understanding particularly well; jot down any thoughts you have while you're reading.

In Week 5, a film is assigned to watch before class. Assigned films are available to watch on Reserve in the Walter Library.

Assignments

Your grade will be based on your performance, meeting assignment deadlines, regular and prompt attendance and class participation. The grade breakdown is as follows:

Attendance and participation	10%	(100 points)
In Class Presentations	10%	(100 points)
Staged Research Essay	40%	(400 points)
Class Tumblrs	20%	(200 points)
Final take-home exam	20%	(200 points)

Attendance and participation **10%**

Attendance is required. Absences will only be excused with a doctor's note or in cases of emergency. Two unexcused absences will lower your grade by half a letter grade (i.e. A drops to B+, etc). Three unexcused absences will lower your grade one whole grade. It's important that you do the readings before class each week, so you can join in discussion. Participation means taking part in in-class discussions and online discussion on Tumblr, asking questions if you don't understand a concept or argument. Remember, no question is too dumb or obvious – if it seems “stupid”, probably half the class is thinking it.

In Class Presentations **10%/100 points**

All students will present once in class on an article or chapter, summarizing the author's key arguments, defining any terms that were not clear, and providing some historical or social context for the author's arguments. A sign-up sheet for presentations will be circulated in Week 1.

Staged Research Essay**40%/400 points**

Students will choose an essay question from a list given out in Week 2. In stages, you will work through the process of researching and writing an answer to the question, with a built-in research skills workshop. The stages are:

- Annotated bibliography (10%) due October 7
- Essay plan (10%) due October 28
- Final essay (20%) due November 23

The final essay will be 10 pages, plus footnotes and bibliography. Grading will be based on a percentage for each stage: the research question, bibliography, and final essay. You'll receive a detailed handout with instructions and deadlines for each stage in Week 3.

Class tumblrs**20%/200 points**

Each of you will make a Tumblr on tumblr.com. By 9:00am each Wednesday, you will post an entry to your Tumblr. Students will be graded cumulatively over the semester for this assignment using the following criteria: consistency of posts; effort to fully articulate thoughts on course topics; and comments and responses to other students' posts and other tumblrs. This assignment provides an opportunity for you to not only express yourself but to also develop conversations with other students in GWSS 3404 and the internet in general.

Weekly prompts will include questions about the readings, prompts asking you to do research or find out something, and possibly also short digital media assignments.

At minimum, you will post once per week. These posts will be a combination of REQUIRED and OPTIONAL topics on alternate weeks:

- ONE post bi-weekly writing to a prompt given in class (Weeks 2, 4, 6, 8, 10, 12)

Then choose ONE of these optional topics to post bi-weekly (Weeks 3, 5, 7, 9, 11, 13)

- Reflect on your developing thoughts on the course and the topics
- Reblog a photo, song or video, explaining its relevance for the course,
- Reblog someone else's post, a link to an online article elsewhere, and explain its relevance
- Define a term
- Write a short post about a historical figure or person of note
- Write about sexuality in a particular location
- Write about one of the films we watch in class

All together, you'll post at least 12 times (or more if you choose). This activity should take you an hour per week. Each post should be around 250-300 words minimum; there is no word limit. I will be grading each Tumblr with a provisional grade and offering feedback around midterms. The final grade will be assigned after December 9.

Tumblr grades are assessed on the following criteria:

- Fulfilment of the minimum requirements
- Writing skills
- Referring to the readings, using author name and page number
- Imagination and creativity

- Depth of reflection
- The most important thing is to be creative and to show how you are thinking about course topics in your own words.

Keep track of your progress with posts: it's better to keep up with the prompts and to post every week than to fall behind. All Tumblr posts must be completed by **Wednesday December 9**.

Final take-home exam

20%/200 points

The final examination will cover materials from weekly readings and in-class discussions. I will post the exam questions at 12:00am on Tuesday December 15. The exam will consist of ten short answer questions and one essay question. The questions will cover the entire semester and require the citation of specific authors' arguments. Your exam will be graded using the following criteria: adequate response to question, quality of argumentation, accurate use and citation of course sources, and writing style. You will submit your exam to me by 3:00pm on Tuesday December 15 via Moodle. My expectation is that students will use the exam time to write their exam, but I am allowing for advance time in case of technical issues – you must have your exam paper to me via Moodle by 3:00pm for grading. We can discuss

Grading

Although the assignments accrue up to 1000 points, I will be using an A-F grading system for all assignments. The University mandated "+" and "-" grading symbols will be used with the A-F grading system.

- A: achievement *outstanding* relative to the level necessary to meet course requirements
- B: achievement *significantly above* that level necessary to meet course requirements
- C: achievement meeting the *basic* course requirements in every respects
- D: achievement *worthy of credit* even though it does not meet the basic requirements
- F : performance *failing* to meet the basic course requirements
- S: equivalent to a grade of C or better

Grading will be based on the following categories:

- Critical and thoughtful analysis
- Grasp of key term and concepts
- Initiative taken in researching and reading
- Written expression
- Structure (i.e., research assignment and exam have strong introduction, body and conclusion)
- Correctly formatted in-text citations and bibliography/reference list
- Presentation: assignments typed in 12 point font, double-spaced with wide margins; using correct spelling and grammar. ALWAYS SPELL CHECK YOUR WORK BEFORE PRINTING IT OR SENDING IT IN.

In Class Discussion and Note-Taking

Your enjoyment of and success in this course depends on all of us being present and paying attention. I encourage you to take notes in a notebook during class, rather than a laptop. If you **MUST** use a laptop to take notes, please be smart about how you work. Opening readings or checking a word or facts in the dictionary/Wikipedia is fine. Checking Facebook, email or any site unrelated to the course during class is not permitted. **Students who are clearly checking their personal email, chatting, or doing other extra-curricular activities during class time will be asked to leave, and will be marked absent for that day's class.**

Class Discussion Guidelines

In order to facilitate class discussions in class and online, we will adhere to the following ground rules:

- 1) Acknowledge that discrimination exists in many forms (e.g. sexism, racism, classism, ageism, homophobia, anti-semitism, ableism, etc.)
- 2) Acknowledge that any critical understanding of sexism, racism, classism, homophobia, ageism, etc. means that we need to recognize that we have been systematically taught misinformation about our own groups as well as members of other groups. This is true for dominant (e.g. white, male, heterosexual, upper-class, able-bodied, etc.) and subordinate (e.g. people of color, women, poor and working class, gay/lesbian/bisexual, disabled, Jew, etc.) group members. With the material involved in this class, I would like students to specifically remember this rule and be aware of it as they do their readings and participate in discussions.
- 3) We cannot be blamed for the misinformation that we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
- 4) We will assume people are doing the best that they can.
- 5) We will share information about our groups with other members of the class and we will *never* demean, devalue, or in any way put down people for their experiences.
- 6) We want to create a positive atmosphere for open discussion, even though learning might be uncomfortable at times. It is important to recognize that classes are not "safe" spaces, and that sometimes, the best learning experiences we have are moments of great discomfort. Members of the class may wish to share writing or make comments that they do not want repeated outside of the classroom. If so, the student will preface his/her remark with a request and the class will agree not to repeat the remarks.

Finally, please be aware that this course includes topics that are sexually explicit, controversial and may make you uncomfortable. If you choose to take this class, you are responsible for completing all reading and written assignments. Remember that you do not have to agree with all of the material presented in this class. However, you are required to read, listen, think, and write about the views presented.

Class Attendance and Late Assignments

In order to succeed in this course, you need to attend classes, complete assignments on time and keep up with the weekly readings. Part of your final grade will be based on your

attendance (see below). As an instructor, it's my responsibility to offer interesting, fun and challenging teaching material. In return, I expect students to attend classes on time, to participate in group activities, to ask questions, pay attention and think critically.

Attendance Requirements: I will be taking an attendance roll for every class. If you need to miss a lecture for medical reasons, please email me and provide me with a medical certificate. You can miss two classes without providing a medical certificate or other form of excuse. After two unexcused absences, your course grade will be reduced by half a grade (ie, A to B+, B+ to B, etc). Three unexcused absences will lower your grade one whole grade. While I will take attendance at every class meeting, I will not be keeping track of individual student's attendance grade during semester; it is your responsibility to keep track of your attendance and to turn up to class.

Late Assignments: I do not accept late assignments or give extensions except in the most dire emergencies, such as documented illness or a personal emergency. If you are having serious health problems or a personal emergency and wish to ask for an extension, see me personally in office hours or before/after class at least four days before the assignment is due. All extensions will require a signed letter from a health professional or the Counseling Service. Assignments submitted late without an extension will drop a grade for each day late.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Disability Policy Statement

Disability Accommodations: Students with disabilities who will require disability accommodations in this class are encouraged to make their requests at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately on 612-626-1333. The DRC office is located on the first floor of the Macnamara Alumni Center. For additional information, visit <http://diversity.umn.edu/disability/home>.

Assistance With Writing

1. Make an appointment with a writing tutor at Student Writing Support, <http://writing.umn.edu> 612.625.1893, a service offering face-to-face tutoring for all U of M students by appointment in Nicholson Hall and walk-in satellites around campus.
2. Make an appointment with SWS.online, a service offering online writing consultations (you submit and receive comments on your paper electronically, and meet with your consultant online for a follow-up chat).

Reading Assignments

Week 1 **September 9**
 Introductions and overview, set up Tumblr accounts

Part I: Concepts and frameworks

Week 2 **September 14 & 16**
 Theorizing Transnationality

Monday: Inderpal Grewal and Caren Kaplan, "Global Identities: Theorizing Transnational Studies of Sexuality." *GLQ: A Journal of Lesbian and Gay Studies* 7: 4 (2001), 663-679.

Wednesday: Jigna Desai, Danielle Bouchard, and Diane Detournay, "Disavowed Legacies and Honorable Thievery: The Work of the 'Transnational' in Feminist and LGBTQ Studies," in Richa Nagar and Amanda Lock Swarr, *Critical Transnational Feminist Praxis*. Albany: SUNY Press, 2010. 46-64.

Staged essay instructions handed out today.

Week 3 **September 21 & 23**
 Theorizing sexuality

Monday: Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." In Henry Abelove, David Halperin and Michele Aina Barale (eds), *The Lesbian & Gay Studies Reader*. New York: Routledge, 1993. Pp. 3-44.

Wednesday: Michel Foucault, *The History of Sexuality Volume One: An Introduction* (New York: Vintage, 1990). 92-103.

Part II: Questions of Representation, Language, Discourse

Week 4 **September 28 & 30**
 De/colonizing genders and sexualities

Monday Johannes Fabian, "Time and the Emerging Other", in *Time and the Other: How Anthropology makes its Object*. New York: Columbia University Press, 1983. Pp. 1-37.

Wednesday Evan B. Towle and Lynn M. Morgan, "Romancing the Transgender Native: Rethinking the Use of the 'Third Gender' Concept." *GLQ* 8: 4 (2002), 469-497.

Week 5 **October 5 & 7**
 Queer diasporas

Monday Martin Manalansan, "In The Shadows Of Stonewall: Examining Gay Transnational Politics and the Diasporic Dilemma," *GLQ: A Journal of*

Lesbian and Gay Studies 2: 4 (1995), 425-438.

Wednesday Gayatri Gopinath, "Local Sites/Global Contexts: The Transnational Trajectories of Deepa Mehta's *Fire*", in *Impossible Desires: Queer Diasporas and South Asian Public Cultures* (Durham: Duke UP, 2005), 131-160.

Film: *Fire*, directed by Deepa Mehta.

Annotated bibliography (10%) due October 7

Week 6 **October 12 & 14**
Globalization and sexuality

Monday Film, Ang Lee, *The Wedding Banquet*. 1993. 106 minutes

Wednesday Arjun Appadurai, "Disjuncture and Difference in the Global Economy." *Theory, Culture & Society* 7:2-3 (1990), 295-310.

Mark Chiang, "Coming Out into the Global System: Postmodern Patriarchies and Transnational Sexualities in *The Wedding Banquet*." In David Eng and Alice Hom (eds), *Q&A: Queer and Asian in America*. Philadelphia: Temple University Press, 1998. 374-397.

Week 7 **October 19 & 21**
Racialization and sexuality

Monday Alok Vaid-Menon, "Confessions of a Snow Queen," and "The White Kind of Body."
<http://www.returnthegayze.com/post/79397007499/confessions-of-a-snow-queen-by-alok-void-menon>
<http://queerlibido.tumblr.com/post/29149564800/the-white-kind-of-body>

Wednesday Jaap Kooljman, "Pleasures of the Orient: Cadinot's Maghreb As Gay Male Pornotopia", *Thamyris* 22, 97-112.

Part III: Activism, Law, Citizenship

Week 8 **October 26 & 28**
Queer tourism and travel

Monday Jasbir Puar, "Circuits of Queer Mobility: Tourism, Travel, and Globalization," *GLQ: A Journal of Lesbian and Gay Studies* (2002) 8(1-2): 101-137.

Wednesday M. Jacqui Alexander, "Imperial Desire/Sexual Utopias: White Gay Capital and Transnational Tourism", in *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred* (Durham: Duke University Press, 2006), 66-90.

Essay plan (10%) due October 28

Week 9	November 2 & 4 Transnational Sexual Rights Discourse and NGO-ization
Monday	Shannon Woodcock, "Gay Pride as Violent Containment In Romania: A Brave New Europe", <i>Sextures</i> 1: 1, 1-17. http://sextures.net/woodcock-gay-pride-romania
Wednesday	Joseph Massad, "Re-Orienting Gay Desire: The Gay International and the Arab World", in <i>Desiring Arabs</i> . Chicago: University of Chicago Press, 2008. 160-190.
Week 10	November 9 & 11 Queer immigration flows
Monday	Film: <i>Fremde Haut</i> , dir. Angelina Maccarone (Germany, 2005).
Wednesday	Eithne Luibhéid, "Sexuality, Migration, and the Shifting Line Between Legal and Illegal Status," <i>GLQ: A Journal of Lesbian and Gay Studies</i> 14: 2-3 (2008), 289-315. Pooja Gehi, "Struggles From the Margins: Anti-Immigrant Legislation and the Impact on Low-Income Transgender People of Color", <i>Women's Rights Law Report</i> 30 (2008), 315–346.
Week 11	November 16 & 18 HIV/AIDS: transnational biopolitics
Monday:	Cindy Patton, "Official Maps" in Cindy Patton and Benigno Sanchez-Eppler (eds), <i>Queer Diasporas</i> . Durham: Duke University Press, 2008. 15-38.
Wednesday:	Vinh-Kim Nguyen, "Antiretroviral Globalism, Biopolitics and Therapeutic Citizenship," in Aihwa Ong, <i>Global Assemblages: Technology, Politics, and Ethics and Anthropological Problems</i> . Oxford: Blackwell, 2005. 124-144.
Part IV: Current Political Dilemmas	
Week 12	November 23 & 25 Homonationalism and Pinkwashing
Monday:	Jin Haritaworn, Tamsila Tauqir and Esra Erdem, "Gay Imperialism: Gender and Sexuality Discourse in the 'War on Terror'", in Adi Kuntzman and Esperanza Miyake (eds), <i>Out of Place: interrogating silences in queer raciality</i> . London: Raw Nerve Books, 2008. Pp 9-33.
Wednesday:	Haneen Maikey and Jason Ritchie, "Israel, Palestine and Queers." MR Zine, 28 April 2009. http://mrzine.monthlyreview.org/2009/mr280409.html

Sarah Schulman, "Israel and Pinkwashing," *New York Times*, November 23 2011. <http://www.nytimes.com/2011/11/23/opinion/pinkwashing-and-israels-use-of-gays-as-a-messaging-tool.html>

Maya Mikdashi, "Gay Rights As Human Rights: Pinkwashing Israel," *Jadaliyya*, December 16 2011.
http://www.jadaliyya.com/pages/index/3560/gay-rights-as-human-rights_pinkwashing-homonationa

Final essay (20%) due November 23

Week 13 November 30 & December 2
Sex work and "trafficking" discourse

Monday: Film: *Les travestis pleurent aussi*. Dir. Sebastiano D'Ayala Valva (Italy, 2007).

Wednesday Laura Agustín, "Migrants in the Mistress's House: Other Voices in the 'Trafficking' Debate," *Social Politics: International Studies in Gender, State and Society* 12: 1 (2005).

Kamala Kempadoo, "Globalizing Sex Workers' Rights," *Canadian Women's Studies* 22: 3-4 (2003), 143-150.

Week 14 December 7 & 9
Queer transnational labor flows

Monday: Bobby Benedicto, "The Haunting of Gay Manila: Global Space-Time and the Specter of Kabaklaan," *GLQ: Lesbian and Gay Studies Quarterly* 14: 2-3 (2008), 317-338.

Martin Manalansan, "Queering the Chain of Care Paradigm", *Scholar and Feminist Online* 6: 3 (2008).
http://barnard.edu/sfonline/immigration/print_manalansan.htm

Wednesday Film, *Paper Dolls*. Dir. Tomer Heymann (2006).

Tumblrs completed by Wednesday December 9.

Week 15 December 14 & 16
The queer "postracial" city: queer gentrification, class and racialization

Monday Rachel Loewen Walker, "Toward a FIERCE Nomadology: Contesting Queer Geographies on the Christopher Street Pier." *Phaenex: journal of existential and phenomenological theory and culture*. 6: 1 (2011), 90-120.

Wednesday Jin Haritaworn, "Colorful Bodies in the Multikulti Metropolis: Trans Vitality, Victimology and the Berlin Hate Crime Debate," in Trystan Cotton (ed.), *Transgender Migrations: The Bodies, Borders, and Politics of*

Transition. New York: Routledge (2011), 11-31.

Final exam uploaded Tuesday December 15 at midnight, due at 3:00pm.