

GWSS 4415 SPRING 2018

TRANSNATIONAL BODY POLITICS

Canvas Site

T/W 4:00-5:15pm, Nicholson
125

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Office hours: Tuesday
2:00pm-4:00pm

Course Description: Our bodies are always already modified. How we shape our bodies can express our deepest feelings about who we are. Body modification can also represent cultural and subcultural identifications or expectations based on gender, race, class and sexuality. But what we do with our bodies is never separate from the politics of cultural difference and fluctuating ideas of what is acceptable or unacceptable, civilized or uncivilized. These ideas are historically and culturally specific. This course looks at body modification on a transnational scale to ask how we come to know what differentiates “mutilation” from “correction.” We ask how feminist, queer and critical race theories illuminate these debates, reading across historical, anthropological, medical and literary texts. Weekly topics include gender, race and cosmetic surgery; skin whitening technologies; transnational gender reassignment; surgical tourism; female genital cutting; piercing, tattooing and scarification; the cultural politics of hair; and body modification in the context of transnational feminized labor.

Getting in touch with me: Email is the best way to contact me. I answer emails from Monday-Friday, 9am-5:30pm. I endeavor to reply within three days.

CLA Learning Outcomes

CLA Learning Outcomes met by this course:

- be able to identify, define, and solve problems,
- be able to 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,
- be able to communicate effectively,

- understand the role of creativity, innovation, discovery, and expression across disciplines, and
- 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: embodiment, sexuality, gender, transnationality, body modification, somatechnics, colonialism, biopolitics, necropolitics, value, etc
- Understand how concepts of embodiment 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 body politics, drawing on perspectives from inside and outside class

Weekly required readings

Please note that this is a 4000-level course. It is an advanced course and it is designed to be reading-intensive. This is NOT an introductory course. I assume that students have some previous familiarity with GWSS topics and that they have an interest in advanced discussion. If you find yourself struggling with the amount of readings, please reconsider taking the course.

All required readings are available as PDF documents on the Canvas site under the Modules for each unit and each week.

For each week I've organized a series of readings constellated around a given theme. Usually I will set around 3-4 chapters or articles per week. On Tuesdays I'll do a mini-lecture to introduce and give context for the readings, then kick off discussion (or sometimes screen a film). Thursday classes will be spent in discussions and group activities. The readings may not look thematically related at first glance: this is a cue for you to think about how they might bounce off each other, work in contradictory methods/logics, or get to similar places through different means entirely.

ALWAYS read the assigned articles BEFORE class. Schedule at least 3 hours 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.

Reading and research strategies

In our reading for this class, we may find ourselves looking for perspectives on the question of how to read, how to do research, and how to formulate good questions that generate useful discussion. We also might spend a lot of time feeling anxious about the politics of “research” and how it is possible to hold a politics while we inhabit this compromised institution, the university. While we can use the methods we already know (basic humanities/social science research methods apply) this is also a philosophical and political question: how we read and to what end informs the way we interpret meaning, investment, application, praxis. The article below addresses reading and research strategies, as well as some pointers on how to ask good questions. We’ll set aside time in the first session to talk about it, and will return to this conversation throughout semester so that we remain in a dialogue about reading/research methods. Please read the following before the first class.

- Kyla Wazana Tompkins, “We Aren’t Here to Learn What We Already Know,” <http://avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/>

In Class Discussion and Note-Taking

This class is a seminar, not a lecture class. Although I will provide mini-lectures on the readings and materials, small and large group discussions will be the main format of the class. The success of the discussion depends on all of us being present rather than checked out. If you use a laptop to take notes, please be smart about how you multitask in class: checking a word or facts in the dictionary or Wikipedia is fine. Checking Facebook, email or any non-related site 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.

Course Requirements

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

Participation: 20% The most important aspect of this seminar is discovering and articulating your own insights from your reading and staying in open dialogue with others to collaboratively and collectively build greater insight. This process happens even during debate, disagreement, and all kinds of intense feelings, about the readings, myself, and other students. Transformative thinking often takes place in moments of uncomfortable conflict, messiness, and intense feelings. So instead of hiding these, I encourage you all to find ways to respectfully articulate your reactions and responses.

To do this safely, we also need to remain aware of the overall discussion dynamic: is it well-balanced? Is someone talking more than everyone else or dominating the discussion? If so, what strategies might undo this dynamic? (I.e. raising the issue; instigating a “stack” or speaking list; instigating a round robin where everyone speaks in turn around the room; anything else you can think of.) Do you and others feel comfortable enough to speak, even if it

may be stressful? If not, what can you do to facilitate a more open-minded and respectful process of speaking and listening?

With this in mind, two people will take on the role of caretaker each class. Caretakers work in pairs/teams. Caretakers take the temperature of the room and are responsible for intervening when something needs to happen. Caretakers' responsibilities include:

- actively ensuring that discussion kicks off (if no-one is talking, ask a question or make a comment to get things moving)
- actively ensuring that everyone is invited and welcome to share their perspectives
- actively ensuring that the seminar maintains an attitude of respect for everyone
- facilitating communication if differences of perspective become stressful
- encouraging engagement or breaking the ice if people in seminar are reluctant to speak.

Please sign up to be a caretaker on the form in Google Drive. Most people will do this twice. If you're unable to make it to class, please let everyone know so we can find a replacement.

It is everyone's responsibility to help the caretakers do their job. And thus, the grade for caretaking will accrue to everyone except the two caretakers. That is to say, you will be graded on helping the caretakers for each day of seminar except for the days on which you are caretaker.

Response Papers (4 total): 20%

For four of the readings (articles, chapters or whole books), you are required to write four 2-3 page response papers in which you substantively engage some aspect of the text that you find particularly compelling. This is a practice run for literature reviews or a book review. Your comments should include a generous summary of the author's critical contention and what they are trying to do in the work; the body of scholarship the author is engaging with; how the author seeks to communicate their arguments (methodology, particular sites they look at, voice, style); and your own comments and questions about the text. Response papers are due on January 30, February 27, March 27, and April 17 (all Tuesdays). Please upload your document to Google Drive as a Word doc on the day it's due.

In Class Questions: 10%

- Starting in Week 2, each week at least one person will write a discussion question for each different reading.
- Each student should write discussion questions THREE TIMES across the semester
- Some tips about writing questions (some of these are drawn from Tompkins's handout for writing discussion questions)
 - Frame questions in two sentences or less (the more succinct the better).
 - Questions are designed to prime the reading for others and to kick off class discussion. A good question looks at the main points the author is making and tries to think WITH the author (even if you disagree or are critical).

- You should know the following information: who wrote the essay/chapter; what is their discipline, or interdisciplinary nexus; what else have they written; what is the/are the central arguments; who is the writer in conversation with; what are some key passages; what are some key terms; what did you not understand?
- Make your discussion question(s) simple, straightforward and jargon-free.
- Make your questions open-ended, i.e. not answerable with fact or by direct and immediate reference to the text. Make sure your question doesn't rely on information the rest of the class doesn't have, OR give the class enough information and background to be able to engage the question.
- Make sure the question is answerable to start with, i.e., is not vague and does not rely on facts or assumptions not addressable within the confines of our class conversation.
- Make reference to the text with quotes or page numbers: direct the class to look at a relevant passage, read it together out loud, and drill down into the writing and sentence structure itself to get at the problem you are looking at.
- A good discussion question reframes some of the problems of the text and then tries to get at internal logical problems and paradoxes or to think through the consequences, implications and applications of the theory. As such, questions about "experience" or "responses" or "feelings" tend not to be helpful questions – try to step back from personal responses and instead focus on the intellectual shape of the ideas and argument.
- Please fill in the schedule by listing your name next to the readings x 3. Don't pick and choose too carefully -- this is meant to give you practice condensing and thinking about writing you wouldn't normally read.
- Post questions to the Canvas forum for each topic/week. Please post before Tuesday at 12pm before class so everyone has a chance to read.

Final Project: 50%

You are responsible for choosing a project to work on for this course that engages substantively with the critical/theoretical concepts explored in class. You can choose from the following options:

Option A: Choose a research question from the options offered by me in mid-March

Option B: You compose your own research question, and write a research paper that addresses your own question. Note that questions must be approved.

Each student will submit a paper proposal by March 20. This is a two-page proposal detailing the research question you will address in your final paper, the methods you're using to answer your question, and the texts/books/articles/sites you'll analyze in your final paper.

In your proposal, include the following:

- A title
- The research question
- A list of readings you plan to consult in writing the paper with brief notes

Proposals must be approved before you begin the writing process.

Paper Structure and Format:

Your paper should take the form of a research essay that is approximately 10-12 pages in length. Your paper should be typed, double spaced, and conform to formal methods of scholarly citation (i.e. MLA, Chicago Manual of Style). You should use footnotes, endnotes, or author-date references throughout your paper, and include page numbers for the reader.

Your paper should include the following subsections:

- I. Introduction of topic
- II. Thesis statement and Outline of Paper
- III. Background information/Previous scholarly perspectives
- IV. Critical Analysis and Close Reading (this is the longest section)
- V. Culmination of your argument
- VI. Conclusion

Draft papers are due on April 24 so you can incorporate peer and instructor feedback into the final version.

Deadlines:

Proposal	due Tuesday March 29	10%
Paper Draft	due Tuesday April 24	15%
Final Paper	due Monday May 7	25%

Grading

CLA Grading criteria: 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.

Class Discussion Guidelines

College classrooms should be spaces of learning and challenge. This class deals with gender, sexuality, race, and injustice in an explicitly political subject matter. In this class we will learn about events and perspectives that challenge mainstream understandings of what is “normal”. We are learning in a moment that demonstrates how important some of these ideas are to the history of the United States: the current U.S. government has shown unprecedented sympathy towards racist anti-black, anti-immigrant and Islamophobic sentiment, and is fomenting hatred of women, gays and lesbians, and trans people. No matter where we stand on the political spectrum, this means feelings are running high; political events may affect our capacity to function. My philosophy as a teacher is that bodies and feelings are just as much a part of learning as intellectual thought: the challenge is to incorporate “feelings” and “intellect” with each other and to keep open to others’ perspectives. However, I also see the classroom as a place to invent ways to resist violence and workshop strategies for optimism, self-care, and change. The following guidelines are designed to help us do that:

In order to facilitate class discussions in class and online, we will adhere to the following guidelines. Simply put, **we take care of each other and we solve problems together.**

- 1) By being here, we acknowledge that injustice exists in many forms (e.g. sexism, racism, classism, ageism, transphobia, homophobia, anti-semitism, ableism, etc.)
- 2) To have a critical understanding of injustice, we need to recognize that we have been systematically taught misinformation about how society works and about individuals: both those we feel similar to, and those we think of as different from us. This is true for dominant (e.g. white, male, cisgender, heterosexual, upper-class, able-bodied, etc.) and subordinate (e.g. people of color, women, poor and working class folks, queer people, trans people, disabled people, Jew, etc.) populations. Please remember this as you do your 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 aren't here to judge others, we are here to grow into knowledge and allow others to do the same. No-one is perfect. I am not a perfect instructor, you are not perfect students, and the authors we read are not perfect either. Sometimes we may not know the "correct" language to refer to trans and gender nonconforming people/culture/politics; sometimes we may think others are using the "wrong" language. We are not looking for the correct or politically inarguable perspective or insight, but for insight coming from a place of integrity and respect.
- 5) We do not demean, devalue, or in any way put down people for their experiences.
- 6) Learning might be uncomfortable at times. Classrooms are not "safe" spaces; sometimes, the best learning experiences we have are moments of great discomfort. Because of this, **we take care of ourselves and each other**. Take care of yourself in the classroom. If you are feeling triggered or uncomfortable, do what you need to do: take five minutes break from the classroom, suggest everyone change the subject, tell me you're having a hard time. We also **solve problems together**: if you hear something that you disagree with, say so in a respectful and clear way.
- 7) Step up/step back: some people feel comfortable talking often in class; others tend to think a lot but don't express themselves verbally. Some people feel really anxious about talking in class; some people need a certain silence or space before they can speak up. If you notice that you tend to talk a lot, try stepping back and creating space for others to speak. Or try asking other classmates a question. If you usually remain silent during discussions, try stepping up and challenging yourself to make a brief comment or ask a question.

Finally, please be aware that this course includes topics that are sexually explicit. 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. 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: Since this is a seminar and not a "lecture class", I will be taking an attendance roll for every class. If you need to miss a class for your health or well-being, please email me and let me know. I do not penalize absences in grading. However, if you miss more than one class, please contact me and request makeup work. Makeup work cannot cover extensive absences. 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 emergencies, such as documented illness or a personal crisis. If you are having serious health

problems or a personal emergency and wish to ask for an extension, email me AT LEAST THREE DAYS before the assignment is due. Extensions will not be granted on the day an assignment is due. If you have accommodations, please email me AT LEAST THREE DAYS before the due date so we can negotiate an extension. Assignments submitted late without an extension will drop a grade for each day late.

University-wide Policies

Disability Accommodations: Students who need disability accommodations in this class are encouraged to make their requests at the beginning of the semester either during office hours or by appointment. If for some reason you're unable to obtain disability accommodations from the DRC, or unable to get an appointment, please email me or visit me in office hours to arrange accommodations individually.

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. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. For additional information, visit <http://diversity.umn.edu/disability/home>.

Sexual Assault and Harassment Policy:

- The University prohibits all forms of sexual assault, stalking, and relationship violence and provides comprehensive support and reporting mechanisms for all members of the community. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.
- As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a reporting responsibility related to my role. I am required to share information regarding sexual misconduct or information about a crime of sexual misconduct that may have occurred with the Office for Equal Opportunity & Affirmative Action (EOAA) at diversity.umn.edu/eoaa/home.
- Confidential Support: Free and confidential support and academic advocacy can be found with The Aurora Center on their 24-hour help line, 612-626-9111 and at aurora.umn.edu to explore your options. Options include confidential counseling and advocacy to get accommodations with academic work.

Food and Housing Insecurity: Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their undergraduate education, is urged to contact Emily O'Hara, the Care Manager at Student Services, eohara@umn.edu, 612-625-2517, and <http://caremanager.umn.edu>. The Nutritious U Food Pantry is underway and more information can be found here <https://gopherlink.umn.edu/organization/NUP>. Second Harvest Heartland is an organization that can assist with assistance programs. Furthermore, please notify me if you

are comfortable in doing so. This will enable me to provide any resources that I can mobilize. (PS There is always some food in my office for everyone and anyone.)

Undocumented Students: If you are an undocumented student and need support, please contact me if you feel comfortable doing so. There is a UMN group of faculty and staff who are working together to provide support as well that you may access. Marissa Hill-Dongre with the University Immigration Response Team can help. You may email immigration@umn.edu and find additional information here: <http://immigration.umn.edu/services-resources/university-minnesota-twin-cities-resources>.

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>.

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).

GWSS 4415 Weekly Topics and Reading Schedule

Date	Topic	Readings
Week 1 1/16 and 1/18	Thinking Embodiment	<ul style="list-style-type: none"> ● Nikki Sullivan and Samantha Murray, "Introduction," in <i>Somatechnics: Queering the Technologization of Bodies</i>, 1-12. ● Gilles Deleuze, "Postscript on the Societies of Control," <i>October</i> 59 (1992), 3-7. ● Kyla Wazana Tompkins, "We Aren't Here to Learn What We Already Know," http://avidly.lareviewofbooks.org/2016/09/13/we-arent-her-e-to-learn-what-we-know-we-already-know/
Week 2 1/23 and 1/25	Transnational feminist theories	<ul style="list-style-type: none"> ● Inderpal Grewal and Caren Kaplan, "Global Identities: Theorizing Transnational Studies of Sexuality." <i>GLQ: A Journal of Lesbian and Gay Studies</i> 7: 4 (2001), 663-679. ● M. Jacqui Alexander, "Transnationalism, Sexuality, and the State: Modernity's Traditions at the Height of Empire," in <i>Pedagogies of Crossing</i>, 181-255. ● 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, <i>Critical Transnational Feminist Praxis</i>.
Week 3 1/30 and 2/1 Reading Response 1 due today	Racialized Body Modification I: Cultural Appropriation	<ul style="list-style-type: none"> ● bell hooks, "Eating the Other." In <i>Black Looks: Race and Representation</i>. Boston: South End Press, 1992: 21—40. ● Sunaina Maira, "Belly Dancing: Arab-Face, Orientalist Feminism, and U.S. Empire," <i>American Quarterly</i>, 60: 2 (2008), 317-345. ● Kobena Mercer, "Black Hair/Style Politics." in Kobena Mercer (ed), <i>Welcome to the jungle: new positions in Black cultural studies</i>. New York: Routledge, 97-131.
Week 4 2/6 and 2/8	Racialized Body Modification II: Body art and modern primitives	<ul style="list-style-type: none"> ● Johannes Fabian, "Time and the Emerging Other", in <i>Time and the Other: How Anthropology makes its Object</i>. New York: Columbia University Press, 1983. Pp. 1-2, 17-37. ● Victoria Pitts, "Modern Primitivism and the Deployment of the Other," <i>In the Flesh: The Cultural Politics of Body Modification</i>, 119-151. ● Christian Klesse, "Racialising the Politics of Transgression: Body Modification in Queer Culture," <i>Social Semiotics</i> 17: 3 (2007), 275-292. ● Film: <i>Delusions in Modern Primitivism</i> (2000), https://vimeo.com/32048378

Week 5 2/13 and 2/15	Racialized Body Modification III: The Racialization of Beauty	<ul style="list-style-type: none"> • Sander Gilman, “The Racial Nose,” in <i>Making the Body Beautiful: A Cultural History of Aesthetic Surgery</i>. 85-118. • Amina Mire, “The Emerging Skin Whitening Industry,” <i>Counterpunch</i>, July 28, 2005. • Goldie Osuri, “Ash-coloured whiteness: The transfiguration of Aishwarya Rai,” <i>South Asian Popular Culture</i>, 6:2, 109-123. • Eugenia Kaw, “Medicalization of Racial Features: Asian American Women and Cosmetic Surgery,” <i>Medical Anthropology Quarterly</i> 7(1): 74-89. • Aizura, Aren. “Where Health and Beauty Meet: Femininity and Racialisation in Thai Cosmetic Surgery Clinics.” <i>Asian Studies Review</i> 33: 3 (2009), 303–317.
Week 6 2/20 and 2/22	Racialized Body Modification IV: Genital Cutting	<ul style="list-style-type: none"> • Robertson, Claire. “Rethinking Approaches to African Genital Cutting.” In <i>Genital cutting and transnational sisterhood: disputing U.S. polemics</i>. Urbana: University of Illinois Press, 2002. • Fiona Green, “From clitoridectomies to ‘designer vaginas’: The medical construction of heteronormative female bodies and sexuality through female genital cutting.” <i>Sexualities, Evolution and Gender</i> 7: 2 (2005), 153–187. • Saida Hodžić, <i>The Twilight of Cutting: African Activism and Life After NGOs</i>, Preface and Introduction
Week 7 2/27 and 3/1 Response Paper #2 due Feb 27	Bodies as Sites of Value I: Bio and necropolitics	<ul style="list-style-type: none"> • Michel Foucault, “From the power of sovereignty to power over life,” lecture (17 March 1976), in <i>Society Must be Defended. Lectures at the College de France 1975-1976</i>, 239-264. • Achille Mbembe, “Necropolitics.” <i>Public Culture</i> 15:1 (2003), 11-40. • Elizabeth Povinelli, “The Child in the Broom Closet: States of Killing and Letting Die,” <i>South Atlantic Quarterly</i> 107: 3, 509–530.
Week 8 3/6 and 3/8	Bodies as Sites of Value II: Transnational Reproductive Labor	<ul style="list-style-type: none"> • Evelyn Nakano Glenn, “From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor,” <i>Signs</i> 18:1 (1992), 1-43. • Manalansan IV, Martin F. 2006. “Queering the Chain of Care Paradigm.” <i>Scholar and Feminist Online</i> 6: 3 (2008). • Aren Aizura, “The Romance of the Amazing scalpel: “Race”, Labour, and Affect in Thai Gender Reassignment Clinics.” <i>Queer Bangkok: 21st Century Markets, Media, and Rights</i>. • Film: Paper Dolls (2007)
Week 9 3/13 and 3/15	Spring Break, no class	<ul style="list-style-type: none"> • No readings
Week 10 3/20 and 3/22	Bodies as Sites of Value IV: Trans/ Transnational/	<ul style="list-style-type: none"> • Boellstorff, T., M. Cabral, M. Cardenas, T. Cotten, E. A. Stanley, K. Young, and A. Z. Aizura. “Decolonizing

	Mobility	<p>Transgender: A Roundtable Discussion.” <i>TSQ: Transgender Studies Quarterly</i> 1 (3), 2014. Duke University Press: 419–39.</p> <ul style="list-style-type: none"> • Jasbir K. Puar, “Bodies with New Organs.” <i>Social Text</i> 33 (3 124): 45–73 (2014). • Ani Dutta and Raina Roy. “Decolonizing Transgender in India: Some Reflections.” <i>TSQ: Transgender Studies Quarterly</i> 1 (3): 320–37 (2014). • Erin Durban-Albrecht. “Postcolonial Disablement And/as Transition.” <i>TSQ: Transgender Studies Quarterly</i> 4 (2). Duke University Press: 195–207 (2017). • C. Riley Snorton, “Introduction,” <i>Black on Both Sides: A Racial History of Trans Identity</i>
Week 11 3/27 and 3/29	Bodies as Sites of Value IV: Disability and Debility	<ul style="list-style-type: none"> • Helen Meekosha, “Decolonising Disability: Thinking and Acting Globally.” <i>Disability and Society</i> 26 (6). Routledge: 667–82. • Nirmala Erevelles, “Embodied Antinomies: Feminist Disability Studies Meets Third World Feminism,” in <i>Disability and difference in global contexts: Enabling a transformative body politic</i> (New York: Palgrave Macmillan, 2011) • Jasbir Puar, Ch 2 “Crip Nationalisms” and Postscript, “Treatment Without Checkpoints” in <i>The Right to Maim: Debility, Capacity, Disability</i> (Durham: Duke UP, 2017)
Week 12 4/3 and 4/5	Biomedicalization I: grounding theories	<ul style="list-style-type: none"> • Clarke, Shim, Mamo, Fosket, and Fishman, “Biomedicalization: Technoscientific Transformations of Health, Illness, and U.S. Biomedicine,” <i>American Sociological Review</i> 68: 2 (2014): 161–94. • Adele Clarke, “Epilogue: Thoughts on Biomedicalization in its Transnational Travels” in <i>Biomedicalization: Technoscience, Health, and Illness in the U.S.</i> Durham: Duke University Press, 2010. 380-406. • Kaushik Rajan, “Banking (on) Biologicals: Commodifying the global circulations of human genetic material.” <i>Sarai Reader</i> (2002).
Week 13 4/10 and 4/12 <i>No class 4/12: Prof. Aizura at conference</i>	Biomedicalization II: Reproductive Technologies	<ul style="list-style-type: none"> • Daisy Deomampo, “Race, Nation, and the Production of Intimacy: Transnational Ova Donation in India.” <i>Positions</i> 24 (1). Duke University Press: 303–32 (2016). • Amrita Pande, “Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker.” <i>Signs</i> 35: 4 (Summer 2010), pp. 969-992. • Laura Mamo, “Fertility, Inc: Consumption and Subjectification in US Lesbian Reproductive Practices,” in <i>Biomedicalization</i>
Week 14 4/17 and 4/19	Biomedicalization III: Clinical labor	<ul style="list-style-type: none"> • Melinda Cooper and Catherine Waldby, “From reproductive work to regenerative labour,” <i>Feminist Theory</i> 11: 1 (2011), 3-22.

		<ul style="list-style-type: none"> ● Kalindi Vora, "Others' Organs: South Asian Domestic Labor and the Kidney Trade," <i>Postmodern Culture</i> 19: 1 (2008) ● Kalindi Vora, "Limits of 'Labor': Accounting for Affect and the Biological in Transnational Surrogacy and Service Work." <i>South Atlantic Quarterly</i> 111 (4): 681–700.
Week 15 4/24 and 4/26	Biomedicalization IV: HIV	<ul style="list-style-type: none"> ● Theodore Kerr, "AIDS 1969: HIV, History, and Race," http://drainmag.com/aids-1969-hiv-history-and-race/ ● Vinh-Kim Nguyen, "Antiretroviral Globalism, Biopolitics and Therapeutic Citizenship," in Aihwa Ong and Stephen Collier (eds), <i>Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems</i> (Malden, MA: Blackwell, 2005), ● Adam Geary, "Chapter 1: Rethinking AIDS in Black America," in <i>Anti-Black Racism and the AIDS Epidemic: State Intimacies</i> (New York: Palgrave Macmillan, 2014), 1-29.
Week 16 5/1 and 5/3	Governing Embodiment: Biometrics and Surveillance	<ul style="list-style-type: none"> ● Interview with Simone Browne, "The Surveillance of Blackness," <i>Truthout</i>, March 3 2016. ● Simone Browne, "Branding Blackness: Biometric Technology and the Surveillance of Blackness" in <i>Dark Matters: On the Surveillance of Blackness</i> ● Joseph Pugliese, "Biometrics, Infrastructural Whiteness, and the Racialized Zero Degree of Nonrepresentation." <i>Boundary 2</i> 34 (2): 105–33. 2007.