CATALOGUE DESCRIPTION

Explores contemporary experiences of sexualities within transnational contexts. Analyzes themes including queer and LGBTQI organizing, same-sex desires, queer transnational immigration and labor flows, sex industries and discourses of trafficking, sex tourism, and reproductive justice, using feminist, queer, and postcolonial theoretical frameworks.

COURSE DESCRIPTION

This course presumes that understanding the politics of sexuality is central to an analysis of transnational feminisms, and that transnational “border-crossings” are central to the study of sexualities. Rather than being secondary or peripheral, sexuality plays a vital role in everything from culturally constructed expressions of masculinity and femininity, to local and global economic policies and relations, to militarism, war, and conflict. In this discussion-oriented interdisciplinary course, students will be introduced to key themes and questions regarding sexualities in transnational contexts. We will situate our discussions within specific cultural and geopolitical contexts. Topics for study will include: queer and LGBTQI organizing; expression of sexual identities, desires, and practices within cross-cultural contexts; queer transnational immigration and labor flows; sex industries; sex trafficking; sex tourism; sexual violence; and movements for reproductive justice.

Contemporary Global Issues (Synthesis)
Baccalaureate Core Requirement

QS/WGSS 476/576 fulfills the Contemporary Global Issues (Synthesis) requirement in the Baccalaureate Core. As part of this requirement, students who take this course will be able to: 1. Analyze the origins, historical contexts, and implications of contemporary global issues. 2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach. 3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

MEASURABLE STUDENT LEARNING OUTCOMES

As a result of having taken this course, students will be able to:

- develop an understanding of varied experiences and expressions of sexuality in cross-cultural contexts.
- explain general concepts and themes within sexuality studies, including gender, sexuality, nation, citizenship, same-sex identities, desires, and practices; global sex industries; discourse of “trafficking,” and reproductive justice.
- understand and analyze the politics and limits of western terminology regarding transnational sexualities, particularly the ways in which concepts of gender and sexuality may change across languages, geographical regions, nations, and cultures.
• analyze the intersections of gender, race, class, sexuality, nation, and other categories, and understand the ways in which these socially constructed categories intersect
• consider the ways in which expressions of sexuality around the world have been configured and/or constrained in distinct ways, shaped by specific cultural contexts and transnational power relations.
• analyze power, particularly in terms of structural and institutionalized forms of oppression.
• analyze the gendered dynamics of racism, racialization, and colonialism, as well as the racialized dynamics of gender and sexuality.
• develop greater sensitivity and critical awareness about women’s and sexual minorities’ experiences in various parts of the world.

In addition, graduate students who take this course will be able to:
• examine issues such as globalization, neoliberalism, immigration, militarism, state violence, and the politics of representation in relation to transnational sexualities.
• demonstrate writing skills in feminist/queer critical analysis on the topic of transnational sexualities.
• generate original research topics in the study of transnational sexualities.

These objectives will be assessed through each student’s participation in class discussion, in-class presentation, review of organizations, and final exam or research paper.

REQUIRED LEARNING RESOURCES


In addition, students will be asked to read selections from the following electronic journal:
• *Feminist Africa* Issue 6, 2006: “Subaltern Sexualities”

All texts are available at OSU’s bookstore, and on two-hour reserve at the university library. Additional readings will be available on our Blackboard site.

COURSE REQUIREMENTS AND ASSIGNMENTS

1. Attendance and Participation (25%)
Students are expected to attend all class meetings and to participate fully in class discussions. The reading load is challenging but manageable, and students are expected to complete all readings. As a student in a feminist class, you are responsible to your classmates as well as to yourself for the success of our joint teaching and learning. You demonstrate your commitment to the class by contributing consistently and respectfully to discussions, and engaging enthusiastically in learning activities. You are expected to come to class prepared to discuss the readings with carefully thought out critical observations, comments, and/or questions. Please note: Women, Gender, and Sexuality Studies has a departmental policy that if a student misses more than the equivalent of two weeks of classes during a ten-week quarter, a letter grade (for the final grade) will be deducted for each additional absence.
2. Facilitated Discussion (20%)
Most class meetings will begin with a short (approximately 30 minutes) collaborative student presentation, engaging and highlighting key themes of the reading assigned for that week, connecting the authors’ arguments with other readings we have discussed, and offering a starting point for our collective analysis. These discussions may include critical comments, comparison/contrast, discussion questions, and/or in-class exercises, and should be respectful of the time limit (no more than 30 minutes). Your notes/presentation slides should be submitted online on the day of your scheduled facilitated discussion, to be shared with the other members of this seminar. You will have the opportunity to select dates for presentations during our first class meeting. Please note that once scheduled, these presentations cannot be rescheduled.

Grades for facilitated discussions will be based on the following rubric, for a total of 100 points:
- explicitly engages key themes in the assigned readings (20 points)
- connecting the readings and/or themes to other readings and/or themes already discussed in class, when relevant (10 points)
- equal and well integrated collaboration (10 points)
- well organized facilitation (20 points)
- engages class in critical discussion and thought (20 points)
- appropriate pedagogical approach (10 points)
- presents within time limits (no more than 30 minutes) (10 points)

3. Review of organizations (15%)
For the course, you should explore the work and objectives of at least three organizations addressing issues of transnational sexualities, including LGBTQI and/or queer communities; reproductive justice; global sex industries, etc. (You may do so by exploring their websites and/or other literature, or through discussion or correspondence with their staff or volunteers.) Discuss your findings in a short (approximately 600-800 words) essay, explaining what the organizations do, how they do it, and what effects their work may have on their various constituencies. These reviews are due Friday of Week 5.

3. Final Exam or Research Paper (40%)
For this course, students will have a final take-home essay exam, regarding key themes and concepts in our readings, films, and discussions. Graduate students are required to complete a final research paper, focusing on a topic of your choice, approved in advance by the professor. During the term, graduate students will be asked to turn in project proposals, explaining your plans for this assignment; annotated bibliographies including 10-15 scholarly sources; and drafts to be shared in a peer review process. All papers will be due on our Blackboard site, on Monday of Finals Week. No late final exams or papers will be accepted.

Students will be expected to make a brief (10-15 minutes) presentation based on your final paper during our final class meeting, Monday, June 2.

- Paper Proposals Due Week 4 – Paper Proposals should be 1-3 pages in length, explaining your topic, research questions, and methodological approach (10 points)
- Annotated Bibliographies Due Week 6 – Annotated Bibliographies should include brief descriptions of the key sources for your research paper, including at least 10-15 scholarly sources (10 points)
- Drafts Due Week 8 – Initial drafts should be approximately 10 pages, including a clear thesis and solid structure for your paper. These drafts will be shared with classmates for a peer review process (20 points)
- Presentations during Week 10 – Presentations are to be 10-15 minutes, and may make use of powerpoint, prezi, or another format (10 points)
- Final Papers Due Monday of Finals Week – Final Papers should be 15-20 pages in length, and must be submitted via Blackboard (50 points)
Note on Incompletes
Incomplete (I) grades are given only in documented emergency cases (usually only for a death in the family, major illness or injury, or birth of a child, etc.), and if the student has completed the majority of the coursework (in other words, everything but the final research paper). If you are having any difficulty that might prevent you completing the coursework, please do not wait until the end of the term; contact the professor immediately.

Statement Regarding Students with Disabilities
Our program is fully committed to making our courses accessible to students with (dis)abilities. Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Fragrance Free Policy
In order to ensure the health and safety of students with allergies, asthma, Gulf War Syndrome, Multiple Chemical Sensitivities, immune disorders, and other illnesses, the Women, Gender, and Sexuality Studies Program has a policy that no scented products should be worn in class or in the WGSS office. This includes perfume, cologne, essential oils, aftershave, scented soaps, scented detergents, scented hair products, etc. You can find more information on how to be fragrance free at: www.peggymunson.com/mcs/fragrancefree.html

Statement on Academic Dishonesty
Many students do not understand what academic dishonesty is. It is important to become familiar with its different forms and the University's definitions.

At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules 576-015-0020.1.a-c as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. Academic dishonesty includes:

- **CHEATING** - use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.

- **FABRICATION** - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references.

- **ASSISTING** - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114).

- **TAMPERING** - altering or interfering with evaluation instruments and documents.

- **PLAGIARISM** - representing the word or ideas of another person as one's own OR presenting someone else's words, ideas, artistry or data as one's own. This includes copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project, then submitting it as one's own.

Academic dishonesty cases are handled initially by the academic units (collection of evidence and documentation of incident, meeting with student regarding the situation, determination of responsibility and academic penalty) but will also be referred to the Student Conduct Coordinator for action under the rules. For more information on student conduct, see [http://oregonstate.edu/studentconduct/offenses](http://oregonstate.edu/studentconduct/offenses).
In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-005: [http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html) and is subject to sanctions under university policies, OSU Office of Student Conduct.

Finally, students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Student Conduct and Community Standards: [http://oregonstate.edu/studentconduct/code/index.php#sanctions](http://oregonstate.edu/studentconduct/code/index.php#sanctions)

**Diversity Statement**
The Women, Gender, and Sexuality Studies Program strives to create an affirming climate for all students, including underrepresented and marginalized individuals and groups. Diversity encompasses differences in gender, race, ethnicity, culture, national origin, citizenship, religion, socioeconomic background, physical or mental ability, veteran status, and sexual identity and/or orientation.

**Religious Holiday Statement**
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**COURSE SCHEDULE**

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<th>Week 1</th>
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<tr>
<td>• Jasbir Puar, “Transnational Sexualities,” in <em>Q&amp;A: Queer in Asian America</em> [B]</td>
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<td>• Martin Manalansan, “In the Shadows of Stonewall: Examining Gay Transnational Politics and the Diasporic Dilemma” (<em>GLQ</em>, 2.4, 1995) [B]</td>
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<th>Week 2</th>
<th>April 7</th>
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<tr>
<td>• Martin Manalansan, <em>Global Divas: Filipino Gay Men in the Diaspora</em></td>
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<td>• Evelyn Blackwood, “Tombois in West Sumatra: Constructing Masculinity and Erotic Desire” in <em>Female Desires</em> [B]</td>
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<th>Week 3</th>
<th>April 14</th>
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<tr>
<td>• Evelyn Blackwood, <em>Falling Into the Lesbi World: Desire and Difference in Indonesia</em></td>
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<td>• Selections from Robert Buffington, Eithne Lubheid, and Donna J. Guy, eds. <em>A Global History of Sexuality: The Modern Era</em></td>
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<th>Week 4</th>
<th>April 21</th>
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<td>• Selections from Qwo-Li Driskill, Chris Finley, Brian Joseph Gilley, and Scott Lauria Morgensen, eds. <em>Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature</em></td>
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<td><em>Paper Proposals Due</em></td>
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<th>Week 5</th>
<th>April 28</th>
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<tr>
<td>• Selections from Sokari Ekine and Hakima Abbas, eds. <em>Queer African Reader</em></td>
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<td>• <em>Feminist Africa</em> Issue 6, 2006: “Subaltern Sexualities”</td>
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| Week 6  | May 5  | • Gayatri Gopinath, “Local Sites/Global Contexts: The Transnational Trajectories of Deepa Mehta’s Fire,” in *Queer Globalizations* [B]  
|        |       | **Film Screening: Fire** (Dir. Deepa Mehta, 1996)  
|        |       | *Annotated Bibliographies Due* |
| Week 7 | May 12 | • Svati Shah. *Street Corner Secrets: Sex, Work, and Migration in the City of Mumbai*  
|        |       | **Film Screening: Camp Arirang** (Dir. Diana S. Lee and Grace Yoon Kyung Lee, 1995, 28 min.)  |
| Week 8 | May 19 | • Jasbir Puar, *Terrorist Assemblages: Homonationalism in Queer Times*  
|        |       | *Paper Drafts Due (also to be exchanged with colleagues for peer review)* |
| Week 9 | May 26 | • M. Jacqui Alexander, “Imperial Desire/Sexual Utopias: White Gay Capital and Transnational Tourism” in *Pedagogies of Crossing* [B]  
| Week 10 | June 2 | **Final Research Presentations** |