

WMST 579/AMST 530.01: Postcolonial Queer Studies
Professor Brandzel
Spring, 2010
Weds 4-6:30
Mesa Vista Hall 2131

Contact Information:

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Course Description:

Postcolonial Queer Studies is a field on the horizon and our agenda in this seminar is to interrogate the ways in which this field is being framed through an amalgamation of postcolonial studies, queer studies, queer of color critique, feminist theory, and critical ethnography. Importantly, the argument being made here is that these works attempt to forge an anti-colonialist interrogation of non-normative sexualities; a postcolonial queer studies, then, is not the same enterprise as, say, “transnational sexuality studies,” and one of our main agendas is to discern the difference.

We will examine this emerging field while being attentive to the ways in which this field has been responsive to, and quite critical of, previous disciplinary articulations of sexuality via colonialist and imperialist tropes. Postcolonial queer studies has inherited a lot of baggage, not the least of which is the ways in which non-normative sexualities have provided ample opportunities for the colonialist tourist gaze of the academy. By merging insights and tensions between the “postcolonial” and the “queer,” we will examine how race has been historically as well as contemporaneously sexualized, and how sexuality has been racialized, within discourses of colonialism, nationalism, human rights, citizenship, migration, tourism, performance, and diaspora. Along the way, we will necessarily challenge boundary-marking analytics, such as the nation-state, identity, and subjectivity.

Course Objectives:

- To think and read critically about sexuality, gender, race, colonialism, imperialism, globalization and consumerism – particularly how these are mutually constitutive.
- To analyze disciplinary practices and the politics of knowledge production. In particular, we will examine how “postcolonial” and “queer” have been framed as objects and subjects of study.
- To not only deconstruct how transnational sexualities and international gay and lesbian studies have been approached in the past, but to critically interrogate the ways in which postcolonial queer studies has framed these issues for the future.

Required texts

Articles are on ERES, password lobo 579. Two of the texts below are journal issues and are available online. Please print out your articles and bring all reading assignments with you to class.

Alicia Arrizón. *Queering Mestizaje: Transculturation and Performance*. Ann Arbor: University of Michigan Press, 2006.

Licia Fiol-Matta. *Queer Mother for The Nation: The State And Gabriela Mistral*. Minneapolis: University Of Minnesota Press, 2002.

Gayatri Gopinath. *Impossible Desires: Queer Diasporas and South Asian Public Cultures*. Durham: Duke University Press, 2005.

Daniel Heath Justice, Mark Rifkin, and Bethany Schneider, eds. "Sexuality, Nationality, Indigeneity: Rethinking the State at the Intersection of Native American and Queer Studies." *GLQ: A Journal of Lesbian & Gay Studies* 16.1 (2010). *Forthcoming; Online*

Ania Loomba. *Colonialism/Postcolonialism*. New York: Routledge, 2005.

Joseph Massad. *Desiring Arabs*. Chicago: University of Chicago Press, 2008.

Jasbir Puar, ed. "Queer Tourism: Geographies of Globalization." *GLQ: A Journal of Lesbian & Gay Studies* 8.1-2 (2002). *Online*

Jasbir Puar. *Terrorist Assemblages: Homonationalism in Queer Times*. Durham: Duke University Press, 2007.

Jennifer Robertson. *Takarazuka: Sexual Politics and Popular Culture in Modern Japan*. Berkeley: University of California Press, 1998.

Ann Laura Stoler. *Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things*. Durham: Duke University Press, 1995.

Nikki Sullivan. *A Critical Introduction to Queer Theory*. New York: NYU Press, 2003.

Course Requirements:

Attendance, Participation and Facilitation	30% of Final Grade
Weekly Reading Responses	Incl. in Attendance/Participation
Book Reviews	30% of Final Grade
Final Project	40% of Final Grade

***Auditors:** To audit this course you must be a full participant (attendance, facilitation and active contributions to the discussions) and complete the weekly reading responses. Please note that I will not be able to give you written feedback on your weekly responses, but I would be happy to give you feedback during my office hours.*

I. Attendance, Participation and Facilitation

Students are expected to come to class prepared, and actively participate (which involves talking as well as listening) in each class meeting.

Each student will facilitate class discussions at least twice during the semester, either alone or with colleagues, depending on class size. Facilitators should use the weekly reading responses from WebCT in order to construct a facilitation plan that enables us to clarify the main arguments and central interventions, as well as investigate the critical questions raised by the assigned readings. Your facilitation plan could include discussion questions for large or small groups and/or outside materials such as short videos, applicable case studies or current events that would help us delve deeper into the readings. Facilitators do not need to do a weekly response, but facilitators must meet in person at least once to plan their session. Moreover, facilitators must send me a group email outlining their facilitation plan by Wednesday morning (or sooner) so I can make changes, if needed.

II. Weekly Reading Responses

Each week that reading is due, students are required to post a reading response paper on the course WebCT page (discussions section) posted by 11pm Sunday prior to the class session. Please format your response as follows:

1. Thesis: (In one to two sentences, describe the main argument – problem and solution – of the article or book)

2. Summary: (A summary of the article or book (one paragraph per article; two paragraphs per book) that includes an explanation of the thesis, the main (supportive) arguments, methodology, sources, and intervention(s) into applicable bodies of study.)
3. Analysis: (A discussion of two or three aspects of the reading that you find most interesting and generative. In your discussion, consider why this aspect is important, what it has brought to the text and to the issues of the course, how it might be applicable to other areas/issues/etc, and, if this is a criticism, how exactly you would rectify this “error” and what your solution would have added to the text. As we move further into the course, your analysis should include synthesis of past readings.)
4. Questions: (At least two suggested discussion questions for the facilitators to use if they would like.)

When we are reading multiple articles, you must do a separate Thesis/Summary for each article, but you are welcome to synthesize the articles for your analysis and questions. Your reading responses will be graded based on the following:

- 100 = if you demonstrate mastery of the material and show exceptional insight and effort.
 90 =if you demonstrate a satisfactory understanding of the material but have areas that need improvement.
 80 =if your response demonstrates a lack of thought/analysis, or unfamiliarity with the readings.
 70 = if your reading response is incomplete
 0 =if you don't turn it in on time

III. Book Review

For this assignment you will do a book review of two books that are related to the material, but that we did not have time to include. One of the books must be selected from the list below, the other book can be chosen by you (if approved by me). Ideally these books would be a part of your final project. Your book review must be modeled on actual reviews found in one of the following journals (search for single book reviews only): *GLQ: Gay And Lesbian Quarterly*; *Journal of History of Sexuality*; or *Signs: Journal Of Women In Culture And Society*. This is a professionalization exercise, so plan on researching past journal reviews and noting what questions they tend to ask, what criteria they use to evaluate the texts, how the reviews are structured, and the required length of the reviews.

You will sign up for book proposals during Week 2, so please review the list. You will provide a short presentation of your book to the class, making connections to the readings assigned that week. Facilitators will plan on when and how to include your book review presentation.

Books for Review (in no particular order):

- Neville Hoad, *African intimacies : race, homosexuality, and globalization* (2007)
- Lisa Rofel, *Desiring China: Experiments in Neoliberalism, Sexuality, and Public Culture* (2007)
- Marc Epprecht, *Heterosexual Africa?: the history of an idea from the age of exploration to the age of AIDS*
- José Quiroga, *Tropics of desire : interventions from queer Latino America*
- Kathryn Bond Stockton, *Beautiful bottom, beautiful shame : where "Black" meets "queer"*
- Tom Boellstorff, *The gay archipelago : sexuality and nation in Indonesia* (2005)
- Shane Vogel, *The scene of Harlem cabaret : race, sexuality, performance* (2009)
- Martin Manalansan, *Global Divas: Filipino Gay Men in the Diaspora* (2003)
- Anjali Arondekar, *For the Record: On Sexuality and the Colonial Archive* (2009)
- Catherine Ramírez, *Woman in the Zoot Suit: Gender, Nationalism, and the Cultural Politics of Memory* (2009)
- Juana María Rodríguez, *Queer Latinidad: Identity Practices, Discursive Spaces* (2003)
- David Eng, *Racial Castration: Managing Masculinity in Asian America* (2001)
- Mark Padilla, *Caribbean Pleasure Industry: Tourism, Sexuality, and AIDS in the Dominican Republic* (2007)
- Lionel Cantú, *The Sexuality of Migration: Border Crossings and Mexican Immigrant Men* (2009)
- Ari Wilson, *Intimate Economies of Bangkok: Tomboys, Tycoons, and Avon Ladies in the Global City* (2004)
- David Valentine, *Imagining Transgender* (2007)
- Gayatri Reddy, *With Respect to Sex: Negotiating Hijra Identity in South India* (2005)

- Suparna Bhaskaran, *Made in India: Decolonizations, Queer Sexualities, Trans/national Projects* (2004)
- Gloria Wekker, *The Politics of Passion: Women's Sexual Culture in the Afro- Surinamese Diaspora* (2006)
- Helen Hok-sze Leung, *Undercurrents: Queer Culture and Postcolonial Hong Kong* (2009)
- William Spurlin, *Lost Intimacies: Rethinking Homosexuality under National Socialism* (2008)
- Carla Freccero, *Queer/Early/Modern* (2006)
- Megan Sinnott, *Toms and Dees: Transgender Identity and Female Same-Sex Relationships in Thailand* (2004)
- Brian Joseph Gilley. *Becoming Two-Spirit: Gay Identity and Social Acceptance in Indian Country* (2006)

IV. Final Project

Your final project for this course can consist of a research paper or an annotated bibliography, depending on your needs. In short, an annotated bibliography is a review of numerous books and articles based on a field of study or thematic and is a great way to prepare for comps exams, while a research paper takes on an original analysis and argument, and situates that analysis within the appropriate field of study. I will provide a hand out early in semester to offer more details regarding my expectations for the final project.

The following elements are a part of your final project:

1. Email correspondence or meeting with me as early as possible in the semester to discuss possible topics that are useful to your own research agenda and directly applicable to the key debates raised in the course.
2. One page project proposal with a preliminary list of sources, due no later than Week 6 (2/24).
3. A draft and feedback exchange with an assigned partner during the last week of classes.
4. A short but formal presentation on your topic during Finals Week
5. A final project of 15-20 pages, due Finals Week.

Academic Integrity

Ethics and honesty are critical to academic and life success. You are expected at all times to follow university policies concerning academic integrity. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action including dismissal against any student who is found responsible for academic dishonesty or who otherwise fails to meet the standards. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and for the course.

Special Accommodations

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the office for Services for Students with disabilities. Appropriate accommodations may then be provided for you. Any student in this course who has a disability that may prevent full demonstration of academic ability should contact us personally as soon as possible so that we can discuss accommodations necessary to ensure full participation and to facilitate your educational opportunities.

Schedule

Week 1 (1/20): Hello

Introductions to the course.

Week 2 (1/27): Towards Postcolonial Queer Theory

Nikki Sullivan. *A Critical Introduction to Queer Theory*. New York: NYU Press, 2003.

Ania Loomba. *Colonialism/Postcolonialism*. New York: Routledge, 2005.

Week 3 (2/3): Colonizing Sexualities/Sexualizing Race/Making Difference

Ann Laura Stoler. *Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things*. Durham: Duke University Press, 1995.

Week 4 (2/10): The Legacies of the “International Gay and Lesbian Studies”

During the previous week we will divide up into 4 or 5 groups. Each group will be assigned one of the following anthologies to read and review. The anthologies are on reserve at Zimmerman Library.

1. *Male homosexuality in Central and South America*, ed. Stephen O. Murray (1987)
2. *Lesbianism*, eds. Wayne R. Dynes and Stephen Donaldson (1992)
3. *Ethnographic studies of homosexuality*, eds. Wayne R. Dynes and Stephen Donaldson (1992)
4. *Two-spirit people: Native American gender identity, sexuality, and spirituality*, eds. Jacobs, Thomas, and Lang (1997)
5. *Islamic homosexualities: culture, history, and literature*, eds. Stephen O. Murray and Will Roscoe (1997)
6. *Female Desires: Same-Sex Relations & Transgender Practices Across Cultures*, eds. Blackwood and Wieringa (1999)

Note on Reading Response for anthologies: The agenda for this week is to configure the ways in which the field of international/non-western lesbian and gay studies has been formulated in the previous decade. Consider these anthologies, then, a particular type of knowledge production, as anthologies discipline disciplines by offering to summarize either where a field has been, or where it will go in the future; these anthologies are examples of what a “postcolonial queer studies” is responding to. Importantly, editors of such anthologies are authors of a unique sort, as they formulate arguments about the field or discipline in quite subtle ways. This assignment is geared towards you learning the skill of not only figuring out what the editors are arguing about the field, but how these arguments are perpetuated and/or thwarted by the contributing essays. Plan on doing a combination of reading and skimming for your reading response/summary.

Week 5 (2/17): No Class

I recommend working on final project proposals

Week 6 (2/24): Gay and Lesbians Uniting Across the Globe? The Politics of a Global Gaze

Dennis Altman, “Global Gaze/Global Gays,” *GLQ: A Journal of Lesbian & Gay Studies* 3.4 (1997): 417-436.

Lisa Rofel, “Qualities of Desire: Imagining Gay Identities in China,” *GLQ: A Journal of Lesbian and Gay Studies* 5.4. (1999): 451-474.

Katie King, “‘There Are No Lesbians Here’: Lesbianisms, Feminisms, and Global Gay Formations,” *Queer Globalizations: Citizenship and the Afterlife of Colonialism*, eds. Cruz-Malave and Manalansan (Minneapolis: U of M Press, 2002): 33-45.

Peter A. Jackson, “Capitalism and global queering.” *GLQ* 15. 3 (2009).

*****Project Proposals Due*****

Week 7 (3/3): Queering Tourism

Read all of the articles and archive in: Jasbir Puar, ed. “Queer Tourism: Geographies of Globalization.” *GLQ* 8.1-2 (2002). *Online*

Week 8 (3/10): Queering Human Rights

International Gay and Lesbian Human Rights Commission, <http://www.iglhrc.org/>

Martin Manalansan, “In the Shadows of Stonewall: Examining Gay Transnational Politics and the Diasporic Dilemma,” *The Politics of Culture and the Shadow of Capital*, eds. Lowe and Lloyd (Durham: Duke UP, 1997): 485-505.

Wayne Morgan, “Queering International Human Rights Law,” *Law and Sexuality: The Global Arena*, eds. Stychin & Herman (Minneapolis: U of M Press, 2001): 208-225 and 260-263.

Recommended: Judith Butler, “Beside Oneself: On the Limits of Sexual Autonomy,” in *Undoing Gender*

Week 9: Queering Performance (No class meeting: Spring Break)

Alicia Arrizón. *Queering Mestizaje: Transculturation and Performance*. Ann Arbor: University of Michigan Press, 2006.

Week 10 (3/24): Queering US Empire

Read all of the articles in: Daniel Heath Justice, Mark Rifkin, and Bethany Schneider, eds. "Sexuality, Nationality, Indigeneity: Rethinking the State at the Intersection of Native American and Queer Studies." *GLQ* 16.1 (2010). *Forthcoming; Online*

Evan Towle and Lynn Morgan, "Romancing the Transgender Native," *GLQ: A Journal of Lesbian and Gay Studies* 8.4 (2002): 469-497.

Week 11 (3/31): Queering Orientalism

Joseph Massad. *Desiring Arabs*. Chicago: University of Chicago Press, 2008.

Week 12 (4/7): Sexual Exceptionalism and Empire

Jasbir Puar. *Terrorist Assemblages: Homonationalism in Queer Times*. Durham: Duke University Press, 2007.

Week 13 (4/14): Queering Diaspora

Gayatri Gopinath. *Impossible Desires: Queer Diasporas and South Asian Public Cultures*. Durham: Duke University Press, 2005.

Jigna Desai, "Homo on the Range: Mobile and Global Sexualities," *Social Text* 73 (Winter, 2002).

Week 14 (4/21): Queering Culture

Jennifer Robertson. *Takarazuka: Sexual Politics and Popular Culture in Modern Japan*. Berkeley: University of California Press, 1998.

Week 15 (4/28): Queering Nation

Licia Fiol-Matta. *Queer Mother for the Nation: The State And Gabriela Mistral*. Minneapolis: University Of Minnesota Press, 2002.

Week 16: Last Week of Classes

We will not meet as a class, but you will schedule meetings with your writing partner to exchange drafts and provide feedback.

Exam Week: Scheduled exam period TBA

Presentations and final due