INSTRUCTOR INFORMATION

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Office Hours: Mondays, 4:30-6:30pm or by appointment

Course Description
This course will explore the globalization of sexual identities, cultures, and social movements from a transnational perspective. During the course of the semester, we will consider some of the social and political movements as well as the kinds of legal and policy-making arguments that have helped to shape sexual and gender rights advocacy. To this end, the course readings will be organized around three key areas—migration, development, and human rights—in order to reflect the increasing turn towards issues of sexuality in each of these domains of academic scholarship and social policy. We will examine a variety of texts—anthropological, cinematic, literary, and legal—across a range of disciplines, including women’s and gender studies, sexuality studies, anthropology, sociology, political science, history, law, cultural studies, and critical ethnic studies, to name but a few. Engaging with literature from across the social sciences and humanities, we will consider how sexual rights discourses get defined and utilized in relation to theories of desire and the body; sexual health and reproductive rights; sex work; travel and tourism; border-crossing and migration; and neoliberalism and development.

Required Texts

• All additional readings will be available on-line via Blackboard

The required texts are available for purchase through the campus bookstore. Alternatively, you may purchase the course texts through any other bookstore or online retailer.

**Course Requirements**

• Class attendance and participation: 30% (including one in class presentation on the assigned readings)
• One 6-8 page analytical essay: 20%
• Annotated bibliography for final research paper: 10%
• A final research paper (18-25 pages) on any issue relating to the topic of transnational sexualities, due by May 12 at 12 noon (Johnson Center 240K): 40%

All written work must be submitted in hard copy form.

This course follows a standard seminar format. Students are expected to attend class and contribute to each week’s discussion of the readings. More than one absence from class requires makeup work in the form of a four-page essay on the literature for the missed class. This work cannot count toward the student’s short essay.

**Class participation** includes general participation in class discussion, leading class sessions, peer feedback on proposals and a presentation of a research proposal. In order to facilitate widespread discussion, students should come prepared with at least two questions for each class. Class participation also includes discussing research projects and providing peer feedback for proposals.

**Leading class discussion:** Students assigned to the same day may collaborate on how to present the readings and the class discussion. Students should summarize the argument for the readings and then ask questions based on the thesis and supporting evidence. Students should prepare a minimum of 5 questions in all.

**Analytical essay:** Students will write one short paper analyzing the readings of one class session. In addition to examining the authors’ arguments, students may structure their essay in the following ways: What are the differences and commonalities in the themes and arguments across the literature? How well does the evidence support the argument or thesis? How do the themes and arguments of the literature fit in with other course readings? What are other approaches or questions that arise from the literature? The paper is due a week after the class of
choice discussion.

**Proposal and annotated bibliography:** you should use at least ten to fifteen scholarly sources for the final research paper.

**On April 7 students will provide me with a hard copy of their research proposal and annotated bibliography.**

On **April 28 and May 5** students will discuss their research projects.

For the research proposal and annotated bibliography, students should include the following information as thoroughly as possible given the amount of research conducted.

1. State the thesis or the question(s) you want to explore in your paper. What do you hope to get out of your research? Your thesis statement should be analytical, displaying your intention of making an argument related to a specific topic. Your paper should not just be descriptive but should focus on asking questions of your topic that address issues of efficacy, tactics, strategy, bias, methodology, etc. related to a particular problem or issue.

2. Explain the importance of the topic. Why is this topic worthy of research? What is the public concern with this issue? What conclusions do you expect to reach?

3. Write an annotated bibliography of at least ten scholarly sources. Summarize the text and then state how you believe it will help you with your research. Annotations should be brief, written in short paragraph form.

**About Research**

Jen Stevens, English, Communication & Women's Studies Liaison Librarian is available to help anyone with research. jsteven7@gmu.edu

A244 Fenwick Library 703/993-2211

You may also schedule individual consultations with librarians.

E-mail Reference Service [http://library.gmu.edu/research/email/](http://library.gmu.edu/research/email/)

Call Fenwick Library 703/993-2210, Johnson Center Library 703/993-9070

**University-wide Grading System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Graduate Courses</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
<td>Satisfactory/Passing</td>
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<tr>
<td>A</td>
<td>4.00</td>
<td>Satisfactory/Passing</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>Satisfactory/Passing</td>
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<tr>
<td>B+</td>
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<td>Satisfactory/Passing</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
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<td>C</td>
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<td>F</td>
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Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.
http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad_poli

PLEASE NOTE: COURSE POLITES

George Mason University Honor System and Code
Honor Code
George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee.

Plagiarism (statements from Mason Web Site)
Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit.
http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism

Please familiarize yourself with the Honor System and Code, as stated in the George Mason University Undergraduate Catalog. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions.
http://mason.gmu.edu/~montecin/plagiarism.htm

Accommodations for students with disabilities:
If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703-993-2474. All academic accommodations must be arranged through that office.

The need for accommodations should be identified at the beginning of the semester and the specific accommodation has to be arranged through the Office of Disability Resources. Faculty cannot provide accommodations to students on their own (e.g. allowing a student extra time to complete an exam because the student reports having a disability).

George Mason University: Diversity Statement
George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also
entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

**Women and Gender Studies Commitment to Diversity Statement**

The Women and Gender Studies program seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

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**Syllabus—Subject to Change**

**Week 1: Introduction**

M Jan. 27th

Introductions, course overview

In-class screening: *Dangerous Living: Coming Out in the Developing World* (John Scagliotti, 2003)

**Week 2: Thinking Sexuality Transnationally**

M Feb. 3rd

Elizabeth Povinelli and George Chauncey (1999), “Thinking Sexuality Transnationally” *(Blackboard)*


Katie King (2002), “There Are No Lesbians Here: Feminisms, Lesbianisms, and Global Gay Formations” (Blackboard)

Clare Hemmings (2007), “What’s in a Name? Bisexuality, Transnational Sexuality Studies and Western Colonial Legacies” (Blackboard)

In-class discussion: Dangerous Living: Coming Out in the Developing World (John Scagliotti, 2003)

UNIT I: MIGRATION, TOURISM AND DEVELOPMENT

Week 3: Queer Migration and Border Crossing

M Feb. 10th Martin Manalansan (2006), “Queer Intersections: Sexuality and Gender in Migration Studies” (Blackboard)

Eithne Luibhéid (2008), “Queer/Migration: An Unruly Body of Scholarship” (Blackboard)

Carlos Decena (2008), “Tacit Subjects” (Blackboard)

Katie Acosta (2008), “Lesbianas in the Borderlands: Shifting Identities and Imagined Communities” (Blackboard)


Kale Bantigue Fajardo (2008), “Transportation: Translating Filipino and Filipino American Tomboy Masculinities through Global Migration and Seafaring” (Blackboard)

Week 4: Queer Tourism

M Feb. 17th Jasbir Puar (2001), “Transnational Sexualities and Trinidad” (Blackboard)

Jasbir Puar (2002), “A Transnational Feminist Critique of Queer Tourism” (Blackboard)
(Blackboard)

(Blackboard)

(Blackboard)

(Blackboard)

Week 5: Queering Development

M Feb. 24th

(Lind, 1-19)

Susie Jolly (2010), “Why the Development Industry Should Get Over Its Obsession with Bad Sex and Start to Think About Pleasure”  
(Lind, 23-38)

(Lind, 39-53)

Ara Wilson (2010), “NGOs as Erotic Sites”  
(Lind, 86-98)

(Lind, 99-112)

(Blackboard)

Week 6: Sex Work, Tourism and HIV/AIDS

M Mar. 3rd

(selections)

SPRING BREAK: Monday, March 10th to Sunday, March 16th

UNIT II: QUEER REGIONS: THREE COMPARATIVE STUDIES

Week 7: Queer Asia

M Mar. 17th

(Blackboard)
Peter A. Jackson (2001), “Pre-Gay, Post-Queer” (Blackboard)

Lisa Rofel (1999), “Qualities of Desire: Imagining Gay Identities in China” (Blackboard)

Teri Silvio (1999), “Reflexivity, Bodily Praxis and Identity in Taiwanese Opera” (Blackboard)


Mark McLelland (2003), “Japanese Queerscapes: Local/Global Intersections on the Internet” (Blackboard)

Week 8: Queer Indonesia


Tom Boellstorff (1999), “The Perfect Path: Gay Men, Marriage, Indonesia” (Blackboard)

Week 9: Queer Africa

M Mar. 31st Serena Owusua Dankwa (2009), “‘It’s a Silent Trade: Female Same-Sex Intimacies in Postcolonial Ghana” (Blackboard)


Henriette Gunkel (2009), “What’s Identity Got To Do With It?: Rethinking Intimacy and Homosociality in South Africa” (Blackboard)


UNIT III: SEXUAL RIGHTS AND GENDER JUSTICE

Week 10: LGBTI Human Rights Activists as Cross-Cultural Theorists

M Apr. 7th


Stella Nyanzi (2013), “Rhetorical Analysis of President Jammeh’s Threats to Behead Homosexuals in the Gambia” (Nyeck and Epprecht, 67-87)


Cecilia Strand (2011), “Kill Bill! Ugandan Human Rights Organizations’ Attempts to Influence the Media’s Coverage of the Anti-Homosexuality Bill” (Blackboard)

In-class discussion: Call Me Kuchu (Katherine Fairfax Wright and Malika Zouhali-Worrall, 2012)

Week 11: Gender Identity and Race in South Africa

M Apr. 14th


Week 12: Transsexuality and Same-Sex Desire in Iran

M Apr. 21st


CONCLUSION: FINAL PRESENTATIONS

M Apr. 28th

Final Presentations

M May 5th

Final Presentations

M May 12th

Paper due by 12:00 noon in the Women and Gender Studies Center (240K Johnson Center).