

Humboldt State University
Critical Race, Gender and Sexuality Studies
CRGS 430, 'Queer' Across Cultures, Spring 2018

Instructor:	Jess Whatcott
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Office Hours:	Monday and Wednesday 11 am – 12 pm; MWF by appointment
Class Days/Time:	Monday and Wednesday 9 am – 10:50 am
Classroom:	Founders Hall 235

Course Description

Catalog Description: Explores a diversity of categories and meanings of sexuality, sex, and gender across cultures. Analyzes transformations due to colonialism, nationalism and economic and cultural globalization. Explores intersections with race, class, and nation.

What does it mean to suggest that there is something called “queer” that exists across something called “cultures”? What assumptions and desires do we bring to this exploration? In this class we will develop a critical perspective on the assumption that there is a universal identity or category of same-gender sexuality that we can locate across time in coherent and homogenous cultures. Instead, we will explore one of the arguments of queer theory: that sexual identities and categories are produced by discourses. In our case, we will specifically address how sexual identities and categories have been produced by the discourses of colonialism, nationalism, and transnationalism, with a special focus on settler colonialism. In this way, we will challenge the desire to “consume” queer diversity, and instead raise questions that require us to examine the power-laden constructions of self, desire, and identity.

In our first unit, we will examine in depth the argument that “sexuality” is a concept that developed in particular historical and geographical context. This argument challenges the practice of applying concepts like heterosexuality and homosexuality to other spaces and times. In the second unit we will explore the ways in which settler colonialism was/is central to the production of a binary gender system and a heterosexual norm. In unit three, we study some newer concepts introduced by queer theory -- homonormativity and homonationalism -- created to think about the ways that queer subjects have been partially included and recognized by nationalist projects, and the ways that that inclusion continues to rest on racialized forms of exclusion and the settler colonial project. Finally, we will look at how native feminist theorizing and decolonial queer projects are navigating the complexities of these colonial dynamics in order to create new possibilities for imagining selves, building political sovereignty, and creating forms of queer solidarity between indigenous people and settlers.

Content warning: This topic will necessarily require us to encounter texts discussing the brutality and violence of the colonial and neocolonial imposition of gender and sexuality. Please prepare yourself

to encounter this material. If you need to talk to someone about what you are feeling or experiencing, please call the Counseling & Psychology Center's 24 hour line: 707-826-3236.

Course Format: Each class will be comprised of a combination of small and large group discussion and lectures. Lectures will be kept to a minimum in favor of large and small group discussion. This format requires you to keep up with the reading material so that our conversations can be interesting, informed, and include diverse perspectives, rather than dominated by one or two people. There will also be group presentations of the readings. The goal of the lectures, discussions, and presentations is to make the main arguments of the readings as clear as possible, to locate critical moments in each reading (in other words to uncover the insight and passion that inspired the author to write the piece), to critique readings for their omissions and questionable assumptions, and to apply the theories to our understanding of our lives and our world.

Course Goals and Student Learning Objectives

Course Learning Outcomes:

Upon completion of the course students will be able to do the following:

- Identify the methods by which heteronormativity and the two-sex, two-gender system is a social and historical construct that parades as universal;
- Apply Foucault's theory of power as productive to concepts of agency, identity, and the nature of the subject;
- Identify the ways in which the regulation of sexuality was/is a primary tactic of colonial rule and nationalist movements;
- Identify the ways in which queer subjects have been partially included and recognized by nationalist projects, and how that inclusion continues to rest on racialized forms of exclusion and the settler colonial project;
- Apply frameworks of analysis developed by native feminists and queer indigenous studies to analyze contemporary interpretations/performances/identities of sex, gender and sexuality in diverse sites of settler colonialism;

HSU Learning Outcomes

This course explicitly contributes to students' acquisition of skills and knowledge relevant to HSU Learning Outcomes:

1. Effective communication through written and oral modes.
2. Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
3. Competence in a major area of study.
4. Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.
5. Graduates will be prepared to pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

Required Texts

Foucault, Michel. 1990. *The History of Sexuality, Volume 1*. New York: Vintage Books.

*You may use another edition of this book if you have access, but I highly prefer that you get one translated by Robert Hurley. There are cheap used copies in the bookstore and online.

Other required course readings can be found online in the Canvas system. **I highly encourage you to print all articles, write on them, and bring them with you to class.** If you can't afford to do this, or if you use a screenreader, please download them on to a laptop or tablet, mark them up, and bring them with you to class. Reading on your phone is highly discouraged.

Course Expectations

Read the material assigned for class prior to the discussion section. For you to do well in this class it is especially important for you to keep up with the readings. It is impossible to do well in this class if you don't read, and it will be difficult to catch up if you get behind on the readings. I expect you to bring to section your copy of the texts we are reading that week. Reading for ideas requires you to take notes on the text (or on a separate piece of paper), to identify key points, and to bring questions about what you read. *KEY: Whether or not you personally agree with various author's arguments, you are required to be able to articulate an accurate understanding of the issues, concepts, theories, and arguments discussed by each author.*

Check your university e-mail regularly. Any changes to reading assignments, instructions for completing assignments, and any other announcements will be sent via e-mail.

Regularly attend class. You are expected to attend each scheduled class period and to arrive to class on time. If you need to miss a class, it is your responsibility to follow up with one of your classmates to get their notes and find out what was discussed. Missing more than three class meetings will affect the attendance and participation portion of your overall grade. *If you have an emergency or serious extenuating circumstance that requires you to miss more than three classes, please contact me as soon as possible to discuss your situation and how to make up missed class time.* I will be more understanding if you talk to me than if I am unsure about where you are.

Participate respectfully during class time. Active participation includes coming to class prepared to engage with your fellow students on the topic, and to meaningfully contribute to discussions and exercises while respecting the contributions of other students. Respect includes turning off all electronic devices, including iPods, cell phones, laptops, Kindles, iPads, etc. before class starts. The only exception is if your copy of the readings is on your electronic device. You will lose participation points for the day if you are using an electronic device for any other purpose.

Complete all assignments to the best of your ability and on time. You should expect to put in ~8 hours of homework per week to keep up with assigned readings and complete assignments. You are responsible for keeping track of when assignments are due. I take off points off for late submissions, unless you have an extreme, unavoidable, and documentable reason preventing you from turning in your assignment on time. Again, I am more understanding if you talk to me.

Assignments and Grading Policy

Class Attendance and Participation: 15 points

This portion of your grade is based on your regular attendance, preparation, and participation. You may miss three class periods without needing to notify me. The fourth absence will begin to affect this portion of your grade, so plan accordingly for the possibility of being sick or having a family emergency. **Students missing more than 8 classes will automatically fail the class,** with exceptions

made only for extreme and unavoidable circumstances accompanied by work to compensate for the absences.

Small Group Presentation: 15 points

You will be responsible for one small-group, in-class presentations at least 15 minutes long, in which you will be expected to 1) Identify 3-5 main points of the reading; 2) make linkages between the information and arguments in that reading with prior readings, lectures, and discussions; and 3) lead the class in a group activity related to the text, such as, but not limited to, raising one or two questions for class discussion. Please send me an outline of your presentation by 5 pm the night before your presentation (at the very latest) so I don't plan the same activity/discussion.

Midterm Exam: 20 points

Take home essay exam: 2 essays, 3 pages each for a total of 6 pages. Guidelines to be distributed in class.

Online Reflection: 10 points

Online reflection regarding key themes of class, with emphasis on units three and four. Creative presentation option.

Literature Review: 40 points (20 points for final product, 15 points for assignments, 5 points for presentation)

You will write a 10-12 page Literature Review. If you are considering applying to graduate school, I encourage you to write a well-edited 18-20 page Literature Review to use as a writing sample. See handout for complete guidelines, including grading criteria, for this assignment. You will present your Literature Review to the group during the last week of class.

Overall grades will be based on the following points:

A = (94-100); A- = (90-93)

B+ = (87-89); B = (83-86); B- = (80-82)

C+ = (77-79); C = (73-76); C- = (70-72)

D+ = (67-69); D = (60-66)

F= (\leq 59)

University Policies

Please see the following website for information about campus policies and procedures and resources for students. <http://www2.humboldt.edu/academicprograms/syllabus-addendum-campus-resources-policies>

Disability and Access Information

I ask everyone to please refrain from wearing strongly scented products and fragrances to class, so that those who have chemical sensitivities can be present with us. I encourage all students to communicate their access needs with me. If you have a campus accommodation letter, it would be helpful to get a copy as soon as possible. If you think that you could benefit from an accommodation, even if you do not

have a learning disability, mental health, or other diagnosis, please contact the Disability Resource Center and they will walk you through the process. Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in the Learning Commons, Lower Library, 826-4678 (voice) or 826-5392 (TDD). <http://www.humboldt.edu/disability/>.

Gender inclusive bathrooms

To the right of the front staircases to Founder’s Hall.

Academic honesty

I take the responsibility of students to present their academic work honestly very seriously. Any work that you turn in to me must be written in your own words. Any phrase, sentence or paragraph that is an exact copy of what somebody else wrote (or said) must be attributed to the author (or speaker) by name and include a page number, using either Chicago Style footnote or author-date style. In addition, any idea from an author or theorist that you use in your work, even if it is not a direct quote, must also be attributed to that author by name, using a citation format. To present someone else’s words as your own is considered plagiarism, whether you intended to steal their work or not. Intentional plagiarism is a form of cheating and will not be tolerated. You will be referred to the student conduct system if you are caught intentionally plagiarizing. http://www.humboldt.edu/studentrights/academic_honesty.php

Sexualized Violence and Reporting Requirements

According to university policy, all employees are required to report incidences of sexual assault and sexual harassment to the campus Dean of Students office. That means that professors and other employees who become aware of sexual assault or harassment must contact the Dean, although it is the student’s choice to pursue any action beyond the initial report. You do not have to talk to the Dean at any point, even if a report is made about you (see * exceptions below). Anyone who would prefer to talk to someone confidentially about sexual assault or harassment can contact:

North Coast Rape Crisis Team ----- Campus Advocate Team and 24-hour hotline	(707) 445-2881
Humboldt Domestic Violence Services ----- 24-hour hotline	(707) 443-6042
HSU’s Counseling and Psychological Services* ----- M-F 8 am – 5 pm	(707) 826-3236
Mira Friedman, HSU Health Educator* -----	(707) 826-5234 mira@humboldt.edu
Mary Sue Savage, Prevention Coordinator* -----	(707) 826-5235 mss62@humboldt.edu

**If it’s determined that a perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, these HSU employees are required to notify the Dean of Students and/or the campus police.*

Visit HSU’s *Stop Rape* website: www.humboldt.edu/stoprape.

CRGS 390, Spring 2018, Course Schedule

This schedule is subject to change with group discussion. I will distribute changes in class and post changes to Canvas.

Week/Date	Readings Due	In Class Activities	Assignments Due
<p><i>Week 1</i> January 17</p>		<ul style="list-style-type: none"> • Introductions • Overview of class themes and syllabus • Tips for reading “difficult” texts 	
<p><i>Week 2</i> January 22</p>	<p>Part I: The Invention of (Hetero)Sexuality</p> <ul style="list-style-type: none"> • Read the entire syllabus and skim Canvas site • Anne Fausto-Sterling “Dueling Dualisms” • Meg John-Barker and Julia Scheele, excerpts from <i>Queer: A Graphic History</i> 	Sign up for group presentations	Bring questions about the syllabus and Canvas to class
January 24	<ul style="list-style-type: none"> • Video: “Philosophy: Michel Foucault” 10 mins • Michel Foucault <i>History of Sexuality Vol 1</i>. Parts One and Two: “We ‘Other’ Victorians” and “The Repressive Hypothesis” 	<ul style="list-style-type: none"> • Video: “Two Spirit People” 23 mins • Overview of Lit Review project 	
<p><i>Week 3</i> January 29</p>	<ul style="list-style-type: none"> • Qwo-Li Driskoll “Stolen from Our Bodies” (content warning: discussion of genocide and sexual violence) • Stuart Hall “The West and the Rest” p 1- top of 20 (pdf numbers) • Leila J. Rupp “Toward a Global History of Same-Sex Sexuality” 	Sign up for one on one meeting with Jess	
January 31	Stuart Hall “The West and the Rest” p 20 – 28 (pdf numbers)	2 nd hour of class cancelled for one on one meetings with Jess	Paragraph describing Lit Review topic due – worth 1 point

Week 4 February 5	Stuart Hall “The West and the Rest” p 28 - 49	2 nd hour of class cancelled for one on one meetings with Jess	
February 7	<ul style="list-style-type: none"> • Michel Foucault <i>History of Sexuality Vol 1</i>. Part Three “Scientia Sexualis” • Siobhan Somerville “Scientific Racism and the Invention of the Homosexual Body” 		
Week 5 February 12	No assigned readings	Class meets in library computer lab room 121	
February 14	Michel Foucault <i>History of Sexuality Vol 1</i> . Parts Four and Five “The Deployment of Sexuality” and “The Right of Death”	Lit Review Article Analysis	Bring several potential sources for lit review to class
Week 6 February 19	Nayan Shah “Sexuality, Identity, and the Uses of History”	<ul style="list-style-type: none"> • Lit Review workshop on avoiding plagiarism • Triple Entry Journal Exercise 	Bring at least one definite source for lit review to class – worth 1 point
February 21	Part II: Settler Colonialism and Heteronormativity Scott Lauria Morgensen “Theorizing Gender, Sexuality and Settler Colonialism: An introduction”		
Week 7 February 26	Jennifer Nez Denetdale “Return to ‘The Uprising at Beautiful Mountain in 1913: Marriage and Sexuality in the Making of the Modern Navajo Nation”	<ul style="list-style-type: none"> • Instructions for midterm distributed in class 	Complete list of 7-8 peer reviewed sources due – worth 1 point
February 28	Michelle Erai “A Queer Caste: Mixing Race and Sexuality in Colonial New Zealand”		
Week 8 March 5	No assigned readings	Midterm review	
March 7	No assigned readings	Midterm Due	Midterm Due – 20 pts

SpringBreak March 12-16	<i>No class</i>	<i>No class</i>	<i>No class</i>
Week/Date	Readings Due	In Class Activities	Assignments Due
<i>Week 9</i> March 19	Part III: Homonormativity, Homonationalism, and Queer Investments in Empire Anna Agathangelou, Daniel Bassichis, and Tamara Spira “Intimate Investments”		
March 21	Nada Elia “Gay Rights with a Side of Apartheid”		
<i>Week 10</i> March 26	M. Jacqui Alexander “Imperial Desire/Sexual Utopias: White Gay Capital and Transnational Tourism”	Lit Review workshop on letting sources speak, “the thesis,” and strategies for visualizing and organizing	
March 28	Scott Lauria Morgenson “Settler Homonationalism”		
<i>Week 11</i> April 2	Part V: Native Feminisms and Decolonizing Queer Eve Tuck and Wayne Yang “Decolonization is Not a Metaphor”	Lit Review Peer Review activity	5 page very rough draft due – worth 1 point Peer review exercise in class – worth 1 point
April 4	Hokulani Aikau, Maile Arvin, Mishuana Goeman and Scott Morgensen “Indigenous Feminisms Roundtable”	2 nd hour of class cancelled for one on one meetings with Jess	
<i>Week 12</i> April 9	J. Kehaulani Kauanui “Indigenous Hawaiian Sexuality and the Politics of Nationalist Decolonization”	2 nd hour of class cancelled for one on one meetings with Jess	
April 11	Qwo-Li Driskoll “Asegi Ayetl: Cherokee Two-Spirit People Reimagining Nation”		Complete Lit Review due by Friday, April 13 – worth 10 points

Week 13 April 16	Scott Lauria Morgensen “Unsettling Queer Politics: What Can Non-natives Learn from Two-Spirit Organizing?”		
April 18	Falen Johnson “Introduction to Agokwe” and Waawaate Fobister “Agokwe” (in single pdf doc)	<ul style="list-style-type: none"> • Lit Review first drafts returned • Sign up for Lit Review presentation dates 	
Week 14 April 23	<ul style="list-style-type: none"> • Kaua’I Iki “‘O Au No Keia: Voices from Hawai’i’s Mahu and Transgender Communities” • Dan Taulapapa McMullin “Fa’afafine Notes: On Tagaloa, Jesus, and Nafanua” 	Watch these videos either in class or on your own time: “Kumu Hina: A Place in the Middle” (24 min, link available on Canvas) “Ke Kulana he Mahu” (67 min, video available in the library)	
April 25		No class meeting instead: Complete online reflection on key themes of the class	Online reflection due by Sunday, April 29, 11:59 pm– worth 10 points
Week 15 April 30	Driskoll, et al “The Revolution Is For Everyone”	<ul style="list-style-type: none"> • Discussion of last week’s films • Creative reflections presented in class 	
May 2		Lit Review Presentations	Lit Review Presentation – worth 5 points
Final Exam Wednesday, May 9, 9 - 9:50 am		Lit Review Presentations	Final Literature Review due – worth 20 points