This course is about both normative and nonnormative sexualities, and aims to understand their formations within the intertwined local, national and global social contexts. Using cross-cultural research on gender and sexuality, the course will explore how social forces such as global capitalism, citizenship, nationalism, human rights, securitization, neoliberalism, settle colonialism, tourism, mass media and migration shape and produce desires, sexual identities, sexual labor, sexual practices, bodies and genders. We will explore the following questions: How do categories of sexuality and gender sexuality (i.e. gay, lesbian, transgender, bisexual, queer, intersexual etc.) change from one social context to another? How do these categories get into dialog with each other across cultures? To what extent are they similar and/or different? How are they translated to one another and what kind of social and political implications do these translations have? Lastly, what does a transnational approach to sexuality say about politics, power and inequality?

At the end of the course students should be well equipped with an intersectional and transnational approach to sexuality, which can be understood in its relation to race, class and nation. Other than see it only as embodied in individual selves, students will develop an analysis of sexuality being shaped at the intertwining of various relations of power and social inequalities that take place across local, national and global scales. The course will also help students to see the role of global capitalism, transnational mass media and activism in making better sense of how certain understandings of sexuality and gender travel across the world more than others, and shape the way we look at other people’s sexual selves, communities and identities. In that sense, the course will unsettle the U.S.-based and/or Western understandings of gender, sexuality and queer studies.

**Learning Objectives:**

- Become familiar with and demonstrate a critical understanding of key concepts: gender, sexuality, globalization, transnationalism, etc.
- Demonstrate how meanings of sex, sexuality and gender change across geographical location, regions, languages and cultures.
- Have a better understanding of how relations of power and inequality shape the formation and organization of sexualities/sexual regimes.
- Improve their skills to design, conduct and write research projects with an analytical and critical insight
- Synthesize their arguments by putting different texts into conversation with one another
- Formulate effective and clear thesis statements, and develop ideas in a creative, coherent and organized manner
- Learn to skillfully communicate information about gender and sexuality issues
- Support and strengthen their arguments by providing appropriate evidence

**Course Texts:**


**Course Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>15%</td>
<td></td>
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<tr>
<td>Teaching Presentation</td>
<td>15%</td>
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<tr>
<td>Midterm Exam</td>
<td>30%</td>
<td>October 14</td>
</tr>
<tr>
<td>Final Paper Proposal/Annotated Bibliography</td>
<td>10%</td>
<td>November 9</td>
</tr>
<tr>
<td>Final Paper/Project</td>
<td>30%</td>
<td>December 11</td>
</tr>
</tbody>
</table>

In order to succeed in this course, students need to attend class regularly, complete readings, meet assignment deadlines and be prepared to participate in class discussion. Success in this four-credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, research, etc.).

**15% Attendance and Participation:** This is an intensive discussion course. I expect you to attend class regularly and come prepared to participate in discussion, having completed the assigned readings from the syllabus. Students are required to actively participate in class discussions. Your performance and the quality of your questions and comments will significantly contribute to your participation mark, and hence, should demonstrate your critical engagement with the readings.

**15% Teaching Presentation:** In groups of two, you are required to present the assigned readings and lead the class discussion on a day of your choice. Your presentation should demonstrate collective effort, and you and your peer should complete the assigned readings for the week rather than dividing them up individually. As part of your preparation, you are responsible for preparing a handout, minimum 2 pages, which should include the following content:

- a summary of the main points in the article
- a breakdown of the author’s theoretical framework and methodology
- key concepts and terminology, and their brief definition
- a critique of the argument and your evidence to support your critique
- links to other readings/examples/material, etc.
- discussion questions for class

You are expected to sign up for the reading/teaching assignment in Week Two.

30% Midterm Exam: This exam will have two sections. In the first section you will have a choice of some short answer questions. In the second section you will be asked to write two essay questions that draw from the readings and lectures. Your exam is scheduled for October 14.

10% Final Paper Proposal/Annotated Bibliography: You will submit a proposal for your final research projects, outlining your research question and discussion points in 250-300 words. Make sure that your provide a detailed presentation of your arguments and material you wish to use. This proposal should also include an annotated bibliography of at least 3 academic sources (books, peer-review journal articles, articles from edited volumes, etc.). You are expected to write a brief paragraph about each selected source to explain why it is relevant to your research topic. It is important to start to think about your research topic early on, as after doing some preliminary research and thinking, you may discover that it will not work well for the assignment, and you may end up going through 2 or 3 possible topics before you settle on one that satisfies you. This does not mean you are wasting your time; rather, formulating and reformulating your research problem is an essential part of the research process. Your proposal is due on November 9.

30% Final Paper/Project: Your final assignment is a research paper of 8 pages (double-spaced, excluding bibliography) on a topic of your choice related to course themes and readings. You may write about virtually any aspect of transnational sexualities, from LGBTQ rights to reproductive policies, from gender reassignment tourism to mail order brides, from transnational political activism to sexual security regimes, etc. Your initial inspiration might come from literature on sexualities, a popular culture or media story, your own experience or that of someone in your family/friend circle, or a longstanding interest in a particular issue related to transnational sexualities and gender regimes. You are required to submit your paper online on December 11. Further guidelines will be available later during the term. You will give a brief presentation of your research project (5 minutes maximum) on the last day of our class.

Course Policies:

1. Courtesy in Class: You are encouraged to thoughtfully ask and answer questions, but anything you say should be directed to the class as a whole. Refrain from any private conversations during discussions. Even quiet talking is distracting and disrespectful for your fellow students, your instructor, and yourself. Turn off mobile phones. While computers may be used in class for taking notes, text messaging, gameplaying, web-surfing, looking at pictures, or other irrelevant activities are not
acceptable in the classroom because they are distractions to yourself and others. Pay close attention in class and make it easy for your classmates to do the same so we may all benefit from this course.

2. **E-mail policy:** I will do my best to respond to your emails within 24-48 hours. Note that I might not be able to get back to you on weekends.

3. **Academic Integrity:** You are expected to be honest in all of your academic work. Please consult Brandeis University Rights and Responsibilities [link](http://www.brandeis.edu/studentlife/srcs/rr/) for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at LTS - Library guides [link](http://guides.library.brandeis.edu/c.php?g=301723).

4. **Access to Instruction:** If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

5. **Illnesses and Emergencies:** If an illness, injury, or other emergency impacts your coursework, it is your responsibility to contact the instructor as soon as possible to discuss whether it would be in your best interest to drop the course or to immediately arrange an alternative assignment or deadline. Any changes must be supported by documentation verifying sufficient cause, and settled in writing between the student and the instructor.

6. **Policy on Late Essays and Assignments:** All late assignments will be penalized with a late penalty of **5% per day, including weekends, and will not be accepted after 3 days late.** Please note that the 5% is calculated out of 100. For example, if you hand in your paper 2 days late, you would be deducted 10% out of 100, and the maximum you could receive on that assignment is 90%.

**Course Material:**

**Theorizing Transnationalism and Sexuality?**

**August 31**
Introductions

**September 2**

Puar, Jasbir. 1998. “Transnational Sexualities: South Asian (Trans)nation(alism)s and
Queer Diasporas” In Eng and Hom (eds.) Q&A: Queer in Asian America. 405-22.

September 7– Labor Day – No Class!

September 9


September 10 – Brandeis Monday!
In-class group activity!

September 14 – Rosh Hashanah – No Class!

September 16 – Representation, Language, Discourse


September 21 – Identities and Categories


Recommended:

September 23 – Yom Kippur – No Class!

Tourism, Sexuality and Travel

September 29 – Desire, Racialized Fantasies, and Sex Work

Padilla, Mark. 2007. Caribbean Pleasure Industry: Tourism, Sexuality, and AIDS in the
Dominican Republic (Introduction and Chapter 1). (Available online)

**September 30 – Debating Trafficking**


**October 5 – Shmni Atzeret – No class!**

**October 7 -- Gender Tourism**

**October 12 – Queer Migration**

**October 14 – !!!In-Class Midterm Exam!!!**

**October 19 – Gender and Queer Desire**
Blackwood, Evelyn. 2010. *Falling Into the Lesbi World: Desire and Difference in Indonesia* (1-87)

**October 21**
Movie Screening: TBA

**October 26 – The Lesbi World**
Blackwood, Evelyn. 2010. *Falling Into the Lesbi World: Desire and Difference in Indonesia* (88-209)

**October 28 – Settler Colonialism, Race, Queer**


**November 2 – Settler Genealogies**
November 4
Movie Screening: TBA

November 9 – Decolonization

*** Final Research Paper Proposals are due***

November 11– Intimacy, marriage and transnational romance

**Transnational Politics of Sexuality**

November 16 – Rights Frameworks, Identity Politics
Altman, Dennis. “On Global Queering.”
Responses from David Halperin, Fran Martin, Michael Tan:

November 18 – AAA’s conference!

November 23 – MESA conference!

November 25 – Thanksgiving holiday! No class!

November 30 – Gay Rights?


December 2 – Homonalism

December 7 – Homonalism – cont’d
Spade, Dean and Craig Willse. 2014. “Sex, Gender, and War in an Age of Multicultural Imperialism” *QED: A Journal in GLBTQ Worldmaking,* 1.1.

December 9: Course Wrap-up!