WST 3641  LGBT and Beyond: Non-Normative Sexualities in Global Perspective

Course Description

WST 3641 is a 3-credit course intended to introduce you to the interdisciplinary study of non-normative sexualities and genders around the world. It is a global learning foundations course that can be taken as part of the core curriculum. Regarding interdisciplinarity, we will read scholarship from gender studies, history, sociology, anthropology, geography, and queer studies, among other areas. Our examination will encompass both lesbian, gay, bisexual and transgender (LGBT)-identified individuals familiar to us in the U.S. as well as those individuals whose sexual/gender identities, practices and experiences fall outside such designation. In this sense, we will pay special attention to how and when not just our classifications but our assumptions, concepts and theories of sexuality and gender prove inappropriate for other cultural contexts. Finally, as a Global Learning Foundations Course, a fundamental goal is to enhance your global perspective, awareness and engagement. Regarding this dimension, a key component of this course will be its local-global approach. That is, we will examine how contemporary non-normative sexualities and genders around the world exist at the intersection of local and global processes. In particular, we will examine how they have been shaped by and have responded to histories of colonialism, transnational media, international non-governmental organizations, and the politics of the “global gay”. We will end by considering the challenges of how to engage in politics at the global level, given the complexities of non-normative sexualities and genders around the world.

Global Student Learning Outcomes

Students will be able to demonstrate an understanding of multiple local and global dimensions of non-normative sexual and gender experiences around the world, as well as the interconnections of these dimensions.

Students will be able to conduct an analysis of sexual/gender experience in a different/non-familiar cultural context with a theory of sexuality and gender that is appropriate to that context.

Students will be able to demonstrate willingness to address contemporary oppressions faced by sexual and gender minorities around the world at local and global levels.

Co-curricular Component

This course will also have a co-curricular component. In particular, we will have a series of guest speakers from different departments at FIU as well as local community organizations that deal with the issues discussed in class. Possible lecture topics include:

- non-human animal sex practices (associated with Miami Metrozoo)
- Palestinian sexualities
- transactional/commercial sexualities
These lectures will be organized on a contingency basis and will depend on the availability of the speakers. Presentations will be videotaped for future use.

Active Learning and Grading

The grading requirements for this course generally contain an active learning component. In particular, the first three assignments ask students to critically engage with the course material, apply it and extend it as necessary. In addition, the first two contribute to classroom discussion and debate.

1. Journals (25%): You are required to keep a Student Journal for the course. After each assigned reading, and before coming to class, you must submit a journal entry on Moodle. The entry should summarize the authors’ key points, assess and critique their arguments, and make connections to themes from prior readings and discussions. Finally, please come up with at least one additional question or issue that the readings brought up for you, which you would like to pursue in class. (For Moodle access, go to https://ecampus.fiu.edu/instructorguide.php and click on Moodle Login. Your login information is your FIU MyAccounts Username and password).

   Your entries will be graded on a 5 point scale, as described below:
   • 1-2 points: demonstrate none/little understanding of central points of reading
   • 3 points: demonstrate some understanding of central points of reading
   • 4 points: demonstrate good understanding of the central points of the reading
   • 5 points: above, plus makes connections to prior readings/discussions and is able to think critically about central points of reading and evaluate their implications

2. Attendance and Participation (25%): This class requires that you read the material before coming to class, attend regularly, and actively participate in the discussions and activities in class. Unexcused absences and lack of participation will count against your final grade.

3. Class Paper (20%): This class also requires you to write a paper applying the key themes we have discussed in this class. In particular, you must write about non-normative sexual/gender experience in a non-familiar cultural context. Further, you must apply a theory of gender/sexuality appropriate to this context and consider how interconnecting local-global processes have affected this experience. We will discuss this assignment further in class.

4. Three Exams (10 % each)

Required Texts*


*These can be purchased at the campus book store. The books are also on reserve at the Green Library, with the journals accessible through E-Journals.

**Course Schedule**

**Part I: Introduction to LGBT Studies**

Part I will introduce the LGBT framework that has developed within the US to study non-normative genders and sexualities in the US context. Through class discussions, student participation, and student journals, it will examine this framework and how it helps us to understand experiences of non-normative genders and sexualities within the US.

Week 1  Appiah, Kwame Anthony. “The Case for Contamination.”


Anne Fausto-Sterling, “Dueling Dualisms”
Sharon E. Preves, “Intersex Narratives: Gender, Medicine, and Identity”
Candace West and Don H. Zimmerman, “Doing Gender”
James W. Messerschmidt, “Goodbye to the Sex-Gender Distinction, Hello to Embodied Gender: On Masculinities, Bodies, and Violence”
Abby L. Ferber, “Keeping Sex in Bounds: Sexuality and the (De)Construction of Race and Gender”
Stevi Jackson, “Sexuality, Heterosexuality, and Gender Hierarchy: Getting Our Priorities Straight”
Tamsin Wilton, “Which One's the Man? The Heterosexualization of Lesbian Sex”

Emily Martin, “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles”
Phyllis Burke, “Gender Shock: Exploding the Myths of Male and Female”
Tre Wentling, “Am I Obsessed? Gender Identity Disorder, Stress, and obsession”
Siobhan Somerville, “Scientific Racism and the Invention of the Homosexual Body”
Martin Rochlin, “Heterosexism in Research: The Heterosexual Questionnaire”
Avy Skolnik and Anonymous, “Privileges Held by Non-Trans People”


Susan Cahn, “From the "Muscle Moll" to the "Butch" Ballplayer: Mannishness, Lesbianism, and Homophobia in U.S. Women's Sports”
Keith Boykin, “Victims and Villains”
Santiago Solis, “Snow White and the Seven "Dwarfs"—Queercripped”
Ntozake Shange, “With No Immediate Cause”
Terry A. Kupers, “Rape and the Prison Code”
Barbara Perry, “Doing Gender and Doing Gender Inappropriately: Violence Against Women, Gay Men, and Lesbians”


Nova Gutierrez, “Vision of Community for GLBT Youth: Resisting Fragmentation, Living Whole: Four Female Transgender Students of Color Speak About School”
John C. Miller, "My Daddy Loves Your Daddy": A Gay Father Encounters a Social Movement”
Kate Woolfe, “It's Not What You Wear: Fashioning a Queer Identity”
Part II: Complicating LGBT: Alternative Frameworks in Local-Global Perspective

The readings in Part II examine alternative gender and sexuality frameworks around the world, how “local” and “global” processes come together to shape non-normative genders and sexualities in ‘other’ spaces, and the implications for contemporary oppressions faced by gender and sexual minorities in those spaces. Section A on Native American and South African contexts demonstrates how these indigenous sexualities and genders depart from the US-based LGBT framework, the historical interaction of colonial/western and indigenous views, and the implications of these historical processes for the contemporary oppressions faced by sexual and gender minorities in these communities. The readings in section B examine the implications of contemporary globalization for non-normative gender and sexuality. While the Martin text examines the complex processes within which western categories are appropriated and translated in the current Taiwanese context, the Manalasan text examines how contemporary diasporic Filipino men in the US negotiate between Filipino and American gender and sexual identities. These readings, together with student journals on the readings, class attendance and participation, and an exam will help achieve the following course SLOs in Part II:

Students will be able to demonstrate an understanding of multiple local and global dimensions of non-normative sexual and gender experiences around the world, as well as the interconnections of these dimensions.

Students will be able to conduct an analysis of sexual/gender experience in a different/non-familiar cultural context with a theory of sexuality and gender that is appropriate to that context.

Students will be able to demonstrate willingness to address contemporary oppressions faced by sexual and gender minorities around the world at local and global levels.

A. Considering Colonial Histories, Contemporary Legacies:


Karen Yescavage and Jonathan Alexander, “Muddying the waters: constructions of sexuality, gender and sex in cross-cultural perspective”

From Jacobs, Sue-Ellen, Wesley Thomas and Sabine Lang, Eds. 1997. Two-
Sue-Ellen Jacobs, “Is the ‘North American Berdarche’ merely a phantom in the imagination of western social scientists?”
Clyde M. Hall, “You anthropologists make sure you get your words right”
Wesley Thomas, “Navajo cultural constructions of gender and sexuality”
Carolyn Epple, “A Navajo worldview and Nádleehí: Implications for western categories”
Terry Tafoya, “M. Dragonfly: two-spirit and the Tofoya Principle of Uncertainty”

Alice B. Kehoe, “On the incommensurality of gender categories”
Beatrice Medicine, “Changing Native American roles in an urban context and changing Native American sex roles in an urban context”
Anguksuar [Richard LaFortune], “A postcolonial colonial perspective on western [mis]conceptions of the cosmos and the restoration of indigenous taxonomies”
Gilbert Herdt, “The dilemmas of desire: from ‘berdarche to two-spirit”
Evelyn Blackwood, “Native American genders and sexualities: beyond anthropological models and misrepresentations”

Introduction
Ch 1, “Broadening Postcolonial Studies, Decolonizing Queer Studies”
Ch 2, “Reclaiming Insurgent Sexualities”
Ch 3, “Affective bonds between women in Lesotho: Retheorizing Gender, Sexuality and Lesbian Existence”

Ch 4, “Nationalism, Homophobia, and the Politics of ‘new’ South African nationhood”
Ch 5, “Sexual/Cultural Hybridity in the ‘new’ South Africa: Emergent Sites of new Transnational Queer Politics”
Ch 6, “Transforming Theory, Transforming Borders: Postcolonial Queer Inquiry and/as a Politics of Decolonization”

B. Considering Contemporary Globalizations:

“Introduction: Mobile Knowledges—Sexualities in Globalization”
Section 1: The National, the Global and the Local in New Park


Section 2: ‘Family’ Revalued
Section 3: Representing the subject of Tongxinglian


Introduction
Chapters 1-3


Chapters 4-6
Conclusion

Part III. Local-Global Resistance and Movements

The readings in Part III explore the challenges posed by the diversity and complexity of non-normative genders and sexualities around the world for enacting politics on behalf of sexual and gender minorities at the international level. They assess political strategies that attempt to address such challenges. These readings, along with student journals, class attendance and participation, the class paper, and an exam, will together prepare students to achieve the following SLOs:

Students will be able to demonstrate an understanding of multiple local and global dimensions of non-normative sexual and gender experiences around the world, as well as the interconnections of these dimensions.

Students will be able to demonstrate willingness to address contemporary oppressions faced by sexual and gender minorities around the world at local and global levels.

Students will be able to conduct an analysis of sexual/gender experience in a different/non-familiar cultural context with a theory of sexuality and gender that is appropriate to that context.

Kelly Kollman & Matthew Waites, “The global politics of lesbian, gay, bisexual and transgender human rights: an introduction”
Joke Swiebel, “Lesbian, gay, bisexual and transgender human rights: the search for an international strategy”
Hakan Seckinelgin, “Global activism and sexualities in the time of HIV/AIDS”
Sally Hines, “A pathway to diversity?: human rights, citizenship and the politics of transgender”


Angela R. Wilson, “The ’neat concept’ of sexual citizenship: a cautionary tale for human rights discourse.”
Scott Long, “Unbearable witness: how Western activists (mis)recognize sexuality in Iran”
Matthew Waites, “Critique of ‘sexual orientation’ and ‘gender identity’ in human rights discourse: global queer politics beyond the Yogyakarta Principles”

Week 15 **Global Politics cntd**: From *Feminist Legal Studies*. 2011. 19(2).

Stacy Douglas, Suhraiya Jivraj and Sarah Lamble, “Liabilities of Queer Anti-Racist Critique”
Sara Ahmed, “Problematic Proximities: or why critiques of gay imperialism matter”
Alana Lentin, “What happens to anti-racism when we are post-race?”