Women and Gender Studies
School of Social Transformation

WST-691 Topic: Queer of Color Critique: Race, Gender, and Sexuality

Spring 2018
Class# 24611

Course Day/Times:
Wed 4:50 PM - 7:35 PM

Course Location:
Wilson Hall 255

Instructor:
Marlon M. Bailey, Ph.D., M.F.A.
Associate Professor of Women and Gender Studies
School of Social Transformation

Office Location: Wilson Hall 307
Phone: (480) 727-3668

Office Hours: Mon: 12-2 pm or by appointment
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COURSE DESCRIPTION

This course focuses on the contributions of the interdisciplinary subfield of Queer of Color Critique. Queer of Color Critique consists of theories, analytics, knowledge, and activism that emerge from LGBTQ people of color who examine the intersections of, primarily, race, class, gender, and sexuality, and other vectors of power and categories of social life. The scholarship produced by LGBTQ scholars inform, or are informed by, theories and analyses of gender, culture, psychoanalysis, colonialism/postcolonialism, migration, diaspora, space and place, and HIV/AIDS. Albeit not exhaustive, in this course, we will examine genealogies of expanding interdisciplinary body of work.

Some of the overall objectives of this course are to:
--Examine many of the key knowledges and debates that inform Queer of Color Critiques.

--Explore some of the key debates around gender and sexual identities and subjectivities and other categories of analysis that have emerged since the academic institutionalization of queer theory in the 1990s, such as transgender/non-binary, and gender non-conforming, diaspora, space and place, homo(sex)normativity, and HIV/AIDS.

--Examine an alternative body of queer work that has emerged out of the assumption that gender and sexuality are produced in/through processes of racialization.

--Investigate the complexities of sexual desire, sexual behavior or practices, sexual identities and subjectivities.

--Help you become conversant in the key theories, debates, and interventions in Queer of Color Critique and queer theory.

--Help you be able to delineate, critique, and draw from key theories and concepts in Queer of Color Critique in your own research, writing, and activism.

REQUIRED TEXT

1. Ariane Cruz, *The Color of Kink: Black Women, BDSM, and Pornography* (NYU Press, 2016).
2. Carlos Ulises Decena, *Tacit Subjects: Belonging and Same-Sex Desire among Dominican Immigrant Men* (Duke University Press, 2011).
3. Roderick Ferguson, *Aberrations in Black: Toward a Queer of Color Critique* (University of Minnesota Press, 2003).
4. Gayatri Gopinath, *Impossible Desires: Queer Diasporas and South Asian Public Cultures* (Duke University Press, 2005).
5. Hoang Tan Nguyen. *A View from the Bottom: Asian American Masculinity and Sexual Representation* (Duke University Press, 2014)
6. Chandan Reddy, *Freedom with Violence: Race, Sexuality, and the U.S. State* (Duke University Press, 2011).
7. Juana María Rodríguez, *Sexual Futures, Queer Gestures, and Other Latina Longings* (NYU Press, 2014)
8. C. Riley Snorton *Black on Both Sides: A Racial History of Trans Identity* (University of Minnesota Press, 2017).
9. Gloria Wekker, *White Innocence: Paradoxes of Colonialism and Race* (Duke University, 2016).

FILMS

Race: The Power of an Illusion (Exec. Prod. Larry Adelman) 2003
Episodes 3: The House We Live in (56 min)

Recommended: *Fire* (Dir. Deepa Mehta 108 min) Excerpts

EVENTS

IHR Distinguished Lecture, Alondra Nelson, "Reconciliation Projects: The Racial Politics of Genetic Ancestry Testing."
Tues March 27th, 2018 at 4:30 pm, Ventana Ballroom Memorial Union.

COURSE REQUIREMENTS/OBLIGATIONS

30% Attendance and participation in class discussion and exercises
---Weekly Concept/Definition
---Guided Reading Questions

30% In-Class Presentation

40% Final Paper (conference style)/Presentation
--Abstract or Brief Description of Research Topic Due
--Paper Presentation Panels

Attendance/Participation (30%)
Attendance will be taken each class meeting, and you are required to attend every class meeting on time. Absences are understood only in the case of an emergency or under extenuating circumstances. If your attendance becomes a problem, you will be advised to withdraw from the course. Punctuality is also an important virtue, so please make sure you come to class on time all of the time. I will make exceptions for absences due to *"Religious Practices"* and "*University-Sanctioned Activities*."

"Accommodations for Religious Practices." Students should notify me at the **beginning of the semester** about the need to be absent from class due to religious observances.

"Missed Classes Due to University-Sanctioned Activities."
Students who participate in "university-sanctioned activities" (documentation is required) that require classes to be missed will be granted an excused absence. However, absence from class due to university-sanctioned activities does not relieve students from responsibility for any part of the coursework required during the period of the absence.

Seminar Participation
The purpose of a seminar-style class is to allow space for students to practice thinking, speaking, and listening to shape conversations and enrichen the collective learning experience. Thus, student participation is crucial, and it is important that all of us come to class prepared to thoroughly engage the readings for the week with intellectual generosity, humility, curiosity, risk-taking, and self-reflexivity. Furthermore, since, all of us bring a different voice, perspective, and experience to the classroom space, mutual respect (critical generosity) for all voices is required in this seminar at all times. If you have concerns or questions about the above expectations for class participations, please feel free to see me during office hours or directly after class.

Guided Reading Questions:
To prepare for class discussions of the readings, the following are some guiding questions. As much as possible, these questions will underpin our in-class discussions of the materials:

--What is the author(s') overall argument?

--What theory or theoretical and/or methodological interventions are being offered?

- What do you find compelling about the readings? What do you find unsettling, or unconvincing about the readings?

- How do these texts relate to topics we discussed in the previous class?

- Can you provide examples of current events that support/reject the readings?

In-Class Presentation (In-Class Presentation)
Each of you will be assigned to prepare a presentation in relation to the week's reading. These presentations should not be a summary of the reading as much as evidence of your critical engagement with and interpretative response to it. Approach this presentation as you would a public lecture or a paper on material you cover. You can select one or two ideas for the readings and elaborate on, argue with, or add to them in some way. You can put some ideas in conversation with aspects of your own work if you would like.

The paper should follow the DIET plan (description, interpretation, evaluation, and theorization). Each presentation should have three parts: 1) the text itself (8-10 pp., double-spaced), 2) a list of works cited, and 3) a list of works suggested for further reading.

Your paper should be distributed to members of the seminar on the night before your presentation via email attachment or by posting on Blackboard. More details for this assignment will be provided later.

Research Project (30%)
Conference Proposal and Presentation (Final)
This project is meant to prepare you for presentation at an academic conference and to familiarize yourself with the process of submitting a proposal to an academic conference.

1. Choose a conference in your field that would be open to a presentation focusing somehow on queer of color critiques.
2. Write a proposal/abstract of your paper, following the guidelines for the conference.
3. Write and present a conference-length paper (no more than 10 double-spaced pages) at the end of the course.
4. Submit the paper with the works cited for this project.

The last two weeks of the course will be devoted to our conference-style presentations. More details for this assignment will be provided at a later date.

NOTE: The Women and Gender Studies Program recommends that all assignments, including those for graduate students, be accepted through *SafeAssignment.* All assignments will be due via *SafeAssignment* on Blackboard, except for weekly written responses.

Writing Assistance
If you need additional writing help there are a number of resources available to you on this campus, including myself as the instructor. Beyond class, a great source of input on your writing is available at *The School of Social Transformation (SST) Writing Mentorship Center Wilson Hall Rm 327, M-TH 8 am-5 pm. To make an appointment call: 480.727.3670 or email*: writing@asu.edu. Individual mentors will help you work on papers at any stage of the writing process, including grammar, organization, and content.

Writing Center Coordinators at the University Academic Success Programs (UASP) provide services to ASU graduate students enrolled in 500, 600 and 700 level classes. These centers offer appointment-based writing assistance for graduate students as well as space to read, write, and discuss their graduate research and writing projects. This assistance allows students to meet with a graduate writing consultant to receive feedback on their writing projects at any stage in their development and writing process. The ASU Graduate Writing Centers will also assist with hosting workshops on writing and research topics. The ASU Graduate Writing Centers will be opening Monday, August 22nd for student appointments:

- **Downtown:** Post Office, lower level, room L1-32
- **Online:** https://tutoring.asu.edu/online-graduate-writing-support
- **Tempe:** Hayden Library, room C-52

Do not put off drafting your papers; remember that you can, and should, read ahead and start working on your papers as soon as possible.

Accommodating students with disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Note: *Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.*

Academic integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity

Classroom Etiquette

I would prefer that you ***not*** bring cell phones or any other personal electronic devices to class that can be potentially disruptive. But if you do, obviously, you are responsible for making sure that ringers (bells and whistles) are on the off or silent mode. Otherwise, if one of your gadgets, or your use of it disrupts class proceedings, I may have to ask you to leave for the duration of the class meeting. All students have the right to engage in the pedagogical experience in the class without unnecessary distractions. Do not **instant message** and/or **surf the web** during lectures or discussions. If any student is discovered doing this, the person will be asked to leave the class and will be marked absent for that day.

Policy against threatening behavior
ASU's policy against threatening behavior (Student Services Manual SSM 104–02 "Handling Disruptive, Threatening or Violent Individuals on Campus"):

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

This course deals with aspects of sex, gender, and sexuality in a candid and explicit manner at times. Students who do not feel comfortable with this approach should not take the course.

COURSE SCHEDULE
NOTE: This schedule is subject to change. You will receive prior notice of any changes to the schedule in enough time to make the adjustments.

Week 1 **Introductions and course overview**
Wed Jan 10

Week 2
Wed Jan 17 **Queer of Color: Genealogies**

No Class

Reading: David Ang, Judith Halberstam, and José Muñoz, "Introduction: What is Queer about Queer Studies Today," *Social Text* 84–85, Vol. 23, Nos. 3–4, (2005): 1-18.

View: *Race: The Power of an Illusion* (Exec. Prod. Larry Adelman) 2003
Episode 3: *The House We Live In: Race-The Power of an Illusion* (56 min.)
https://login.ezproxy1.lib.asu.edu/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=11854&xtid=49736 (Available through ASU)

The Death and Life of Martha P. Johnson
https://www.netflix.com/title/80189623 (Available through Netflix).

Week 3 **Queer of Color: Genealogies (cont.)**
Wed Jan 24

Reading: The Combahee River Collective Statement
https://combaheerivercollective.weebly.com/the-combahee-river-collective-statement.html

Roderick Ferguson, *Aberrations in Black: Toward a Queer of Color Critique* (University of Minnesota Press, 2003).

Brittany Cooper, "Love no Limit: Towards a Black Feminist Future (in Theory)," *The Black Scholar,* Vol 45 No 4 (2015): 7-21

Week 4
Wed Jan 31 **Race and the Construction of Gender and Sexuality**

Siobhan Somerville, "Scientific Racism and the Emergence of the Homosexual Body," *Journal of the History of Sexuality,* Vol 5, No 2 (1994): 243-266.

Richard T. Rodríguez, "Afterward: Making Queer Familia," *Next of Kin: The Family in Chicano/a Cultural Politics* (Durham: Duke University Press, 2009) pp. 167-176.

Cathy Cohen, Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics, *GLQ*, Vol 3 (1997): 437-465.

C. Winter Han, "It's Like They Don't See Us at All: Race and Racism in Gay America," *Geisha of a Different Kind: Race and Sexuality in Gaysian America*, (NYU Press, 2015).

Amber Hollibraugh and Cherríe Moraga, "What We're Rolling around in Bed with," pp Sexual Silences in Feminism a Conversation Toward Ending them," pp. 58-62

Week 5
Wed Feb 7 **Racial Whiteness**

Reading: Gloria Wekker, *White Innocence: Paradoxes of Colonialism and Race* (Duke University, 2016).

Cheryl Harris, "Whiteness as Property," *Harvard Law Review,* Vol. 106, No. 8 (Jun., 1993), pp. 1707-1791 (Read 1710-1744).

Hiram Perez, "You can have my Brown Body and eat it, too! *Social Text* 84-85 Vol. 23, Nos. 3-4 (2005): 171-192

Week 6 **Indigenous Queer and Two-Spirit Critiques**
Wed Feb 14

Reading: Qwo-Li Driskill (Cherokee) "Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies," *GLQ*, Vol 16, No 1-2, 2010, 69-92.

Andrea Smith, "Queer Studies and Native Studies: the Heteronormativity of Settler Colonialism," *GLQ* 16:1-2 (2010): 41-68.

Chris Finley, "Decolonizing the Queer Native Body (and Recovering the Native Bull-Dyke): Bringing the 'Sexy Back' and Out of Native Studies' Closet," *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature* Ed. Qwo-Li Driskill, Chris Finley, Brian Joseph Gilley, and Scott Lauria Morgensen, (University of Arizona Press, 2008) pp. 31-42

Adrew J. Jolivette, "Indian Blood: Two-Spirit Return in the Face of Colonial Haunting," *Indian Blood: HIV & Colonial Trauma in San Francisco's Two-Spirit Community*," (University of Washington Press, 2016) pp. 3-30.

Week 7 **Queer Migrations/Migratory Critiques**
Wed Feb 21

Reading: Carlos Ulises Decena, *Tacit Subjects: Belonging and Same-Sex Desire among Dominican Immigrant Men* (Durham, NC: Duke University Press, 2011).

Sharon Doetsch-Kidder "My Story is Really Not Mine: An Interview with Latina Trans Activist Ruby Bracamonte, *Feminist Studies* Vol 37 No 2 (2011): 441-467

Week 8
Wed Feb 28 **Queer Diasporic Critiques**

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

Rinaldo Walcott, "Queer Returns: Human Rights, Anglo-Caribbean, and Diasporic Politics," *Queer Returns: Essays on Multiculturalism, Diaspora, and Black Studies* (Insomniac Press, 2016), 128-165.

Week 9 **Spring Break**
Wed Mar 7

NO CLASS

Week 10 **Critiques of the Nation-State**
Wed Mar 14

Reading: Chandan Reddy, *Freedom with Violence: Race, Sexuality, and the U.S. State* (Duke University Press, 2011).

Elizabeth Bucar and Anne Enke, Unlikely Sex Change Capitals of the World: Trinidad, United States, and Tehran, Iran, as Twin Yardsticks of Homonormative Liberalism, *Feminist Studies* Vol 37 No 2 (2011): 301-328.

Week 11 **Trans* of Color Critiques**
Wed Mar 21

Reading: C. Riley Snorton *Black on Both Sides: A Racial History of Trans Identity* (University of Minnesota Press, 2017).

Emily Skidmore, "Constructing the 'Good Transsexual' Christine Jorgenson, Whiteness, and Heteronormativity in the Mid-Twentieth-Century Press," *Feminist Studies* Vol 37 No 2 (2011): 270-300.

Week 12 **Queer of Color Critiques of Homo(Sex)normativity**
Wed Mar 28
Reading: Hoang Tan Nguyen. *A View from the Bottom: Asian American Masculinity and Sexual Representation* (Duke University Press, 2014)

Jennifer Nash, "Black Anality," *GLQ*, Vol 20, No 4, (2014): 439-460.

Week 13 **Queer of Color Gender and Sexual Communities**
Wed April 4
Reading: Juana María Rodríguez, *Sexual Futures, Queer Gestures, and Other Latina Longings* (NYU Press, 2014)

Sami Schalk, **"**Coming to Claim Crip," *Disability Studies Quarterly* Vol 33, No 2 (2013) http://dsq-sds.org/article/view/3705/3240

Week 14
Wed April 11 **Queer of Color Gender and Sexual Community Formations (Cont.)**

Reading: Arianne Cruz, *The Color of Kink: Black Women, BDSM, and Pornography, is in published with New York University Press (2016).*

Marlon M. Bailey, "Black Gay (Raw) Sex," *No Tea, No Shade: New Writing in Black Queer Studies*, Ed. E. Patrick Johnson (Duke University Press, 2016) pp. 239-261

José Muñoz, "Introduction: Feeling Utopia," *Cruising Utopia: The then and There of Queer Futurity* (NYU Press 2009) pp. 1-18.

Week 15
Wed April 18

Class Final Paper Presentations/Conference

Week 16
Wed April 25

Class Final Paper Presentations/Conference