In their 2016 essay, “Queer Theory and Permanent War,” anthropologist Maya Mikdashi and queer theorist Jasbir Puar call for a queer theory beyond American studies, asking: “Can queer theory be recognizable as such when it emerges from elsewhere?”

This course takes up this call and query, highlighting new transnational and queer/trans of color theory, ethnography, and film. We consider what it might mean to theorize (queerly) from elsewhere, disrupting the US as the center of queer/trans concepts, rights, communities, and possibilities. Throughout, we consider the "global" (or transnational) not only as the reach of gay rights or NGOs, but also, more critically, the longer historical context of ongoing imperialism and settler colonialism—including its "queer" variants.

Core topics include: decolonizing ethnographic methodologies, state homophobia and gay tourism, theorizing the Black/queer Atlantic, Black and Indigenous erotic sovereignties, Black feminisms, trans of color critique, translation and the critique of "universal" sex and gender categories, settler and postcolonial homonationalisms, settler sexuality, gay NGOs and "Pride," and LGBT refugee/asylum migration. We will ground our conceptual explorations in ethnographies of queer/trans life in Trinidad and Tobago, the Dominican Republic, Ghana, Turkey, Palestine/Israel, Native North America, South Africa, India, Canada, Iran, Brazil, and, last (least?) the US. Film and popular culture will help us unfold the relationships between global queer studies and global queer politics.

This is an American Studies course that satisfies a “Transnational Americas” requirement. It is cross-listed in Anthropology and FGSS, and is part of the Queer Studies Course Cluster.

Course Readings

*Book we will read (largish) part of:*

These books are available at the RJ Julia Bookstore. They are also on reserve at Olin. You are welcome to buy the books elsewhere and in any format that works for you. All of the articles we’ll be reading for this course are available on the course Moodle and also as a course pack that you can order through your Wesleyan portfolio.
Course Assignments

- Participation and attendance ----- 10%
- 3 P&Qs: Passage for Discussion & Question(s) – 15%
- 3 Short Reflection Papers: 45%
- Final Project/Paper – 30%

Participation
This course is designed for an active learner; your participation is crucial to its success. We will be reading challenging theoretical essays, so participation means coming to class ready to ask questions, to think about what is at stake, and to begin to forge your own analysis. Your participation should be grounded in the reading; pointing us to relevant sections of an ethnography or article or to a particular quote is most productive. In this class, we value “half formed” thoughts – so do not feel that you need to master the material in order to comment on it. Remember, participation does not just mean talking, it means contributing to our collective learning – asking questions and expanding others' insights is often as useful as (maybe even more useful than) making declarations.

P&Q: Passage for Discussion and Question(s)
Three times during the semester, you’ll post a passage and discussion question on the moodle before class (by noon on the day of our class). I’ll ask you to lead part of our class discussion, based on your P&Q. When considering a passage: choose something from the readings that you think is especially interesting, important, provocative, challenging, or that will otherwise prompt meaningful discussion about the core issues at hand. Please type out your passage -- a passage can be anywhere from 1 sentence to 1 paragraph -- and include page numbers. Along with the passage, please include one discussion question. You might need a few sentences to explicate your question: make sure you give enough context for your question to be generative (aim for a question that you think links to other important ideas or topics, gets at the heart of some theoretical issue, or opens up a new way of thinking). Your question can connect to the passage, or it can be more holistic, for the day’s readings as a whole. While you should take the time to read carefully and reflect on the material before writing your P&Q, you are not expected to master the class material before our session. The P&Q allows you to direct our discussion in ways most conducive to your learning and interests, and also raise questions you have about the material.

Short Reflection Papers
You will turn in 3 short (~4 page double-spaced) papers on the days listed on the syllabus. These papers give you a chance to connect and synthesize the analytical material/concepts with the ethnographic readings for each of our three main units. You'll want to choose a focus for your paper that is narrow enough to enable you to delve deeply into the material, and balance analytical or conceptual arguments with ethnographic detail and particularity. In other words, these are anthropological arguments: you'll want to tackle high-level argument/analysis in a way that is grounded in concrete and specific lives and stories. Avoid generalization and summary; instead, use these papers to explore a particular issue, tension, or idea that arose in the unit with as much detail as possible. Provide specific examples from the readings (the more specific, the better: use quotes from people interviewed, particular stories that illustrate your point, etc.). Part of this assignment is to practice making a concise argument, so do not waste space with extensive introductions, conclusions, or repetition—just jump right in! I will give additional guidance as the first paper due date approaches.
Final Project/Paper
Your final assignment is a paper/project of 8-10 double-spaced pages (or equivalent). Broadly, the paper/project must be relevant for the course: it can be based on course readings, it can be an expansion of one of your Short Reflection Papers, or it can entail research or another substantive project on the aspect of Global Queer Studies of your choice. A research paper, a creative project (a video, a webpage), a syllabus, a review essay (of 2 or 3 ethnographies in rel. to a specific question) are some of the possibilities you can consider. Be on the lookout for something you want to examine throughout the semester (and check out my recommendations in the syllabus under "want more?"). You'll also find a list of recommended ethnographies for further reading on the moodle. You will need to meet with me to discuss your ideas; a 1-page Proposal, with a sketch of the project (research questions, sources), is due April 15. Final papers are due May 10 by 5pm (this is the scheduled exam period for this class).

Course Policies

1. Absences: You may miss 2 classes without explanation or penalty: think of these as sick (or health) days, and take them as needed. No need to let me know or provide detail unless you are dealing with something serious, in which case we should have a more detailed conversation that will likely include your Class Dean. Missing 5 or more classes is grounds for No Credit.

2. Extensions: In a typical semester, I rarely grant extensions, except for emergency situations and as disability accommodations—in part because I have found that pushing off work can make things worse for the procrastinators and anxious among us (myself included) and a crappy paper turned in while ideas are fresh is often better, pedagogically, than a "perfect" one turned in much later or not at all. However, this semester there is the small matter of the Ongoing Global Pandemic. So, if you are having any difficulty with deadlines, please be in touch and let's talk about it. Note, however, that you cannot turn in P&Qs late, as they are meant to structure the class discussion for that day.

3. Office Hours: I have office hours on Tuesdays, Wednesdays, and Thursdays; schedule an appointment using my online calendar: http://calendly.com/margot-weiss. Please come and talk to me about course material, dynamics, or any concerns or ideas you might have. If you cannot make any of my available times, email me and we will work out an alternative time to meet.

Students with Disabilities
Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs and services. To receive accommodations, a student must have a disability as defined by the ADA. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible. If you have a disability, or think that you might have a disability, please contact Accessibility Services in order to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms 021/218, or can be reached by email (accessibility@wesleyan.edu) or phone (860-685-2332).

Honor Code
All work must be done in compliance with the Honor Code. If you need help with proper citations or you have questions on how to avoid plagiarism, let me know or contact the Writing Workshop: https://www.wesleyan.edu/writing/writingworkshop/index.html
Course Schedule
readings will be discussed on the date listed

Introduction:
Globalizing Queer Studies and Queering Ethnography

Thursday, January 27: Openings
- Listen: Joseph Pierce (Cherokee), "Why Academics Must Decolonize Queerness"
- Listen: Margot Weiss, “What is Queer Anthropology?”

Tuesday, February 1: The "Queer" in Queer Studies

Group 1 P&Q
... Want more?

Thursday, February 3: Transnational Queer Studies: Area and/vs. Theory
- Maya Mikdashi and Jasbir K. Puar, 2016. “Queer Theory and Permanent War” GLQ

Group 2 P&Q
... Want more?
- Kath Weston, 1998. “The Bubble, the Burn, and the Simmer” Long, Slow Burn (on data vs theory)
- Margot Weiss, in press. “Queer Theory from Elsewhere and the Im/Proper Objects of Queer Anthropology” Feminist Anthropology
- Tom Boellstorff, Mauro Cabral, Micha Cárdenas,Trystan Cotten, Eric A. Stanley, Kalaniopua Young, and Aren Z. Aizura, 2014. "Decolonizing Transgender: A Roundtable Discussion" TSQ

Tuesday, February 8: Queer Epistemologies: Ways of Knowing
- Lyndon K. Gill, 2018. Conclusion to Erotic Islands: Art And Activism In The Queer Caribbean, "Black Queer Diaspora and Erotic Potentiality" (pp. 197-216)
- Savannah Shange, 2019. "Play Aunties and Dyke Bitches: Gender, Generation, and the
Global Queer Studies

Ethics of Black Queer Kinship" The Black Scholar

- (rec): Tom Boellstorff, 2016. “Queer Techne: Two Theses on Methodology and Queer Studies” in Queer Methods and Methodologies

Group 3 P&Q

... Want more?
- Nikki Lane, "Bringing Flesh to Theory: Ethnography, Black Queer Theory, and Studying Black Sexualities"
- Scott L. Morgensen, 2016. “Encountering Indeterminacy: Colonial Contexts and Queer Imagining.” Cultural Anthropology
- Tom Boellstorff, 2006. “Queer Theory Under Ethnography's Sign” GLQ

Part 1. Trouble in Paradise
Erotic Sovereignties, Embodied Pleasures, and Gay Tourism in the Black/queer Caribbean

How can we think about queer erotic sovereignty in the context of ongoing (neo)colonialism?

Thursday, February 10: Consuming (Queer) Paradise

Group 4 P&Q

... Want more?
- bell hooks, 1991. "Eating the Other" Black Looks

Tuesday, February 15: Erotic Islands
- Lyndon K. Gill, 2018. Erotic Islands: Art And Activism In The Queer Caribbean (start)

Group 5 P&Q

Thursday, February 17: Erotic Islands
- Lyndon K. Gill, 2018. Erotic Islands: Art And Activism In The Queer Caribbean (finish)

Group 6 P&Q
Tuesday, February 22: Erotic Archives, Erotic Autonomy
- Audre Lorde, 1978. "The Erotic as Power" Sister Outsider -- or listen to it
- Omise’eke Natasha Tinsley, 2008. “Black Atlantic, Queer Atlantic: Queer Imaginings of the Middle Passage” GLQ

Group 7 P&Q

... Want more?
- Omise’eke Natasha Tinsley, 2018. Ezili’s Mirrors: Imagining Black Queer Genders
- Gloria Wekker, 2006. The Politics of Passion: Women’s Sexual Culture in the Afro-Surinamese Diaspora

Thursday, February 24: Queer Freedom: Black Sovereignty
- Ana-Maurine Lara, Queer Freedom: Black Sovereignty (start)

Group 1 P&Q

Tuesday, March 1: Queer Freedom: Black Sovereignty
- Ana-Maurine Lara, Queer Freedom: Black Sovereignty (finish)

Professor Lara ZOOM visit to our class!

Group 2 P&Q

Thursday, March 3: gaycation / "the world's worst place to be gay" (no reading)
Watch in class: Gaycation (Japan, Brazil, and India) --or-- BBC’s The World’s Worst Place to Be Gay"

Friday, March 4: Short Paper 1 due

Part 2. The Categories Themselves
De-Universalizing Sex/Gender, Translation, & Queer Theory from Elsewhere
Are our foundational categories of sex, gender, and sexuality Western and if so, how can we think gender/sexuality (and thus queerness++) elsewhere -- without reifying "the local"?

Tuesday, March 8: Rethinking Sex, Gender, Sexuality as Conceptual Categories
- Oyèrónké Oyèwùmi, 1997. "Preface" to The Invention of Women: Making an African Sense of Western Gender Discourses
- Maria Lugones, 2007. “Heterosexualism and the Colonial/Modern Gender System.” Hypatia
- Afsaneh Najmabadi, 2006. "Beyond the Americas: Are Gender and Sexuality Useful Categories of Analysis?" Journal of Women’s History
- (rec): Omise’eke Natasha Tinsley, "Whatever You Want to Call It" in Thiefing Sugar: Eroticism between Women in Caribbean Literature (5-15)

Group 3 P&Q

... Want more?
Thursday, March 10: Translating Trans*

- Malú Machuca Rose, 2019. "Giuseppe Campuzano's Afterlife: Toward a *Travesti* Methodology for Critique, Care, and Radical Resistance" *TSQ*
- Afsaneh Najmabadi, 2008. “Transing and Transpassing across Sex-Gender Walls in Iran” *WSQ*

> SPRING BREAK SPRING BREAK SPRING BREAK SPRING BREAK SPRING BREAK SPRING BREAK <

Tuesday, March 22: Queer/China

- Hongwei Bao, 2018. *Queer Comrades: Gay Identity and Tongzhi Activism in Postsocialist China* (Introduction, Chapter 3, and Chapter 5)
- Ara Wilson, 2006. “Queering Asia,” *Intersections*
- (rec): Howard Chiang and Alvin K. Wong, 2016. "Queering the transnational turn: regionalism and queer Asias" *Gender, Place & Culture*

In class: Cui Zi’en's *Queer China, Comrade China*-- or -- *Queer Comrades*

> SPRING BREAK SPRING BREAK SPRING BREAK SPRING BREAK SPRING BREAK SPRING BREAK <

> SPRING BREAK SPRING BREAK SPRING BREAK SPRING BREAK SPRING BREAK SPRING BREAK <
Global Queer Studies

- Audrey Yue, Jun Zubillaga-Pow, *Queer Singapore: Illiberal Citizenship and Mediated Cultures*
- Tom Boellstorff, 2006. *The Gay Archipelago: Sexuality and Nation in Indonesia*

Thursday, March 24: Queering Queer Africa
- Stella Nyanzi, 2014. “Queering Queer Africa.” *Reclaiming Afrikan*
- Ashley Currier & Thérèse Migraine-George, 2017. “‘Lesbian’/ female same-sex sexualities in Africa” *Journal of Lesbian Studies*
- start Dankwa -->

In class: Julia Gunther, 2013. *Rainbow Girls*
Group 6 P&Q

... Want more?
- Oyèrónké Oyèwùmí, 1997. (Re)constituting the Cosmology and Sociocultural Institutions of ÒyóYorùbá: Articulating the Yorùbá World-Sense” *The Invention of Women*
- Judith Gay, 1985) "Mummies and Babies' and Friends and Lovers in Lesotho" *Journal of Homosexuality*
- Ashley Currier and Thérèse Migraine-George, 2016. “Queer Studies / African Studies: An (Im)possible Transaction?” *GLQ*

Tuesday, March 29: Knowing Women
- Serena Owusu Dankwa, *Knowing Women: Same-sex Intimacy, Gender, and Identity in Postcolonial Ghana* (as much as you can)

Professor Dankwa ZOOM visit to our class!
Group 7 P&Q

Thursday, March 31: Representation, Refusal, and Commensurability
- Kai M. Green, 2016. "The Essential I/Eye in We: A Black TransFeminist Approach to Ethnographic Film," *Black Camera*

Watch in class: Kai M. Green, "It Gets Messy in Here" : https://vimeo.com/ondemand/125867
Group 1 P&Q

... Want more?
- Audra Simpson, 2016. "Consent's Revenge" *Cultural Anthropology*
Tuesday, April 5: Reimagining Translation, Decolonizing History (no reading)
in class film: Maya Mikdashi and Carlos Motta, 2015. *Deseos* / رغبات
- (rec): Leah DeVun and Zeb Tortorici interview Maya Mikdashi and Carlos Motta about *Deseos* / رغبات (Desires, 2015)

**Tuesday, April 5: Short Paper 2 due**

### 3. The Location of Homophobia
Homonationalisms, Settler Homonationalism, and Queer/Trans between Nations

*How do we think about nationalism and homophobia without falling into a West-as-best (liberation) narrative? How might gay-rights-as-human-rights be rethought in relation to (settler) homonationalism and "gay imperialism"?*

---

**Thursday, April 7: The Location of (African) Homophobia**

- Neville Hoad, 1999. "Between the White Man’s Burden and the White Man’s Disease: Tracking Lesbian and Gay Human Rights in Southern Africa," *GLQ*
- Tavia Nyong’o, 2012. “Queer Africa and the Fantasy of Virtual Participation” *WSQ*

**Group 2 P&Q**

... *Want more?*

- Paola Bacchetta, 1999. "When the (Hindu) Nation Exiles Its Queers," *Social Text*
- Tom Boellstorff, 2004. "The emergence of political homophobia in Indonesia: masculinity and national belonging" *Ethnos*

**Tuesday, April 12: Queer/Trans Refugees**

- B. Camminga, 2017. “Categories and Queues: The Structural Realities of Gender and the South African Asylum System.” *TSQ*
- Sima Shakhsari, 2014. "The queer time of death: Temporality, geopolitics, and refugee rights" *Sexualities*

In class: Transborder Immigrant Tool: https://anthology.rhizome.org/transborder-immigrant-tool

**Group 3 P&Q**

... *Want more?*

- Debanuj DasGupta, 2019. "The Politics of Transgender Asylum and Detention" *Human Geography*
- Jasbir Puar, "Introduction" to *Terrorist Assemblages*

**Thursday, April 14: Queer Activism between the Local and Global**

- Evren Savci, *Queer in Translation: Sexual Politics under Neoliberal Islam* (first part)

**Group 4 P&Q**
Want more?

- Serena Bassi, "Displacing LGBT: Global Englishes, Activism and Translated Sexualities" *Feminist Translation Studies*

**Friday, April 15: Final Project/Paper Sketch due**

**Tuesday, April 19: Queer Activism between the Local and Global**
- Evren Savci, *Queer in Translation: Sexual Politics under Neoliberal Islam* (finish)

Professor Savci ZOOM visit to our class!

Group 5 P&Q

**Thursday, April 21: Homonalionalism and/as Settler Colonialism**
- Scott Lauria Morgensen, 2010. "Settler Homonationalism: Theorizing Settler Colonialism within Queer Modernities" *GLQ*
- J. Kēhaulani Kauanui (Kanaka Maoli), “Indigenous Hawaiian Sexuality And The Politics Of Nationalist Decolonization” *Critically Sovereign* -- or video
- Kim TallBear (Sisseton-Wahpeton Oyate, Cheyenne, and Arapaho), "Yes, Your Pleasure! Yes, Self-Love! And Don't Forget, Settler Sex is a Structure" (online)

Group 6 P&Q

... Want more?

- Teresia K. Teaiwa, 1994. "bikinis and other s/pacific n/oceans" *The Contemporary Pacific*
- Adam R. Chang, " A Non-Native Approach to Decolonizing Settler Colonialism within Hawaii’s LGBT Community"
- Deborah A. Miranda (Ohlone-Costanoan Esselen Nation, Chumash), “Extermination of the Joyas: Gendercide in Spanish California” *GLQ*
- Scott Lauria Morgensen, *Spaces Between Us: Queer Settler Colonialism And Indigenous Decolonization*

**Tuesday, April 26: Indigenous Erotic Sovereignty**
- Marie Laing, *Urban Indigenous Youth Reframing Two-Spirit* (all)

Group 7 P&Q

... Want more?

- Jenny Davis (Chickasaw), “More Than Just ‘Gay Indians’: Intersecting Articulations of Two-Spirit Gender, Sexuality, And Indigenousness" in *Queer Excursions*
- Jenny Davis “Refusing (Mis)Recognition: Navigating Multiple Marginalization in the U.S. Two Spirit Movement." *Review of International American Studies*
- Lisa Tatonetti, "Indigenous Fantasies and Sovereign Erotics: Outland Cherokees Write Two-Spirit Nations" in *Queer Indigenous Studies*
- James Thomas Stevens (Akwesasne Mohawk), "Poetry & Sexuality: Running Twin Rails" *GLQ*
- Scott Lauria Morgensen, “Unsettling Queer Politics: What Can Non-Natives Learn from Two-Spirit Organizing?” In *Queer Indigenous Studies*

**Thursday, April 28: Gay Pride? Homonalionalism and Gay Imperialism (no reading)**

in class film: Kami Chisolm (2015), *Pride Denied: Homonalionalism and the Future of Queer Politics*

Global Queer Studies

Journal of Palestine Studies

  
... Want more?

- Sa’ed Atshan, 2020. Queer Palestine and the Empire of Critique
- Gil Z. Hochberg; Haneen Maikey; Rima; Samira Saraya, 2010. "No Pride in Occupation: A Roundtable Discussion" GLQ
- Rachael Bryne, " Cyber Pinkwashing: Gay Rights under Occupation," The Moral Panics of Sexuality
- Scott Morgensen, 2013. “Settler Colonialism and Alliance: Comparative Challenges to Pinkwashing and Homonationalism.” Jadaliyya
- Jasbir Puar and Maya Mikdashi, "Pinkwatching And Pinkwashing: Interpenetration and its Discontents" Jadaliyya

Friday, April 29, Short Paper 3 due

(No) Conclusions:
Global Queer Studies / Global Queer Politics

Tuesday, May 3: Last day
Wrap up/tbd

Final Paper due: May 11 by noon