Class Meeting Time: Wednesdays, 5:30-8:10PM
Class Location: Conklin 445

Professor Timothy Stewart-Winter (he/him/his)
Office Hours: Wednesdays 4-5PM and by appointment
Office Location: Conklin 314
Email: timsw@rutgers.edu

Course Description
This graduate seminar will examine how transnational approaches have reshaped scholarly understandings of the history of sexuality and gender in the twentieth-century U.S. How does the past look different when we pay particular attention to the flow of people, capital, goods, and knowledge across national borders? How does decentering the nation-state as a category of historical analysis change the way we interpret pleasure, danger, embodiment, and desire? Some key themes in our readings include migration, colonialism, war, social movements, public health, and popular culture.

Required Materials
It is important that you have the required readings with you during our discussions. There are twelve books that you must buy or borrow for this course (we will read them in their entirety):

These books have been ordered at the Rutgers University-Newark Bookstore (located in the Hahne’s Building, 42 Halsey Street). Of course, you should feel free to purchase the books as inexpensively as possible or borrow a copy. Though the Rutgers library has e-books for several of these, in some cases only 1 “copy” may be checked out at a time. Since we will each need to have simultaneous access to the book in class, you won’t be able to rely on an online library copy for use during class in these cases—you’ll need to have your own physical or downloaded copy.

**Learning Goals**
1. Historical: students should emerge from this course with a deeper understanding of the history of gender and sexuality in the twentieth-century U.S, with a focus on transnational approaches to the field.
2. Historiographical: students will develop a basic familiarity with the history of gender and sexuality as a field, including key methods and areas of study and how they have been reshaped by the transnational “turn”;
3. Research: while this is primarily a reading course, we will pay close attention to the relationship between evidence and argument in each work and the final paper assignment will hone your ability to identify, gather, and interrelate primary and secondary sources
4. Writing: this course emphasizes the development of the skill of writing in a scholarly register, growing more comfortable with composing work that engages deeply with key issues, discussions, and debates in the field of history.

**Course Requirements**

I. **Attendance and Participation.** This course requires your attendance and consistent participation. Your comments must suggest that you’ve done the reading thoughtfully and thoroughly and remain focused during our discussions. This is not a passive learning environment, and simply showing up is not enough. If you miss one meeting, that will be an excused absence, no questions asked. If you miss more than one class, you must be in touch with me for it to be an excused absence. If you miss four classes, you will automatically fail the course. If you have questions about how best to participate in class, please ask. Only documented emergencies and medical occasions, or officially school-sanctioned activities, will qualify as excused absences. If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

While these policies are the official word, I intend to approach this and every policy in a spirit of goodwill and generosity. Communication is essential. Please be in touch right away regarding anything going on that may affect your participation in the class. It’s always best to be in touch early about potential problems.

**Office Hour meeting:** As part of your participation grade, you are required to meet with me on Zoom for about 15 minutes sometime between Jan 25 and Feb 8, so we can discuss your academic interests as well as any academic concerns you might have. I will hold extra “office hours” for this; you can either sign up for a slot on Zoom or email me to set up another time.

II. **Response Papers.** Because the course depends on thoughtful engagement with the material, students will prepare submit a **response paper of 1-2 single-spaced pages for 8 of the class meetings after the first one (your choice)** addressing the readings assigned for that week. Papers must be submitted on Canvas by noon on the day of class. Your response should refer to the assigned texts—either by paraphrasing in your own words or by brief quotations; regardless, you should follow each reference with a parenthetical citation of the page number(s) in the book’s print edition to which you are referring. It is
not required that you cite other than the assigned reading for that week, but if you do so, please use footnotes in Chicago style (for a basic guide, see http://www.chicagomanualofstyle.org/tools_citationguide.html). No bibliography is needed.

As you read, try to identify the major argument or thesis of each chapter of every book, as well as the major argument or thesis of the book as a whole. If you do that, you will find it much easier to write a response paper of substance. To structure your response paper, you could note three ideas, arguments, or concepts of substance (not small factual matters) that you learned from the reading, one of which you can consider at length. You could also write about a few ideas or arguments (or even one idea or argument) that seemed confusing or unclear in the reading. Again, the most important thing is to respond to a major theme or argument of the book, rather than some small factual statement made in the book.

III. Final Paper Syllabus Assignment. You will be asked to construct a polished syllabus, on a theme of your choice related to the course, that you could hypothetically use in an undergraduate or high school class, together with a short “justification” essay of approximately 5 pages explaining your choices. To make sure you’re on the right track, you will submit a proposal (due Mon, Apr 3) and a rough draft (due Mon, Apr 17) and I’ll give you feedback on each. The final syllabus and justification essay are due on Mon, May 8.

To help you with the syllabus, Natalie Borisovets, the history librarian at Dana Library, has created a special research guide (https://libguides.rutgers.edu/gender) to relevant library materials.

Grading
Attendance and Participation: 25%
Critical Response Papers: 50%
Syllabus and Lesson Plan Assignment: 25%

SCHEDULE:

All readings and assignments are subject to change.

   - In-class: “How to Read a Book in History”

2) Wed, Jan 25: Intimacies
   - Jen Manion, Female Husbands: A Trans History (Cambridge, 2020)

3) Wed, Feb 1: Borders

4) Wed, Feb 8: Migration, Tourism, and the City

5) Wed, Feb 15: Feminism
   - Katherine M. Marino, Feminism for the Americas: The Making of an International Human Rights Movement (North Carolina, 2019)
   • Keisha N. Blain, Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom (Penn, 2018)
   • In-class: Library session with Natalie Borisovets

7) Wed, Mar 1: US Empire
   • Laura Briggs, Reproducing Empire: Race, Sex, and U.S. Imperialism in Puerto Rico (California, 2002)

8) Wed, Mar 8: Corporations
   • Nan Enstad, Cigarettes, Inc.: An Intimate History of Corporate Imperialism (Chicago, 2018)

SPRING BREAK

9) Wed, Mar 22: War and Occupation
   • Mary Louise Roberts, What Soldiers Do: Sex and the American GI in World War II France (Chicago, 2013)

10) Wed, Mar 29: Revolutionaries

Mon, Apr 3: Syllabus proposal due

11) Wed, Apr 5: Migration II: Work and Domesticity
    • Ana Raquel Minian, Undocumented Lives: The Untold Story of Mexican Migration (Harvard, 2018)

12) Mon, Apr 12: Queer Politics
    • Emily K. Hobson, Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left (California, 2016)

Mon, Apr 17: Syllabus rough draft due

13) Mon, Apr 19: Bodies
    • Aren Z. Aizura, Mobile Subjects: Transnational Imaginaries of Gender Reassignment (Duke, 2018)

14) Wed, Apr 26: Collaborations

Mon, May 8: Final syllabus and justification essay due

ADDITIONAL INFORMATION

Citizenship and Community:
We will be reading and discussing material on which we may not all agree; some of the themes and imagery we encounter in the sources may seem offensive or otherwise controversial. In this context especially, it is crucial for us to combine the free expression of ideas with respect for each other. This is your community and your class; each one of you has a responsibility to that community.
**Communication and Technology:**
You will be expected to respond to emails from me in a timely manner. Because we only meet once per week, it is essential that you monitor messages sent to your official Rutgers email address. All written work will be submitted through the course Canvas site. Please turn on notifications for messages I send via Canvas.

**Classroom Expectations:**
Please set your cell phones to the “silent” notification mode during class. Do not use your cell phone during class meetings.

**Names and Pronouns:**
An important part of creating a respectful learning environment is knowing and using the name you use, which may differ from your legal name, as well as the pronouns you use (for example, I go by he/him/his). Please feel free to let me know your name and/or the pronouns you use at any time.

**Academic Integrity:**
As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: http://academicintegrity.rutgers.edu/

Your health and well-being matter, and Rutgers has put in place a number of resources that are intended to help students through the challenges that might emerge during these times. Information on many of these resources appears below. Please let me know immediately if you are experiencing circumstances that are negatively impacting your academic performance. I also strongly encourage you to contact your academic advisor.

**Accommodation and Support Statement:**
Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

**Absences:** All students are responsible for timely notification of their instructor regarding any expected absences. The Division of Student Affairs can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.) Students should refer to the University’s Course Attendance policy (10.2.7), for complete expectations and responsibilities. The office can be contacted at: (973) 353-5063 or deanofstudents@newark.rutgers.edu.

**Disabilities:** The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.

**Temporary Conditions/Injuries:** The Division of Student Affairs can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from
surgery). Students experiencing a temporary condition or injury should submit a request for assistance at: https://temporaryconditions.rutgers.edu.

**Pregnancy:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy. Students may contact the office at (973) 353-1906 or TitleIX@newark.rutgers.edu.

**Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the office at: (973) 353-1906 or TitleIX@newark.rutgers.edu. Incidents may also be reported by using: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Title IX Policy and Grievance Procedures located at https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf.

**Interpersonal Violence:** The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does not have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.

**Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

**Stress, Worry, or Concerns about Well-Being:** The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If students are not quite ready to make an appointment with a therapist but are interested in self-help, check out Sanvello for an easy, web-based approach to self-care and support. Visit https://my.rutgers.edu/, click on Sanvello: Wellness @ RUN, and log in with your netid to begin your journey toward wellness.

**Emergencies:** Call 911 or contact Rutgers University Police Department (RUPD) at (973) 353-5111.

**Learning Resources:**
- Rutgers Learning Center (tutoring services):
  Tutoring available in a variety of math, science, technology, and business courses. Contact the Learning Center to determine whether tutoring is available for a specific course.
  Room 140, Bradley Hall (973) 353-5608
  learning.center@newark.rutgers.edu
  https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center
- Writing Center (tutoring and writing workshops)
  (973) 353-5847
  nwc@rutgers.edu
  https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center
Technology/Internet Resources for Students:

- https://myrun.newark.rutgers.edu/covid-technology-resources
- https://mytech.newark.rutgers.edu/tlp