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**Topics in Transnational History: Gender and Sexuality  
Fall 2020**

Professor Timothy Stewart-Winter (pronouns he/him/his)

Class Meeting Times: Tuesdays, 5:30-8:10PM (subject to change: synchronous meeting may be shortened, and a non-synchronous element added)

Class Location: Zoom and Canvas

Office Hours (Zoom): Wednesdays 4-6PM and by appointment

Email: [tmsw@rutgers.edu](mailto:tmsw@rutgers.edu)

**Course Description:**

This graduate seminar will examine gender, sexuality, and power, with particular attention to the flow of people, capital, goods, and knowledge across national borders. Our focus will be on how transnational approaches have reshaped scholarly understandings of twentieth-century U.S. women's and LGBTQ history. How does decentering the nation-state as a category of historical analysis change the way we interpret pleasure, danger, embodiment, and desire in the past? Readings will examine migration, colonialism and postcolonialism, violence, resource extraction, sickness and health, social movements, resistance, and transnational urban cultures and subcultures.

**Technology and the Pandemic**

This course will use Canvas and Zoom. You will get Zoom invitations each week to the class meeting. You will post all written assignments on Canvas. To access Canvas, go to <https://canvas.rutgers.edu>. On how to use Canvas, see <https://canvas.rutgers.edu/students/getting-started-in-canvas-students>. If you have any problems, please contact Canvas help at [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu).

I will be using Announcements on Canvas. Please keep your notifications on for Announcements or email from Canvas. Feel free to let me know if you have suggestions regarding technological tools or Zoom/Canvas features that you think would be useful or improve the class.

During our remote synchronous discussions, please silence cell phones, put phones and other devices away, and turn off notifications. Treat our discussions as you would a "regular" in-person seminar: The required materials and our conversation are your focus for these periods each week. If at all possible, use a computer rather than a tablet/phone, so that you can type in the chat box and view any shared files.

With the coronavirus pandemic ongoing and its course unpredictable, I will do my best to be understanding and to accommodate challenges that you may face in participating in the class. In return, I hope you will try to show the same understanding. Communication is key: Please feel free to be in touch at any time to let me know what's going on that affects your participation in the class. It's always best to be in touch early about potential problems.

**Required Books**

It is important that you have the required readings with you during our discussions, whether that means having the book on hand or having multiple windows open.

There are six books that you will need to buy or borrow for this course:

- Julio Capó Jr., *Welcome to Fairyland: Queer Miami Before 1940* (University of North Carolina Press, 2017) [ISBN 978-1469635200]
- Katherine M. Marino, *Feminism for the Americas: The Making of an International Human Rights Movement* (University of North Carolina Press, 2019) [ISBN 978-1469661520]

- Keisha N. Blain, *Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom* (University of Pennsylvania Press, 2018) [ISBN 978-0812224597]
- Laura Briggs, *Reproducing Empire: Race, Sex, and U.S. Imperialism in Puerto Rico* (University of California Press, 2002) [ISBN 978-0520232587]
- Mary Louise Roberts, *What Soldiers Do: Sex and the American GI in World War II France* (University of Chicago Press, 2013) [ISBN 978-0226923116]
- Aren Z. Aizura, *Mobile Subjects: Transnational Imaginaries of Gender Reassignment* (Duke University Press, 2018) [ISBN 978-1478001560]

These books have been ordered at the Rutgers University-Newark Bookstore, located in the Hahne's Building at 42 Halsey Street in Newark (<https://newark-rutgers.bncollege.com/shop/rutgers-newark/home>). Of course, you should feel free to purchase the books as inexpensively as possible.

## **Course Requirements**

**I. Attendance and Participation.** This course requires your attendance and consistent participation in synchronous class discussions. Your comments must suggest that you've done the reading thoughtfully and thoroughly, and that you are not making dinner, responding to emails, or engaging in any other tasks during our remote discussions. Please have your camera on for these meetings.

This is not a passive learning environment, and simply showing up on Zoom is not enough. Because participation is so important, missing more than two classes will affect your final grade. If you miss one synchronous meeting, that will be an excused absence, no questions asked. If you miss more than one, 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.

That being said, these are challenging times and challenging circumstances. If possible, please let me know in advance if you will not be in class, OR if you have cannot access our online discussions, OR if you need to be on mute and/or no audio because of where you are and what is going on around you.

*Office Hour meeting:* As part of your participation grade, you are required to meet with me on Zoom for about a half hour sometime between September 15 and October 6, so that we can discuss your academic interests as well as any academic concerns you might have. This meeting is especially important this semester, given that the class is being held remotely and we won't have a chance to meet or chat at various campus events. My office hours are Wednesdays from 4 to 6 PM; you can sign up for a slot then or you can email me to set up another time that is more convenient for you. Either way, we will meet some time by or before October 6, so that we can get to know each other somewhat early in the semester.

**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 9 of the 13 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. If you cite works other than the texts assigned for that week, use footnotes in Chicago style (for a basic guide, see [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](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.

I will always read your response papers, but sometimes your fellow students will also read and respond to your response papers.

**III. Syllabus and Lesson Plan Assignment.** Your main written exercise will be the construction of a polished syllabus and lesson plan on a theme related to the course, that you could hypothetically use in an undergraduate or high school class. There will be several preliminary assignments, and the final syllabus and lesson plan is to be accompanied by a 2-3 page “justification” essay explaining your choices. Most of these preliminary assignments will be due on **Fridays at noon**, and you may be asked to give your classmates feedback on some of these.

### **Grading**

Attendance and Participation: 20%

Critical Response Papers: 40%

Syllabus and Lesson Plan Assignment: 40%

### **SCHEDULE:**

All *articles* will be posted on Canvas in PDF format. All writing assignments should be submitted on Canvas. All readings and assignments are subject to change.

#### **1) Tue, Sep 1: Introduction**

- Joan W. Scott, “Gender: A Useful Category of Historical Analysis,” *American Historical Review* 91:5 (December 1986), 1053-1075

*Tue, Sep 8: No class (Rutgers Monday classes meet on the Tuesday after Labor Day)*

*Mon, Sep 14: Last day to drop without a “W” appearing on your transcript.*

#### **2) Tue, Sep 15: What is Transnational History?**

- Laura Briggs, Gladys McCormick, and J. T. Way, “Transnationalism: A Category of Analysis,” *American Quarterly* 60:3 (September 2008), 625-648
- Thomas Bender, “Historians, the Nation, and the Plenitude of Narratives,” in *Rethinking American History in a Global Age*, Thomas Bender, ed. (University of California Press, 2002), 1-21
- Amy Stanley, “Maid-servants’ Tales: Narrating Domestic and Global History, 1600-1900,” *American Historical Review* 121:2 (April 2016): 437-460

#### **3) Tue, Sep 22: Gender and Sexuality**

- Gayle S. Rubin, “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality,” in *The Lesbian and Gay Studies Reader*, Henry Abelove, Michèle Aina Barale, and David M. Halperin, eds. (Routledge, 1993), 3-44
- John D’Emilio, “Capitalism and Gay Identity,” in *Powers of Desire: The Politics of Sexuality*, Ann Snitow, Christine Stansell, and Sharon Thompson, eds. (New York: Monthly Review Press, 1983), 100-113
- Andrea Long Chu and Emmett Harsin Drager, “After Trans Studies,” *Transgender Studies Quarterly* 6:1 (February 2019), 103-116

**Recommended:**

- Michel Foucault, *The History of Sexuality, Volume 1: An Introduction*, tr. Robert Hurley (Vintage, 1978), 77-102
- Emily K. Hobson, "Thinking Transnationally, Thinking Queer," in *The Routledge Encyclopedia of Queer America*, Don Romesburg, ed. (Routledge, 2018), 200-209

#### **4) Tue, Sep 29: Migration, Tourism, and the City**

- Julio Capó Jr., *Welcome to Fairyland: Queer Miami Before 1940* (University of North Carolina Press, 2017)

#### **5) Tue, Oct 6: Indigenities**

- Mark Rifkin, *When Did Indians Become Straight? Kinship, the History of Sexuality, and Native Sovereignty* (Oxford University Press, 2011), 3-44, 143-180
- Cathleen D. Cahill, "'Our Democracy and the American Indian': Citizenship, Sovereignty, and the Native Vote in the 1920s," *Journal of Women's History* 32:1 (Spring 2020), 41-51
- Evan B. Towle and Lynn M. Morgan, "Romancing the Transgender Native: Rethinking the Use of the 'Third Gender' Concept," in *The Transgender Studies Reader*, Susan Stryker and Stephen Whittle, eds. (Routledge, 2006), 666-684

##### Recommended:

- Marc Epprecht, "Sexuality, Africa, History," *American Historical Review* 114:5 (2009), 1258-1272

*Fri, Oct 9: Syllabus and Lesson Plan Proposal Due*

#### **6) Tue, Oct 13: Feminism**

*Deadline for registering to vote in New Jersey*

- Katherine M. Marino, *Feminism for the Americas: The Making of an International Human Rights Movement* (University of North Carolina Press, 2019)

*Fri, Oct 16: Outside Syllabus Evaluation Due*

#### **7) Tue, Oct 20: Black Freedom Struggles**

- Keisha N. Blain, *Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom* (University of Pennsylvania Press, 2018)

*Fri, Oct 24: Annotated Bibliography Due*

#### **8) Tue, Oct 27: U.S. Empire**

- Laura Briggs, *Reproducing Empire: Race, Sex, and U.S. Imperialism in Puerto Rico* (University of California Press, 2002)

#### **9) Tue, Nov 3: War and Occupation**

*Election Day*

- Mary Louise Roberts, *What Soldiers Do: Sex and the American GI in World War II France* (University of Chicago Press, 2013)

#### **10) Tue, Nov 10: The Postwar Era**

- Tara Zahra, "'The Psychological Marshall Plan': Displacement, Gender, and Human Rights after World War II," *Central European History* 44 (2011), 37-62
- Eithne Luibheid, "'Looking Like a Lesbian': The Organization of Sexual Monitoring at the United States-Mexican Border," *Journal of the History of Sexuality* 8:3 (1998), 477-506
- Margot Canaday, "'Who Is A Homosexual?': The Consolidation of Sexual Identities in Mid-Twentieth-Century American Immigration Law," *Law and Social Inquiry* 28:2 (Spring 2003): 351-386

- Leila J. Rupp, “The Persistence of Transnational Organizing: The Case of the Homophile Movement,” *American Historical Review* 116:4 (2011), 1014-1039

*Fri, Nov 13: Course Description and Assignments Due*

### **11) Tue, Nov 17: Movements**

- Leslie Reagan, “Crossing the Border for Abortions: California Activists, Mexican Clinics, and the Creation of a Feminist Public Health Agency in the 1960s,” *Feminist Studies* 26 (Summer 2000), 323-48
- Ian Lekus, “Queer Harvests: Homosexuality, the U.S. New Left, and the Venceremos Brigades to Cuba,” *Radical History Review* 89 (Spring 2004), 57-91
- Ashley D. Farmer, *Remaking Black Power: How Black Women Transformed an Era* (University of North Carolina Press, 2017), 127-158
- Emily K. Hobson, *Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left* (University of California Press, 2016), 97-119

*Fri, Nov 20: Draft of Syllabus Due*

### **12) Tue, Nov 24: Migration**

- Ana Raquel Minian, *Undocumented Lives: The Untold Story of Mexican Migration* (Harvard University Press, 2018), 1-13, 77-103, 247-249
- Jefferson Cowie, *Capital Moves: RCA’s Seventy-Year Quest for Cheap Labor* (Cornell University Press, 1999; repr. ed. New Press, 2001), 1-11, 100-126
- Martin F. Manalansan IV, “The ‘Stuff’ of Archives: Mess, Migration, and Queer Lives,” *Radical History Review* 120 (2014): 94-107
- Horacio N. Roque Ramirez, “Claiming Queer Cultural Citizenship: Gay Latino (Im)Migrant Acts in San Francisco,” in *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*, Eithne Luibheid and Lionel Cantú, eds. (University of Minnesota Press, 2001), 161-188

#### Recommended:

- Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco’s Chinatown* (University of California Press, 2001), 17-44
- Jennifer Brier, “The Immigrant Infection: Images of Race, Nation, and Contagion in the Public Debates on AIDS and Immigration,” in *Modern American Queer History*, Allida Black, ed. (Temple University Press, 2001), 253-270

*Fri, Nov 27: Draft of Lesson Plan Due*

### **13) Tue, Dec 1: Transgender and the Transnational**

- Aren Z. Aizura, *Mobile Subjects: Transnational Imaginaries of Gender Reassignment* (Duke University Press, 2018)

### **14) Tue, Dec 8: Post-9/11**

- Jasbir K. Puar, “Abu Ghraib: Arguing Against Exceptionalism,” *Feminist Studies* 30:2 (Summer 2004), 522-534
- Fatima El-Tayeb, “‘Gays Who Cannot Properly Be Gay’: Queer Muslims in the Neoliberal European City,” in *Queer Cities, Queer Cultures: Europe since 1945*, Matt Cook and Jennifer V. Evans, eds. (Bloomsbury, 2014), 263-81
- David Paternotte and Roman Kuhar, “Disentangling and Locating the ‘Global Right’: Anti-Gender Campaigns in Europe,” *Politics and Governance* 6:3 (2018), 6-19

*Fri, Dec 11: Full Draft of Syllabus and Lesson Plan Due*

*Final Syllabus and Lesson Plan Due Tue, Dec 22 at 5PM*

## **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.

### **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 (Cheating and Plagiarism)**

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 online at <http://academicintegrity.rutgers.edu/>.

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

Please learn to resist the urge to cut and paste, either literally or figuratively, by using other people's ideas. If I find that you have used other people's ideas (e.g., Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade for that assignment and will not be able to make it up.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this assignment."

### **Intellectual Property and Privacy:**

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy.

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom

recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings cannot be circulated outside the course.

### **Accommodation and Support Statement**

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

**Covid-related Resources:** These two links provide a comprehensive list of available resources:

<https://www.newark.rutgers.edu/covid-19-operating-status#SupportingOurStudents>; and

<https://myrun.newark.rutgers.edu/covid19>.

**For Individuals with Disabilities:** The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).

**For Individuals who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).

**For Absence Verification:** The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing [deanofstudents@newark.rutgers.edu](mailto:deanofstudents@newark.rutgers.edu).

**For Individuals with temporary conditions/injuries:** The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

**For English as a Second Language (ESL):** The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing [PALS@newark.rutgers.edu](mailto:PALS@newark.rutgers.edu) to discuss potential supports.

**For Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students who are 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 of Title IX and ADA Compliance by calling (973) 353-1906 or emailing [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link: [tinyurl.com/RUNReportingForm](http://tinyurl.com/RUNReportingForm). For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to *report information* about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)- 353-1918, or at [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

**For support related to interpersonal violence:** The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

**For Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: [tinyurl.com/RUNCARE](http://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto:careteam@rutgers.edu).

**For 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](mailto:counseling@newark.rutgers.edu) or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

**For emergencies,** call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.