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**Topics in Transnational History: Gender and Sexuality
Fall 2021**

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

Class Meeting Times: Wednesdays, 5:30-8:10PM

Class Location: Zoom and Canvas

Office Hours (use my [Zoom room](#)): Tuesdays 2:30-3:30PM and by appointment

Email: timsww@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

This is a remote synchronous course that will use Canvas and Zoom. The course Canvas site is where you will find the Zoom link for each week's class and where you'll submit all written work. Please be sure to turn on notifications for announcements and emails that I send from Canvas.

To access Canvas, please see <https://canvas.rutgers.edu>. For information 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.

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 an 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.

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 twelve books that you will need to buy or borrow for this course (we will read them in their entirety):

- Jen Manion, *Female Husbands: A Trans History* (Cambridge University Press, 2020) [ISBN 978-1108718271]
- Clare Sears, *Arresting Dress: Cross-Dressing, Law, and Fascination in Nineteenth-Century San Francisco* (Duke University Press, 2015) [ISBN 978-0822357582]
- 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]
- Ashley D. Farmer, *Remaking Black Power: How Black Women Transformed an Era* (University of North Carolina Press, 2017) [ISBN 978-1469654737]
- Emily K. Hobson, *Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left* (University of California Press, 2016) [ISBN 978-0520279063]
- Ana Raquel Minian, *Undocumented Lives: The Untold Story of Mexican Migration* (Harvard University Press, 2018) [ISBN 978-0674244832]
- Aren Z. Aizura, *Mobile Subjects: Transnational Imaginaries of Gender Reassignment* (Duke University Press, 2018) [ISBN 978-1478001560]
- Elliott H. Powell, *Sounds from the Other Side, Afro–South Asian Collaborations in Black Popular Music* (University of Minnesota Press, 2020) [ISBN 978-1517910044]

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.

Communication is key: Please feel free to be in touch at any time to let me know about 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 20-30 minutes sometime between September 8 and September 29, 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. I will hold extra “office hours” for this purpose; you can either sign up for a slot on Zoom or email me to set up another time. Either way, we will meet some time by September 29 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 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. 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); 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. 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 3 pages explaining your choices. To make sure you’re on the right track, you will submit a proposal (due Mon, Nov 1) and a rough draft (due Mon, Nov 22) and I’ll give you feedback on each. The final syllabus and justification essay are due on Mon, Dec 20.

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 Rutgers library materials that may be suitable for you to use as you construct your syllabus.

Grading

Attendance and Participation: 20%

Critical Response Papers: 50%

Syllabus and Lesson Plan Assignment: 30%

SCHEDULE:

All readings and assignments are subject to change. For readings that aren’t books, PDFs are on the course Canvas site under Files.

1) Wed, Sep 1: Introduction: 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
- Amy Stanley, “Maid-servants’ Tales: Narrating Domestic and Global History, 1600-1900,” *American Historical Review* 121:2 (April 2016): 437-460

[Wed, Sep 8: NO CLASS due to [Rutgers Change in Designation of Class Days](#)]

2) Wed, Sep 15: Intimacies

- Jen Manion, *Female Husbands: A Trans History* (Cambridge University Press, 2020)

3) Wed, Sep 22: Borders

- Clare Sears, *Arresting Dress: Cross-Dressing, Law, and Fascination in Nineteenth-Century San Francisco* (Duke University Press, 2015)

4) Wed, Sep 29: Migration, Tourism, and the City

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

5) Wed, Oct 6: Feminism

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

6) Wed, Oct 13: Black Freedom Struggles

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

7) Wed, Oct 20: US Empire

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

8) Wed, Oct 27: War and Occupation

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

Mon, Nov 1: Syllabus proposal due

9) Wed, Nov 3: Revolutionaries

- Ashley D. Farmer, *Remaking Black Power: How Black Women Transformed an Era* (North Carolina, 2017)

10) Wed, Nov 10: Migration II: Work and Domesticity

- Ana Raquel Minian, *Undocumented Lives: The Untold Story of Mexican Migration* (Harvard, 2018)

11) Wed, Nov 17: Queer Politics I

- Emily K. Hobson, *Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left* (California, 2016)

Mon, Nov 22: Syllabus draft due

[Wed, Nov 24 – NO CLASS due to Thanksgiving holiday]

12) Mon, Nov 29 Queer Politics II [Monday class due to [Change in Designation of Class Days](#)]

- 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
- Martin F. Manalansan IV, “In the Shadows of Stonewall: Examining Gay Transnational Politics and the Diasporic Dilemma,” *GLQ* 2 (1995), 425-438
- 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, 2001), 253-270

13) Wed, Dec 1: Bodies

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

14) Wed, Dec 8: Collaborations

- Elliott H. Powell, *Sounds from the Other Side, Afro–South Asian Collaborations in Black Popular Music* (Minnesota, 2020)

Mon, Dec 20: 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.

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. Contact ODS at (973)353-5375 or via email at 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.

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.

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 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. Incidents may also be reported by using the following link: 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. 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. 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 or emailing 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 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.