

The University of Texas at Austin – Department of Anthropology

Summer 2018

ANT S324L 45-QUEER ETHNOGRAPHIES

Unique	Day	Time	Location
79905	MTWTHF	10:00 - 11:30	SAC 4.174

WGS S340 58-QUEER ETHNOGRAPHIES

Unique	Day	Time	Location
85495	MTWTHF	10:00 - 11:30	SAC 4.174

Instructor: Sofian Merabet

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Office Hours in SAC 5.156: T 2:00 – 4:00 p.m. or by appointment

Course Description:

This upper-level undergraduate writing course deals with the anthropological analysis of queer gender and sexuality. Its aim is to critically evaluate formative concepts and theories that have been subject to recent debates within Anthropology, Gender Studies, and Queer Theory. Through the reading of a variety of ethnographies from Asia, the Americas, and Europe, we will partly explore how terms like “women” and “men,” “femininity” and “masculinity,” as well as “homosexuality,” “heterosexuality,” “bisexuality,” and “transsexuality” structure people’s experiences, but also how local terminologies inform sexual identity formations around the globe. In this vein, the course focuses on local-level social and cultural processes that challenge a wide range of heteronormativities within a regional and global framework. The basic theme of the material for this course concerns the extent to which both realities and the ways in which they are perceived are socio-cultural constructs that are subject to constant change.

This course carries the **Writing Flag**. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the session and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to go to the **University Writing Center**, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Because students fulfill three hours of their Core Communication requirement with a Writing Flag course, courses flagged for writing address the following new “core objectives”: **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication. **Teamwork:** to include the ability to consider different

points of view and to work effectively with others to support a shared purpose or goal. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making.

The use of laptops, cell phones, and all other electronic devices is strictly prohibited!

Required Texts/Audio-Visuals: (in alphabetical order)

Books (ordered at the University Co-op, www.universitycoop.com, 2246 Guadalupe St, Austin, (512) 476-7211):

Afzal, Ahmed, *Lone Star Muslims: Transnational Lives and the South Asian Experience in Texas*. New York University Press, 2015.

Benedicto, Bobby *Under Bright Lights: Gay Manila and the Global Scene*. University of Minnesota Press, 2014.

Howe, Cymene *Intimate Activism: The Struggle for Sexual Rights in Postrevolutionary Nicaragua*. Duke University Press, 2013.

Mitchell, Gregory, *Tourist Attractions: Performing Race and Masculinity in Brazil's Sexual Economy*. The University of Chicago Press, 2015.

Shah, Svati, *Street Corner Secrets: Sex, Work, and Migration in the City of Mumbai*. Duke University Press, 2014.

Film Screenings/Audio:

- *Gay, trans and illegal in Lebanon* - BBC Pop Up, 15 mins.
- *How Gay is Pakistan? LGBT Rights in Pakistan*, BBC Documentary, by Masood Khan, 2015, 52 minutes.
- *Madame Satã, Karim Ainouz, 1h45*.
- *Tales of the Waria*, New Day Films, 2011, 57 minutes.
- *Transgender youths in Nicaragua selling their bodies to survive*, DW audio segment, 7:02 minutes.

Course Requirements for Registered Students:

The class relies on the intellectual commitment and active participation of all students. It will be run primarily as general discussions with some lectures based on the assigned reading. In order for the course to be effective, all students must have the reading assignments completed and ready for in-depth discussion before each class. Regular attendance is required. *Mere attendance in class, however, does not constitute participation.* You must come to class having carefully read all materials and be prepared to discuss, question, and argue about issues raised in the readings. It will be beneficial for you to take excerpts/notes on any material that you find enlightening, controversial, or objectionable. You should also take notes in class on themes, key terms, and debates we discuss. These note-taking strategies will be crucial when you write your response papers. In short:

- Attend all classes.
- Do all assigned readings (while taking excerpts/notes!) by the date indicated on the syllabus and participate actively in class.
- Regular two 10-minute presentations (by two students, based on turn-taking) on the assigned readings. The presentations are intended to launch the general seminar discussions. These presentations can be brief summaries of the materials read and should end with one or two questions the presenters want the class to engage with during the session.
- Three Take-Home Exams to be handed in during class on **Tuesday, July 24th, Tuesday, July 31st, and Tuesday, August 7th** [the assignment should be ***exactly*** 3 full pages of text (double-spaced/12 points/**Times Roman**)], plus one cover page indicating your name and the prompt question. The prompt will be posted on Canvas the Thursday before it is due and it will cover a theoretical question based on the assigned readings.

THERE WILL BE NO MAKE-UP EXAMS!

- One Three-page paper based on a joint/group project that is based on observation and deals with a topic focusing on queer life on and around the UT Austin campus to be handed in during the final week of the summer session. The Project will be first discussed with and approved by the instructor. Groups will be constituted by an average of three individuals. There is *one joint paper for each group* and every member of the group will receive the same grade.
- 10-minute presentations on the respective final group project during the last week of the summer session. Every group member needs to present on one aspect of the joint project.

The **three take-home exams** are designed to develop critical reading, analytical, and writing skills. Evaluation criteria include: critical and integrative analysis of texts, clarity of thought, ability to synthesize readings and class discussions into your own argument, and ability to formulate a theoretical grounding for it. **A visit to the University Writing Center in The Perry-Castaneda Library, 101 E 21st St #2.330 is *highly encouraged!* Students who consult with the Writing Center and have the instructor officially notified by email will earn additional 2 points on their respective papers.**

The Student Honor Code states: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

PLAGIARISM/CHEATING:

Anyone plagiarizing and/or cheating will first be given an "F" (Fail) and a report will be forwarded to the appropriate university authorities.

Notice regarding academic dishonesty (e.g. Plagiarism)

- Honor Code or statement of ethics.
 - **University of Texas Honor Code:** Each member of the university is expected to uphold The University of Texas Honor Code through integrity, honesty, trust, fairness, and respect toward peers and community.

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- to steal and pass off (the ideas or words of another) as one's own.
- to use (another's production) without crediting the source.
- to commit literary theft.
- to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

All of the following are considered plagiarism:

- turning in someone else's work as your own.
- copying words or ideas from someone else without giving credit.
- failing to put a quotation in quotation marks.
- giving incorrect information about the source of a quotation.
- changing words but copying the sentence structure of a source without giving credit.
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules).

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your readers with the information necessary to find that source, is usually enough to prevent plagiarism.

- Web site for more information:
- <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism>

Grading Procedure:

- Regular attendance/participation: 10%
- Regular individual presentations of the reading material: 10%
- 3 Take-Home Exams: 60% (20% each)
- Final Group Project (presentation and paper): 20%

Grading Distribution (Letter Grade: Points):

A: 100-95 A-: 94-90 B+: 89-87 B: 86-83 B-: 82-80 C+: 79-77 C: 76-73
C-: 72-70 D+: 69-67 D: 66-63 D-: 62-60 F: 59 and below.

Documented Disability Statement:

- Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>. Students need to inform the instructor and the teaching assistant(s) about their disability right at the beginning of the semester.

Please note that the instructor reserves the right to make changes in the syllabus when necessary to meet learning objectives.

Reading Schedule: (this schedule is tentative and subject to possible revision)

Week 1: Activism and Sexual Rights in Central America

- Monday, July 16th Introduction and Orientation
- Tuesday, July 17th Howe, Cymene *Intimate Activism: The Struggle for Sexual Rights in Postrevolutionary Nicaragua*. Duke University Press, 2013. "Introduction: The Struggle," pp. 1-22.
- Wednesday, July 18th Howe, Cymene *Intimate Activism: The Struggle for Sexual Rights in Postrevolutionary Nicaragua*. Duke University Press, 2013. "1. A History of Sexuality," pp. 23-60.
- Thursday, July 19th **In-Class Visit by a Staff Member of the Undergraduate Writing Center**

Howe, Cymene *Intimate Activism: The Struggle for Sexual Rights in Postrevolutionary Nicaragua*. Duke University Press, 2013. "2. Intimate Pedagogies," pp. 61-91.

- Friday, July 20th

Howe, Cymene *Intimate Activism: The Struggle for Sexual Rights in Postrevolutionary Nicaragua*. Duke University Press, 2013. "3. Pride and Prejudice," pp. 92-127.

Week 2: The Economics of Queer Intimacies in Brazil

- Monday, July 23rd

Howe, Cymene *Intimate Activism: The Struggle for Sexual Rights in Postrevolutionary Nicaragua*. Duke University Press, 2013. "4. Mediating Sexual Subjectivities" and "Conclusion: Getting the Word Out," pp. 128-171.

Audio Feature/Discussion: Transgender youths in Nicaragua selling their bodies to survive, DW audio segment, 7:02 minutes.

- Tuesday, July 24th

Mitchell, Gregory, *Tourist Attractions: Performing Race and Masculinity in Brazil's Sexual Economy*. The University of Chicago Press, 2015. "1. Hustle and Flows: Commissioned Masculinities and Performative Labor," pp. 30-56.

First Take-Home Exam due!

- Wednesday, July 25th

Mitchell, Gregory, *Tourist Attractions: Performing Race and Masculinity in Brazil's Sexual Economy*. The University of Chicago Press, 2015. "2. Typecasting: Racialized Masculinity and the Romance of Resistance," pp. 57-84

- Thursday, July 26th

Mitchell, Gregory, *Tourist Attractions: Performing Race and Masculinity in Brazil's Sexual Economy*. The University of Chicago Press, 2015. "3. TurboConsumers™ in Paradise: Sexual Tourism and Civil Rights," pp. 85-118.

Visit of the Gender and Sexuality Center, Student Activity Center, Room 2.112 (2201 Speedway)

- Friday, July 27th

Film Screening/Discussion: Madame Satã, Karim Ainouz, 1h45.

Week 3: Non-normative Genders and Sexualities in South Asia

- Monday, July 30th

Shah, Svati, *Street Corner Secrets: Sex, Work, and Migration in the City of Mumbai*. Duke University Press, 2014.

"1. Day Wage Labor and Migration: Making Ends Meet," pp. 41-76.

- Tuesday, July 31st Shah, Svati, *Street Corner Secrets: Sex, Work, and Migration in the City of Mumbai*. Duke University Press, 2014.
"2. Sex, Work, and Silence from the Construction Workers' Naka," pp. 77-112.
Second Take-Home Exam due!

- Wednesday, August 1st Shah, Svati, *Street Corner Secrets: Sex, Work, and Migration in the City of Mumbai*. Duke University Press, 2014.
"3. Sex Work and the Street," pp. 113-146.

- Thursday, August 2nd **Visit of the Perry Castañeda Library (PCL 1.124)**
Shah, Svati, *Street Corner Secrets: Sex, Work, and Migration in the City of Mumbai*. Duke University Press, 2014.
"4. Red-Light Districts, Rescue, and Real Estate," pp. 147-187.

- Friday, August 3rd Shah, Svati, *Street Corner Secrets: Sex, Work, and Migration in the City of Mumbai*. Duke University Press, 2014.
"Conclusion: Agency, Livelihoods, and Spaces," pp. 189-205.
Film Screening/Discussion: *How Gay is Pakistan?—LGBT Rights in Pakistan* BBC Documentary, by Masood Khan, 2015, 52 minutes. Language: English.

Week 4: Globalization and Queer Sexualities in Southeast Asia

- Monday, August 6th Benedicto, Bobby *Under Bright Lights: Gay Manila and the Global Scene*. University of Minnesota Press, 2014. "Prologue: City of Contradictions," "Introduction: Making a Scene," and "Chapter One: Automobility and the Gay Cityscape," pp. vii-xx and 1-44.

- Tuesday, August 7th Benedicto, Bobby *Under Bright Lights: Gay Manila and the Global Scene*. University of Minnesota Press, 2014. "Chapter Two: Elsewhere, Between Palawan and the Global City," pp. 45-72.
Third Take-Home Exam due!

- Wednesday, August 8th Benedicto, Bobby *Under Bright Lights: Gay Manila and the Global Scene*. University of Minnesota Press, 2014. "Chapter Three: The Specter of Kabaklaan," pp. 73-91.

- Thursday, August 9th Benedicto, Bobby *Under Bright Lights: Gay Manila and the Global Scene*. University of Minnesota Press, 2014. "Chapter Four: Transnational Transits and the Circuits of Privilege," pp. 93-111.

- Friday, August 10th **Visit to the Blanton Museum | 200 E Martin Luther King Jr. Blvd, Austin, TX 78701 | (512) 471-7324**

Week 5: Transnational Gender and Religion

- Monday, August 13th **Film Screening/Discussion:** *Tales of the Waria*, New Day Films, 2011, 57 minutes.
Afzal, Ahmed, *Lone Star Muslims: Transnational Lives and the South Asian Experience in Texas*. New York University Press, 2015. "Introduction," pp. 1-29.

- Tuesday, August 14th Afzal, Ahmed, *Lone Star Muslims: Transnational Lives and the South Asian Experience in Texas*. New York University Press, 2015. "1. Houston: Race, Class, Oil, and the Making of 'America's Most Diverse City,'" pp. 30-63.

- Wednesday, August 15th Afzal, Ahmed, *Lone Star Muslims: Transnational Lives and the South Asian Experience in Texas*. New York University Press, 2015. "4. 'I Have a Very Good Relationship with Allah': Pakistani Gay Men and Transnational Belonging," pp. 124-151.
Film Screening/Discussion: *Gay, trans and illegal in Lebanon* - BBC Pop Up, 15 mins.

- Thursday, August 16th ***Final Presentations***

- Friday, August 17th ***Final Presentations***

Paper version of the final Group Project due immediately after class on Friday, August 17th!