

## **Global LGBTQ Literature**

GSWS 0600/CRN# 29922/Spring 2017

Schedule: Tuesday 6:00 – 8:30

Site: 401 Cathedral of Learning

Instructor: Dr. Julie Beaulieu

Email: jrb107@pitt.edu

Office Hours: TBA

Office Location: 402 Cathedral of Learning

### **Required texts**

*Fairytales for Lost Children*, Diriye Osman  
*Under the Udala Trees*, Chinelo Okparanta  
*The Other Side of Paradise*, Staceyann Chin  
*Me Hijra, Me Laxmi*, Laxminarayan Tripathi  
*If You Could Be Mine*, Sara Farizan  
*Salvation Army*, Abdellah Taïa  
*Babyji*, Abha Dawesar  
*Mundo Cruel*, Luis Negrón

### **Course description**

This course surveys global LGBTQ literature. We will read literature from a variety of different locations with a strong focus on non-Western texts. We will also read key works in literary analysis, LGBTQ theory, postcolonial theory, critical race studies, and global studies. The variety of reading will allow us to engage with different approaches to LGBTQ literature, and it will introduce you to the various ways that nation and culture shape literary production. You will be able to identify key methods in literary analysis upon completion of the course. Seminar discussions will focus on the use of key terms and theories as well as the development of critical reading and writing skills so that you will be prepared to produce written work on global LGBTQ literature.

### **Course objectives**

- Identify and use key methods in literary analysis
- Construct original readings of global LGBTQ literature
- Foster a critical understanding of the relationship between culture and sexuality
- Understand various critical approaches to global LGBTQ literature
- Research and write a paper that clearly demonstrates a theoretically informed approach to global LGBTQ literature

### **Assignments**

Participation: 10%

Short Writing Assignment # 1: 10%

Short Writing Assignment # 2: 10%

Discussion Points & Questions: 10%

Paper Abstract, Outline, and Bibliography: 15%

Paper Draft: 15%

Final Paper: 30%

\* *This course fulfills the “Literature” & “Global” gen. ed. requirements*

\* *Any changes to the syllabus will be announced in class and posted in courseweb/blackboard*

## **Course information & policies**

### **Attendance**

Attendance is required. Please come to class on time and prepared. If you must miss class, it is your responsibility to contact me about missing work and subsequent assignments. "Excused" absences will be given if you provide documentation. Please expect your grade to reflect your commitment to this course. If you miss 2 or more classes, you forfeit a portion of your attendance grade. If you miss 3 or more classes, you risk failing the course.

### **Assignments**

You are responsible for keeping up with your work. Assignments and readings are due on the day that they appear on the syllabus. If you fail to submit an assignment by the deadline, please contact me. If you are absent, your work is still due. Late assignments will be marked down 10% per day.

Please submit hard (paper) copies of your work (no email copies).

All written work must be proofread. Please use MLA in-text citation for all sources. You must submit a midterm and a final in order to pass the class.

Assignment descriptions will be passed out in class and uploaded to courseweb (under documents) one week before they are due. Please contact me if you have any questions about the assignments.

### **Required readings**

All required readings are listed on the syllabus. PDFs can be found in courseweb under documents. Please bring the readings to class. All readings on the syllabus are required.

### **Participation**

Thoughtful participation is expected, appreciated, and part of your grade.

"A" participants: maintain solid attendance; contribute to the class environment by being awake, alert, and engaged; demonstrate a willingness to participate in productive, academic, and relevant ways; refrain from private conversations during class time; do not use a telephone or any other electronic device for anything besides coursework; contribute to class discussions during every class.

"B" participants: follow the above rubric 85% of the time.

"C" participants: follow the above rubric 75% of the time; arrive late and/or have poor attendance.

"D" participants: follow the above rubric 65% of the time; arrive late and/or have poor attendance.

"F" participants: follow the above rubric 50% of the time; arrive late and/or have poor attendance.

## **University and GSWS Program Policies and Statements**

### **Disability resources and services**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit <https://www.studentaffairs.pitt.edu/drs/>.

### **Academic integrity and plagiarism**

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam or paper will be imposed. For the full Academic Integrity policy, go to: [www.as.pitt.edu/faculty/policy/integrity.html](http://www.as.pitt.edu/faculty/policy/integrity.html).

Violation of the Academic Integrity Code requires the instructor to submit an Academic Integrity Violation Report to the Dean's Office.

### **“Turnitin”**

Students agree that by taking this course all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com page service is subject to the Usage Policy and Privacy Pledge posted on the Turnitin.com site.

### **Classroom recording policy**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### **E-mail policy**

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

Please give me time to respond to emails. I will do my best to reply to emails within 24 hours (M-F).

I will respond to weekend emails when time permits; I will reply to urgent weekend emails as soon as possible, but otherwise please wait until Monday for a response. Email is ideally used for quick questions/clarifications. All other concerns—questions about your progress, written work, your grade, class in general—should be addressed during office hours.

Please feel free to send a reminder/follow up if I have missed an important email.

## **Cell phone and laptop policy**

All cell phones and other electronic communication devices are to be turned to the off setting during class. Laptops are to be used for note-taking & PDF reading only.

## **Non-discrimination policy**

As an educational institution and as an employer, Pitt values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. For more information, visit <http://cfo.pitt.edu/policies/documents/policy07-01-03web.pdf>

## **Gender-inclusive language guidelines**

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, the University of Pittsburgh Gender, Sexuality, and Women's Studies Program provides guidelines and resources regarding gender-inclusive/non-sexist language ([gsws.pitt.edu/node/1432](http://gsws.pitt.edu/node/1432)). Following these guidelines fosters an inclusive and welcoming environment, strengthens academic writing, enriches discussion, and reflects best professional practices.

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. first-year student versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

These guidelines fulfill the best intentions of the University of Pittsburgh's Non-Discrimination Policy: <https://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>.

## **Content warning and class climate**

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women's Studies Program, course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you'd like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

## **Sexual misconduct, required reporting, and Title IX**

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here:

<http://www.titleix.pitt.edu/report/confidentiality>

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121. Other reporting information is available here: <http://www.titleix.pitt.edu/report-0>

## List of readings, assignments, & events

### Week One/Introduction

Tuesday 1/10/17

- Introduction to the course
- “Key Terms” discussion in class

### Week Two/Osman/Why We Tell Stories

Tuesday 1/17/17

- **Read:** Diriye Osman, *Fairytales for Lost Children* [read all]
- **Read:** Diriye Osman, “Why We Must Tell Our Own Stories” [PDF]
- **Read:** Diriye Osman, “For Colored Boys Who Have Considered Suicide When the Rainbow Was Not Enough” [PDF]
- **Assignment Due:** Short Writing Assignment #1 (see assignment description for more details)

### Week Three/Okparanta/Queer Studies/African Studies

Tuesday 1/24/17

- **Read:** Chinelo Okparanta, *Under the Udala Trees* [read parts I, II, & III, pgs, 1-129]
- **Read:** Ashley Currier & Thérèse Migraine-George, “Queer Studies/African Studies: An (Im)possible Transaction?” [PDF]

### Week Four/Okparanta/Happiness

Tuesday 1/31/17

- **Read:** Chinelo Okparanta, *Under the Udala Trees* [read to end, pgs., 133-323]
- **Read:** Sara Ahmed, “Happy Objects” [PDF]

*EVENT: Jennifer Nash Lecture 1/31/17 from 4:00 - 5:30 in 602 Cathedral of Learning  
“Love Letter from a Critic, Or Notes on the Intersectionality Wars”*

### Week Five/Chin/Intersectionality

Tuesday 2/7/17

- **Read:** Staceyann Chin, *The Other Side of Paradise* [read prologue & part I, pgs. 1-137]

### Week Six/Chin/“Unruly” Bodies

Tuesday 2/14/17

- **Read:** Staceyann Chin, *The Other Side of Paradise* [read to end, pgs. 141-280]
- **Read:** Jocelyn Fenton Stitt, “Disciplining the Unruly (National) Body in Staceyann Chin's *The Other Side of Paradise*” [PDF]

*EVENT: Round Table 2/16/17 from 3:00 – 5:00 in 3703 Posvar Hall  
“From Stonewall to the Supreme Court”*

Week Seven/Laxmi/“Romancing the Transgender Native”

Tuesday 2/21/17

- **Read:** Laxminarayan Tripathi, *Me Hijra, Me Laxmi* [read pgs. 1-127]
- **Read:** Evan Towle and Lynn Morgan, “Romancing the Transgender Native: Rethinking the Use of the ‘Third Gender’ Concept” [PDF]

Week Eight/Laxmi (continued)

Tuesday 2/28/17

- **Read:** Laxminarayan Tripathi, *Me Hijra, Me Laxmi* [read to end, pgs. 128-237]
- **Assignment Due:** Short Writing Assignment #2 (see assignment description for more details)

Week Nine/Spring break

Tuesday 3/7/17

Week Ten/Farizan/Transgender Iran

Tuesday 3/14/17

- **Read:** Sara Farizan, *If You Could Be Mine* [read pgs. 1-139]
- **Read:** Afsaneh Najmabadi, “Verdicts of Science, Rulings of Faith: Transgender/Sexuality in Contemporary Iran” [PDF]

*EVENT: Jane Ward Lecture 3/16/17 from 4:00 – 5:30 in 602 Cathedral of Learning  
“The Tragedy of Heterosexuality”*

Week Eleven/Farizan/Transgender Iran (continued)

Tuesday 3/21/17

- **Read:** Sara Farizan, *If You Could Be Mine* [read to end, pgs. 140-247]
- **Assignment Due:** Paper Abstract, Outline, and Bibliography (see assignment description for more details)

Week Twelve/Taïa/Boundaries & Belonging

Tuesday 3/28/17

- **Read:** Abdellah Taïa, *Salvation Army*

Week Thirteen/Dawesar/Queer Politics & Class

*EVENT: Chris Haywood Lecture 4/3/17 from 12:00 – 1:00 in 5604 Posvar Hall  
“Teacher Sex, Pupils and Masculinity”*

Tuesday 4/4/17

- **Read:** Abha Dawesar, *Babyji*
- **Assignment Due:** Paper Draft (see assignment description for more details)

Week Fourteen/Queer Politics & Class

Tuesday 4/11/17

- **Read:** Abha Dawesar, *Babyji*
- **Read:** Naisargi N. Dave, “Rendering Real the Imagined” (excerpt from *Queer Activism in India: A Story in the Anthropology of Ethics*) [PDF]

Week Fifteen/Puerto Rican Sexualities

Tuesday 4/18/17

- **Read:** Luis Negrón, *Mundo Cruel* [read all]

*EVENT: GSWS Undergraduate Masculinities Symposium 4/21/17 9:00 – 5:00*

Week Sixteen/Final Paper Workshop

Tuesday 4/25/17

- Paper Workshop in class (please bring two paper copies of your draft to class)

Thursday 4/27/17

- **Assignment Due:** Final Paper due by 4pm (see assignment description for more details)



## WRITTEN WORK RUBRIC

Excellent: A+/A/A-	Acceptable: B+/B/B-/C	Unacceptable: D/F
<p>Follows the assignment and supports an argument</p> <p>Appropriate length to develop a specific idea clearly and fully</p> <p>Well structured, organized, logically sequenced sentences, written in formal language</p> <p>Document is thoughtful, analytical, and original</p> <p>Author shows understanding of the text</p> <p>Assignment is carefully edited and free of grammatical/spelling errors</p> <p>Submitted on time</p> <p>MLA style citation</p>	<p>Responds in some part but not directly to the assignment, question, and/or prompt</p> <p>Appropriate length, but idea developed is vague or incomplete</p> <p>Structure is present but organization needs to be revised</p> <p>Shows evidence of understanding of the text, but analysis needs to be developed or presented with more clarity</p> <p>Some grammatical/spelling errors</p> <p>Submitted on time</p> <p>MLA style citation</p>	<p>Does not respond to the assignment</p> <p>Does not meet the length requirement and/or does not develop an argument</p> <p>Lacks structure</p> <p>Lacks depth, or clarity, and/or shows little understanding of the assignment and/or reading</p> <p>Written in informal language</p> <p>Assignment needs to be proofread</p> <p>Submitted late</p> <p>No/incorrect MLA style citation</p>