

FMST 188  
**Critical Queer Studies: Mobilities**  
Summer 2022

Instructor: Marina Segatti  
Office Hours (on Zoom): Wednesdays, 3-5 pm (by appointment)  
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### Course Description

The history of sexuality is fraught with normalizing mechanisms, permeated by oppression and violence, as well as the possibilities for resistance and transformation. Colonization, slavery, globalization, and processes of neocolonization have (re)produced and (re)imposed, and continue to do so, categories of racialized and gendered sexualities. This course will approach queer studies through a mobility framework to interrogate how discourses of sexuality are deployed in contemporary social, national, and cultural formations. Looking at modern/colonial racialized sexualities requires understanding that sexuality is constitutive of and constituted by other modes of differentiation, such as gender, race, class, nationality, and coloniality.

The different ways that queer studies and studies of mobility (migration, diaspora, globalization) have traversed each other offer an encompassing theoretical grounding that allows us to investigate how sexual dissident subjects, practices, and epistemologies move across borders. This course will address the following questions: **How can we think about queerness within a broader history of colonialism and capitalism? What can queer studies tell us about colonized subjects' sexual and gender dissidence across multiple locations—different geographies of power? How do queer studies approach the imbricated relationship between coloniality and sexuality, globalization and sexuality, and neoliberalism and sexuality?** The purpose of this course is to provide you with intellectual tools to read against the grain of what becomes legitimized as official and hegemonic knowledge. In this course, we will survey some critical queer studies analyses with the purpose of better understanding how the movement—colonial imposition, global circulation, imperialistic mobilization—of sexuality leads to displacement, trauma, erasure, and even death.



Jota Mombaça, 'Transition and Apocalypse' (2019). Performance view. Photo by Mika Hayashi Ebbesen. Courtesy HAU Hebbel am Ufer, Berlin.

**Lecture:**

This course will be held synchronously on Tuesdays and Thursdays from 9-11 am. This is a five-credit course, and students are expected to devote 15 hours per week to the class (including lectures, assigned film-watching, and all other work).

**Course Goals and Learning Objectives**

The main objectives of this course are to prepare students to:

- a. critically analyze texts by addressing the following questions: What is the main argument of this piece? What are the questions being explored? What are other potential interpretations?
- b. craft coherent arguments, both verbally and textually, demonstrating the ability to link their ideas with evidence found in the text, multimedia projects, and sources from relevant disciplines, such as queer studies, feminist studies, critical race and ethnic studies.
- c. become familiar with key concepts related to queerness, mobility, and power, including coloniality, modernity, heteronormativity, cisnormativity, and homonationalism. The students will be able to draw connections and apply these concepts to specific cases and events.
- d. engage with ideas of gender, sexuality, and race and how political and social structures have justified inequality along with these bounds.
- e. become familiar with contemporary processes of queer migrations and queer diaspora.

**Course Assignments and Grade Distribution**Grading:

Assignments are graded on a 100 percent system. For example, if an assignment is worth 10% of your grade, this means it is worth 10 points and will be graded out of 10. All written assignments must be submitted via Canvas.

Assignment Description & Grade Distribution:

Class attendance/participation	20%
Weekly Response (5)	50%
Final Paper 4-5 pgs.	30%

***Class Participation and Attendance:* 20%**

Class participation and in-class assignments will allow you to achieve all the learning objectives. Discussions, both in class and on discussion boards, will allow you to think through the readings and articulate your own ideas about them. You will learn to discuss your ideas formally in an

academic setting with your reading responses but also quickly and informally when responding to your peers in class. Questions about your analysis will allow you to polish your ideas. Interacting with your classmates in class will allow us all to build a collaborative classroom environment.

In-class participation: Students are expected to have read all assigned readings before class. You are expected to be present, participate, and engage in class discussions.

***Weekly Reading Response:* 50%**

Each week, you will write a *reading response* in which you address the topics of the readings. You will be provided with a prompt to guide your responses. A pdf document should be uploaded to CANVAS by Wednesday 11:59 pm.

***Final Paper:* 30%**

This assignment is an invitation to think retrospectively and creatively about the assigned material and lecture. You will be assessed on 1) your ability to understand key concepts from the course and, 2) your ability to present a critical analysis of the material. Submissions must include citations of any reference used. Any additional creative elements (video/audio recordings, artworks, etc.) are welcome but not required. The guidelines will be posted on CANVAS under assignments. **Due: August 25 by 11:59 pm.**

**Grading Scale**

<b>A = 94–100%</b>	<b>A- = 90-93</b>	<b>B+ = 87 - 89%</b>	<b>B = 83 – 86%</b>
<b>B- = 80 – 82%</b>	<b>C+ = 77 - 79%</b>	<b>C = 74 - 76%</b>	<b>C- = 70 - 73%</b>
<b>D = 60 – 69%</b>	<b>F 60%</b>		

**Assignments and Late Work Policy**

This new learning environment presents unexpected challenges, and our time together is short. It is important for students to meet the course deadlines. If you have difficulty meeting deadlines, please contact the instructor to discuss your situation. Please do not wait to reach out, as the instructor is willing to work with you in finding a solution.

**Course Materials**

All required readings will be available via PDF files on the CANVAS, Course Readings under Files. Students are required to read all the assigned material prior to class and are expected to engage in-class discussion.

## **Office Hours**

The instructor will hold office hours weekly for two hours a week (Wednesdays 3-5 pm by appointment). Alternatively, please feel free to email the instructor to schedule an appointment. This is a reading-intensive course, and assignments are unique, but the instructor believes you can rise to the challenge. If you are not achieving the level of work you are capable of, the instructor is more than happy to assist you in aiding your study skills, helping you read critically, and working with you to craft strong arguments.

## **Class Policy on Inclusion and Accessibility**

This course will address sensitive subjects on race, sexuality, gender, and other themes. Students are expected to interact with one another and the instructor respectfully, and we as a group will go over specifically how to do this on the first day of class. Sexism, racism, homophobia, transphobia, xenophobia, ableism, etc., will **NOT** be tolerated.

The instructor will immediately employ any DRC accommodations requested by any student, and all students are welcome to request accommodations from the instructor directly.

## **Academic Integrity**

Academic integrity is the cornerstone of university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

## **Student Support Resources**

### ***Equal Access for Students with Disabilities***

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve

equal access in this course, please submit your Accommodation Authorization Letter from the [Disability Resource Center \(DRC\)](#) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu).

### ***Title IX Reporting Responsibilities***

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus resources, reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#), and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at [titleix.ucsc.edu](http://titleix.ucsc.edu).

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#).

For more information please visit the [Title IX Operations under Covid-19](#) page.

Faculty and Teaching Assistants are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

### ***Campus Advocacy Resources and Education (CARE)***

The CARE program provides support, advocacy, resources and violence prevention education to the UC Santa Cruz community. They respond to the needs of students, staff, faculty and non-affiliates impacted by stalking, dating/domestic violence and sexual assault by providing free and confidential services. CARE also works collaboratively with students, faculty and staff to educate the campus community about the vital role that each of us has in preventing violence and creating social justice locally and globally. Find more resources at: <https://care.ucsc.edu/resources/campus-and-community-resources.html>

### ***Counseling & Psychological Services (CAPS)***

If you need psychological support, please contact CAPS at 459.2628 (24-hours) and visit <http://caps.ucsc.edu> for additional resources. Also feel free to reach out to me if you think I can be of help.

### ***Learning Support***

Learning Support Services helps students find the resources they need to succeed academically. While there is no tutor specifically assigned for this course, there are writing tutors available to all students. For more information, please visit: <https://lss.ucsc.edu/>

### ***Slug Slug Support and Undocumented Student Services and Undocumented Student Services***

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Slug Support. Students dealing with legal concerns related to immigration status (either for themselves or family members) can contact the Undocumented Student Services office. Furthermore, feel free to notify the professor about challenges that are disrupting your studies, if you are comfortable in doing so. This will enable us to connect you with any resources that we may know and to discuss ways to further support your learning and success in the course.

**Student hours for class:** According to UCSC policy to receive academic credit for this 5-unit course, the student is expected to attend 3.25 hours of lecture and do 6 hours of reading and 5.75 hours of homework per week.

## PROGRAM

The syllabus is subject to change.

<b>Week 1: Critical Foundations &amp; Overview</b>	
<b>Meeting 1 - Tuesday</b>	
Read	Siobhan B. Somerville, “Keywords: Queer”  Martin F. Manalansan, “Queer.”
<b>Meeting 2 - Thursday</b>	
Read	The Combahee River Collective, “A Black Feminist Statement”  Cathy J Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” in <i>GLQ</i> (1997)
<b>Week 2: Queer Colonization</b>	
<b>Meeting 1 - Tuesday</b>	
Read	Anzaldúa, Gloria. “Movimientos de Rebeldía y Las Culturas Que Traicionan.” 1–7.  Qwo-Li Driskill, “Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies”
<b>Meeting 2 - Thursday</b>	
Read	Deborah A. Miranda, “Extermination of the Joyas: Gendercide in Spanish California”  Scott Lauria Morgensen, “Unsettling Queer Politics”
<b>Week 3: Queer Globalization</b>	
<b>Meeting 1 - Tuesday</b>	
Read	Cruz-Malavé, Arnaldo, and Martin F. Manalansan. “Introduction: Dissident Sexualities/Alternative Globalisms.” In <i>Queer Globalizations: Citizenship and the Afterlife of Colonialism</i> , 1–10.
<b>Meeting 2 - Thursday</b>	
Read	Manalansan IV, Martin F. “Introduction: Points of Departure” and “The Borders Between Bakla and Gay”

<b>Week 4: Queer Migration/Diaspora</b>	
<b>Meeting 1 - Tuesday</b>	
Read	Eithne Luibhéid, “Introduction: Queering Migration and Citizenship” Karma Chávez, “Chapter 3: Coming Out as Coalitional Gesture”
Explore	Julio Salgado, “I am Undocuqueer” art project.
<b>Meeting 2 - Thursday</b>	
Read	Gayatri Gopinath, Chapter Local Sites/Global Contexts: The Transnational Trajectories of Deepa Mehta’s Fire (pp. 149-161)
Watch	Fire by Deepa Mehta
<b>Week 5: Queer Neoliberalism</b>	
<b>Meeting 1 - Tuesday</b>	
Read	Duggan, Lisa. “The New Homonormativity: The Sexual Politics of Neoliberalism”  Jasbir Puar and Maya Mikdashi, “Pinkwatching and Pinkwashing: Interpenetration and its Discontents”  Puar, Jasbir. “Homonationalism As Assemblage: Viral Travels, Affective Sexualities.”
<b>Meeting 2 - Thursday</b>	
<b>Due</b>	<b>Final Paper Analysis</b>
Read	Roderick A. Ferguson (2020) “Authoritarianism and the planetary mission of queer of color critique: a short reflection”, Safundi, 21:3, 282-290.  Sirma Bilge, Decolonizing Sexualities: Theoretical Coalition and Multi-Issue Activism