

CONCORDIA UNIVERSITY
FACULTY OF ARTS AND SCIENCE

Simone de Beauvoir Institute

WSDB 498F/2 & HUMA 846 N/2

Queer Migrations:
Intersections between gender, sexuality and colonialism

Session:	Fall 2013
Number of credits:	3
Prerequisites:	30 credits including WSDB 290, 291 or permission from instructor
Time / Place:	Mondays, 1:15 - 4:00pm / H - 537
Instructor:	Edward Ou Jin Lee
Office:	MU-303
E-mail:	edward.lee@concordia.ca
Office Hours:	Mondays, 4:30 – 5:30pm

Course Description

This course engages with queer migration studies, queer diasporic critique and critical race feminist scholarship in order to examine the historical and contemporary social conditions for various forms of queer migration, with a particular focus on the Canadian context. Within the context of queer migration studies, sexuality is incorporated as a dimension of power and thus integrated into analyses of migratory and settlement processes. Grounded in critical race feminism, sexuality is conceptualized as relational to systems of race, class, ability, gender and citizenship status. This critical analysis includes tracing the role of heteronormativity and cisnormativity within the historical and contemporary context of settler colonialism and Canadian/Québec nation building.

This course engages with knowledge about queer migrations that draws from across multiple disciplines and a variety of critical social theories including: feminist, indigenous, critical race feminist, materialist, queer theory, trans theory and post/anti-colonial perspectives. In addition, this course will encourage students to engage with queer migration scholarship from an activist/social justice orientation. Notions related to reflexivity and its role in knowledge production and anti-racist feminist activist scholarship will be addressed. Students are encouraged to bring forward their own experiences with anti-racist/anti-oppression activism and critically reflect upon these experiences by making linkages with relevant scholarship.

Course Objectives

- Develop a strong foundation of knowledge of queer migration scholarship and queer diasporic critique.
- Increase knowledge about the ways in which sexuality, as a dimension of power, has informed the social construction and evolution of migrant and citizenship status with a particular focus on the Canadian context
- Increase knowledge about contemporary processes of queer migrations
- An ability to critically examine queer migration studies in order to make linkages with anti-racist feminist activism and activist scholarship

Teaching Philosophy

The core features of my teaching approach are mindfulness, openness, reflexivity and dialogue. Framing learning as an exchange prioritizes the ways in which learning can be fostered through critical dialogue. My aim is to engage in principles of adult learning by fostering an educational climate that promotes openness, exchange, risk-taking and respectful debate as well as fostering a rigorous learning environment. By applying the principles of universal design, barriers to learning can be reduced through providing appropriate student accommodations and supports while maintaining high achievement expectations for all students. My presentation methods will respond to different student learning styles by engaging with video/audio clips, group facilitation and course readings in the classroom. When possible, I aim to foster a student-centred and inquiry-based learning model, in addition to peer-to-peer learning opportunities. This course will combine lectures, group discussions, guest speakers, peer exchange and class exercises. In addition, this course will use a diversity of evaluation tools, including weekly reflections, papers, peer review, etc. Finally, my teaching philosophy affirms and infuses principles of anti-oppression and social justice.

Calendar & Course Readings

Recommended documentary film viewing by Sept 30, 2013

The following films are accessible for free on the National Film Board (NFB) website (www.nfb.ca)

Kanehsatake: 270 Years of Resistance by Alanis Obomsawin
In the Shadow of Gold Mountain by Karen Cho

The following films are available at the Concordia Library (on Course Reserves for this course)

Black Hands: Trials of an Arsonist - <http://www.blackhandsfilm.com/>
Continuous Journey by Ali Kazimi

**Graduate students are required to read all supplementary readings*

Week #1: Introduction to course (Sept 9)

Required reading:

Luibheid, E. (2008). Queer/Migration: An unruly body of scholarship. *GLQ*. (14)2-3, 169-190. Duke University Press. Retrieved from DOI: <http://dx.doi.org/10.1215/10642684-2007-029>.

Week #2: Queer/Trans Migrant activism in Montreal & Activist Scholarship (Sept 16)

Required reading (pick 2 out of 3):

Alexander, M. J. (2005). Remembering this bridge called my back: remembering ourselves. In M. J. Alexander. *Pedagogies of crossing: Meditations on feminism, sexual politics, memory and the sacred*. p.257 – 286. Durham & London: Duke University Press.

Cantu, L. (2009). Toward a queer political economy of sexuality: places, spaces and shifting identities. In L. Cantu. *The sexuality of migration: Border crossings and Mexican immigrant men*. p.163 – 170. New York: New York University Press.

Reece, R. (2007). Canadian black feminist thought and scholar-activist praxis. N. Massaquoi & N. Wane (eds). In *Theorizing Empowerment: Canadian Perspectives on Black Feminist Thought*. p.266-284. Toronto: INNANA Publications and Education Inc.

Supplementary reading:

Sharma, N. & Wright, C. (2009). Organizing the motley crew and challenging the security of national states. In J. Sudbury & M. Okazawa-Rey (eds.). p. 111 – 130. *Activist scholarship: Antiracism, feminism and social change*. Boulder: Paradigm Publishers.

Week #3: Re-framing the historical context of colonialism and empire (Sept 23)

Required reading:

Lowe, L. (2006). The intimacies of four continents. In A. Stoler (ed.). *Haunted by empire: Geographies of intimacy in North American history*. (p.191-212). Durham and London: Duke University Press.

Gupta, A (2008). This alien legacy: The origins of “sodomy” laws in British Colonialism. *Human Rights Watch*. p. 1 – 30. New York: New York. Retrieved from: <http://www.hrw.org/reports/2008/12/17/alien-legacy-0>.

Supplementary reading:

Kaoma, K. (2013). *Colonizing African values: How the U.S. Christian right is transforming sexual politics in Africa*. p. 1 – 20. Somerville: Political Research Associates. Retrieved from: <http://www.politicalresearch.org/resources/reports/full-reports/colonizing-african-values/>.

Week #4: Re-framing Canadian history (Sept 30)

Required reading:

Austin, D. (2010). Narratives of power: historical mythologies in contemporary Québec and Canada. *Race & Class*. 52 (1), 19 – 32. Retrieved from DOI: <http://dx.doi.org/10.1177/0306396810371759>.

Thobani, S. (2007). Nationals, citizens and others. In S. Thobani. (ed). *Exalted Subjects: Studies in the Making of Race and Nation in Canada*. p. 67-102. Toronto: University of Toronto Press.

Supplementary reading:

Razack, S., Smith, M. & Thobani, S. (2010). States of race: Critical race feminism for the 21st century. In S. Razack, M. Smith & S. Thobani (eds.). *States of race: Critical race feminist for the 21st century*. p. 1 – 19. Toronto: Between the Lines.

Smith, A. (2005). Sexual Violence as a Tool of Genocide. In A. Smith. *Conquest: Sexual violence and American Indian genocide*. p. 7 – 34. Boston: South End Press.

Week #5: Sexuality, Gender Normativity and Nation Building (Oct 7)

Required reading:

Ingram, G. (2003) Returning to the scene of the crime: Uses of trial dossiers on consensual male homosexuality for urban research, with examples from twentieth-century British Columbia. *GLQ: A Journal of Lesbian and Gay Studies*. 10(1), 77-110. Retrieved from DOI: <http://dx.doi.org/10.1215/10642684-10-1-77>.

Sears, C. (2008). All that glitters: Trans-ing California's gold rush migrations. *GLQ: A Journal of Lesbian and Gay Studies*. 14(2-3), 383-402. Retrieve from DOI: <http://dx.doi.org/10.1215/10642684-2007-038>.

Supplementary reading:

White, M.A. (2011). Family is as family does: A genealogy of same-sex relationship recognition in Canadian immigration policy. In M.A. White. *Intimate archives, migrant negotiations: Affective governance and the recognition of "same sex" family class migration in Canada*. Toronto: York University.

Week #6: Queer Diasporic Critique (Oct 21)

Required reading:

Eng, D. (2011). Introduction: Queer liberalism and the racialization of intimacy. In D. Eng. *The Feeling of Kinship: Queer Liberalism and the Racialization of Intimacy*. Durham & London: Duke University Press.

Gopinath, G. (2005). Bollywood spectacles: Queer diasporic critique in the aftermath of 9/11. *Social text*. 84-85, 23 (3-4), 157 – 170. Retrieved from DOI: http://dx.doi.org/10.1215/01642472-23-3-4_84-85-157.

Walcott, R. (2012). Outside in black studies: Reading from a queer place in the diaspora. In M. Fitzgerald & S. Rayter (eds.). p. 23 – 34. *Queerly Canadian: An introductory reader in sexuality studies*. Toronto: Canadian Scholars' Press Inc.

Supplementary reading:

Manalansan, M.F. (1997). In the shadows of Stonewall: Examining gay transnational politics and the diasporic dilemma. L. Lowe & D. Lloyd (eds.). *The politics of culture in the shadow of capital*. p.485 – 505. Durham & London: Duke University Press.

Week #7: Disidentifications and Queer Diasporic Space (Oct 28)

Required reading:

Walcott, R. (2006). Black men in frocks: Sexing race in a gay ghetto (Toronto). p. 121 – 134. In C. Teelucksingh. *Claiming space: Racialization in Canadian cities*. Wilfred Laurier University Press.

Munoz, J.E. (1999). Performing Disidentity: Disidentification as a practice of freedom. p. 161 – 179. In J.E. Munoz. *Disidentifications: Queers of color and the performance of politics*. Minneapolis: University of Minnesota Press.

Supplementary reading:

Manalansan, M.F. (2005). Race, violence and neoliberal spatial politics in the global city. *Social text*. 84 – 85, 23 (3 – 4), 141 – 156. Retrieved from DOI: http://dx.doi.org/10.1215/01642472-23-3-4_84-85-141.

Wong, A. (2013). “Between rage and love”: *Disidentifications among racialized, ethnicized and colonized allosexual activists in Montreal*. PhD Dissertation. Concordia University: Montreal.

Week #8: Homonationalism and homonormativity (Nov 4)

Required reading:

Howlett, O. (2013). Homonormativity and the loss of queer: Re-contextualizing Canada's sexual politics. p. 162 – 176. In L. Caldwell, C. Leung & D. Leroux. *Critical inquiries: A reader in studies of Canada*. Halifax: Fernwood Publishing.

Bilge, S. (2012). Mapping québécois sexual nationalism in times of ‘crisis of reasonable accommodations’. *Journal of Intercultural Studies. Special Issue: Unravelling the New Politics of Racialised Sexualities*. 33 (3), 303 – 318. Retrieved from DOI: <http://dx.doi.org/10.1080/07256868.2012.673473>.

Supplementary reading:

Puar, J.K. (2006). Mapping U.S. homonormativities. *Gender, Place and Culture: A Journal of Feminist Geography*. 13 (1), p. 67 - 85. Retrieved from DOI: <http://dx.doi.org/10.1080/09663690500531014>.

Week #9: Settler homonationalism and Queer Migrations (Nov 11)

Required reading:

Greensmith, C. & Giwa, S. (2013). Challenging settler colonialism in contemporary queer politics: Settler homonationalism, pride Toronto and two-spirit subjectivities. *American Indian Culture and Research Journal*. 37 (2). p. 129 – 148. Retrieved from: <http://aisc.metapress.com/content/P4Q2R84L12735117>.

Smith, A. (2010). Queer theory and native studies: The heteronormativity of settler colonialism. *GLQ: A Journal of Gay and Lesbian Studies*. 16 (1-2). p.41-68. DOI: 10.1215/10642684-2009-012. Retrieved from DOI: <http://dx.doi.org/10.1215/10642684-2009-012>.

Supplementary reading:

Driskill, Q-L., Finley, C., Gilley, B.J., Morgensen, S.L. (2011). Introduction. In Q-L. Driskill, C. Finley, B.J. Gilley & S.L. Morgensen. (eds.). p. 1 – 30. *Queer indigenous studies: critical interventions in theory, politics and literature*. Tucson: The University of Arizona Press.

Week #10: Queer and trans refugees (Nov 18)

Required reading:

Gosine, A. (2008). Fobs, banana boy, and the gay pretenders: Queer youth navigate sex, “race”, and nation in Toronto, Canada. (p.223-242) In S. Driver. *Queer youth cultures*. New York: State University of New York Press.

Lee, E.O. & Brotman, S. (2011). Identity, Refugeeness, Belonging: Experiences of Sexual Minority Refugees in Canada. *Canadian Review of Sociology: Special Issue – Sexuality, Sexual Health, and Sexual Rights* 48 (3), 241 – 274. Retrieved from DOI: <http://dx.doi.org/10.1111/j.1755-618X.2011.01265.x>.

Supplementary reading:

Jenicek, A., Lee, E. & Wong, A. (2009). “Dangerous Shortcuts”: Representations of sexual minority refugees in the Post 9/11 Canadian Press. *Canadian Journal of Communications: Special Issue – Race, Ethnicity and Intercultural Communication*. Vol 34(4). p.635-658. Retrieved from <http://www.cjc-online.ca/index.php/journal/article/view/2119>.

Solomon, A. (2005). Trans/Migrant: Christina Madrazo’s all-american story. In E. Luibheid & L. Cantu (eds.). *Queer Migrations: Sexuality, US Citizenship and Border Crossings* (p.3-29). Minneapolis: University of Minnesota Press.

Week #11: Trans migrant resistance (Nov 25)

Required Reading:

Pooja, G. (2009). Struggles from the margins: Anti-immigrant legislation and the impact on low-income transgender people of color. *Women's Rights Law Reporter*. 1, 315-346.

Bhanji, N. (2012). Trans/scripts: Homing desires, (Trans)sexual citizenship and racialized bodies. P. 157 – 175. In T.T. Cotton (ed.). *Transgender migrations: The bodies, borders and politics of transition*. New York: Routledge.

Week #12: The Illegalization and Criminalization of Queer Migrations (Dec 2)

Required reading:

Luibheid, E (2008b) "Sexuality, Migration and the Shifting Line between Legal and Illegal Status," in "Queer/Migration," ed. Eithne Luibheid, special issue, *GLQ* 14 (2–3), 289–315. Retrieved from DOI: <http://dx.doi.org/10.1215/10642684-2007-034>.

Cacho, L.M. (2012). Conclusion: Racialized hauntings of the devalued dead. In L.M. Cacho. *Social Death: Racialized rightlessness and the criminalization of the unprotected*. p. 147 – 168. New York and London: New York University Press.

Ritchie, A.J. (2013). The pertinence of perry to challenging the continuing criminalization of LGBT people. *New York University Review of Law & Social Change*. 37. p. 63 – 69. Retrieved from: <http://socialchangenyu.files.wordpress.com/2013/03/37-1-ritchie.pdf>.

Week #13: Community Organizing & Social Movement Building (Dec 3)

Required reading:

Lee, E. O (2012). Escape, retreat, revolt: queer people of colour living in Montreal: Using photovoice as a tool for community organizing. In A. Choudry, J. Hanley & E. Shragge (Eds.), *Organize! Building from the local for global justice*. Oakland: PM Press.

Spade, D. (2013). Law reform and movement building. In D. Spade. *Normal life: Administrative violence, critical trans politics and the limits of law*. p. 171 – 204. Brooklyn: South End Press.

Supplementary reading:

Smith, A. (2006). Heteropatriarchy and the three pillars of white supremacy: Rethinking women of color organizing. In *Color of violence: the incite! Anthology*. p.66-73. Cambridge: South End Press.

Evaluation

1. Class Participation / Critical Reflections	30%
2. Midterm Part A and B	25%
3. Final Paper	40%
4. Process of Learning Reflection	5%
Total	100%

Assignments:

Format: All writing must be in standard format (typed, double spaced, 12pt font, one-inch margins). Students in this course have the right to submit in English or in French any written work that is to be graded.

1. Class Participation / Attendance / Critical Reflections 30%

An integral aspect of the learning process will be class attendance and participation. The purpose of this participation grade is meant to encourage learning, dialogue and critical reflection. Over the course of the semester, students will be expected to complete 4 critical reflections, 2 pages in length, in response to class material and discussions. Submission of these reflective notes will count as part of the participation / attendance grade. Further details to be provided in class.

2. Midterm Part A and B 25%

Part A: Proposal for Final Paper

Due Date: Oct 21st 2013

The purpose for this initial proposal is to identify the basis for the final paper. This proposal must be between 3 - 4 pages. Students are expected to identify the issue/topic they will write about for their final paper related to queer migrations. Students may also co-write this proposal, if they plan to co-author their final paper. Further details will be provided in class.

Part B: Peer Review Assignment

Due Date: Oct 28th 2013

The purpose of this assignment is for students to engage in a peer review process. Students are expected to provide 1 – 2 pages of written feedback of a fellow student's final paper proposal in a clear and constructive manner. Constructive feedback includes highlighting strengths, suggesting areas for improvement and offering alternative pathways. This will be a blind peer review process, so students will not know whose proposal they have received. Further details will be presented in class.

3. Final Paper

Due Date: Dec 3rd 2013

The purpose for this final paper is to explore an issue/topic of your choice related to queer migrations. This paper will be 10 - 12 pages and students will be expected to draw from a minimum of 5 assigned readings. Students will also be given the option to co-author this paper or complete an alternative multimedia assignment. Further details will be provided in class.

**graduate students are expected to complete a 12 – 14 page paper*

4. Process of Learning Reflection Assignment

Due Date: Dec 3rd 2013

This assignment will provide students with a structured opportunity to reflect on and evaluate their learning over the term. What aspects of the course did students find useful or challenging? To what degree did students achieve their learning goals? What are students going to take away from this course to use in future activist/academic settings? This assignment will also serve as an evaluation tool that will complement the anonymous course evaluation, so constructive feedback and recommendations for improvement are welcome. This self-reflective journal should be 2 – 3 pages in length.

Expectations and Sanctions Regarding Due Dates

Students are expected to hand in their assignment at the beginning of class on the due date. Students may also upload their paper on moodle in the assignment dropbox. There will be 1 letter grade taken off per day that an assignment is late (i.e. A to A-). Extensions will only be granted in the case of a documented family or medical emergency; please contact the instructor as soon as possible to make arrangements.

Disclaimer

In the event of extraordinary circumstances beyond Concordia University's control, the content and/or evaluation scheme in this course is subject to change.

Writing Style

For papers and assignments, I recommend the APA style for referencing your work. You can find the instructions at the following site: <http://library.concordia.ca/help/howto/citations.html> Please note that this site offers hyperlinks to learn more about the APA style but also offers a hyperlink to the *APA Formatting and Style Guide*.

Academic Fraud

Academic fraud is not tolerated. If plagiarism or any other form of academic fraud occurs, you will be notified but your case will be automatically sent to the Vice-Dean of our Faculty of Arts and Science. Find out more about this process at: <http://provost.concordia.ca/academicintegrity/>

Plagiarism

As you can read on Concordia University web sites: The most common offence under the academic Code of Conduct is plagiarism, which the code defines as “the presentation of the work of another person as one’s own or without proper acknowledgement.” This could be material copied word for word from books, journals, internet sites, professor’s course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone – it can also refer to copying images, graphs, tables, and ideas. It also includes oral presentations and artistic works. Finally, if you translate the work of another person into French or English and do not cite the source, this is also plagiarism. In simple words, do not copy, paraphrase or translate anything from anywhere without saying from where you obtained it! You are responsible for getting familiar with the various ways to avoid plagiarism. You can get some of this information at the following site:

<http://provost.concordia.ca/academicintegrity/plagiarism/>

CURE

The Community-University Research Exchange (CURE) is a database by which you could integrate the major project for WSDB 498 with the work of a local movement and/or an activist organization. Through the administrative infrastructures already in place at Concordia, you may complete a CURE research project as your major project. By connecting you to a non-profit community group with limited resources, CURE hopes to encourage and support academic work that is socially relevant. For more information, go to the website (<http://www.qpirgconcordia.org/cure/>) or contact cure.mtl@gmail.com

Withdrawal Dates

If this course is not for you, you can withdraw under the following conditions:

With tuition refund: Prior to Monday September 16 2013

Without tuition refund: Prior to October 27 2013

Application for Late Completion

The grade INC (incomplete) is an option only for individuals with valid reasons (i.e., health problems, death of a family member). In cases of documented health problems (medical

certificate necessary) or bereavement (official proof necessary), the professor will agree to register an INC. Then, it is the student's responsibility to go to LB-185 to fill out an Application for Late Completion (\$20 fee).

Learning Support

If you require academic support because of a physical or learning disability or any condition that affects your ability to learn, please register with the Access Centre for Students with Disabilities (<http://supportservices.concordia.ca/disabilities>). You can then meet with a specialist to identify your needs and discuss appropriate interventions. There are many services available to you to help you successfully complete your semester: please take advantage of them!

Electronic Devices

To maximize learning and interaction in WSDB courses, all students' personal electronic devices (cell phones, electronic pads, laptop computers and the like) are prohibited in the classroom. Exceptions can be made by professors who may need such devices for a specific class or who may grant permission to a student requiring (e.g., a student with a disability) and requesting the use of such a device.

Student Services

- Simone de Beauvoir Institute Advisor: Linda.Bowes@Concordia.ca
- Concordia Counselling and Development offers career services, psychological services and student learning services: <http://cdev.concordia.ca>
- Advocacy and Support Services: <http://supportservices.concordia.ca>
- Student Transition Centre: <http://stc.concordia.ca>
- New Student Program: <http://newstudent.concordia.ca>
- Student Success Centre: <http://studentsuccess.concordia.ca>
- Financial Aid & Awards: <http://web2.concordia.ca/financialaid>
- Health Services: <http://www-health.concordia.ca>