

# Syllabus: GGR 1822H Queer Geographies

Mondays 11am-1pm

Online via Zoom

**Instructor:** Natalie Oswin, Associate Professor

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Office Hours: By appointment



*Members of the Black Lives Matter movement stand amidst coloured clouds from smoke grenades at the annual Pride Parade, in Toronto on Sunday, July 3, 2016. The Canadian Press/Mark Blinch.*

## Course Description

Queer “is about messing things up, creating disorder and disruptive commotion within the normative arrangements of bodies, things, spaces and institutions” (Manalansan, 2015: 567). In this course, we will explore queer in this manner – as mess maker, disruptive force, and sanctuary for social difference. Though formal legal equality for LGBT people has been achieved in some countries around the world, homophobia and transphobia persist everywhere. So do heteronormativity (the privileging of certain heterosexual or ‘straight’ subjects over others) and homonormativity (the privileging of some homosexual or ‘queer’ subjects over others). We will explore queer thought as spatial thought, especially via its connections to postcolonial, critical race, and feminist theories. We will consider how dynamics of race, gender, class, colonialism, and geopolitics are central to expressions of sexual politics, and how queer theory and social movements build frameworks for social and spatial justice.

Though our focus is on developing understanding of queer geographies, the questions we will explore are thoroughly interdisciplinary. As such, the reading list comes from various fields including geography, sociology, cultural studies, law, history and anthropology.

## Course Organization

Seminar attendance and participation (ongoing) : 20%

Reading journal (ongoing): 20%

Book review (due November 30): 25%

Final paper (due December 21): 35%

## Assignments and Evaluation

### Seminar Participation

Participating in class discussions is a fundamental part of your work in this course. You are asked to do all of the required readings before class each week and to come prepared to take part in respectful and thoughtful discussion. It is recognized that we all come to the class with different backgrounds and comfort levels in engaging in group discussions. To that effect, participation grades will not be based on those who speak the most or the loudest. Your evaluation will be based on the quality of your contributions, the constructiveness of your engagements both with your peers' comments and the course material, and your efforts to foster a supportive space in the classroom and a productive learning experience for everyone.

### Reading Journal

I normally assign weekly 2 page reading responses so that I can see how students are engaging with the readings, and to help me facilitate our seminar discussions. In this pandemic time, I want to cut down on formal writing assignments, so am cutting this out. But I do still want to include credit in the evaluation scheme for the time and effort you spend taking notes and reflecting on the required readings. So you will keep a weekly reading journal on Quercus. It will include your notes and informal questions/ reflections on each article. This will help you stay on track with the readings and aid you in thinking across them throughout the semester.

### Book Review

This is another pandemic adaptation. While I had aspirations of assigning a series of recent monographs as our reading list for the semester, I don't think any of us can handle that volume of reading right now (I know I can't!!). The fact remains that books and articles are very different kinds of scholarly interventions, though. So as one of two formal writing assignments for the course, you will choose one of the following recent monographs and write a 2000-2500 word review of it in relation to the course themes:

Aizura, Aren (2018) *Mobile Subjects: Transnational Imaginaries of Gender Reassignment*. Durham: Duke University Press.

Beauchamp, Toby (2019) *Going Stealth: Transgender Politics and U.S. Surveillance Practices*. Durham: Duke University Press.

Chitty, Christopher (2020) *Sexual Hegemony: Statecraft, Sodomy, and Capital in the Rise of the World System*. Durham: Duke University Press.

Dillon, Stephen (2018) *Fugitive Life: The Queer Politics of the Prison State*. Durham: Duke University Press.

Gopinath, Gayatri (2018) *Unruly Visions: The Aesthetic Practices of Queer Diaspora*. Durham: Duke University Press.

Johnson, E. Patrick (2019) *Honey Pot: Black Southern Women who Love Women*. Durham: Duke University Press.

Kauanui, J. Kēhaulani (2018) *Paradoxes of Hawaiian Sovereignty: Land, Sex, and the Colonial Politics of State Nationalism*. Durham: Duke University Press.

Knubchandani, Kareem (2020) *Ishtyle: Accenting Gay Indian Nightlife*. Ann Arbor: University of Michigan Press.

Livermon, Xavier (2020) *Kwaito Bodies: Remastering Space and Subjectivity in Post-apartheid South Africa*. Durham: Duke University Press.

Macharia, Keguro (2019) *Frottage: Frictions of Intimacy across the Black Diaspora*. New York: NYU Press.

Mendoza, Victor Román (2015) *Metroimperial Intimacies: Fantasy, Racial-Sexual Governance, and the Philippines in US Imperialism*. Durham: Duke University Press.

Mitra, Durba (2020) *Indian Sex Life: Sexuality and the Colonial Origins of Modern Thought*. Princeton: Princeton University Press.

Moussawi, Ghassan (2020) *Disruptive Situations: Fractal Orientalism and Queer Strategies in Beirut*. Philadelphia: Temple University Press.

Puar, Jasbir (2017) *The Right to Maim: Debility, Capacity, Disability*. Durham: Duke University Press.

Rao, Rahul (2020) *Out of Time: The Queer Politics of Postcoloniality*. Durham: Duke University Press.

Snorton, C. Riley (2017) *Black on Both Sides: A Racial History of Trans Identity*. Minneapolis: University of Minnesota Press.

The **due date** for this assignment is **November 30**, the day of our week 11 class. So that we can learn from one another's reviews, that class is dedicated to brief presentations and discussions of the reviews.

## Final Paper

Drawing on the course assigned readings only (ie. no additional research is required for this assignment), write a 4000-4500 word essay on one keyword of your choice. More details will be provided in class. **Due date: December 21**

## Late Penalties

If you are unable to turn in the Book Review or Final Paper by the stated deadlines, please speak with me. I will not assign late penalties, but need to be kept apprised to manage my own workload and to ensure adherence to university deadlines for grade submissions.

## Assigned Readings

PDFs of all readings are available through Quercus.

## Course Schedule

### Week 1 – September 14

#### Introduction

The first class will introduce the themes of the course, the class format, the assignments, and learning expectations, as well as giving us space to get to know each other. No required readings.

### Week 2 – September 21

#### Queer as critique

Cohen, Cathy (1997) 'Punks, bulldaggers, and welfare queens: The radical potential of queer politics?' *GLQ* 3(4): 437-465.

Munoz, Jose Esteban (1999) 'Performing disidentifications', in his *Disidentifications: Queers of Color and the Performance of Politics*, Minneapolis: University of Minnesota Press, 1-25.

Eng, David L. with Judith Halberstam and Jose Munoz (2005) 'What's queer about queer studies now?' *Social Text* 23(3-4): 1-17.

Amin, Kadji (2016) Haunted by the 1990s: Queer theory's affective histories. *Women Studies Quarterly* 44(3/4): 173-189.

### Week 3 – September 28

#### Queer time, postcolonial space

Hoad, Neville (2000) 'Arrested development or the queerness of savages: resisting evolutionary narratives of difference,' *Postcolonial Studies* 3(3): 133-158.

Rao, Rahul (2020) 'The location of homophobia.' Chapter 2 of his book, *Out of Time: The Queer Politics of Postcoloniality*, pp. 33-74.

Smith, Andrea (2010) 'Queer theory and Native studies: The heteronormativity of settler colonialism,' *GLQ* 16(1-2): 42-68.

Arondekar, Anjali (2005) 'Without a trace: Sexuality and the colonial archive,' *Journal of the History of Sexuality* 14(1-2): 10-27.

#### Week 4 – October 5

##### National Desires I

Alexander, M. Jacqui (1994) 'Not just (any) body can be a citizen: The politics of law, sexuality and postcoloniality in Trinidad and Tobago and the Bahamas.' *Feminist Review* 48: 5-23.

Puar, Jasbir K. and Amit S. Rai (2002) 'Monster, terrorist, fag: The war on terrorism and the production of docile patriots.' *Social Text* 20(3): 117-148.

Beauchamp, Toby (2018) 'In security.' *GLQ* 24(1): 13-17.

Chinchilla, Maya (2018) 'Church at night.' *GLQ* 24(1): 3-8.

#### Week 5 – October 19

##### National Desires II

Ritchie, Jason (2010) 'How do you say "come out of the closet" in Arabic? Queer activism and the politics of visibility in Israel-Palestine.' *GLQ* 16(4): 557-575.

Livermon, Xavier (2012) 'Queer(y)ing freedom: Black queer visibilities in postapartheid South Africa.' *GLQ* 18(2-3): 297-323

Kojima, Dai, John Paul Catungal & Robert Diaz (2018) 'Feeling queer, feeling Asian, feeling Canadian.' *Topia* 38: 69-80.

Kauanui, J. Kēhaulani (2017) 'Indigenous Hawaiian sexuality and the politics of nationalist decolonization. In: J. Barker (ed), *Critically Sovereign: Indigenous gender, sexuality, and feminist studies*. Durham, NC: Duke University Press, pp. 45-68.

#### Week 6 – October 26

##### Metronormativities I

Weston, Kath (1995) 'Get Thee to a Big City: Sexual Imaginary and the Great Gay Migration.'

*GLQ* 2(3): 253-278.

Delaney, Samuel (1999) Part I: Times Square Blue, of his *Times Square Red, Times Square Blue*, New York: New York University Press, pp. 1-108.

Haritaworn, Jin (2019) 'On These Bones: The Queer Regenerations of the Toronto Gay Village Serial Killings.' *Topia* 40: 15-41.

## Week 7 – November 2

### Metronormativities II

Stanley, Eric (2019) 'The affective commons: Gay shame, queer hate, and other collective feelings.' *GLQ* 24(4): 489-508.

Moussawi, Ghassan (2018) 'Queer exceptionalism and exclusion: Cosmopolitanism and inequalities in 'gay-friendly' Beirut.' *The Sociological Review* 66(1): 174-190.

Benedicto, Bobby (2008) 'The haunting of gay Manila: Global space-time and the specter of Kabaklaan,' *GLQ* 14(2-3): 317-338

Bailey, Marlon (2013) *Butch Queens up in Pumps: Gender, Performance and Ballroom Culture in Detroit*. Ann Arbor: University of Michigan Press. Chapter 1, pp. 1-28.

## Week 8 – November 9

### Migrations and Mobilities I

Luibheid, Eithne (2008) 'Sexuality, migration, and the shifting line between legal and illegal status.' *GLQ* 14(2-3): 289-315.

Somerville, Siobhan (2005) 'Sexual aliens and the racialized state: A queer reading of the 1952 U.S. Immigration and Nationality Act,' in Luibheid & Cantu (eds), *Queer migrations: Sexuality, US citizenship, and border crossings*, Minneapolis: University of Minnesota, pp. 75-91.

Ellis, Nadia (2015) 'Black Migrants, White Queers and the Archive of Inclusion in Postwar London.' *Interventions* 17(6): 893-915.

## Week 9 – November 16

### Migrations and Mobilities II

Manalansan, Martin (2018) 'Messy Mismeasures: Exploring the Wilderness of Queer Migrant Lives.' *South Atlantic Quarterly* 117(3): 491-506.

Shakhsari, Sima (2014) 'The queer time of death: Temporality, geopolitics and refugee rights.' *Sexualities* 17(8): 998-1015.

Reddy, Chandan (2005) 'Asian diasporas, neoliberalism, and family: Reviewing the case for homosexual asylum in the context of family rights.' *Social Text* 23(3-4): 101-119.

## Week 10 – November 23

### Criminalization and Incarceration

Kunzel, Regina (2010) Introduction, and Chapter two: 'Every prison has its perverts', in her *Criminal Intimacy: Prison and the Uneven History of Modern American Sexuality*, Chicago: University of Chicago Press, pp. 1-14, and 45-76.

Hanhardt, Christina (2008) 'Butterflies, Whistles, and Fists: Gay Safe Streets Patrols and the New Gay Ghetto, 1976-1981.' *Radical History Review* 100: 61-85.

Guidotto, Nadia (2015) 'Looking back: The Bathhouse Raids in Toronto, 1981,' in *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, 2nd edition. Eric Stanley and Nat Smith (eds), Baltimore: AK Press, pp. 69-80

Ellison, Treva (2019) 'From sanctuary to safe space: Gay and Lesbian Police-Reform Activism in Los Angeles,' *Radical History Review* 135: 95-118

## Week 11 – November 30

### Book review presentations and discussion

No assigned readings.

## Week 12 – December 7

### Wrap up

Spade, Dean (2020) 'Solidarity not charity: Mutual aid for mobilization and survival.' *Social Text* 38(1): 131-151.

## Departmental Course Policies

The department will insert a full list of policies before syllabi are posted on the website (see <https://geography.utoronto.ca/wp-content/uploads/2019/07/Graduate-Course-Policies-DRAFT-FINAL-July-3-2019.pdf>).

## Graduate Course Policies

### Important Dates

Graduate courses are normally a minimum of 2-3 hours/week for 12 weeks. Reading week is optional for graduate courses. If observed, the instructor will inform the class and provide a make-up date for the missed class.

#### Fall 2020

July 30, 2020	Course enrolment opens
September 8, 2020	F (fall) and Y (fall-winter) session graduate courses and seminars begin
September 11, 2020	Final registration deadline
September 21, 2020	Deadline to add F (fall) and Y (fall-winter) session courses
October 26, 2020	Deadline to drop Fall courses
October-November 2020	Undergraduate reading week*

#### Winter 2020

January 4, 2021	S (winter) session graduate courses and seminars begin
January 13, 2021	Grades for F (fall) courses available for viewing on ACORN
January 18, 2021	Deadline to add S (winter) session courses
February 22, 2021	Deadline to drop S (winter) and Y (fall-winter) session courses
April 16, 2021	Grade deadline for students graduating in June 2021

#### Summer 2021

May 3, 2021	Summer F (May-June) and Y (May-August) session graduate courses and seminars begin
May 19, 2021	Grades for S (winter) and Y (fall-winter) courses available for viewing on ACORN
May 28, 2021	Final date to drop F (May-June) session courses without academic penalty
June 7, 2021	Summer S (July-August) session graduate courses and seminars begin
July 14, 2021	Grades for F (May-June) courses available for viewing on ACORN

\* Reading week applies to undergraduate programs, and is optional for graduate courses, at the discretion of the instructor. If observed, the instructor will inform the class and provide a make-up date for the missed class. This may include an extra class at the end of term. Fall reading week dates: UTSC – October 10-16; UTM – October 13-16; UTSG – November 9-13. Winter reading week dates: UTSC – February 13-19; UTM – February 16-19; UTSG – February 16-19.

### Course Syllabi

A final course syllabus, which includes all assignments, deadlines and weighting of methods of evaluation, must be made available to all students enrolled in the course as early as possible, no later than the deadline for enrolling in classes. Changes to the methods of evaluation or their relative weights cannot be made after this date without the consent of a simple majority of students in the class, provided a vote is announced at the previous class meeting.

### Late Assignments

Instructors are not obligated to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases a late penalty is not normally applied. In all other circumstances, if an instructor intends to accept and apply penalties to late assignments this will be clearly set out in the syllabus.

## Attendance and Participation

Although attendance makes up no more than 20% of the final course grade, regular and consistent attendance in graduate courses is expected. Most graduate courses are seminar style classes, which involve collaborative work and in-class discussions with other students and instructors. Students who are unable to attend class each week must inform the instructor as early as possible.

## Accessibility and Accommodations

The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact [Accessibility Services](#) as soon as possible.

Where there is an accommodation recommended by Accessibility Services, the department and/or instructors will be provided with an accommodation letter.

## Academic Integrity

Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the Code of Behaviour on Academic Matters (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

*B.i.1. It shall be an offence for a student knowingly:*

*(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.*

*Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.*

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The [SGS Academic Integrity Resources](#) webpage outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

## Coursework Extensions

The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

## Religious Accommodations

Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

## Course Enrolment and Quercus

Acorn is the only indicator of official course enrolment; Quercus is not. Students enrolled in Acorn will be automatically populated to a course's Quercus site within 24 hours of enrolling. In some cases, if a student is on a course wait list or there is another delay in processing registration an instructor may give a student access to Quercus as a guest. This will not constitute official enrolment and students are responsible for making sure the course is added correctly using Acorn.

## Auditing

Students who wish to audit a course must obtain permission directly from the course instructor within the first week of class. Permission is subject to available space and can only be granted by the course instructor.

Only registered students at the University of Toronto may audit courses. Auditing entitles a student to attend lectures only. Students may not submit any written work, attend labs/tutorials or write tests/exams. The student will not be enrolled in the course and the course will not appear on their transcript. The department does not provide certificates of attendance.

## Reading Courses

Reading courses allow students to complete coursework in topics not covered by current course offerings in Geography or Planning. The [Reading Course Form](#) must be accompanied by a brief course outline.

## Copyright in Instructional Settings

If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor's written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor's consent shall not be unreasonably withheld.