

## **Women and Gender Studies Program**

### **Transnational Issues of Gender and Race WMST 640/WMST 890/ SOCI 633-004/ POGO 750 Spring 2022 M 4:30pm-7:10pm; MTB 1004 (In Person)**

#### **Instructor Information**

Dr. Anu Aneja (she, her, hers)

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Office Hours by appointment: Wednesdays 11-3; 240B, Johnson Center

#### **Course Description**

This course offers a specialized inquiry of topics related to transnational feminist perspectives on gender and race. We will focus on the following: transnational feminist vocabularies across cultures; 'home' and the politics of location; diasporas, borderlands and border identities; intersections of race, caste and gender; beauty and colorism across the globe; queer, trans- sexualities and masculinities across borders; maternal and surrogate bodies; and transnational feminist perspectives on disability. Students will be introduced to works that offer culturally nuanced, intersectional perspectives on the ways in which variously gendered, racialized and disabled bodies may be constructed across the globe. Through an understanding of feminist and queer critical responses to these constructions, you will be able to envision the different ways in which feminist theorizing may be refigured across cultures, and within transnational frameworks. This is an interdisciplinary course that will draw upon scholarship across the humanities and social sciences to investigate feminist perspectives on gender and race in transnational frameworks.

#### **Course Objectives**

Through this course, you should be able to:

- (1) Discuss concepts related to transnational, intersectional feminist perspectives on gender, race, caste, sexuality, and disability in cultural contexts.
- (2) Appraise feminist theorizing and transnational constructions of gendered, racialized, sexual and dis-abled bodies.
- (3) Formulate an original argument and assemble resources for conducting research on a topic related to transnational issues of gender, sexuality, disability, race and caste.
- (4) Assess limitations and possibilities for building feminist and queer coalitions based on cross-cultural contexts and specificities addressed in the course.

#### **Required and Recommended Readings and Films**

- Ben, Jelloun T, and Alan Sheridan. *The Sand Child*. Baltimore: Johns Hopkins University Press, 2000.
- Various required and recommended readings/films are provided on Blackboard, along with the syllabus and instructions for all course assignments.

#### **Preferred ways of Communication**

Please let me know via email/after class to set up an appointment. In keeping with university policy, we are required to communicate through your Mason outlook email. Please send all emails through this account and check your email regularly for any class notifications. If my office hours do not work for you, please contact me to set up a separate appointment. Grades will not be discussed via email.

#### **Advice for Readings**

This is an advanced course that involves quite a bit of reading. In certain weeks, depending on our pace, it is possible that we may cut back on some of the assigned readings to be able to engage in discussions more fully. I will inform you a week ahead, either at the end of a class session or via a Blackboard announcement in case this becomes necessary.

for a subsequent class, and we may often decide this together. Readings not discussed in class will be changed to ‘optional’ (rather than ‘required’). In general, however, I would encourage you to read all the assigned articles to gain multiple perspectives on issues being discussed in class. Some of the readings may be denser than others and it is okay to not fully grasp all parts of an entire article at one go. Highlighting/ making note of ideas that you find interesting will help you to become aware of your own reflections on what you read. Marking sections that seem obscure and re-visiting these at a more opportune time is always a good strategy. If that doesn’t work, bring your queries to class and we can try and figure it out together. 😊

## Attendance Policy

Beyond any documented absence (for instance, for illness), one undocumented (“life happens”) absence is allowed for any unforeseen emergencies. Please do note, however, that the class meets only once a week and any absence may put you behind in terms of class discussions. If you cannot make it due to unavoidable circumstances, do try your best to keep up with the readings. Documented absences and one additional undocumented emergency absence will not be held against you. Any additional absences beyond these will require makeup work in the form of a four-page essay. The essay should provide a summary and analysis of each of the materials assigned for the day of the missed class. Although I will not require essays for documented or the one additional “life happens” absence, I would encourage you to submit an essay for any missed classes to help you stay on top of the readings and I will be happy to review these. Make-up essays for missed classes will be marked Satisfactory or Unsatisfactory but cannot count toward any other required assignment for the course or towards your final grade.

## Course Requirements and Grading

This is a graduate seminar where you will learn the most through engagement in discussions and by honing your research skills. Class participation and research assignments therefore comprise the main evaluation components. Further, the course requirements are linked in the following way: participation and leading class discussion are intended to help you sharpen critical skills in preparation for the analytical essay; the research proposal is intended to help you conceptualize and shape your final research paper. You will find detailed descriptions of each of these in the subsequent section. Here is a break-up of the evaluation components:

- Class attendance and participation 20%
  - Leading one class discussion and presentation (20 minutes) 10%
  - One analytical essay (6-8 pages): 20%
  - Proposal and Annotated bibliography for final research paper due by April 4th: 10%
  - Final research paper due by May 9<sup>th</sup> (15-20 pages; WMST 890/ POGO 750: 25-30 pages) 40%
- Please submit all written assignments via Blackboard.

## University-wide Grading System

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

\* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.  
[http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad\\_poli](http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad_poli)

**Evaluation Criteria and General Instruction for all Written Assignments:** Assessment of essays will be based on cohesion, theoretical rigor, critical analysis, originality, stylistic clarity (including syntax and grammar), and use of scholarly resources. You are expected to complete all required assignments on time. Please turn in papers by given deadlines to avoid deductions in grades. No incompletes, make-up exams or extensions will be offered except in cases of documented emergencies. Barring these, late submissions will result in deduction of a letter grade for each day after the deadline. In emergencies, accommodation for missed assignments or exams may be requested by sending me a detailed email with proper, verifiable documentation. Further information may be required from the student requesting accommodation. If you anticipate you will have a conflict due to medical issues, religious holidays or for other reasons, please inform me the first week of class.

**Academic Integrity:** *Plagiarized work will not be accepted under any circumstances.* Please note the university policy on academic integrity and the statements on plagiarism provided in this syllabus under ‘Course Policies’.

## **Detailed Information for Assignments and Other Evaluated Components**

### **Class Participation**

Your participation in discussions is intended to help you achieve a fuller grasp of concepts related to transnational issues in gender and race that we will be discussing through the semester. By listening attentively to peers, sharing views and exchanging ideas, and offering constructive criticisms, you should be able to enhance conceptual understanding and critical abilities that will be useful for all of the other assignments in the class.

**Information for Class Participation:** In this graduate seminar, all students are expected to attend class regularly, complete readings in advance, and contribute to weekly discussions. I will help guide discussions, but students are expected to participate actively, often take the lead in discussions, and occasionally in small group sessions. A good strategy for engagement is to come prepared with at least one question or comment on each assigned reading to be discussed in class. Your questions and comments will count towards your overall class participation. To enhance your learning, try and attempt at least one response/comment to someone else’s question (posed by a peer or by me during class). Responding to questions is another effective strategy for thinking through issues from diverse perspectives. It will accrue the additional benefit of boosting your participation grade although you will not be faulted for not attempting a response in each class. It is very possible that we may have different views on issues. To ensure a free and fair exchange of ideas, please demonstrate civility, support and respect for your peers at all times. Remember that everyone appreciates appreciation! Feel free to voice disagreements but make sure you justify your point of view and offer your criticism in a productive manner so that we all learn together and from each other.

### **Leading Class Discussion**

Besides regular class participation, students will help lead class discussion on any one day. This exercise is intended to help you practice presenting your point of view to your peers through critical analyses of readings that you will find useful for developing arguments for your written assignments, and for future public participation opportunities.

**Instructions for Leading Class Discussion:** Students assigned to the same day should collaborate on how to present the readings and lead discussion. For each assigned reading, presenters should summarize the main argument, describe how well (or not) the author persuades the reader in making the argument, and formulate two to three questions based on the reading. Student presenters should also offer responses to the questions they pose after giving the rest of the class the opportunity to begin the discussion.

**Schedule for leading class discussion:** By Jan. 31<sup>st</sup>, please inform me in writing of four choices for leading class discussion. I will try to put you in your top four. If you do not respond, I will randomly assign you a date. Follow this format when presenting your top four choices: Last name, First name: Feb 14, March 21, April 4, April 11

## Analytical Essay

This short paper is intended to help you practice and develop written analytical skills by critically assessing the strengths and limitations of what you are reading. Regular class participation will help you feel more confident as you attempt this assignment. The analytical essay can also be used to conceptualize and develop the longer research paper due at the end of the semester.

**Instructions for Analytical Essay:** For the analytical essay, you are expected to write one short paper (6-8 pages excluding title page, bibliography and notes) analysing **any three of the readings** of any one class session. Rather than summarizing, the essay should critically respond to the authors' arguments and build linkages by placing assigned readings in conversation with each other. Some suggested ways of doing this include (but are not limited to) investigating questions such as: What are the differences and commonalities in the themes/ arguments across the selected readings? How persuasive is each author and how successfully does the author support their argument with evidence? Are there any gaps in the arguments proposed? Are there any distinct departures/ differences in points of view in the themes/ arguments across the articles? Are these departures related to cultural specificities or to individual author perspectives? Do the cultural specificities addressed in the readings present a challenge to transnational feminist/queer theorizing or bring any blind spots into perspective? Do they hint at the possibility of cross-cultural coalitions? Do any of these articles evoke important questions/ perspectives that you think deserve consideration?

**Format for Analytical Essay:** The short paper must have one-inch margins, use Times New Roman size 12 font, be double-spaced, include a title page, page numbers, and a bibliography using MLA or APA format.

**Submission Deadline for Analytical Essay:** Inform me in writing by **February 21** the class date choice for your analytical essay. **March 7** is the due date for all papers covering course material until Feb 21. If your choice of class date falls after February 21, your paper will be due one week after your choice of class date discussion. Analytical essays may not be submitted after April 18 so please choose a class date that falls at least one week prior to April 18. I will consider exceptions if you wish to focus on readings assigned for April 18, but only if you do so *with prior permission*. However, please note that in this case, your analytical essay will be due on or before April 18 and that you will be foregoing the advantage of class discussion on the assigned readings.

## Proposal and Annotated Bibliography

The proposal and annotated bibliography should help you get started in thinking concretely about a topic and a well-defined thesis that you will subsequently develop into a full-length final research paper. If you are not sure about a topic, I will be happy to brainstorm with you outside of class. Once your proposal is approved by me, you will be on your way to developing a sustained argument in a full-length research paper. Think about this as a practice assignment for the longer one that follows!

### Instructions for Proposal and Annotated Bibliography:

1. **Thesis statement:** State and briefly describe the thesis of your research paper. The statement should explain your thesis and your proposed intent in conducting this research. What do you wish to explore? What argument are you making? Why? (one or two paragraphs)
2. **Significance:** Explain the significance of your topic and your argument. Why do you believe this topic is worthy of research? What do you hope to achieve through this research? (one paragraph)
3. **Method and Structure:** Describe the method and structure and explain how you will pursue your argument through critical analysis. (The structure may change once you begin your research but this brief exercise will help you map out a plan.) (one or two paragraphs)  
[Approximately one page in all for Points 1, 2 and 3 above.]
4. **Annotations:** The annotated bibliography should consist of at least ten scholarly sources. [WMST 890/ POGO 750: final paper should include 20+ sources]. Annotations should summarize the main argument of the article and state, in each case, how it will be useful for your research. A one paragraph summary for each source will suffice. Aim to collect as many as 25 sources and then narrow down the list to the ones you find most relevant. Hint: additional sources can often be found by looking closely at the bibliographies of your sources.

**Submission Deadline for Proposal and Annotated Bibliography:** Your proposal and annotated bibliographies must be submitted to me by **April 4**. Discussions of research proposals will take place on April 5 and 6 by appointment.

## Final Presentations

These will not be graded separately from the final paper due at the end of the semester but are intended as a way of sharing research with your peers and for incorporating any final revisions based on inputs. They will also be good practice for any future conference presentations!

**Schedule and Instructions for Final Presentations:** Research findings will be presented in class on April 25<sup>th</sup> and May 2<sup>nd</sup>. Final presentations are expected to be about 5-10 minutes each.

## Final Research Paper

This is the culmination of the course and is intended to offer you the opportunity to engage in a fuller scholarly engagement with the course content. All of the previous assignments – your participation in class discussions, the short paper, the research proposal and the final presentation – should make you feel prepared for this longer and richer assignment. Rather than a stressful end semester assignment, try to imagine it as a tool for demonstrating all of the skills that you have practiced and enhanced through the semester.

**Instructions for Final Research Paper:** Due at the end of the semester, your final research paper may draw upon and extend the same subject as your class analytical essay or focus on a theme/topic that runs across different works. The topic is subject to the instructor's approval. A proposal and annotated bibliography must be submitted in advance for suggestions/comments (see instructions for developing proposal and annotated bibliography above).

**Format for Final Research Paper:** Final research papers should be of 15-20 double-spaced pages, excluding title page, bibliography and notes. Papers submitted by students registered under WMST 890/ POGO 750 should be 25-30 pages, excluding title page, bibliography and notes. The paper must have one-inch margins, use Times New Roman size 12 font, be double-spaced, include a title page, page numbers, and a bibliography using MLA or APA format.

**Submission Deadline for Final Research Paper:** Final research papers are due by May 9<sup>th</sup> at 11:59 pm via email.

## Help with Research

Megan Reichelt, Theater, Dance, and Women & Gender Studies Librarian, is available to help anyone with research. Do not hesitate to enlist her services as early as possible. Her contact details are:

Office: 2211 Fenwick Library; Email: [mreichel@gmu.edu](mailto:mreichel@gmu.edu)

You may also schedule individual consultations with librarians.

E-mail Reference Service <http://library.gmu.edu/research/email/>

Call Fenwick Library 703/993-2210, Johnson Center Library 703/993-9070

## Important Deadlines to Remember!

- **Leading Class Discussion and Presentation:** To be assigned on individual basis. Inform me in writing by **Jan. 31** of four choices for leading class discussion.
- **Analytical Essay:** Due **March 7** for all class date choices up to Feb. 21 **OR** one week after class date choice for all subsequent choices. No submissions of analytical essays accepted after April 18.
- **Proposal and annotated bibliographies:** Due by **April 4**
- **Research Presentations:** In class on **April 25** and **May 2**
- **Final Research Paper:** Due by **May 9**, 11:59 pm by email.

## Course Policies

### George Mason University Honor System and Code

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee.

#### Plagiarism (statements from Mason Web Site)

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

Please familiarize yourself with the Honor System and Code, as stated in the George Mason University Catalog. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions. <http://mason.gmu.edu/~montecin/plagiarism.htm>

#### What is Plagiarism?

Plagiarism is defined as using another individual's ideas or words without attribution or credit. It also includes using one's own prior work that has been submitted for credit or published in another venue as a new submission without citation. Using the ideas of others without proper attribution or citation is unethical and a violation of the Honor Code. Subcategories of plagiarism include:

- Self-plagiarism: Intentionally or unintentionally using portions of one's old work for new assignments without attribution
- Failure to adequately quote and/or cite sources or material
- False citation: This includes but is not limited to referencing work that does not appear in the indicated source.

Plagiarism does not include mistakes in the format of a citation as long as the student has indicated the materials quoted or relied upon and the source of the materials. <https://oai.gmu.edu/mason-honor-code/what-is-plagiarism/>

**Policy on Incompletes:** Incompletes are generally not awarded for this course. Exceptions will only be considered for unforeseen events such as death/illness of a close loved one or a severe illness or injury with written evidence from a doctor.

**Cell Phone Policy and Use of technology:** Cell phones and other communicative devices will not be required during class. Please keep them stowed away and out of sight. Laptops or tablets may be permitted for the purpose of taking notes only. If using a laptop/tablet, please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

#### Women and Gender Studies Commitment to Diversity Statement

The Women and Gender Studies program seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

#### Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu) | Phone: (703) 993-2474

**Covid-19 Note:** Students who have a Covid-related disability should contact the Disability Services office; DS will contact faculty using standard protocols about any students who require accommodations. Please note that faculty are not expected to create accommodations for students outside of the Disability Services official guidelines.

## Safe Return to Campus Statement

- All students taking courses with a face-to-face component are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (<https://www2.gmu.edu/safe-return-campus>). Similarly, all students in face-to-face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system **and students will receive either a Green, Yellow, Red, or Blue email response**. Only students who receive a "green" notification are permitted to attend courses with a face-to-face component. **If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.**
- Students are required to follow Mason's current policy about facemask-wearing. As of August 11, 2021, all community members are required to wear a facemask in all indoor settings, including classrooms. An appropriate facemask must cover your nose and mouth at all times in our classroom. If this policy changes, you will be informed; however, students who prefer to wear masks will always be welcome in the classroom.
- If the campus closes, or if a class meeting needs to be cancelled or adjusted due to weather or other concern, students should check Blackboard or their Mason email for updates on how to continue learning and for information about any changes to events or assignments.
- If required, activities and assignments in this course may use web-conferencing software (Zoom). In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

## Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students and employees who believe that they have been sexually harassed, sexually assaulted or subjected to sexual or interpersonal misconduct to seek assistance and support. [University Policy 1202: Sexual Harassment and Misconduct](#) speaks to the specifics of Mason's process, the resources, and the options available to students and employees.

**Additional Resources:** Students requiring additional forms of support are encouraged to seek help from any of the following university resources:

- Student Support and Advocacy Center (SSAC)
- Counseling and Psychological Services
- The Learning Services Office or field-specific tutoring
- The Center for Culture, Equity, and Empowerment
- LBGTQ+ Resources
- University Career Services
- University Writing Center

Information and links regarding these and other student support offices are available on the [Student Support Resources on Campus](#) page.

*Please continue to the following page for the complete course schedule.*

## WMST 640; Spring 2022 Course Schedule (*subject to modification*)

### Week 1/ January 24: Introduction to the Course:

Course overview, discussion of syllabus and course requirements.

#### Recommended Readings:

Mohanty CT. Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist review*. 1988;30(1):61-88. doi:10.1057/fr.1988.42

Mohanty C. "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles. *Signs: Journal of Women in Culture and Society*. 2003;28(2):499-535. doi:10.1086/342914

### Week 2/ January 31: Transnational Crossings: the Question of Culture

*Submission of four class date choices for leading class discussions due on Jan 31.*

Tambe, Ashwini. "Transnational Feminist Studies: A Brief Sketch." *New global studies* 4.1 (2010).

Grewal I. (2008) The Transnational in Feminist Research: Concept and Approaches. In: Brabandt H., Roß B., Zwingel S. (eds) *Mehrheit am Rand?*. VS Verlag für Sozialwissenschaften. [https://doi.org/10.1007/978-3-531-91097-0\\_10](https://doi.org/10.1007/978-3-531-91097-0_10), 188-199.

Narayan, Uma. "Essence of Culture and a Sense of History: A Feminist Critique of Cultural Essentialism." *Hypatia*, vol. 13, no. 2, Blackwell Publishing Ltd, 1998, pp. 86–106, <https://doi.org/10.1111/j.1527-2001.1998.tb01227.x>.

John, Mary E. "Feminist Crossings in Time and Space: The Question of Culture." *Women's and Gender Studies in India: Crossings*. 1st ed. Routledge, 2019. 30–42.

Amos, and P. Parmar. "Challenging Imperial Feminism." *Feminist Review*, vol. 80, no. 80, Palgrave Macmillan, 2005, pp. 44–63, <https://doi.org/10.1057/palgrave.fr.9400220>.

### Week 3/ February 7: Home and the Politics of Location

Chandra Mohanty and Biddy Martin "What's home got to do with it?" in Mohanty, *Feminism without Borders*, 2003, 85-105.

Chandra Mohanty "Genealogies of Community, Home and Nation" in Mohanty *Feminism without Borders* 2003, 124-136.

Minh-ha, Trinh T. Elsewhere, Within Here: Immigration, Refugeeism and the Boundary Event. Routledge, 2011, Chapter 1: The travelling source: Far away from home: the comma between, pp. 11-25.  
<https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/reader.action?docID=958709&ppg=12>

### Week 4/ February 14: Diasporas, Borderlands and Border Identities

Minh-ha, Trinh T. Elsewhere, Within Here: Immigration, Refugeeism and the Boundary Event. Routledge, 2011, Chapter 1: The travelling source: Other than myself, my other self; Pp. 27-42. <https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/reader.action?docID=958709&ppg=12>

Gloria Anzaldua "Towards a new consciousness" in *Borderlands*, Aunt Lute 1999.

Acosta, Katie L. "LESBIANAS IN THE BORDERLANDS: Shifting Identities and Imagined Communities." *Gender & Society*, vol. 22, no. 5, Sage Publications, 2008, pp. 639–59, <https://doi.org/10.1177/0891243208321169>.

Jessica M. Vasquez, "Blurred Borders for Some but not 'Others': Racialization, 'Flexible Ethnicity,' Gender, and Third-Generation Mexican American Identity," *Sociological Perspectives* 53, 1 (Spring 2010): 45-72.

### Week 5/ February 21: Intersections of Race, Caste and Gender

*Inform me in writing by February 21 about the class date choice for your analytical essay.*

bell hooks "Black women: Shaping Feminist Theory" in *Feminist theory from margin to center*, South End Press, 1984., 19-35.

Alice Walker "When you thought me poor" in *The World Will Follow Joy: Turning Madness Into Flowers* or <https://www.best-poems.net/poem/when-you-thought-me-poor-by-alice-walker.html>

Beteille, Andre. "Race, Caste and Gender." *Man*, vol. 25, no. 3, [Wiley, Royal Anthropological Institute of Great Britain and Ireland], 1990, pp. 489–504, <https://doi.org/10.2307/2803715>.



Rege, Sharmila. "Debating Dalit Difference 1." *Dalit Feminist Theory*, 1st ed., Routledge, 2020, pp. 154–70, <https://doi.org/10.4324/9780429298110-17>

Menon, Nivedita. Is Feminism about "Women"? A Critical View on Intersectionality from India. *Economic and political weekly*. 2015;50(17):37-44.

John, Mary E. and Meena Gopal. Responses to Indian feminists' objections. In: Arya S, Rathore AS, eds. *Dalit Feminist Theory*. 1st ed. Routledge; 2020:188-198. doi:10.4324/9780429298110-21

*Recommended:*

Dharampal-Frick, Gita, and Katja Götzen. "Interrogating Caste and Race in South Asia." *Racism in the Modern World: Historical Perspectives on Cultural Transfer and Adaptation*, edited by Manfred Berg and Simon Wendt, NED-New edition, 1, Berghahn Books, 2014, pp. 192–212, <http://www.jstor.org/stable/j.ctt9qd3wv.12>.

**Week 6/ February 28: Beauty and Colorism across the Globe**

Saraswati, L. Ayu. "Rooting and Routing Whiteness in Colonial Indonesia: From Dutch to Japanese Whiteness." *Seeing Beauty, Sensing Race in Transnational Indonesia*, University of Hawai'i Press, 2013, pp. 36–59, <http://www.jstor.org/stable/j.ctt6wqh9m.6>.

Jha, Meeta Rani. "Globalization, Indian Beauty Nationalism, and Colorism: Class, Caste, and Gender Stratification." *The Global Beauty Industry*, 1st ed., Routledge, 2016, pp. 52–72, <https://doi.org/10.4324/9781315733432-4>.

Pierre, Jemima. "'I Like Your Colour!' Skin Bleaching and Geographies of Race in Urban Ghana." *Feminist Review*, vol. 90, no. 1, Palgrave Macmillan, 2008, pp. 9–29, <https://doi.org/10.1057/fr.2008.36>.

Quiros, Laura, and Beverly Araujo Dawson. "The Color Paradigm: The Impact of Colorism on the Racial Identity and Identification of Latinas." *Journal of Human Behavior in the Social Environment*, vol. 23, no. 3, Taylor & Francis Group, 2013, pp. 287–97, <https://doi.org/10.1080/10911359.2012.740342>.

Waring, Chandra. "'They See Me as Exotic... That Intrigues Them:' Gender, Sexuality and the Racially Ambiguous Body." *Race, gender & class* (Towson, Md.) 20, no. 3/4 (2013): 299–317.

**Week 7/ March 7: Sexualities across Borders – Focus on South Asia**

*Analytical essays due on March 7 for all class choice dates before February 21.*

Clark, Sharri R. "Representing the Indus Body: Sex, Gender, Sexuality, and the Anthropomorphic Terracotta Figurines from Harappa." *Asian perspectives* (Honolulu) 42, no. 2 (2003): 304–328.

Rath, Akshaya K. "Transgender Studies in India: Locating Folklore and Autobiographies as Transgressive Sites." In *Women's and Gender Studies in India*, 225–234. 1st ed. Routledge, 2019.

Paul, Namita. "Pride and Prejudice: Intersectional Perspectives on Identity Formation through Indian Pride Events." In *Women's and Gender Studies in India*, 128–136. 1st ed. Routledge, 2019.

Rallin, Aneil. "Queer and Now: A Roundtable Forum with Dipika Jain, Akhil Kang, Sheena Malhotra, Hoshang Merchant, Shakthi Nataraj, Chayanika Shah, Nishant Shahani, Oishik Sircar and Ruth Vanita." In *Women's and Gender Studies in India*, 356–374. 1st ed. Routledge, 2019.

Grewal, Inderpal and Caren Kaplan. "Global Identities: Theorizing Transnational Studies of Sexuality." *GLQ: A Journal of Lesbian and Gay Studies*, vol. 7 no. 4, 2001, p. 663-679. *Project MUSE* [muse.jhu.edu/article/12186](https://muse.jhu.edu/article/12186).

**Spring Recess: Monday March 14 – Sunday March 20**

If you haven't already done so, please read Ben Jelloun's novel over spring break. Enjoy!

**Week 8/ March 21: Imagining fluid trans/sexualities in Literature**

Ben, Jelloun T, and Alan Sheridan. *The Sand Child*. Baltimore: Johns Hopkins University Press, 2000.

### **Week 9/ March 28: Hegemonic Masculinities and Transnational Assemblages of Violence**

Beasley, Christine. "Rethinking Hegemonic Masculinity in a Globalizing World." *Men and masculinities* 11.1 (2008): 86–103. Web.

Elias, Juanita, and Christine Beasley. "Hegemonic Masculinity and Globalization: 'Transnational Business Masculinities' and Beyond." *Globalizations* 6.2 (2009): 281–296.

Srivastava, Sanjay. "Masculinity, Sexuality and Culture: Entangled Narratives." In *Women's and Gender Studies in India*, 110–127. 1st ed. Routledge, 2019.

Patil, Vrushali, and Bandana Purkayastha. "The Transnational Assemblage of Indian Rape Culture." *Ethnic and racial studies* 41.11 (2018): 1952–1970.

### **Week 10/ April 4: Maternal and Surrogate Bodies across the Globe**

*Proposal and annotated bibliography due on April 4.*

Hill Collins, Patricia. Black women and motherhood. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. [2nd ed.]. New York: Routledge, 2009. 173-199. <https://www.taylorfrancis-com.mutex.gmu.edu/books/mono/10.4324/9780203900055/black-feminist-thought-patricia-hill-collins>

Simmons, LaKisha Michelle. "Black Feminist Theories of Motherhood and Generation: Histories of Black Infant and Child Loss in the United States." *Signs: Journal of Women in Culture and Society* 46.2 (2021): 311–335.

Pande, Amrita. "Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker." *Signs*, vol. 35, no. 4, The University of Chicago Press, 2010, pp. 969–92, <https://doi.org/10.1086/651043>.

Dragojlovic, Ana. "'Playing Family': Unruly Relationality and Transnational Motherhood." *Gender, place and culture : a journal of feminist geography* 23.2 (2016): 243–256.

### **Week 11/ April 11: Transnational Feminist Perspectives on Disability**

Gloria Anzaldúa. "Disability & Identity: An E-Mail Exchange & a Few Additional Thoughts." In: Keating A, ed. *The Gloria Anzaldúa Reader*. Duke University Press; 2009:xi.

Arenas Conejo, Miriam. "Disabled Women and Transnational Feminisms: Shifting Boundaries and Frontiers." *Disability & society* 26.5 (2011): 597–609. Web.

Ghai, Anita. "Locating Disability in the Indian Women's Movement." *Women's and Gender Studies in India: Crossings*. 1st ed. Routledge, 2019. 79–89

Vaidya, Shubhangi. "(Dis)ability, Gender and Identity: Crossing Boundaries." *Women's and Gender Studies in India*. 1st ed. Routledge, 2019. 137–150.

Film: *Margarita with a Straw*, 2014; Director Shonali Bose; Languages: Hindi (English subtitles); Streaming database: Kanopy <https://gmu.kanopy.com/video/margarita-straw>

### **Week 12/ April 18: Revisiting feminist and queer transnational crossings**

*Analytical essays not accepted after April 18.*

Browne, Kath, Niharika Banerjee, Nick McGlynn, Sumita B, Leela Bakshi, Rukmini Banerjee, and Ranjita Biswas. "Towards Transnational Feminist Queer Methodologies." *Gender, place and culture : a journal of feminist geography* 24, no. 10 (2017): 1376–1397.

Rodricks DJ. Theorizing Mishritata: A Queer Desi/South Asian Making Meaning of Multiple Minoritization in a Transnational Context. *Qualitative Inquiry*. 2022;28(1):70-79. doi:10.1177/10778004211055150 or *Gender, place and culture : a journal of feminist geography* 24, no. 10 (2017): 1376–1397

Menon, Krishna. "When Feminists Sidestep the Nation State: Transnational Feminist Journeys." In *Women's and Gender Studies in India*, 343–355. 1st ed. Routledge, 2019.

Mohanty, Chandra Talpade. "Transnational Feminist Crossings: On Neo-Liberalism and Radical Critique." In *Women's and Gender Studies in India*, 307–327. 1st ed. Routledge, 2019.

### **Week 13/ April 25: Student Research Presentations**

### **Week 14/ May 2: Student Research Presentations**

**Final Papers Due by May 9<sup>th</sup> at 11:59 pm EST by email.**