

Carleton University
Fall 2017
Pauline Jewett Institute of Women's and Gender Studies

WGST 4812A: *Global Families and Global Sexualities*

Friday 8:35-11:25 am
Location: Southam Hall 615
Instructor: Anuppiya Sriskandarajah
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Office: 1406
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Office Hours: Thursday 11:30-12:30 pm

Course Description

This course explores how globalization informs the ways family and sexualities are constructed, regulated, and negotiated. Students will examine contemporary global issues of sexual diversity; transnational families and inequality; global economy of care; gay/lesbian and transgendered identities; transnational marriages; role and relevancy of the nation-state in governing familial relations and formations in a globalized world; family and sexuality in global conflicts; global family planning -- sex education, contraception, and abortion.

** Prerequisite: Fourth-year standing AND 1.0 credit in WGST courses or permission of the Institute*

Course Requirements

The aim of this course is to teach students to think critically about the global aspects of social change in regards to family and sexualities. This is a seminar course that requires attendance of every class. You are expected to come to class having completed the readings and being prepared to discuss them. I will give a lecture, however a large component of the class will be class discussion where there will be opportunity to ask questions, challenge assertions and an intellectual exchange of ideas. In addition to class participation the course requirements include: group student-led presentation, a research proposal, a 15-20 page final research paper, a film analysis, and 4 critical commentaries. All written work should be in a 12-point font, with page numbers and appropriate citations for all sources. Late assignments (anything that is handed in after class time) will be deducted 5% per day, this includes weekends. Students must hand in a hard-copy of the assignment. Students should keep a hard-copy for their records.

Critical commentaries (4 critical commentaries worth 5% each (total of 20%): Students are expected to submit 4 critical commentaries of the week's readings. If students wish to hand in more I will take the mark of the 4 highest for the final mark. For the critical commentary you are required to summarize the main arguments presented in the required readings. You are also expected to make critical insights, connections, and/or criticisms of the articles. Make sure to connect the articles to the broader topic of the week. The commentaries should not be simply summaries rather you need to engage with the readings. The commentary should be 1-2 pages, single-spaced, and written in paragraph form. Commentaries must be submitted at the beginning of class or will be considered late.

Student-led Presentations (10%): Students in pairs or by themselves will be expected to lead class discussion each week. There should be equal participation among group members. Your presentation should include a summary of the main arguments of the readings. The group leading the discussion needs to critically engage the class with the readings going beyond simple summary. The aim of the presentation is to learn major concepts and to critically evaluate and extend this knowledge. Your presentation should include power point slides. Final grade will be based on my evaluation and on that of your peers.

Research Paper (30%): You will be required to conduct a 15-20 page research project on a topic of your choice, related to some aspect of globalization and its effects on family and sexual politics. The paper will require that you demonstrate a comprehensive understanding of the theoretical perspectives, concepts, and/or major arguments and debates presented in the course that relates to your topic. The final paper requires an argument. Your research project can be a content analysis, a comparative analysis, or even an autoethnography. You must draw on a minimum of 10 academic sources.

Research Proposal (10%): Your research proposal will outline your chosen topic for your final research paper. The proposal will be a 3-5 page writing plan that lays out the aim and organization of your final paper. You must provide a list of sources that you plan on using for your research paper. The research process begins with finding out what is already known about a topic, in order to do this the researcher needs to conduct a literature review that requires examining scholarly books and journal articles to learn about previous research. For your proposal you are expected to include a brief literature review (which you will build upon in your final paper) to showcase that you are on the right track for your final research paper. For your proposal you must review a minimum of 3 academic sources.

Movie reflection paper (20%): As a class we will watch Francis Ford Coppola's *The Godfather Part II*. You will then be expected to write a 5-8 page critical film reflection piece on the themes of the movie in relation to course themes and materials. You are expected to examine how themes of family, transnationalism, and sexual politics are

taken up in the movie. Your reflection should have an overarching thesis that deals with issues related to the course. You should also discuss limitations and/or inaccuracies of the movie as related to your thesis and aims of the course. A critical film reflection piece should not just be a simple summary. It should discuss the issues raised by the film and connect it to ideas and material presented in class. Some things to include: Describe the film in general terms. What subjects does it cover? What issues does it raise? What are the major theme(s) of the film? Relate the film to class discussions and readings. Is the film accurate and realistic? Does it contradict or support anything you have learned?

Grade Breakdown:

Seminar participation: 10%

Leading class: 10 %

Critical Commentaries: 4 commentaries @5% each=20%

Research Proposal: 10% Due October 6

Movie reflection paper: 20% Due November 3

Final Paper: 30% Due December 1

Course Learning Objectives:

Firstly, globalization has impacted family and sexual politics in varying ways. Gaining knowledge of these various changes will expand the student's depth and breadth of knowledge. Secondly, looking at research gathered using various methodologies students will be exposed to different methods of knowledge construction. Students will also learn how different methods allow for differing insights. Thirdly, the final research paper allows students to apply concepts learned in class to their own research topic. Fourthly, through class presentations and assignments students will develop their communication skills within an academic setting. Fifthly, there is no single or all pervasive effect of globalization on family and sexual politics. As such, this course requires that students consider and critically evaluate different axes of inequalities. Finally, this course encourages students to discuss issues in class, conduct presentations, and write a final research paper that contribute to professional development.

Required Readings:

Baird, Vanessa. 2007. *The No-nonsense Guide to Sexual Diversity*. Between the Lines Press. [Purchase online, recommended sites: abebooks.com or amazon.ca, make sure you get the right edition!]

Coursepack *WGST 4812 A Global Families and Global Sexualities* available at the bookstore. [Available at the bookstore]

Library Reserve

*Please note that recommended readings are OPTIONAL. You may draw on them for your research paper. They are not required readings for class discussion.

REQUEST FOR ACADEMIC ACCOMMODATION:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Course Schedule and Reading Assignments

September 8: Introduction to the course

September 15: Setting the Stage - Theorizing Globalization

What is globalization? What are the main debates? What is its impact on conceptions of family, sexuality, and gender?

Trask, Bahira Sherif. 2010. "Globalization as a Dynamic Force in Contemporary Societies" pp. 3-20 in *Globalization and Families Accelerated Systemic Social Change*. New York: Springer-Verlag. [e-book available on Carleton University Library website]

The No-nonsense Guide to Sexual Diversity. Pp. 5-84.

Recommended Readings:

Parker, Richard. 2010. "Reinventing Sexual Scripts: Sexuality and Social Change in the Twenty-First Century (The 2008 John H. Gagnon Distinguished Lecture on Sexuality, Modernity and Change)." *Sexuality Research & Social Policy* 7 (1): 58-66.

September 22: Theorizing Sexual Diversity:

How do we define gender and sexuality? How has globalization shaped queer, transgender and intersex identities?

Jacobs, Susie and Klesse, Christian, 2014. "Introduction: Special Issue on "Gender, Sexuality and Political Economy." *International Journal of Politics, Culture, and Society* 27 (2): 129-152.

Manalansan, Martin F, IV. 2006. "Queer Intersections: Sexuality and Gender in Migration Studies." *The International Migration Review* 40 (1): 224-249.

The No-nonsense Guide to Sexual Diversity. Pp. 113-144.

Recommended Readings:

Momin Rahman. 2010. "Queer as Intersectionality: Theorizing Gay Muslim Identities." *Sociology* 44 (5):944-961.

September 29: Same-Sex Intimacies

How do same sex intimacies challenge mainstream ideas about family and love? How does globalization affect same sex intimacies?

The No-nonsense Guide to Sexual Diversity. Pp. 85-96.

Del Aguila, Ernesto Vasquez. 2014. "Migration and the Transformation of Intimacy." Pp. 189-221 in *Being a Man in a Transnational World: The Masculinity and Sexuality of Migration*. New York: Routledge. [Library Reserve]

Wieringa, Saskia E. 2007. "If there is no feeling..." The Dilemma between Silence and Coming out in a Working-Class Butch/Femme Community in Jakarta." Pp. 70-90 in *Love and Globalization: Transformations of Intimacy in the Contemporary World*, edited by Mark B. Padilla, Jennifer S. Hirsch, Miguel Munoz-Laboy, Robert E. Sember, and Richard G. Parker. Nashville: Vanderbilt University Press. [Coursepack]

October 6: Borders, States, and Family

What is the role of the nation-state in times of globalization? How does the nation-state regulate notions of family and love in times of globalization?

D'Aoust, Anne-Marie. 2013. "In the Name of Love: Marriage Migration, Governmentality, and Technologies of Love." *International Political Sociology* 7 (3): 258-274.

Sriskandarajah, Anuppiriya. 2014. "Bounding Motherhood: The Case of Sri Lankan Tamil Refugees in Canada." *Women's Studies: An Interdisciplinary Journal* 43 (7): 911-929.

Wilton, S. 2009. Promoting Equality? Gendered Messages in State Materials for New Immigrants. *Social & Legal Studies* 18 (4), 437-454.

Research Proposal Due

October 13: 'Honour Killing': Intergenerational Familial Relations in the Context of Globalization

How are family relations framed in a transnational context? What form do intergenerational conflicts take within these families? What are the implications of regulating religion, culture, gender, and sexuality?

Echevarría, Lucía. 2012. "Gender and Conflict within Migrant Families: A Case Study of Mothers and Daughters of Moroccan Origin in Madrid." *Refugee Survey Quarterly* 31 (3):137-160

Gill, Aisha and Brah, Avtar. 2014. "Interrogating cultural narratives about 'honour' - based violence." *European Journal of Women's Studies* 21(1): 72-86.

Toor, Saadia. 2011. "How not to talk about Muslim women: patriarchy, Islam and the sexual regulation of Pakistani women." Pp. 166-174 in *Introducing the New Sexuality Studies 2nd edition*, edited by Steven Seidman, Nancy Fischer and Chet Meeks. New York: Routledge. [Coursepack]

October 20: Transnationalism and Family: In Class Film - Francis Ford Coppola's *The Godfather Part II*.

What are the effects of transnational migration on families? How does transnational migration impact family relations?

Peter, Reuter. 1995. "The decline of the American Mafia." *Public Interest* 120: 89-99.

Bernard, Beck. 2000. "The Myth That Would Not Die: The Sopranos, Mafia Movies, and Italians in America." *Multicultural Perspectives* 2 (2): 24-27.

*No critical commentaries for this week.

October 27: Mid-Term Recess

November 3: Gender, Sexuality, Family and Global Conflict

What are the impacts of conflict on family and sexuality? How is family, sexuality, and gender mobilized during times of conflict?

Banner, Francine. 2008. "Mothers, Bombers, Beauty Queens: Chechen Women's Roles in the Russo-Chechen Conflict." *Georgetown Journal of International Affairs* 9 (2): 77- 88

Rajasingham-Senanayake, D. 2004. "Between Reality and Representation: Women's Agency in War and Post-Conflict Sri Lanka." *Cultural Dynamics* 16(2/3): 141-168.

Mookherjee, Nayanika. 2008. "Gendered embodiments: mapping the body-politic of the raped woman and the nation in Bangladesh." *Feminist Review, suppl. War* 88:36-53.

Movie reflection paper due

November 10: Global Economy of Care and Transnational Households

How has care become globalized in contemporary societies? What are the implications of the global economy of care for gender, family, and sexualities?

Preibischa, Kerry and Grez, Evelyn Encalada Grez. 2013. "Between hearts and pockets: locating the outcomes of transnational." *Citizenship Studies* 17 (6-7): 785-802.

Datta, Kavita, Mcilwaine, Cathy, Evans, Yara, Herbert, Joanna, May, Jon; et al. 2010. "A migrant ethic of care? Negotiating care and caring among migrant workers in London's low-pay economy." *Feminist Review* 94: 93-116.

Al-Sharmani, Mulki. 2010. "Transnational family networks in the Somali diaspora in Egypt: women's roles and differentiated experiences." *Gender, Place and Culture* 17(4): 499-518.

November 17: Globalization, Sexuality, and the Web

How has the internet affected sexuality? What are some positive and negative impacts of the internet on global sexualities?

Saraswati, L Ayu. 2013. "Wikisexuality: Rethinking sexuality in cyberspace." *Sexualities* 16 (5-6): 587-603.

Brickell, Chris. 2012. "Sexuality, power and the sociology of the internet." *Current Sociology* 60 (1): 28-44.

Gunkel, Henriette. 2013. "Some Reflections on Postcolonial Homophobia, Local Interventions, and LGBTI Solidarity Online: The Politics of Global Petitions." *African Studies Review* 56.2: 67-81.

November 24: Global Family Planning

How do global forces impact local and individual family planning? How does foreign aid shape reproductive agendas?

Richey, L. A. 2004. "Construction, control and family planning in Tanzania: some bodies the same and some bodies different." *Feminist Reviews* 78: 56-79.

Whiteford, Linda M. and Eden, Aimee, R. 2011. "Reproductive Rights in No-Woman's-Land: Politics and Humanitarian Assistance." Pp. 224-237 in *Reproduction, Globalization, and the State: New Theoretical and Ethnographic Perspectives*, edited by Carole H. Browner and Carolyn F. Sargent. Durham: Duke University Press. [Library Reserve]

Gruenbaum, Ellen. 2011. "Competing Globalizing Influences on Local Muslim Women's Reproductive Health and Human Rights in Sudan: Women's Rights, International Feminism, and Islamism." Pp. 96-109 in *Reproduction, Globalization, and the State: New Theoretical and Ethnographic Perspectives*, edited by Carole H. Browner and Carolyn F. Sargent. Durham: Duke University Press. [Library Reserve]

December 1: Globalization and Sex Work

How is globalization shaping sex work and sex tourism?

Green, Belinda, Scrase, Timothy J, and Ganguly-Scrase, Ruchira. 2017. "Beach Boys Do it Too: Subculture and Commoditised Desire in a Transnational Tourist Site in Kerala, South India." *Asian Studies Review* 41 (1): 99-116.

Frank, Katherine. 2007. "Playcouples in Paradise: Touristic Sexuality and Lifestyle Travel." Pp. 163-185 in *Love and Globalization: Transformations of Intimacy in the Contemporary World*, edited by Mark B. Padilla, Jennifer S. Hirsch, Miguel Munoz-Laboy, Robert E. Sember, and Richard G. Parker. Nashville: Vanderbilt University Press. [Coursepack]

Bernstein, Elizabeth. 2007. "Buying and Selling the "Girlfriend Experience": The Social and Subjective Contours of Market Intimacy." Pp. 186-202 in *Love and Globalization: Transformations of Intimacy in the Contemporary World*, edited by Mark B. Padilla, Jennifer S. Hirsch, Miguel Munoz-Laboy, Robert E. Sember, and Richard G. Parker. Nashville: Vanderbilt University Press. [Coursepack]

Final research paper due

Recommended Readings:

Mahdavi, Pardis. 2010. "Race, space, place: notes on the racialisation and spatialisation of commercial sex work in Dubai, UAE." *Culture, Health & Sexuality* 12(8): 943-954.