

Department: WS

Course No.: 2255/W

Credits: 3

Title:Sexualities, Activism and Globalization

Contact:Manisha Desai

Content Area: CA4 Diversity and Multiculturalism

Diversity: CA4 International

WQ: W

Catalog Copy:WS2255 Either Semester. Three Credits. Open to Sophmores or higher.

Globalization of GLBT identities, cultures and social movement activism, and cultures from a transnational perspective; use, role, and impact of digital media; analytical and writing skills.

WS2255W Sexualities, Activism, and Globalization

Either Semester. Three Credits. Prerequisites for W: English 105, 110, or 111. Open to Sophmores or higher.

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Course Information:

a) Focusing on the mid 20th century forward, we will examine how sexuality movements and communities have been shaped by the emergence of digital technologies including internet, film and video, and global communications. In the process we will pay particular attention to the globalization of LGBT identities, social movements, and cultures, and engage contemporary debates about LGBT organizing from a transnational perspective. There are three substantive goals for this course: 1) for all of us to develop an understanding of how real-life and virtual communities are generated and how they contribute to identity construction; 2) to examine transnational GLBT communities and activism in the new millennium; to collaboratively develop and teach case studies exploring the use, role, and impact of digital media on this community formation and organizing; and 3) in line with W course goals, for each of us to improve our writing skills.

b)Requirements: Paper Idea Generation 5 points

Research Paper Draft 10 points

Peer Paper Feedback 10 points

Final Paper 20 points

Midterm Exam 15 points

Group Teaching Project 20 points

Final Exam 20 points

Total 100 points
(Optional Campus Events) (6 points Extra Credit)

This class relies on the active and engaged participation of all members. You will not be able to do well in the course if you do not read the material and come to lecture prepared to discuss. On-time work must be turned in within the first 5 minutes of our regularly scheduled class time. Work submitted after that time will be considered late. Late work will be reduced one letter grade per day, starting the day it is due. No work will be accepted over email.

Research Paper: Writing matters. Indeed, it is one of the most important skills one gains at university. Throughout the semester you will work on a 15-page research paper (12 point font, standard margins, typed) connected to the course topic. We will break the paper up into several components (idea generation and outlining, draft, revision, and final paper) and your progress will be evaluated throughout.

Any time that you use somebody's ideas or words you MUST give credit. Failure to do so is plagiarism. You must provide a citation whenever you paraphrase, quote, or borrow an idea. *** If I find that you have plagiarized or cheated you will receive a failing grade and will be reported to the Committee on Academic Honesty. I encourage you to visit UConn's website on academic honesty:
http://www.dos.uconn.edu/student_code_appendixa.html

[FOR W VERSION: As a writing-intensive (W) course, writing is integral to the learning goals and subject matter of this course. Writing is not only evaluated, but taught in this class, with the goal of "learning how writing can ground, extend, deepen, and even enable [your] learning" of both course material and throughout your life beyond college (General Education W course guidelines). In addition to the writing work we will do in this course, the Writing Center (CLAS 159) on campus is a great resource to help you develop your writing skills this semester. Please note that as a W course, you must pass the writing component (the paper and all of its component assignments) in order to pass the course. To accomplish this, the course will include attention to writing skills and opportunity to revise written work at least two times before completion of the final paper.]

Exams: There will be two in-class exams. The exams will be a combination of multiple-choice, short answer, and essay questions about both in-class material and readings.

Group Teaching Project: Throughout the semester you will work in groups of five preparing and teaching (during the second half of our class) a case study about global sexuality movements. Groups and topics will be established during the second week of the course. Based on your selected topic you will develop and teach a curriculum to cover one hour of class time. See pages 8 - 9 for the detailed assignment.

Extra Credit: Throughout the course there will be opportunities for you to gain extra points by attending campus or community events. Each event will be worth one point and you may earn up to 6 extra credit points. To earn the points, you need to attend an approved event and turn in a one-page reaction at the next class meeting. There will be a number of events throughout the semester that will qualify for extra credit; the requirement is that the event address a topic or theme from this class. I will

try to mention these opportunities weekly. If you have a suggestion for an event, please come talk to me.

c)Topics: 1: Making Sense Of Gender, and Sexual Diversity;2: Making Sense Of Sexual Communities; 3: Technology, Sexuality, and Globalization; 4: Histories, and Identities; 5: Emergence Of Large-Scale Sexualities Movements;6: Modern Identities, and Movements; 7: Science, the State, and Sexuality; 8: AIDS, and Sexuality Worldwide;

9: Case Study: Historical Specificity and Two-Spirit Mythology; 10: Case Studies: Globalization, Gender and Sexual Identity in Central and South America and Globalization and Contemporary African Same-Sex Sexualities; 11: Case Study: Japan, Popular Culture, and Same-Sex Sexualities and the Internet and Same-Sex Activism in the Middle East; 12: The State Of Same-Sex Sexuality In The 21st Century.

Meets Goals of Gen Ed.:

How Meets Goals of Gen Ed.: This course contributes to the broad goals of general education by expanding students' "intellectual breadth and versatility, critical judgment" and "moral sensitivity," and developing skills for lifelong learning (GEOC Guidelines, pg 1).

Specific Criteria Diversity and Multiculturalism: This course fulfills the Diversity and Multiculturalism (Group Four) competency area through its focus on global variations in GLBT identities, communities, and social norms; attention to sexual freedom as a human right; and "awareness of the dynamics of social, political, and economic power" in the digitally informed 21st century. (GEOC Guidelines, pg 12). The class will work to help students situate themselves as global citizens who are "aware of their era and society" and "conscious of the diversity of human culture and experience" (GEOC Guidelines, pg 1) by reading, writing, and conducting research about global GLBT communities and be evaluated through in-class and on-line discussion and course activities and papers.

CA4 Criteria:

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International

This course introduces students to the production of sexual identities and activism in internationally comparative perspective.

W Criteria:

W Criteria: The W version of the course meets Writing Competency (W course) criteria with its focus on writing skill development and revision processes, collaboration with the Writing Center, and integration of knowledge creation, writing, and learning through collaborative projects and student-directed case study development.

1. By the end of the course students will write a 15-page paper that engages with course material at a higher skill level than when they entered. Writing assignments will account for at least fifty per cent of

the course grade.

2. Students will each contribute 5 pages on a group curriculum development and teaching project and the related class wiki site.

3. Students will spend the semester working on a term paper that will go through several developmental and revision stages. Paper stages will be reviewed and revised repeatedly with feedback from both peers in the classroom and the professor.

4. Students will receive formal guidance from the instructor, members of the Writing Center staff, and university librarians about the research and writing process.

5. The syllabus will inform students that they must pass the "W" component of the course in order to pass the course.