

FALL 2018

Professor Xavier Livermon

AFRICAN QUEER STUDIES

AFR372G (30710)

WGS 335-3 (46050)

MWF 12:00-1 p.m., RLP 0.102

Office Hours MW 1-2pm Texas Expresso

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COURSE DESCRIPTION:

In this course, we will examine the development of African Queer Studies as the interdisciplinary study of sexuality on the African continent and its impact on the academic and activist realm. We will focus on intersectional feminist and queer theory and how it gives us the tools to rethink issues of oppression and domination in relationship to race, nation, sex, gender, and sexuality on the African continent. Of particular interest will be LGBT Activism and the ways in which queer Africans engage and shape their sexuality and create forms of belonging to their countries and their communities.

Learning Objectives

At the conclusion of this course, students will be able to:

- 1) Identify major themes of African Queer Studies
- 2) Understand queer theory and its relationship to African lives and LGBT Activism
- 3) Understand how queer theory informs and is informed by the everyday lives and experiences of queer Africans

Grading Policy

Attendance and Participation 20%

Group Presentation 20%

Project/Paper Proposal 10%

Quizzes 20%

Final Research Paper 30%

Grading Scale

A 94-100	C 74-76
A- 90-93	C- 70-73
B+ 87-89	D+ 67-69
B 84-86	D 64-66
B- 80-83	D- 60-63
C+ 77-79	F 0- 59

Required Texts :

Queer African Reader (ed.) Sokari Ekine and Hakima Abbas

Rethinking Afrikan: Queer Perspectives on Sexual and Gender Identities (ed.) Zethu Matebeni.

Required Texts are available for purchase at The University Cooperative Bookstore 2246 Guadalupe St. (512) 476-7211.

All other readings will be available via Canvas.

Course Requirements:

Attendance and Participation: Students are expected to attend class every session. Participation in all aspects of the class is MANDATORY. All readings and assignments should be completed before class meetings and students are responsible for adding to class discussions of material. Please note that attendance and participation is worth 20% of your total grade. Late arrivals are disruptive to class and I will not repeat concepts and assignments given during class. If you miss a class or are late, you are still responsible for any announcements, assignments, lecture material and/or deadlines that are made. Your grade will be affected if you have more than three absences during the semester.

Active Learning Environment: This is a discussion - based course. While I will do some lecturing, it is my expectation that students will come to class having completed the readings and ready to discuss the readings assigned. It is my teaching philosophy that students will learn as much from each other as they will from me. Discussion based courses allow students to be active participants in their learning, giving the student the opportunity to place the reading in the context of his or her lived experience. This does not mean that the student should ignore the scholarly evidence presented or make arguments solely based on their opinion. Rather, it allows students to enrich the scholarly environment in relation to their life experiences. My job as the instructor is to facilitate and guide the discussion, create a safe participatory environment and make sure that we stay on topic. **Merely being**

present does not count as active engagement.

Bringing Materials to Class: As part of an active learning environment, students are required to bring all necessary materials to actively engage in the discussion to class each day. These necessary materials include but are not limited to the articles/book(s) assigned for the day. While students are not required to print out hard copies of the pdf. materials for in-class discussions/assignments, they will be expected to have these materials accessible in electronic form.

Quizzes: Each week on Friday, beginning in the 4th week of class, unless noted, there will be a short (15 minute) quiz on the reading assignments for the week. These quizzes are designed to test whether you have understood the main concepts introduced by the authors. 10 of these quizzes will count toward the final grade.

Group Presentation: Students will form groups and be responsible for a short (15 minute) presentation to the class on a current issue related to Queer Studies on the African Continent (i.e Decriminalization in Mozambique, Queer Literature, LGBT Activism) that deals with the issues relevant to the class, but has not necessarily been covered in the readings. If students choose an issue covered in the readings they should be careful to make sure that their presentation adds new insight or covers new ground not discussed in the readings. Students should consult African Queer websites, the readings, twitter, tumblr, and instagram for ideas. On Fridays, beginning in the 6th week of class, the group will present their findings to the class and we will have a short discussion about the presentation.

Paper Proposal and Final Paper/Project: The final paper will be a research paper (10 pages) that will be designed to assess students accumulated application of knowledge. Papers must be TYPED, double-spaced, with Times New Roman (or equivalent) 12 point font and 1 inch margins. **NO LATE PAPERS WILL BE ACCEPTED.** Please also note that students must submit a hard copy of the final paper on the final day of class. Students will develop their final paper/project proposal in consultation with the professor. Prior to the due date of the final paper students will submit a paper/project proposal to the professor for approval. Handouts will be given during the semester providing further detail on the assignment. The due dates of both assignments are noted on the syllabus.

Canvas: I will be in contact with you about updates in assignments through Canvas. It is the students' responsibility to make sure that Canvas has your updated email address.

Code of Mutual Respect: In general, this is not a lecture class, but one grounded in dialogue. Feel free to be candid and direct in this class. Your insights are important, and your voice needs to be heard, so look forward to the opportunity to chime in. I will respect you as adults and assume that you will treat others in the class with respect as well. Because we will be sharing many personal ideas that may conflict with your own personal ideas and beliefs, it is important that you strive to be considerate, sensitive, and respectful. Be prepared

to offer constructive criticism as well as receive it. We will discuss work that includes lesbian, gay, bisexual and transgender themes in this course. Students are expected to approach all class material with maturity and academic rigor.

Code of Academic Conduct: University policy requires that students cite sources they use in their work. THIS INCLUDES PARAPHRASING of materials. Any inclusion of ideas that are not your own will be considered plagiarism. Students who do not properly cite ideas, quotes or paraphrasing of other published or unpublished material will automatically face disciplinary action which will also be reflected in their grade. As a reminder, the honor code of the University is as follows, “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” For more information on the Honor Code please see the following link

<http://www.utexas.edu/about-ut/mission-core-purpose-honor-code>

Students with Disabilities: Any student with a documented disability (physical cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

Religious Holidays: If you observe a recognized religious holiday that is in conflict with the university schedule, please come talk to me.

Writing Center: I strongly encourage you to use the Undergraduate Writing Center, PCL 2.330, 471-6222: <http://www.uwc.utexas.edu/>). The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. These services are not just for writing that has "problems": Getting feedback from an informed audience is a normal part of a successful writing project. The UWC's trained consultants work with students from every department on both academic and non-academic writing. Using methods that preserve the integrity of your work, they help you develop strategies to improve your writing and become a more independent writer. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you.

COURSE OUTLINE

DATE	Reading Assignment
8/29	Introduction: No Reading FILM: Exploring Queer Identity in South Africa
8/31	FILM: Difficult Love
WEEK 2 KEY TERMS AND THEORETICAL DEBATES	
9/3	NO CLASS : LABOR DAY
9/5	“African LGBTI Manifesto” African” Kevin Gaines “Queer” Siobhan B. Somerville
9/7	“Modern” Chandan Reddy “Gender” Judith Halberstam “Sex” Bruce Nugent
WEEK 3	
9/10	“Identity” Carla Kaplan “The Invention of Homosexuality” Jonathan Katz
9/12	FILM: Woubi Cheri
9/14	“Heterosexual Africa?: An Introduction” Marc Epprecht
WEEK 4	
9/17	Rethinking Sexualities in Africa: Introduction” Signe Arnfred 7-29.

9/19	“Confronting the Politics of Non-Conforming Sexualities in Africa” Sylvia Tamale
9/21	QUIZ 1
WEEK 5	
9/24	“Foreword”, “Preface”, and “Introduction” to Rethinking Afrikan (ed. Matebeni). “Resurrecting and Celebrating Area Scatter” Unoma Azuah in Rethinking Afrikan.
9/26	“In Time and Space” Neo Musangi in Rethinking Afrikan Queering Queer Africa” Nyanzi in Rethinking Afrikan
9/28	QUIZ 2 “How Not to Write About Queer South Africa” Matebeni in Rethinking Afrikan
WEEK 6	
THE COLONIAL CONSTRUCTION OF SEXUALITY IN AFRICA	
10/1	“Archive and Method in Queer African Studies” Keguro Macharia . Start Reading Tushabe “Uganda’s Emblem of Colonial Imported Homosexuality”
10/3	“Uganda’s Emblem of Colonial Imported Homosexuality” Tushabe
10/5	QUIZ 3 GROUP PRESENTATION 1
WEEK 7	

THE POLITICS OF HOMOPHOBIA IN AFRICA	
10/8	“Lost and Found in Translation” Rudolf Gaudio “Origins of Senegalese Homophobia” M’baye.
10/10	“Struggles and Strategies” Marc Epprecht.
10/12	QUIZ 4 GROUP PRESENTATION 2
WEEK 8	
ISSUES OF TRANSLATION AND TERMINOLOGY	
10/15	“Introducing Yan Daudu” Rudolf Gaudio
10/17	“Shifting Boundaries of Sexual Identities in Cape Town” Andrew Tucker
10/19	QUIZ 5 GROUP PRESENTATION 3
WEEK 9	
QUEER ACTIVISM	
10/22	QUEER AFRICAN READER “Introduction”, “Ch. 2,”
10/24	QUEER AFRICAN READER Ch.3, Ch.15.
10/26	QUIZ 6 GROUP PRESENTATION 4
WEEK 10	
10/29	PAPER PROPOSAL DUE

10/31	QUEER AFRICAN READER “Ch.6,” “Ch.13,” “Ch.20”
11/2	QUIZ 7 GROUP PRESENTATION 5
WEEK 11	
QUEER NARRATIVE AND PLEASURE	
11/5	“The Revolutionist” Haimbe in Rethinking Afrikan “Performing Queer ‘In Time and Space’: A Politics of the Event” Ouma and Mutloane in Rethinking Afrikan “The Transgressive Visions of Jabulani Chen Pereira” Thomas in Rethinking Afrikan
11/7	QUEER AFRICAN READER Ch.7, Ch.10, Ch.29
11/9	QUIZ 8 Film: Pearl of Africa
WEEK 12	
11/12	Selections From Queer Africa: New and Collected Fiction. “Preface” “Introduction” 1-7 “Pelican Driver” 9-25 “All Covered Up” 67-77
11/14	Selections From Queer Africa: New and Collected Fiction Part II. “Jambula Tree” 91-105 “Sethunya Likes Girls Better” 139-147 “Chief of the Home” 159-163

11/16	QUIZ 9 GROUP PRESENTATION 6
WEEK 13	
11/19	Selections From Hijab:Unveiling Queer Muslim Lives “Foreward” “Somalian in Need” 21-30 “A Secret Well Kept” 38-43 “Brothers” 44-53 “Glossary (if needed)” 201-205
11/21	NO CLASS : THANKSGIVING
11/23	NO CLASS : THANKSGIVING
WEEK 14	
11/26	Selections From Hijab: Unveiling Queer Muslim Lives Part II “Mistaken Identity” 58-64 “The Dreaded Flight” 129-139 “Cut Off, But Okay” 162-171 Glossary (if needed) 201-205
11/28	“The One Who First Says I Love You” Serena Dankwa.
11/30	QUIZ 10
WEEK 15	
12/3	“This Thing is Sweet” William Banks “I Had Myself a Sweetie” H. Grunkel
12/5	“Beyond the Constitution” Mikki van Zyl
12/7	QUIZ 11 GROUP PRESENTATION 7 (if needed)
WEEK 16	
12/10	FINAL PAPER DUE