

## Migration, Gender, and Sexuality

GEND 3005 (3 credits)

### The Netherlands: International Perspectives on Sexuality and Gender

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### Course Description

The course examines gender and sexuality in the context of post-colonial and post-migration subjectivities in the Netherlands and around the globe. Integrating lectures, field visits to museums and grassroots organizations, choice readings, and reflection sessions, the course will focus on the international aspect of the overarching topic: migration, international issues, transnational encounters, postcolonial and postmigration afterlives. During a two-week excursion to Morocco, students study the interaction between Islam, gender relations, and sexuality in a predominantly Muslim country. The excursion and the lectures will allow students to draw a comparative understanding of how conceptions of gender and sexuality are constructed across cultures and societies.

#### Learning Outcomes

Upon completion of this course, *Migration, Gender, and Sexuality* (3 credits), students will be able to:

- Make nuanced arguments regarding the histories of post-colonial and labor migration communities living in the Netherlands;
- Make nuanced arguments regarding how gender and sexuality – and to an equal extent race and religion – play a key role in the process of identity construction in the Netherlands and across cultures;
- Make nuanced arguments about the interaction between gender, sexuality, and Islam in both the Moroccan and Dutch contexts

#### Language of Instruction

This course is taught in English.

#### Course Schedule

Students will be provided a detailed course schedule during orientation on the program. Please be aware that topics and excursions may vary to take advantage of any

emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

### **WEEK ONE: ORIENTATION**

During this week, students are introduced to the key concepts of gender and sexuality into the context of the Netherlands. We begin many of the discussions we will be having throughout the semester, particularly the way the Dutch view themselves and their position as the gay capital of the world.

### **WEEK TWO: THE DUTCH COLONIAL PAST AND PRESENT**

Migrant communities, race, and ethnic difference is read in a particular way in Old Europe, including the Netherlands and Amsterdam, as a result of their colonial past. This week we will discuss the Dutch history of colonial expansion and trade and how this history renders the present.

#### Making Sense of Place

Wekker, G. (2016). *White Innocence: Paradoxes of Colonialism and Race*. London, England: Duke University Press.

Ghorashi, H. (2014). Racism and "the Ungrateful Other" in the Netherlands. In: P. Essed & I. Hoving (Eds.), *Dutch Racism 27* (pp.101-116). Leiden, the Netherlands: Brill.

#### Approaches to Dutch Coloniality

Salvador Rivera, E. (2015). Whitewashing the Dutch Atlantic. *Social and Economic Studies* 64(1), pp. 117-132. <https://www.jstor.org/stable/24384468>

Jones, G. (2016). What Is New about Dutch Populism? Dutch Colonialism, Hierarchical Citizenship and Contemporary Populist Debates and Policies in the Netherlands. *Journal of Intercultural Studies*, 37(6), pp. 605-620. <https://doi.org/10.1080/07256868.2016.1235025>

### **WEEK THREE: Politics of Mobility**

Race, class, gender identity, and sexual identity factor into every facet of migration to and around a new country. Communities often form around these identities, both voluntarily and by coercion. This week we interrogate migration policies in the Netherlands and beyond to examine another locus of power.

#### Space, Order, and Race

Martina, A. E. & Schor, P. (2018). White Order, Corporate Capital, and Control of Mobility in the Netherlands. In: M. Weiner & A. Carmona Báez (Eds.), *Smash the Pillars: Decoloniality and the Imaginary of Color in the Dutch Kingdom* (pp.149-160). London, England: Lexington Books.

Puwar, N. (2004). *Space invaders: Race, gender and bodies out of place*. Chapter 4. New York, NY: Berg Publishers.

#### Field Visit: Humanity House in The Hague

## **WEEK FOUR: ACTIVISM AND RADICALISM**

Radicalism across the political spectrum is alive and on the rise in the Netherlands, just like in the rest of the world. This week we put the elite political and academic discourse in conversation with on-the-ground activism.

### Populism

Mepschen, P. (2017). A Discourse of Displacement: Super-diversity, Urban Citizenship, and the Politics of Autochthony. *Ethnic and Racial Studies*, 42(1), pp. 71-88.  
<https://doi.org/10.1080/01419870.2017.1406967>

Muehlbach, A. & Shoshan, N. (2012). Introduction. Post-Fordist Affect. *Anthropological Quarterly* 85(2), pp. 317-343.

### Activists, Thinkers, and Cultural Producers in Conversation

Dzodan, F. (2016). Europe's racist far right is not on the rise. It's always been there. Retrieved from <https://medium.com/this-political-woman/europes-racist-far-right-is-not-on-the-rise-its-always-been-there-c5f815099885>.

Emeke, C. (2015). Wandelen. Aflevering 1. On Black Dutch, Dutch Caribbean, Citizenship, Veganism, Mental Health and more. [Video File] Retrieved from <http://www.cecileemeke.com>

Martina, E. A. (2016). Liveability and the Black Squat Movement. Retrieved from <https://processedlives.wordpress.com/2016/10/12/liveability-and-the-black-squat-movement>

## **MIGRATION, FAMILIES AND KINSHIP**

The politics of migration often interact in messy ways with families. The rhetoric about 'anchor babies' is not limited to the western hemisphere, nor are conceptions of the safety and value of migrants based on gender and marital status.

### Femonationalism & Social Reproduction Theory

Farris, S. R. (2017). *In the Name of Women's Rights: The Rise of Femonationalism*. Durham, NC: Duke University Press. (Introduction & Chapter 5)

### Transnational Feminist Memory making: The Dutch BMR Movement

Colpani, G. & Julian Isenia, W. (2018). Strange Fruits. Queer of Color Intellectual Labor in the Netherlands in the 1980s and 1990s. In S. Ponzanesi & A.J. Habed (Eds). *Postcolonial Intellectuals in Europe. Critics, Artists, Movements, and Their Publics*. London, England & New York, NY: Rowman & Littlefield.

## **WEEK SIX: QUEERING DIASPORA AND MOVEMENT**

Queer intersects with migration in a couple important ways. As the Netherlands portrays itself as a liberal, queer paradise, it purports to offer safety to queer migrants fleeing persecution in their home countries. That doesn't always play out. In addition, this much-touted liberal attitude toward homosexuality is weaponized by the far right in their anti-Muslim rhetoric.

### Queer Post-colonial/Queer Muslims

Clifford, J. (1994). Diasporas. *Cultural Anthropology*, 9(3), *Further Inflections: Toward Ethnographies of the Future*, pp. 302-338.  
<https://www.jstor.org/stable/656365>

El-Tayeb, F. (2011). *European Others Queering Ethnicity in Postnational Europe*. Minneapolis, MN and London, England: University of Minnesota Press.  
(Introduction.)

### Field Visit: Wereldhuis

Wereldhuis is a center for undocumented immigrants. We will spend time with their LGBTQ group.

## **WEEK SEVEN AND EIGHT: MOROCCO**

Students take a two-week excursion to Morocco to study gender and sexuality in a Muslim environment. With stops in Casablanca or Tangiers, Rabat, Essaouira, and Marrakech, we attend lectures, workshops, do participant and non-participant observation.

Sessions May Include:

- Lecture on Moroccan Art & Urban History of Tetouan, with Dr. Nadia Erzini
- Moroccan 101, with Mr. Nabil Akbli
- Gender Roles in Morocco, with Mrs. Farah Cherif
- Land Rights, with Dr. Rachid Touhtouh
- Democratization, with Dr. Boutaina Bensalem
- Homosexuality, with Dr. Abdessalam Dialmy
- Visit NIMAR, lecture on Moroccan-Dutch Historical Ties, Director & Cultural Attache Dutch Embassy in Rabat, with prof. Leon Buskens
- Field activity at Amal in Marrakesh
- Field activity at Marjane Cooperative
- Field activity at Association Insat
- Field activity at Solidarite Femminile

## **WEEK NINE: SEX WORK AND TRAFFICKING**

### Site Visit: Bridge 2 Hope

Bridge 2 Hope is an anti-trafficking NGO working to help reintegrate the victims of sex trafficking who have landed in Amsterdam. Representatives of the NGO (generally not sex workers) will give a lecture about their perception of sex trafficking and explain the reintegration procedures they champion.

### Site Visit: Red Light District

Sex workers from PIC and Proud will give a walk and talk tour of de Wallen, giving an alternate, sex-positive, nuanced discussion of sex work as a profession, the way the city handles it, and the discussion around trafficking.

## **WEEK TEN: EMBODIMENT**

The bodies of migrants, women, and queers are all loci for larger, broader fights about rights, citizenship, and even personhood.

### Feminist Killjoys and Unruly Bodies

Ahmed, S. (2010). *The Promise of Happiness*. Durham, NC: Duke University Press.  
(Chapter 2: "Feminist Killjoys")

Vukov, T. (2015). Strange moves: Speculations and propositions on mobility justice.  
In: L. Montegary & M.A. White (Eds.) *Mobile Desires: The Politics and Erotics of Mobility Justice* (pp. 108-121). London, England: Palgrave Pivot.

### Navigating Desire, Religion and Race in Popular Culture

To watch: selected examples (see Moodle)

Macdonald, M. (2006). Muslim women and the veil: Problems of image and voice in media representations. *Feminist Media Studies* 6(1), pp. 7-23.  
<https://doi.org/10.1080/14680770500471004>

## **Evaluation and Grading Criteria**

### Journal (10%)

Students will keep field notes for all of the visits associated with the migration course: Morocco, Wereldhuis, Humanity House. These may have a note of the personal, but they should meet academic standards.

### Morocco Paper (40%)

Upon return from the Morocco excursion, students will compose an argumentative essay (1200 – 1500 words) addressing the nature of gender and sexuality in Morocco. This paper must involve the student's own observation and material from coursework in Morocco.

### Migration Theory Paper (40%)

Students choose one of the course's weekly themes and analyze that theme in a paper of 1000-1500 words. Students will include readings from class as well as other academic articles.

### Participation (10%)

Participation includes:

- Attendance – promptness to class, and positive presence in class.  
Attendance is necessary but not sufficient
- Active listening – paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, taking notes

### Assessment

Journal	10%
Morocco Paper	40%
Migration Theory Paper	40%
Participation	10%

## **Grading Scale**

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

### Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Please refer to the SIT Study Abroad handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook given to you at Orientation.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.