UNIVERSITY OF WISCONSIN-MADISON
Department of Communication Arts
COMARTS 610 – Special Topics Seminar – QUEER MIGRATION RHETORIC
3 Credit Hours, W 230-530 pm, Vilas Rm. 6041

INSTRUCTOR: Karma R. Chávez, Ph.D.
Office: Vilas Rm. 6050
Office Hours: M 12-1 pm, W 1-2 pm & by appointment
Contact info:
   Phone: 608-265-4503
   Email: krchavez@wisc.edu (by far the best way to get in touch)

ACADEMIC MISCONDUCT POLICY:
Part of the value of your degree from the University of Wisconsin-Madison lies in the standards of academic honesty and integrity maintained by the campus. To avoid academic misconduct (cheating), it is important that you understand how it is defined, our expectations of you, and your rights if you are involved in an allegation of academic misconduct.
As a UW-Madison student, you have the right to expect that you and other students will be graded fairly, and you have rights of due process should you be accused of misconduct. You also have an obligation to conduct your academic work with honesty and integrity according to University standards. Therefore, it is important that you:
   • Become familiar with the rules of academic misconduct.
   • Ask your instructor if you are unsure what behaviors constitute academic misconduct in a specific class or assignment (for example, how to cite from the web or whether to work with another student on an assignment).
   • Let your instructors know if you think you see incidents of misconduct.
   • Be aware that helping someone else to cheat is a violation of the rules and may result in misconduct charges against you.

If you have additional questions about academic misconduct, please see the website for Student Advocacy & Judicial Affairs: http://students.wisc.edu/saja/misconduct/UWS14.html.

DISABILITY ACCOMMODATIONS & SPECIAL NEEDS:
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and The McBurney Disability Resource Center (First floor of the Middleton Building, located at 1305 Linden Drive, 608-263-2741, mcburney@odos.wisc.edu; website: http://www.mcburney.wisc.edu/) as early as possible in the term. The McBurney Disability Resource Center will verify your disability and determine reasonable accommodations for this course. The following campus resources offer other forms of assistance: The Writing Center (http://writing.wisc.edu/) and Counseling Services (http://www.uhs.wisc.edu/home.jsp?cat_id=36).

REQUIRED TEXTS: - All available from A Room of One’s Own Books, 307 W Johnson St
6. Additional required readings will be available at Bob’s Copy Shop, 616 University Avenue; recommended readings will be available on Learn@UW.
COURSE PHILOSOPHY:
This course is designed with a commitment to critical communicative principles, an engaged feminist pedagogy, and a respect for cultural difference. This is a communication course, which means that we will communicate. You are thus required to do your reading assignments so you can play an active part in class conversations. This class also requires each of us to respect people and their ideas—even if we do not like those ideas or agree with them. Moreover, it is assumed that you are willing and able to talk about diverse issues with both a serious engagement and an open mind. As a matter of course, you will be expected to explain, apply, and evaluate class material throughout the semester.

COURSE DESCRIPTION:
Scholars outside of rhetoric and communication studies have recently begun to explore the complicated relationships between sexuality, immigration, and citizenship in varying political contexts. With increased tensions over immigration and LGBTQ issues at the start of the 21st century, the ways in which race, gender and sexuality work to frame discussions about who can belong as citizen become more and more transparent. These connections are not readily visible; therefore, the task of this course is to explore the connections between migration and queer politics both at the level of legal discourse and also at the level of the rhetorical imaginary. By exploring the varying deployments of racialized gender and sexuality in relation to immigration and LGBTQ rhetoric, we will begin to understand the ways that belonging gets created, and borders of all kinds get forged, and be able to bring rhetoric studies into the center of these academic discussions.

COURSE GOALS:
- To understand relevant theoretical frames for discussions of race, citizenship, gender, sexuality and migration
- To recognize historical relationships between racialized sexuality and immigration in legal rhetoric
- To consider discourses of belonging across different rhetorical imaginaries
- To work through contemporary discussions about race, gender, sexuality, mobility and citizenship

COURSE OBJECTIVES:
1. To have a working understanding of the following theoretical concepts: citizenship, globalization, neoliberalism, belonging, diaspora, queer and mobility/migration.
2. To understand the way sexuality, gender race, immigration and citizenship are constructed in the U.S. national imaginary and how different groups and individuals respond to that imaginary.
3. To have a clear conceptualization of how racialized sexuality and immigration have been interrelated through U.S. legal history and to compare that with other nation-states
4. To obtain a basic understanding of the different ways racialized gender and sexuality and immigration are talked about and constructed in diasporic contexts inside and outside of the U.S.

ATTENDANCE POLICY:
Attendance (which means being present AND prepared) is mandatory. You should expect to plan all other events in your life at times other than class time. If you have to miss class, please be sure to let me know in advance if possible.

MAKE UP WORK:
Assignments are due on or before the scheduled due date.

GRADE APPEALS:
I have a 24-7 policy, which means you must wait 24 hours after receiving a grade and appeal within 7 days. I will not discuss grades on the day an assignment is returned. If you receive a grade you feel is unfair, please provide a written response either via email or on paper, no later than 7 days after the assignment has been returned, explaining the assignment or test question and showing how you feel the grade you received did
not reflect your fulfillment of the assignment. I will then assess your written response and reassess your graded assignment.

**COMMUNICATING WITH ME:**
I try to check email M-F at 7 am. If you don’t hear from me within 48 hours, please email again. *Importantly, I do not regularly check email on Saturdays and Sundays.*

**CELL PHONES ETC.:**
Cell phones and pagers should be turned off or in the silent position during class (silent does not include vibrate). If for a serious reason you are on call during class, please inform me at the beginning of class.

**GRADING:**
The UW grading scale will be used. Your grade will only be rounded up at 9/10 of a point (i.e., 92.9 is an A, 92.89 is an A/B).

**ASSIGNMENTS: 400 pts. Possible**

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Weekly Discussion Questions (25 pts possible):</strong> By <strong>Monday nights at midnight</strong>, you should post 2 discussion questions based on the readings. These questions should be thought provoking and designed to help facilitate in-class discussion.</td>
</tr>
<tr>
<td><strong>2. Participation (50 pts possible):</strong> People learn and contribute in different ways. The following will count for participation points: Relevant in-class comments, discussions with me in my office about class materials, emails sent to me about class materials, interesting artifacts brought to class to enhance everyone’s understanding of a topic. On average, you will want to participate at least twice a week to earn an A or a B.</td>
</tr>
<tr>
<td><strong>3. Midterm Exam (50 pts possible):</strong> You will be given an essay exam comprised of questions based on the course readings.</td>
</tr>
<tr>
<td><strong>4. Keyword Journal (75 pts possible):</strong> You will keep a key word journal tracking one term throughout the semester’s readings and do a brief presentation at the end of the semester. I will provide an assignment sheet.</td>
</tr>
<tr>
<td><strong>5. Research Paper (200 pts possible):</strong> Writing is a process, and the research paper will be broken into 4 parts:</td>
</tr>
<tr>
<td>a. A 1-2 page topic proposal that indicates the topic selected and a rationale for writing on this topic. (10 pts)</td>
</tr>
<tr>
<td>b. An annotated bibliography that includes annotations and citations for 10 academic sources you anticipate using in your paper (40 pts)</td>
</tr>
<tr>
<td>c. An 8-10 page advanced draft of the final paper (50 pts)</td>
</tr>
<tr>
<td>d. A final draft of the paper (100 pts).</td>
</tr>
<tr>
<td>I will provide an assignment sheet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Weekly Discussion Questions (25 pts possible):</strong> By <strong>Monday nights at midnight</strong>, you should post 3 discussion questions based on the readings. These questions should be thought provoking and designed to help facilitate in-class discussion.</td>
</tr>
<tr>
<td><strong>2. Discussion Leading (50 pts possible):</strong> You will each select one article or chapter from the recommended readings on which you will lead a 20 minute discussion on the topics of the essay. In addition to outlining/summarizing the essay and providing 1-2 discussion questions, you will also construct a bibliography of no fewer than 8 related articles/chapters for your colleagues.</td>
</tr>
<tr>
<td><strong>3. Comps-style Midterm Exam (50 pts possible):</strong> In preparation for Ph.D. exams, you will be given one question to answer in two hours.</td>
</tr>
</tbody>
</table>
| **4. Keyword Journal (75 pts possible):** You will keep a key word journal tracking one term throughout the }
semester's readings, and do a brief presentation at the end of the semester. I will provide an assignment sheet.

5. Critical Essay (200 pts possible): Near the beginning of the course, you will select a journal to which you would like to submit your course paper. You will thus craft the paper in a way congruent with that journal's length, style, and theoretical conversations. This assignment will thus be broken into 3 parts:
   a. A 2-3 page proposal that indicates the journal you have selected and your proposed paper topic. The journal can be a premier journal or a lower-tier journal. (25 pts)
   b. A 12-15 page advanced draft of the final paper (50 pts.)
   c. A final draft of the paper that you consider to be within 1 draft of publication. (125 pts.)

I will provide an assignment sheet.

TENTATIVE* WEEKLY SCHEDULE^

September 8 - Key Terms and Theoretical Framing


September 15 - Thinking about Queer/Migration


September 22 - Thinking about Queer/Migration
Required Readings:

Cantu Jr, Lionel. The Sexuality of Migration, Read 97-179

Recommended Readings


September 29 - Discourses of Citizenship and Belonging
**DUE: Grads/Undergrads: Part A of Paper Assignment

Required Readings


**Recommended Readings**


**October 6 - Discourses of Citizenship and Belonging**


**October 13 - Immigration, Sexuality and the History of U.S. Law**


**October 20 - Immigration, Sexuality and the History of U.S. Law**

**DUE: Grads/Undergrads: Check-in for Keyword Journal**

**Required Readings**


Recommended Readings


October 27 - Queer Asylum
**DUE: Undergrads: Part B of Paper Assignment**

Required Readings


Recommended Readings


November 3 - Queer Asylum


**November 10 - Queer/Migration Politics**

**Required Readings**


**Recommended Reading**


**November 17 – MIDTERM EXAM (covers Sept 8 – Nov 3 readings)**

**November 24 - Queer/Migration Politics**

**DUE: Grads: Part B of Paper Assignment; Undergrads: Part C of Paper Assignment**

**Required Readings**


**Recommended Readings**


---

**December 1 - Queer Diaspora and Movements**

**DUE: Grads: Last night to complete discussion leading**

**Required Readings**


---

**Recommended Readings**


Manalansan IV, Martin F. "Migrancy, Modernity, Mobility: Quotidian Struggles and Queer Diasporic Intimacy." In *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*, edited by Eithne


December 8 - Queer Diaspora and Movements

December 15 - Queer Diaspora and Movements
Eng, David L. The Feeling of Kinship, Read Chs. 3-5

Final Exam Period – December 20, 10:05 am – 12:05 pm
DUE: Grads/Undergrads: Final Paper
DUE: Grads/Undergrads: Keyword Journal & Presentations

* Though this schedule is tentative, as in, we may find a need to adjust it, I generally think of this syllabus as a contract between you and me.

^ Each Monday night, you will need to post your discussion questions to the Learn@UW course site. These are not indicated on this course schedule.

^^ You may turn in the advanced draft of your papers electronically prior to 2:30 pm on Wednesday November 24. However, you are responsible if I do not, for some reason, receive your paper, and you will be penalized accordingly.