2015 SRS, Loe and Khan

**SOCL 224 San Francisco: Immigrant and Sexual Cultures**
This course can count for credit in LGBTQ Studies and Women’s Studies.
This course is part of the Sophomore Residential Seminar Program (SRS).
All participants will travel to San Francisco January 6-13.
This course requires a total of 10-20 extracurricular hours of service with migrant outreach.
This course has a required film screening on Monday nights.

**Contact info for Professor Meika Loe and Dean Christina Khan:**
Office Hours: M 4-6pm in Drake (K-LO); Tu 10-11am and 1-2pm in East 109 (Loe only)
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**Course Description**
What makes a city? A sociological response to this question emphasizes the people, the social groups, and the communities that make cities what they are. This interdisciplinary course focuses on community, culture, identity, and place. Our focus is San Francisco, a modern city composed of diverse immigrant and sexual subcultures. This course will ask how identity-based communities are created and maintained in the face of oppression and contestation. This course will consider the unique and ongoing struggles of immigrant and sexual communities in terms of gender, race, class, health, history, and human rights. Readings will range from socio-historical analysis, to U.S. Census data, to memoir, to poetry, to fiction.

Together, these readings, paired with films and documentaries and additional learning resources, will help us to see how the story of (post)modern cities is very much about (post)modern identities and communities in contestation. Specifically, we will analyze how historical and contemporary identities, communities, and social movements are created and maintained in the face of oppression and contestation. We will pay specific attention to challenges communities face to survive and gain rights.

**Structure of the Course**
How can one appreciate community without living it? This is the point of this Sophomore Residential Seminar (SRS), where we build community in and out of the classroom. The theme of community runs through this course, in terms of course materials, pedagogical approach, and course goals.

Becoming community-minded citizens is a central goal of this course. Because this course is centered on community, it is taught with community-centered pedagogy. As such, participation is an essential element of success in this course. We will utilize a mix of Intergroup Dialogue and Community Based Research and Service exercises that engage students on where they stand, and push them to complicate, critique, and voice their positions in myriad ways while modeling interdependency and integration.

Specifically, our teaching method is based on Intergroup Dialogue (IGD) learning techniques to build a community of our own and engage deeply in discussion on difficult, politically-charged topics. Additionally, this course has a community-based learning component, to enable us to learn about local immigrant communities while studying immigration. Throughout the year, we will work with local migrants living and working in Madison County, as well as interview San Francisco community...
stakeholders. The list of social justice organizations below are examples of possible links students can make to San Francisco communities, following their social change efforts throughout the year.

In class, our learning units would focus on border politics and migration, Asian-American immigration and community, LGBTQ community organizing and representation, and contemporary inequalities and social movements in San Francisco. Paying attention to overlap between these not so disparate communities, identities, and social worlds will be of special interest in this course.

Each student will have an opportunity to research contemporary social movements in San Francisco. *The midterm research project* requires each student to choose a neighborhood in the San Francisco Bay Area from this list: Castro, Mission, Fillmore/Japantown, Tenderloin/Glide, Oakland, Watsonville, Chinatown, Golden Gate Park/Haight-Ashbury, and North Beach. No neighborhood can have more than 2 students assigned to it. Eventually, each pair will be responsible for mapping this neighborhood out socially, politically, historically and economically. To start this process, each student must choose an issue and/or organization that exists in this neighborhood, and learn as much as they can about it. Then, start piecing things together using relevant maps from Solnit’s *Infinite City*, course resources (readings, films, and lectures), email communication with organization representatives, and Internet resources. All of this will be preparation for final presentations, and for being area experts on-site in San Francisco.

*A Selection of San Francisco Area Initiatives/Organizations: Ideas for Student Research Projects:*

- San Francisco Tenants Union
- Chinese Progressive Association
  [http://www.cppasf.org](http://www.cppasf.org)
- African American Community Empowerment Initiative
- Oakland Radical Brownies
  [https://www.facebook.com/pages/Radical-Brownies/875969742435827](https://www.facebook.com/pages/Radical-Brownies/875969742435827)
- Glide Memorial Church
- SF LGBTQ Center
- Homeless Prenatal Program
- Sex Workers Outreach Project
- Dance Brigade
- Forward Together for Reproductive Justice
- Radical Monarchs (Radical Brownies of Oakland)
- Gay Asian Pacific Association
  [http://www.gapa.org/](http://www.gapa.org/)
Methods of evaluation
25%-Six short praxis-based memos (2-3 page reflective writing assignments associated with each unit of the course)
25%-General participation in class discussions, community-based learning and film screenings outside of class
25%-Midterm research project and presentation (each student maps out a neighborhood in San Francisco Bay Area, paying attention to social movements, organizations, history and identity.)
25%-Oral final exam

Required Texts (10)

Excerpted Texts (denoted with an asterisk*)
Stryker, Susan. Gay By the Bay: A History of Queer Culture in the San Francisco Bay Area. Chronicle,
1996.

**Course Films and Documentaries**
A Better Life (Mexico/LA)
Hoover Elementary (LA)
Frozen River (NY/Canada/US)
Harvey Milk (SF)
Tongues Untied (SF)
Joy Luck Club (SF)
In America (Ireland/NY)
The Visitor (Syria/NY)
Well Founded Fear (Asylum)
We Were Here (AIDS SF)
Golden Gate Girls (SF)
Cesar Chavez (SF)
The Immigrant (Ellis Island)
Underwater Dreams (Phoenix-based tech team in high school takes on MIT)
Under the Cloak of Darkness (Vermont meatpacking industry)
Who is Dayani Cristal? (US/Mexico)
La Cosecha/The Harvest (migrant children in US)
Stonewall Uprising (NY)

**Optional Films:**
Escape from Alcatraz (SF)
Mrs. Doubtfire (SF)
Big Eyes (San Francisco art)
In Between Days (Korea/NY)
The Diary of a Teenage Girl (SF)
Tangerine (LA)

**SEMESTER OUTLINE**

**Recommended Summer fiction reading:**

**Week 0 (Aug 27): Mandatory Summer fiction reading for SRS San Francisco**
(please have this read by our first full day of class on August 31)
Eugenides, *Middlesex*
PART ONE: POLITICS OF IDENTITY, PLACE, AND MIGRATION

Weeks 1-2: The Politics of Identity, Place, and Migration
Who am I? Where do I stand? Immigration, Sexuality, Gender, Ethnicity, Age, and Class
Standpoint, Social Constructionism, Intersectionality, Social Location, Social Privilege, Social Groups, Social Change, Mestiza Consciousness, and Borderlands
Interrogating “Migrations” / Putting *Middlesex* in perspective

**August 31: Introductions and Social Location, *Middlesex***

**Monday Night Film Screening: Harvey Milk**

**Sept 2: Identity mapping I (bring your map), Anzaldua: “El Otro Mexico” (1) & “Towards a New Consciousness” (7)**

**Sept 3 (Thurs): Pizza at 6pm, Geni Elliot, Migrant Education Outreach Program Orientation followed by Under the Cloak of Darkness (45 min)**

**Sept 6 (Sun): Labor Day Picnic**

**Sept 7: Identity mapping II (bring your poem and your box), Takaki, Ronald, *A Different Mirror for Young People, A Multicultural America* (Intro, Chapter 1, and choose two substantive chapters that reflect your life story in some way)**

**Monday Night Film Screening: The Immigrant (Polish)**

**Sept 9: Key Terms & bringing it all together, Luibheid, “Queering Migrations and Citizenship” in *Queer Migrations*, *D’Emilio,”The Movement and Subculture Converge: San Francisco During the Early 1960s” in *Sexual Politics, Sexual Communities* (to put Middlesex in context)**

**Reflective Writing Assignment #1 due on Monday, Sept 14**

**Weeks 3-4: New York as a Borderland & My Migration Story**
Education = Migration, Dream Act, preparing to work with Madison County migrants
Sociological Imagination, Self in Context

**Sept 14: Manalansan, “Migrancy, Mobility, Modernity: Quotidian Struggles and Queer Diasporic Intimacy” in *Queer Migrations* (NYC)**

**Monday Night Film Screening: Stonewall Uprising (80min)**

**Sept 16: Just Like Us excerpts, part one: 2,5,6, part two: 2, 4, 11, part three: 8 and epilogue ~**
Sept 21: *Watertown Daily Times* excerpt on Us/Canadian immigration, *Border Patrol Nation*  
Chapters 4-7

**Monday Night Film Screening: La Cosecha/The Harvest / This Way Home?**

**Wednesday Night *Double Feature* AT HAMILTON THEATER!!! Bring a friend! $5**  
Fundraiser for Border Organizations – *Who is Dayani Cristal / Frozen River*

Sept 23: *Border Patrol Nation*, Chapters 8-11

**Thursday, September 24:** Gender and Immigration Panel, 4:15, Center for Women’s Studies,  
Todd Miller, *Border Patrol Nation*, 7pm, Love Auditorium

*Reflective Writing Assignment #2 due Monday Sept 28*

**Weeks 5-6: US/Mexico Borderlands: Stories from La Frontera**  
Using sociology to contextualize fiction and memoir


**Monday Night Film Screening: Underwater Dreams (80 min) / *Hoover Elementary (53min)*

Sept 30: IGD

**Oct 5:** *Cantu, Chapters 3-4 (Asylum/Tourism and Borderlands) in The Sexuality of Migration,  
*Saenz, “He Has Gone to be with the Women,” and “Sometimes the Rain,” in Everything Begins & Ends at Kentucky Club*

**Monday Night Film Screening: A Better Life**

Oct 7: IGD

*Reflective Writing Assignment #3 due Wednesday October 14 (end of Fall Break)*

**MIDTERM**

**PART TWO: FOCUS ON SAN FRANCISCO**

**Weeks 7-9:** San Francisco: Angel Island Asian Immigration, Then and Now  
Autobiography, Ethnography, and Historical Fiction  
*No Class October 12th - Fall Break*

**Oct 14** (weds): Otsuka, *Buddha in the Attic* (Japanese picture brides) - due October 14th
Oct 19: *Kallio on Angel Island (children’s book)
*Paik Lee, *Quiet Odyssey*: A Pioneer Korean Woman in America (first 70 pages excerpt)

**Monday Night Film Screening: Golden Gate Girls**

Oct 21: *Isaksen, Punjabi Mexican Americans* excerpts, Chapters 1, 4, and 8 (approx. 50 pages)

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Oct 26: Shah, *Contagious Divides* (China) excepts, Introduction, Chapters 1-3 (pgs 1-104)

**Monday Night Film Screening: Joy Luck Club**

Oct 28: Yung, *Unbound Feet* (China), excerpts – Introduction, Chapters 1-2 (pgs 1-105), and epilogue ends with 1920s unbinding

*Reflective Writing Assignment #4 due November 2nd*

**Weeks 10-11: San Francisco: Sexual Migrants, Then and Now**

LGBTQ Movements, HIV, Sex Work, Trans* Movements, Sexual Liberation

Nov 2: *D’Emilio and Stryker excerpts
*Ramirez, "That's My Place! Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance,”
*Loe, feminism and sexual liberation
*Bernstein on Sex Work/COYOTE in SF
Ramirez, “Claiming Queer Cultural Citizenship: Latino (Im)Migrant Acts in San Francisco” in *Queer Migrations – addresses HIV in Latino SF*
*A Sociological Sexual History of San Francisco - http://www.asanet.org/footnotes/feb09/sf.html*

**Monday Night Film Screening: We Were Here**

Nov 4: IGD

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Nov 9: Solomon, “Trans/Migrant: Christina Madrazzo’s All-American Story” in *Queer Migrations*
*Ramirez, “A Living Archive of Desire: Teresita la Campesina and the Embodiment of Queer Latino Community Histories”
*Slater, “Fire on Bus 57,” *New York Times*

NOTE: November 20th is Transgender Remembrance Day

**Monday Night Film Screening: Tongues Untied/ Cesar Chavez/ Diary of a Teenage…?**

Nov 11: IGD

*Reflective Writing Assignment #5 due November 16*
Weeks 12-13: San Francisco: Gentrification and Google-ization/ Work and Housing
Contemporary San Francisco, carework and controversies
Note: Nov 21-29 Thanksgiving Recess

Nov 16 *Vargas, My Life as an Undocumented Immigrant- LA Times,
*Hondagnu-Sotelo, Domestica, (pgs 3-62, 210-243) & NY Domestic Worker Bill of Rights

Monday Night Film Screening: The Visitor / Well-Founded Fear (Asylum)

Nov 18: IGD

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Nov 30: Rothenberg, With These Hands, *Gentrification of the Mind excerpts
*“The Caring Professionals” section in The Age of Dignity, Ai-Jen Poo

Monday Night Film Screening: San Francisco Chronicle on Gentrification/ The Dream is Now/ “Private prisons for immigrant families grow,” Democracy Now report (youtube 14 minutes)

Dec 2: IGD

FINAL Reflective Writing Assignment #6 due December 7th

Week 14: Contemporary Social Movements in the San Francisco Bay Area

Dec 7: Overview: January Excursion
Student Presentations

Monday Night Film Screening: TBA

Dec 9: Student Presentations

Final Exam: Tues Dec 15, 3-6pm