

QUEER STUDIES

CES 257, Winter 2014

9:30-10:20 Daily, R101



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Office Location: A100- E

Office Hours: 8:30-9:20 M,W &F;

1:30-2:20 T &TH and by appointment

Course Introduction:

Welcome to Queer Studies! In this course, students will analyze a variety of theoretical issues that have emerged in the field of Queer Studies as well as Queer Theory. This course will examine LGBT identities and experiences from a variety of perspectives including, but not limited to, the intersections of sexuality with gender, race, ethnicity, nationality, and class as well as exploring constructions of families, politics, histories, and communities that are strongly influenced by one's social location/position. A component of this course will be an evaluation of how essentialist and constructionist perspectives address and/or perpetuate homophobia and heterosexism, as well as racism, sexism, and classism. Students will read and analyze seminal "texts" produced in a variety of times and spaces in order to learn how queer identities have been constructed differently by a variety of communities historically as well as currently. Moreover, students will assess the complex relationship and impact psychology, sociology, and other "scientific" fields have had on defining, constructing, shaping, and interpreting homosexuality throughout the 20th and early 21st centuries.

Required Texts:

There is no textbook required. All articles and readings can be found on Canvas under "Files." Titles are listed alphabetically.

Learning Atmosphere:

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process.

A note about course content: Since cultural and ethnic studies examine just about every aspect of the social world, we will sometimes talk about provocative material in class. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in this class and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used throughout this course - so please be advised. If you have any questions or concerns about course content or climate, don't hesitate to let me know.

Learning and Course Outcomes:

After participating, discussing, and completing this course, a successful student will demonstrate:

- Explain the difference between "sex" and "gender"
- Demonstrate the ability to explore the intersections of sexuality with race, class, and gender
- Critically analyze the relationships between homophobia, heterosexism, compulsory heterosexuality and the societal structures that create and perpetuate them
- Develop and strengthen their ability to theorize complex current issues and politics surrounding LGBTQ communities and identities
- Examine queer politics and activism by accounting for political, social, and historical climates
- Be able to identify major historical LGBTQ developments and figures
- Explore the prevalence of racism, classism, and sexism within queer communities and politics.

General Education Outcomes

This course's General Education ratings are: 2- Critical Thinking; 2 – Reading; 1 – Writing; 1- Listening and Speaking; 2- Historical and Intellectual Perspectives; 3- Cultural Diversity

General Course Rules and Expectations:

- **Attendance:** Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than three unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- **Assignments:** All assignments are due at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated on the syllabus. Please see the writing guidelines for the format of submitting all written assignments.
- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work will be accepted** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Contribution:** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes i-phones, cell phones, laptops, i-pads, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to

make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*

- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it!

Bellevue College's Rules and Regulations:

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F."
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.
- **Students Who Require Disability Accommodations:** Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Center (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Center, and review those needs with the instructor as well.

Students with Disabilities:

All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with the

Disability Resource Center at (425)564-2498. You will need to obtain the appropriate documentation from the DRC in room B132. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements. You will need to make arrangements with the DRC in advance for test-taking or other accommodations.

****Please note that all grades will be posted on Canvas. Make sure you check your grades regularly!****

Grading:

Grades are based on seven factors. (1) Participation and Discussion, (2) In-Class work/assignments, guided film questions, or pop quizzes, (3) Reflections Papers, (4) Queer Quad Group Work, (5) Exams, and (6) Research Assignment. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
In-Class Work Activities/Film questions/ Pop Quizzes (5 at 10 points/each)	50 points
Reflection Papers (5 at 20 points/each)	100 points
Queer Quad Group Work (4 at 25 points/each)	100 points
Exams (2 at 100 points/each)	200 points
Research Assignment	100 points
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TOTAL	600 points

Description of the 7 Grading Components:

1. Participation/Discussion: (50/600 points)

Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. Disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. More than three unexcused absences will lower your grade. Similarly, late attendance is seen as disruptive and disrespectful, so repeated tardiness will also lower this portion of your grade. See the *General Course Rules and Expectations* for more details. Do not take this portion of your grade lightly!

2. In-Class Work Activities/Guided Film Discussion Questions/Pop Quizzes: (50/600 points)

Over the course of the quarter, you will be asked to either submit work that you have completed during the class session, will be given homework in class to complete, or will have to answer guided discussion questions over a film we will be viewing in class. *These will be randomly delivered and cannot be made up.* Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings. If I notice that folks are not reading, quizzes can (and will) take the place of the in-class assignments (don't make us go there!).

3. Reflection Papers: (100/600 points)

Over the course of the quarter, you will complete 5 reflection papers (20 points each). I will provide students with a prompt that connects specific reading(s) and/or film clip(s) to larger issues, current events, or even your own life. For example, I might ask students to complete the "Heterosexual Questionnaire" and discuss how they felt taking the questionnaire. The purpose of these reflection papers are to ensure that you are keeping up with the readings and allows students to make connections to their own lives and apply key concepts beyond the assigned readings. Reflection papers should be one-two pages typed in length.

4. Queer Quad Group Work (100/600 points)

Over the course of the quarter, you will participate in 4 Queer Quad Group Work sessions (25 points each). The purpose of this group work is to reach deeper levels of learning with and through each other on a given reading. Early in the quarter, I will assign students randomly to groups of four. This will be your quarter-long Queer Quad (although I reserve the

right to re-assign groups at any time, particularly if a group has become dysfunctional). On Q² days, each individual will come to class with the following on a TYPED paper to turn in at the end of class:

- A) A paragraph summary of the reading identifying main points, thesis of the reading, key terms, etc.
- B) At least one statement of praise about the reading — what did you learn that was new or interesting
- C) At least one statement of critique about the reading— are there limitations or problems with the readings, does the author's argument represent solid reasoning (i.e., is it clear, does it make sense), does the author support her or his argument with adequate evidence
- D) 2 discussion questions about the reading – are parts of the articles unclear or do they generate broader concerns? Are there connections to other material that can be made? What aspects of the article would you like to talk about? Make sure these questions are thought-provoking, not “What did you think about the article,” or “What is the author saying”?

During class, each individual will present their statements and questions to their Q² group. The group is required to answer one question from each individual (so 4 questions total) and submit your answers to the questions at the end of class (I would recommend leaving some blank space on your individual paper so you can write in the group answer). Your Q² grade will depend on the material that you submit individually (quality and thoroughness) as well as your contribution to the group discussion and answering the questions. I will be walking around to check contribution and ensuring that discussion is conducted in a meaningful way. What this means is that not all group members automatically receive the same grade.

5. **Exams: (200/600 points)** There will be two exams worth 100 points each – essentially a midterm and a final. The exams are based upon readings, in-class discussion, and lecture and will be testing students on their comprehension of complex materials, ideas, and theories. Each exam will primarily consist of essay questions. Please note that you cannot make up missed exams. The first exam will be split between two days during our class February 10th and 11th. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. The second exam will be on Monday, March 24th during our scheduled exam time, 9:30 – 11:20, so plan ahead. Please note that I do not give make-up exams, allow students to take exams early or late.

Research Assignment (100/600 points): You are required to complete 1 out of the following 6 research options. (The due dates vary depending upon the assignment you select.) Each activity requires you to make investigate in more depth some aspect surrounding queer identity, culture, politics, and/or sexuality, and then write a brief paper about what you learned. Descriptions of the research assignments are noted below. Research assignments are 4-5 pages long. Please remember: I will not accept late work, so plan ahead, and once an opportunity has passed, you cannot go back and do it. If you have a related idea to the research assignments described below, please talk with me. I would be happy to accommodate as long as the focus remains centered on the topics noted.

Research Assignment Option A – Cross-Cultural/Global Queers – Research representations of queerness cross-culturally. How are LGBTQI persons seen in this culture? Are they regarded positively, negatively, and why? Are there religious influences? Historical influences? Is gender, sex, or sexuality seen the same way as in the U.S.? Are there political difficulties or triumphs in this culture for queer folks? Your paper should be 4-5 typed pages. If you choose this assignment, it is due on January 21st at the beginning of class.

Research Assignment Option B - Historical Excavation – Research the personal history and major accomplishments of someone of the past who was thought to be LGBTQI. Because this is a project centered on the history of the LGBTQI community, the person you choose should no longer be living and would have lived prior to the Stonewall riots of 1969. Address the following in your paper: Why do you think this person is LGBTQI (if they are not named as such) and what they have done that is

important or noteworthy? At the historical moment, why was this person thought to be LGBTQI? Was this self-identified or part of a reclamation by queer folks of the present? Do most people think that this person was LGBTQI – why or why not (you could conduct a poll to ascertain this answer as well). Why would it be important to situate this person as part of the LGBTQI community? Are there problems/fallacies with identifying this person as LGBTQI? Your paper should be 4-5 typed pages. If you choose this assignment, it is due on January 24th at the beginning of class.

Research Assignment Option C – Queerness as Crime – For this research paper, examine one way in which “homosexuality” has been regarded as a crime. You could look into sodomy laws (Lawrence vs. Texas), military (Don’t Ask Don’t Tell), cross-dressing laws, or even into countries where it is illegal to be gay (India, Uganda, as examples). You can trace the decriminalization of these laws/policies, talk about why these policies were in place (what is behind these policies), what impact this had on queer individuals and communities, and what kind of organizing took place to repeal these policies. Your paper should be 4-5 typed pages. If you choose this assignment, it is due on February 3rd at the beginning of class.

Research Assignment Option D – Queers at the Margins – LGBTQI communities are not immune from reproducing oppression. Racism, sexism, classism, trans- and biphobia, ableism, and xenophobia are rampant within the queer community, reinforcing a white, middle-class, gay male identity. For this research paper, focus on queers at the margins. Discuss why the queer community reproduces oppression and what the consequences are for marginalized queers. You can focus more generally on say queer of Color or can look more specifically at how, for example, current immigration policies disproportionately harm queers of Color. Your paper should be 4-5 typed pages. If you choose this assignment, it is due on February 28th at the beginning of class.

Research Assignment Option E – Queers in Pop Culture/Media Representations – For this research paper, examine media representations of the queer community. Discuss if these recent images are liberatory or limited and why. Brief examples could include “The Shaws of Sunset,” “Modern Family,” “Sherlock,” “Skins,” “Glee,” “Six Feet Under,” “Orange is the New Black,” “True Blood,” the emergence of “homohop” and queer hip hop artists, and/or the popularization of the “DL” on talk shows like Tyra. Your paper should be 4-5 typed pages. If you choose this assignment, it is due on March 17th at the beginning of class.

Research Assignment Option F – Queer Politics and Activism – For this research paper, examine current forms of queer activism or politics. Discuss the goals, who is involved, what is at stake, and whether it is successful. You can focus on local forms of politics or smaller/local groups or tackle activism on a larger national or even international level. Examples could be an analysis of the It Gets Better Project, the appointment of the first gay bishop, gay marriage, hate crime legislation, eradication of DOMA, Transgender Day of Remembrance, passing of ENDA, among many other issues. Your paper should be 4-5 typed pages. If you choose this assignment, it is due on March 20th at the beginning of class.

Grade	Points	Percentage			
A	555-600	93-100%	C	435-464	73-77%
A-	543-554	90-92%	C-	417-434	70-72%
B+	525-542	88-89%	D+	405-416	67-69%
B	501-524	83-87%	D	357-404	60-66%
B-	477-500	80-82%	F	356 & Below	59% & Below
C+	465-476	78-79%			

**** General Guidelines for All Written Work ****

All papers or written work should be typed, in Times New Roman, 12 point font, double-spaced with 1" margins on all sides, and stapled. Assignments are due at the beginning of class – promptly at 9:30 a.m. – no late work will be accepted. Late papers or assignments will receive a zero. No emailed assignments will be accepted. Your work must be cited in MLA style and you must always give proper credit to the texts from which you draw and formulate your ideas. Title pages and bibliographies are not counted toward the minimum page requirements. Student information (name, assignment title, class) is single-spaced, at the top left-hand side of the page. Do not put extra spaces between paragraphs and paragraphs contain no less than four sentences. Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.' Papers should be written from an academic perspective – so no colloquial language please!

PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, COSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE 24 HOURS TO REEXAMINE THE ANSWERS OR THE WRITING THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME.

Instructor Notes:

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem.

Syllabus

You should be looking at your syllabus on a daily basis so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class!

**Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes.
These will be announced in advance in class. **

Week 1

Monday, January 6th: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

Tuesday, January 7th: Terminology? Who's Terminology?

Wednesday, January 8th: Terminology? Who's Terminology?

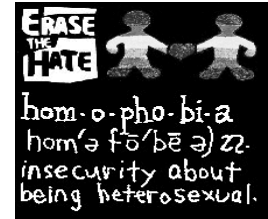
Readings: "LGBTQI Terminology"

Thursday, January 9th: Terminology? Who's Terminology?

Readings: "Things to Consider when Defining Sexual Orientation"

"Symbols of LGBT Movements," go to: <http://www.lambda.org/symbols.htm>

Friday, January 10th: No Class - Conference



Week 2

Monday, January 13th: No Class - Conference

Tuesday, January 14th: Heterosexual Privilege and Oppression

Readings: "Homophobia, Heterosexual Privilege, and Heterosexual Questionnaire"

Wednesday, January 15th: The Social Construction of (Homo)Sexuality

Readings: Serena Nanda, "Hijras: Neither Man nor Woman"

Thursday, January 16th: The Social Construction of (Homo)Sexuality

Readings: Paula G. Allen, "Lesbians in American Indian Cultures"

Friday, January 17th: Culture as Authenticity

Readings: J. Irvine, "A Place in the Rainbow"

Reflection Paper #1 Due on "A Place in the Rainbow"



Week 3

Monday, January 20th: No Class - Holiday

Tuesday, January 21st: Importance of Examining History

Readings: George Chauncey, "Introduction to Hidden from History"

Research Assignment Option A Due

Wednesday, January 22nd: History and Erasure

Readings: Nayan Shah, "Sexuality, Identity, and the Uses of History"

Queer Quad Group #1 on Shah article

Thursday, January 23rd: Starting with Stonewall

Readings: McGarry and Wasserman, "There's A Riot Goin' On"



Friday, January 24th: The Rise of Sexology

Readings: McGarry and Wasserman, "Labeling and Policing"

"Archaic Sex Laws," go to: <http://www.thetaskforce.org/issues/nondiscrimination/sodomy>

Research Assignment Option B Due

Week 4

Monday, January 27th: The "Invention" of Homosexuality

Readings: D'Emilio, "Capitalism and Gay Identity"

Reflection Paper #2 Due on Capitalism and Gay Identity

Tuesday, January 28th: Romantic Friendships and Mannish Lesbians

Readings: McGarry and Wasserman, "Early Women's Communities"

Wednesday, January 29th: The Harlem Renaissance

Readings: McGarry and Wasserman, "Out on the Town"

Thursday, January 30th: WW2 – Getting In, Fitting In

Readings: Erwin Haeberle, "Swastika, Pink Triangle, and Yellow Star"

Queer Quad Group #2 on Haeberle article

Friday, January 31st: Blue Discharges and the Foundations of DADT

Readings: "Lesbians and Gay Men in the U.S. Military: Historical Background" go to:

http://psychology.ucdavis.edu/rainbow/HTML/military_history.html



Week 5

Monday, February 3rd: Early Homophile Groups and McCarthyism

Readings: McGarry and Wasserman, "An Emerging Minority"

Research Assignment Option C Due

Tuesday, February 4th: The "Other Side" of the 50s

Readings: McGarry and Wasserman, "Lesbian Pulps"

McGarry and Wasserman, "Physiques"



Wednesday, February 5th: Toward "Homosexual Tolerance"

Thursday, February 6th: No School – Professional Development Day

Friday, February 7th: Wrap up and Review for Exam 1



Week 6

Monday, February 10th: Exam #1 – Part 1

Tuesday, February 11th: Exam #1 – Part 2

Wednesday, February 12th: Disco, Bathhouses, and Cruisin'

Readings: McGarry and Wasserman, "I Love the Night Life"

McGarry and Wasserman, "Cruising"



Thursday, February 13th: Gay Liberation; Sex as Politics

Readings: McGarry and Wasserman, "Gay Liberation"
John Rechy, "Sexual Outlaw"



Friday, February 14th: Gay Rights: Who's Rights?

Readings: McGarry and Wasserman, "Gay Rights"
"Combahee River Collective"

Reflection Paper #3 Due on "Combahee River Collective"

Week 7

Monday, February 17th: No Class – Professional Development Day

Tuesday, February 18th: Sexism: Where are the Lesbians?

Readings: Radicalesbians, "Women-Identified Women"
Queer Quad Group #3 on Radicalesbians



Wednesday, February 19th: Voices from Queers of Color

Readings: Essex Hemphill, "In the Life"
"Queers of Color"

Thursday, February 20th: Film: *Tongues Untied*

Friday, February 21st: Racism: Queers of Color Resist

Readings: "For Colored Boys Who Have Considered Suicide When the Rainbow is Still
Not Enough: Coming of Age, Coming Out, and Coming Home"

Week 8

Monday, February 24th: Uniting as a Gay Community?

Readings: Gloria Anzaldúa, "Bridge, Drawbridge, Sandbar, Island," on course website
Reflection Paper #4 Due on "Bridge, Drawbridge, Sandbar, Island"



Tuesday, February 25th: Working-Class Resistance

Readings: Amber Hollibaugh, "Queers without Money"
Elizabeth Clare, "Losing Home"

Wednesday, February 26th: Conservatism, the 1980s, and the Rise of AIDS

Readings: McGarry and Wasserman, "Confronting AIDS"

Thursday, February 27th: HIV and Transformations in the Gay Movement



Friday, February 28th: The Queer 90s

Readings: McGarry and Wasserman, "The Queer Nineties"

Research Assignment Option D Due

Week 9

Monday, March 3rd: Queer Theory

Readings: "Intro to Queer Theory"
"Queer Identity and Contestations of Queer"

Tuesday, March 4th: No Class – College Issues Day



Wednesday, March 5th: Queer Identities in Action

Readings: "Dr. Laura, Sit on My Face"

"Queer Kids Resist the Marriage Equality Agenda"

Thursday, March 6th: Bisexual Identities

Readings: Marjorie Garber, "Bisexualities"

"Strangers at Home"

Friday, March 7th: Bi Resistance

Readings: "Denying Complexity"

Reflection Paper #5 Due on "Denying Complexity"



Week 10

Monday, March 10th: (Trans)itioning to Queer

Readings: "We are all Works in Progress"

Tuesday, March 11th: Trans* Challenges and Responses

Readings: *Body Alchemy: Transsexual Portraits*

Jason Cromwell, "Queering the Binaries"

Wednesday, March 12th: TransPolitics

Readings: Dean Spade, "What's Wrong with Rights?"

Queer Quad Group #4 on What's Wrong with Rights

Thursday, March 13th: Queer Representations in the Media

Film: *Further Off the Straight and Narrow*

Friday, March 14th: Queer Representations in the Media

Film: *Further Off the Straight and Narrow*



Week 11

Monday, March 17th: It Gets Better?

Readings: "Coming Out in Middle School," go to:

<http://www.nytimes.com/2009/09/27/magazine/27out-t.html?pagewanted=all>

"For Many Marginalized People It Does Not Get Better,"

<http://www.usprisonculture.com/blog/2010/10/27/for-many-marginalized-youth-it-does-not-get-better/>

Research Assignment Option E Due

Tuesday, March 18th: Politics of Marriage

Readings: "Gay Marriage Map"

<http://www.washingtonpost.com/blogs/govbeat/wp/2013/12/19/map-new-mexico-becomes-the-17th-state-plus-d-c-to-legalize-same-sex-marriage/>

Wednesday, March 19th: Legal Triumphs

Readings: "ENDA" –

https://www.aclu.org/hiv-aids_lgbt-rights/employment-non-discrimination-act

"Obama Signs Hate Crime Legislation," go to

http://www.huffingtonpost.com/2009/10/28/hate-crimes-bill-to-be-si_n_336883.html



Thursday, March 20th: Youth and Immigration Activism

Readings: <http://www.autostraddle.com/immigration-reform-is-a-queer-trans-human-rights-issue-151082/>

****Bring Examples of Queer Activism to Share for Extra Credit****
Research Assignment Option F Due

Friday, March 21st: Wrap up and Review for Exam 2

Week 12

Monday, March 24th: Exam 2 (9:30-11:20)

