

# QUEER STUDIES

CES 257, Winter 2013

12:30-2:40 TTH, A206



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11:30-12:20 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 20<sup>th</sup> and early 21<sup>st</sup> centuries.

## Required Texts:

1. Meem, Deborah, Michelle Gibson and Jonathan Alexander. Finding Out: An Introduction to LGBT Studies. Los Angeles: Sage Publications, 2010.
2. Scholinski, Daphne. The Last Time I Wore a Dress: A Memoir. New York: Riverhead Books, 1997.  
\*\*There is a copy of both of these texts available on reserve at the front desk of the library. You can check the text out for two hour increments – so no excuses for not having access to the text\*\*
3. Additional articles or handouts are posted on the course website ([My BC](#) – under "shared documents") or distributed in class.  
\*\*I have scanned the first two days of readings and put them on the course website for students who are waiting to receive books from an online seller – so no excuses for not reading\*\*

## 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 sociologists 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 sociology 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 two 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 cell phones, blackberries, laptops, 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.
- **Distribution of Grades:** Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BC Web site.
- **Return of Papers and Tests:** Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

## 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 also note that your grades will be available 24/7 on [Jupitergrades.com](http://Jupitergrades.com). A generic ID # and password will be made available to you within the first week of the quarter under MYBC shared documents entitled "CES 257 Jupitergrades info." **Make sure you log on and check in frequently**, so you know exactly where you stand throughout the quarter. I will not respond to students who log on (for the first time) at the very end of the quarter to discuss a previous grade, absences, or other issues that should have been addressed early on. Be pro-active!\*\***

## Grading:

Grades are based on seven factors. (1) Participation and Discussion, (2) Historical Excavation Project, (3) Last Time I Wore a Dress Reflection Paper (4) In-Class work/assignments, guided film questions, or pop quizzes, (5) Weekly Seminar Papers, (6) Pop Culture Paper, and (7) Exams. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Historical Excavation Project	50 points
Last Time I Wore a Dress Reflection Paper	50 points
In-Class Work Activities/Film questions/ Pop Quizzes (5 at 10 points/each)	50 points
Weekly Seminar Papers (10 at 10 points/each)	100 points
Pop Culture Paper (100 points)	100 points
Exams (2 at 100 points/each)	200 points
<hr/> TOTAL	<hr/> 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 two 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. Historical Excavation Project: (50/600 points)

I want you to engage in a "queering" of the past by excavating the personal history of a LGBTQI person. I want this assignment to be beneficial for you, so if you are studying, for example, Jewish history or architecture or African American art, tailor your research to your field(s) of study. Make sure not to base all of your information on one website, because there is much misinformation produced on the web. Discuss why you think this person is LGBTQI (if they are not named as such) and what they have done that is important or noteworthy. You must write a 2-3 page write-up explaining their significance as well as why it is important to undertake this historical research. This assignment is due Thursday, January 31<sup>st</sup>.

### 3. Last Time I Wore a Dress Reflection Paper (50/600 points)

You will write a reflection paper on the text *Last Time I Wore a Dress* (due January 17<sup>th</sup>). The purpose of this reflection paper is to apply a critical lens and analysis to the content presented in this "text." Prompts will be provided and papers should be 2-3 pages long.

### 4. 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!).

**5. Weekly Seminar Papers (100/600 points):**

Since this is a discussion-based course, 10 times over the course of the quarter (roughly one per week), you will need to submit a 1 page typed seminar paper. Please note hand-written and late papers will not be accepted and will receive a 0 grade. The purpose of these papers is for you to make connections between the various readings and for me to make sure you are reading. These papers will also help to make our conversations more lively and informed. Each 1-page seminar paper should include the following: a reflection of the main theses, ideas, or key concepts of the articles read that week, 3-4 central questions that you have about the articles that you would like to talk about with your classmates (the questions should be thought-provoking, not "What did you think about the article," or "What is the author saying?"), and most importantly, connections between the articles. Seminar papers will be collected at the end of class as they can be used for reference or group work within the class period. Furthermore, I will allow students to use these seminar papers on the exams. I will hold on to all seminar papers until the day of the test, whereby papers will be redistributed.

**6. Pop Culture Paper: (100/600 points)**

The popular culture paper is intended for students to take the history, concepts, theories, etc. they are learning in this class and apply them to a current LGBT issues in popular culture. Examples of current pop culture analyses (meaning, not just your opinion) could be an examination of the It Gets Better Project, the popularization of the "DL" on talk shows like Tyra, the proliferation of terminology within the queer community (such as homoflexible) and the reasons behind the expansion of terms, the exoticization of Katoey in Thailand, the emergence of "homohop" and queer hip hop artists, the appointment of the first gay bishop, queer representation in popular television shows like *Glee* (any single ladies out there?), and many other queer events or issues. This assignment must be 6-7 pages in length and is due March 7<sup>th</sup>.

**7. Exams: (200/600 points)**

Over the course of the quarter, you will take two exams that integrate the course's lectures, films, activities, and readings. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice, short answer, and essay questions. Please note that you cannot make up missed exams. The first exam is on Tuesday February 5<sup>th</sup> during our class period and the second exam will be on Thursday, March 14<sup>th</sup>.

Grade	Points	Percentage
A	555-600	93-100%
A-	543-554	90-92%
B+	525-542	88-89%
B	501-524	83-87%
B-	477-500	80-82%
C+	465-476	78-79%

C	435-464	73-77%
C-	417-434	70-72%
D+	405-416	67-69%
D	357-404	60-66%
F	356 & Below	59% & Below

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.

## **\*\* 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 12:30 p.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!

### **General Grading Guidelines for Written Work:**

**A Paper** - An A paper shows me you're engaged with the readings, the media, and the lectures in class. It's a paper free from grammar and spelling errors, and a paper that demonstrated your command not only of the English language, but of the form and flow of a solid piece of written work. Your arguments are solid and backed up with intellectual ammunition. You've demonstrated a strong understanding of our readings and the in-class materials and how they intersect with one another.

**B Paper** – The B tells me you're doing very good work. You may have a few grammar issues, but your paper is still tidy and the writing is still strong. You have a relatively firm grasp on the themes in the course but you may not be as well versed in the readings or materials as you could be. Your understandings of some of the course materials are stronger than others, but I would like to see you challenge yourself a bit more with the course issues and themes.

**C Paper** – The C paper means that you're not as invested in the class as I'd like to see. Your writing is relatively weaker than it could be and you're not thinking as critically as I'd like you to. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

**D Paper** – A D paper is not proofread and it does not deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is no integration of material or questions raised in class. The course materials are not presented clearly, or at all. I will work closely with each of you as much as time allows.

### **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

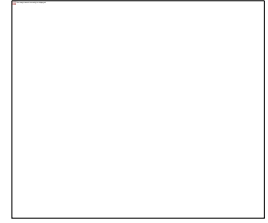
You should be looking at your syllabus on a daily basis so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class!

\*\*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

Thursday, January 3<sup>rd</sup>: Introduction to the Course and Terminology? Who's Terminology?

Go over syllabus; class introductions; beginning definitions



## Week 2:

Tuesday, January 8<sup>th</sup>: Heterosexual Privilege and Oppression

Readings: "Introduction to Finding Out," pp. 1-8

"Terminology" handout

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

"Homophobia, Heterosexual Privilege, and Heterosexual Questionnaire," on course website

"Things to Consider when Defining Sexual Orientation," on course website

"How Others have Defined Sexuality," course website

"Before Identity," pp. 11-23

**Seminar Paper #1 Due**



Thursday, January 10<sup>th</sup>: The Social Construction of (Homo)Sexuality

Readings: Serena Nanda, "Hijras: Neither Man nor Woman" on course website

Paula G. Allen, "Lesbians in American Indian Cultures," on course website

J. Irvine, "A Place in the Rainbow," on course website

Film Clips: Two Spirits: A Documentary, Katoey – The Ladyboys of Thailand, and The Aggressives

**Seminar Paper #2 Due**

## Week 3

Tuesday, January 15<sup>th</sup>: Sexual Identity versus Gender Identity

Readings: Last Time I Wore a Dress - all

"Gender Identity Disorder Diagnostic Criteria," on course website

"Christian Boot Camps," on course website

Film Clip: But I'm a Cheerleader



Thursday, January 17<sup>th</sup>: Importance of Examining History and Starting with Stonewall

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

George Chauncey, "Introduction to Hidden from History" on course website

McGarry and Wasserman, "There's A Riot Goin' On" on course website

"Judy Garland... A Gay Icon?" on course website

Hedda Lettuce, "A Birth at Stonewall," on course website

**\*Reflection Paper Due on *Last Time I Wore a Dress*\***



## Week 4

Tuesday, January 22<sup>nd</sup>: The Rise of Sexology and the "Invention" of Homosexuality

Readings: "Sexology," pp. 43-55

"Homosexed Art and Walt Whitman," pp. 231-237

"Oscar Wilde and Moral Panic," pp. 309-312





"Capitalism and Gay Identity," pp. 61-64

"Towards Liberation," pp. 65-67

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

Film Clip: Michael Wigglesworth (Out of the Past)

**Seminar Paper #3 Due**

**Thursday, January 24<sup>th</sup>: Romantic Friendships, Mannish Lesbians and the Harlem Renaissance**

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

"Radclyffe Hall," pp. 312-316

"Sir Charles Biron Judgement on *The Well of Loneliness*," pp. 328-329

McGarry and Wasserman, "Out on the Town" on course website

Eric Garber, "A Spectacle in Color" on course website

Film Clip: Sarah Orne Jewitt (Out of the Past)

Audio Clips: Sissy Man Blues

**Seminar Paper #4 Due**



**Week 5**

**Tuesday, January 29<sup>th</sup>: WWII: Getting in, Fitting in, the Conservative Backlash, and Emerging Homophile Groups**

Readings: "Towards Liberation," pp. 69-73

Erwin Haeberle, "Swastika, Pink Triangle, and Yellow Star" on course website

"Gays in the Military," pp. 101-103

"Military Discharge of Gays Rise," pp. 168-169

"McCarthy and the Purge of Perverts," pp. 73-77

McGarry and Wasserman, "An Emerging Minority," on course website

"Nature, Nurture, and Identity," pp. 121-126

"Lesbian Pulps and Gay Physiques," 269-280

"Ann Bannon," pp. 284-287



**Thursday, January 31<sup>st</sup>: Toward "Homosexual" Tolerance**

Readings: "Should Homosexuality Be Eliminated?" pp. 85-90

"James Baldwin," pp. 251-252

Film Clip: Bayard Rustin (Out of the Past)

**Wrap up and review for Exam #1**

**\*Historical Excavation Project Due\***

**Week 6**

**Tuesday, February 5<sup>th</sup>: Exam #1**

**Thursday, February 7<sup>th</sup>: Disco, Bathhouses, Cruisin', and Gay Liberation**

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

McGarry and Wasserman, "Cruising" on course website

"Stonewall and Beyond," pp. 91-94

McGarry and Wasserman, "Gay Liberation," on course website

John Rechy, "Sexual Outlaw," on course website

**Seminar Paper #5 Due**

**\*Pop Culture Proposal Due\***



## Week 7

**Tuesday, February 12<sup>th</sup>: Where are the Lesbians?**

- Readings: "Stonewall and Beyond," pp. 95-96  
"Women-Identified Women," pp. 106-110  
"LGT: A Story of Push and Pull," pp. 177-180  
McGarry and Wasserman, "Gay Rights" on course website  
"Combahee River Collective," pp. 110-117  
June Jordan, "Poem about my Rights," pp. 256-259

### Seminar Paper #6 Due

**Thursday, February 14<sup>th</sup>: Voices from Gays and Lesbians of Color**

- Readings: "Mapplethorpe and Riggs," pp. 316-319  
Essex Hemphill, "In the Life," on course website  
"Queer of Color," on course website  
"Intersectionalities," pp. 201-204  
Gloria Anzaldúa, "Bridge, Drawbridge, Sandbar, Island," on course website

Film: *Tongues Untied*



## Week 8

**Tuesday, February 19<sup>th</sup>: Working-Class Resistance and the Rise of AIDS**

- Readings: Amber Hollibaugh, "Queers without Money," pp. 192-196  
Dorothy Allison, "The Women Who Hate Me," pp. 260-267  
Elizabeth Clare, "Losing Home," on course website  
NGLTF, "Homeless Youth," go to: <http://www.thetaskforce.org/downloads/HomelessYouth.pdf>  
(Read pp. 8-23 in actual document or screen pp. 16-31)  
"Aids Activism and Antigay Backlash," pp. 96-101  
McGarry and Wasserman, "Confronting AIDS," on course website

Film Clip: *After Stonewall*

### Seminar Paper #7 Due

**Thursday, February 21<sup>st</sup>: The Queer 90s**

- Readings: McGarry and Wasserman, "The Queer Nineties," on course website  
"Q: Beyond Sexual Identity," pp. 183-187  
"Intro to Queer Theory," on course website  
"Queer Identity and Contestations of Queer," on course website

### \*Pop Culture Outline and Resources Due\*

## Week 9

**Tuesday, February 26<sup>th</sup>: Queer Identities in Action**

- Readings: "The Game of Alternative Life," pp. 428  
"Dr. Laura, Sit on My Face," on course website  
"Queer Kids Resist the Marriage Equality Agenda," on course website  
"Queers Read This: Why I Hate Straights," on course website

### Seminar Paper #8 Due



**Thursday, February 28<sup>th</sup>: Bisexual Identity and Resistance**

Readings: "Bisexual Erasure," pp. 180-183  
Marjorie Garber, "Bisexualities" on course website  
"Strangers at Home," on course website  
"Beyond Bisexuality" on course website  
"Denying Complexity," on course website

**Seminar Paper #9 Due**



**Week 10**

**Tuesday, March 5<sup>th</sup>: (Trans)itioning to Queer**

Readings: "How did the T Get in LGBT," pp. 196-198  
"Why the T is here to Stay," pp. 198-200  
"We are all Works in Progress," on course website  
*Body Alchemy: Transsexual Portraits*  
Jason Cromwell, "Queering the Binaries" on course website



**Thursday, March 7<sup>th</sup>: Queer Representations in the Media**

Readings: "Film and TV," pp. 345-357  
Film: Further Off the Straight and Narrow  
**\*Pop Culture Paper Due\***

**Week 11**

**Tuesday, March 12<sup>th</sup>: Queer Cyber-communities, Legal Triumphs, and Youth Activism**

Readings: "Queers on the Internet," pp. 373-383  
"Coming Out in Middle School," go to:  
<http://www.nytimes.com/2009/09/27/magazine/27out-t.html?pagewanted=all>  
"Gay Marriage Map" go to:  
<http://www.latimes.com/news/local/la-gmtimeline-fl,0,5345296.htmlstory>  
"Obama Signs Hate Crime Legislation," go to:  
[http://www.huffingtonpost.com/2009/10/28/hate-crimes-bill-to-be-si\\_n\\_336883.html](http://www.huffingtonpost.com/2009/10/28/hate-crimes-bill-to-be-si_n_336883.html)

**Extra Credit: Bring Examples of Queer Activism to Share!**

**Seminar Paper #10 Due**

**Thursday, March 14<sup>th</sup>: Exam #2**

