

# Queer Studies

SOC 257, Winter 2010  
11:30-12:20 Daily, L-124



Instructor: Dr. Lori Saffin  
Email: [lsaffin@bellevuecollege.edu](mailto:lsaffin@bellevuecollege.edu)  
Office Phone: (425) 564-2161  
Office Location: D110- I

Office Hours: 12:30- 1:30 daily  
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.
3. Additional articles or handouts are posted on the course website (My BC – under "shared documents") or distributed in class.

## 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 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 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.

## Grading:

Grades are based on six factors. (1) Participation and Discussion, (2) Historical Excavation Project, (3) In-Class work/assignments or pop quizzes (4) Film and Text Reflection Papers, (5) Pop Culture Paper, and (6) Exams. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Historical Excavation Project	75 points
In-Class Work Activities/Homework/	

Pop Quizzes (10 at 10 points/each)	100 points
Film and text reflection papers (2 at 25 points/each)	50 points
Pop Culture Paper	125 points
Exams (2 at 100 points/each)	200 points
<b>TOTAL</b>	<b>600 points</b>

## Description of the 6 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. Historical Excavation Project: (75/600 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 Friday, February 5<sup>th</sup>.

### 3. In-Class Work Activities/Homework/Pop Quizzes: (100/600)

Over the course of the quarter, you will be asked to either submit work that you have completed during the class session or be given homework in class to complete. *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!).

### 4. Film and Text Reflection Papers: (50/600 points)

You will write two reflection papers this quarter. One paper will be on the text *Last Time I Wore a Dress* (due January 22<sup>nd</sup>) and the other paper will be on the film *Tongues Untied*, which we will watch in class (due February 26<sup>th</sup>). The purpose of these reflection papers are to apply a critical lens and analysis to the content presented in these “texts.” Prompts will be provided for these reflection papers. Papers should be 2 pages long.

**5. Pop Culture Paper: (125/600 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 Proposition 8 and the overturning of gay marriage in California, the popularization of the “DL” on shows like Oprah and Tyra, the Adam Lambert AMA and American Idol controversy, 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 15<sup>th</sup>. 25 points of this paper are allotted to a proposal, outline, and bibliographic resources.

**6. 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 February 12<sup>th</sup> during our class period and the second exam will be on March 22<sup>nd</sup> during our scheduled exam time, so please plan ahead.

Grade	Points	Percentage
A	555-600	100–93%
A–	543-554	92–90%
B+	525–542	89–87%
B	501–524	86–83%
B–	477–500	82–80%

C+	465–476	79–77%
C	435–464	76–73%
C–	417–434	72–70%
D+	405–416	69–67%
D	357–404	66–60%
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 11:30 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!

## **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

#### Monday, January 4<sup>th</sup>: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

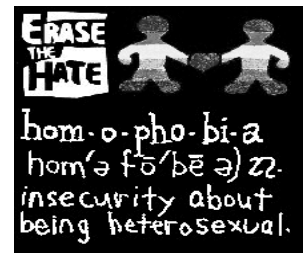
#### Tuesday, January 5<sup>th</sup>: Terminology? Who's Terminology?

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

"Terminology" handout

"Symbols of LGBT Movements," go to:

<http://www.lambda.org/symbols.htm>



#### Wednesday, January 6<sup>th</sup>: Heterosexual Privilege and Oppression

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

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



#### Thursday, January 7<sup>th</sup>: Importance of Self-Identification

Readings: "How Others have Defined Sexuality," course website



## Film Clip – South Park

Friday, January 8<sup>th</sup>: Terminology and “Before (Queer) Identity”

Readings: “Before Identity,” pp. 11-23

### Week 2

Monday, January 11<sup>th</sup>: The Social Construction of (Homo)Sexuality

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

Tuesday, January 12<sup>th</sup>: The Social Construction of (Homo)Sexuality (continued)

Readings: Paula G. Allen, “Lesbians in American Indian Cultures,” on course website



Wednesday January 13<sup>th</sup>: Two-Spirit Identities

Film (tentative): Two Spirits: A Documentary

Thursday, January 14<sup>th</sup>: The Significance of Multidimensionality

Readings: J. Irvine, “A Place in the Rainbow,” on course website

Friday, January 15<sup>th</sup>: Creating Alternatives Identities within “the” Gay Community

Film clip – The Aggressives

*\*Note: You should begin reading Last Time I Wore a Dress\**

### Week 3

Monday, January 18<sup>th</sup>: No Class – Holiday

Tuesday, January 19<sup>th</sup>: Sexual Identity versus Gender Identity

Readings: Last Time I Wore a Dress pp. ix-102

“Gender Identity Disorder Diagnostic Criteria,” on course website



Wednesday, January 20<sup>th</sup>: Sexual Identity versus Gender Identity

Readings: Last Time I Wore a Dress pp. 103-207



Thursday, January 21<sup>st</sup>: Ex-Gay Ministries

Readings: “Christian Boot Camps,” on course website

Film: But I’m a Cheerleader

Friday, January 22<sup>nd</sup>: Curing Homosexuality by Relearning Gender

Film: But I’m a Cheerleader

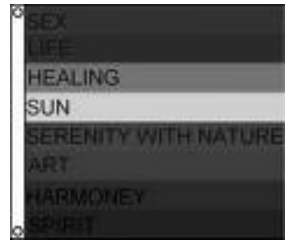
*\*Reflection Paper Due on Last Time I Wore a Dress\**

### Week 4

Monday, January 25<sup>th</sup>: Importance of Examining History

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

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



**Tuesday, January 26<sup>th</sup>: Starting with Stonewall**

**Readings:** McGarry and Wasserman, "There's A Riot Goin' On" on course website  
"Judy Garland... A Gay Icon?" on course website

**Wednesday, January 27<sup>th</sup>: Fighting Back**

**Readings:** Hedda Lettuce, "A Birth at Stonewall," on course website  
"The Stonewall Riot and Its Aftermath," go to:  
<http://www.columbia.edu/cu/lweb/eresources/exhibitions/sw25/case1.html>



**Thursday, January 28<sup>th</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  
**Film Clip:** Michael Wigglesworth (Out of the Past)

**Friday, January 29<sup>th</sup>: Sodomy and the Right to Privacy**

**Readings:** "Towards Liberation," pp. 65-67  
"Archaic Sex Laws," go to:  
<http://www.thetaskforce.org/issues/nondiscrimination/sodomy>

**Week 5**

**Monday, February 1<sup>st</sup>: From Romantic Friendships to Mannish Lesbians: The 20's-30's**

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



**Tuesday, February 2<sup>nd</sup>: No Class – Professional Development Day**

**Wednesday, February 3<sup>rd</sup>: The Harlem Renaissance and the Blues**

**Readings:** McGarry and Wasserman, "Out on the Town" on course website  
Eric Garber, "A Spectacle in Color" on course website  
**Audio Clips:** Sissy Man Blues

**Thursday, February 4<sup>th</sup>: WWII: Getting in, Fitting in, and the Conservative Backlash**

**Readings:** "Towards Liberation," pp. 69-73  
Erwin Haeberle, "Swastika, Pink Triangle, and Yellow Star" on course website



**Friday, February 5<sup>th</sup>: Blue Discharges to Don't Ask Don't Tell**

**Readings:** "Gays in the Military," pp. 101-103

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

"Military Discrimination," go to:

<http://www.thetaskforce.org/issues/nondiscrimination/military>

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

[http://psychology.ucdavis.edu/rainbow/HTML/military\\_history.html](http://psychology.ucdavis.edu/rainbow/HTML/military_history.html)

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

**Week 6**

**Monday, February 8<sup>th</sup>: Early Homophile Groups**

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

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



**Tuesday, February 9<sup>th</sup>: The "Other" Side of the 50s**

**Readings:** "Nature, Nurture, and Identity," pp. 121- 126

"Lesbian Pulp and Gay Physiques," 269-280

"Ann Bannon," pp.



284-287

**Wednesday, February 10<sup>th</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)



**Thursday, February 11<sup>th</sup>: Wrap up and review for Exam #1**

**Friday, February 12<sup>th</sup>: Exam #1**

**Week 7**

**Monday, February 15<sup>th</sup>: No Class - Holiday**



**Tuesday, February 16<sup>th</sup>: Disco, Bathhouses, and Cruisin'**

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

McGarry and Wasserman, "Cruising" on course website

**Wednesday, February 17<sup>th</sup>: Gay Liberation and Gay Power**

**Readings:** "Stonewall and Beyond," pp. 91-94

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

John Rechy, "Sexual Outlaw," on course website

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

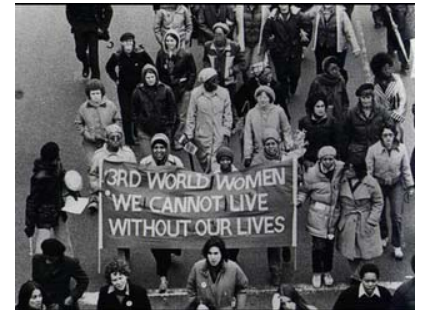


**Thursday, February 18<sup>th</sup>: Where are the Lesbians?**

**Readings:** "Stonewall and Beyond," pp. 95-96  
"Women-Identified Women," pp. 106-110  
"LGT: A Story of Push and Pull," pp. 177-180

**Friday, February 19<sup>th</sup>: Gay Rights: Who's Rights?**

**Readings:** McGarry and Wasserman, "Gay Rights" on course website  
"Combahee River Collective," pp. 110-117  
June Jordan, "Poem about my Rights," pp. 256-259



**Week 8**

**Monday, February 22<sup>nd</sup>: Voices from Gay Men of Color**

**Readings:** "Mapplethorpe and Riggs," pp. 316-319  
Essex Hemphill, "In the Life," on course website  
"Queer of Color," on course website  
**Film: Tongues Untied** (55 minutes... so be there on time!)



**Tuesday, February 23<sup>rd</sup>: Uniting as a Gay Community?**

**Readings:** "Intersectionalities," pp. 201-204  
Gloria Anzaldúa, "Bridge, Drawbridge, Sandbar, Island," on course website

**Wednesday, February 24<sup>th</sup>: Working-Class Resistance**

**Readings:** Amber Hollibaugh, "Queers without Money," pp. 192-196  
Dorothy Allison, "The Women Who Hate Me," pp 260-267

**Thursday, February 25<sup>th</sup>: The Repercussions of Losing Home**

**Readings:** 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



**Friday, February 26<sup>th</sup>: Conservatism and the 1980s**

**Readings:** "Aids Activism and Antigay Backlash," pp. 96-101  
McGarry and Wasserman, "Confronting AIDS," on course website



**\*Reflection Paper Due on Tongues Untied\***

**Week 9**

**Monday, March 1<sup>st</sup>: HIV and Transformations in the Gay Movement**

Film Clip: *After Stonewall*

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

**Tuesday, March 2<sup>nd</sup>: The Queer 90s**

**Readings:** McGarry and Wasserman, "The Queer Nineties," on course website  
"Q: Beyond Sexual Identity," pp. 183-187



**Wednesday, March 3<sup>rd</sup>: Intro to Queer Theory and Queer Identities**

**Readings:** "Intro to Queer Theory," on course website  
"Queer Identity and Contestations of Queer," on course website

**Thursday, March 4<sup>th</sup>: No Class – College Issues Day**

**Friday, March 5<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



**Week 10**

**Monday, March 8<sup>th</sup>: Bisexual Identity**

**Readings:** "Bisexual Erasure," pp. 180-183  
Marjorie Garber, "Bisexualities" on course website



**Tuesday, March 9<sup>th</sup>: Bisexuals in the Queer Movement**

**Readings:** "Strangers at Home," on course website  
"Beyond Bisexuality" on course website

**Wednesday, March 10<sup>th</sup>: Bisexual Resistances**

**Readings:** "Denying Complexity," on course website



**Thursday, March 11<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

**Friday, March 12<sup>th</sup>: Trans\* Challenges and Responses**

**Readings:** *Body Alchemy: Transsexual Portraits*  
Jason Cromwell, "Queering the Binaries" on course website



**Week 11**

**Monday, March 15<sup>th</sup>: Queer Representations in the Media**

Film: Further Off the Straight and Narrow

**\*Pop Culture Paper Due\***

**Tuesday, March 16<sup>th</sup>: Queer Representations in the Media**

**Readings:** "Film and TV," pp. 345-357

**Film:** Further Off the Straight and Narrow (continued)



**Wednesday, March 17<sup>th</sup>: Queer Cyber -communities**

**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?\\_r=1&pagewanted=1&partner=rss&emc=rss](http://www.nytimes.com/2009/09/27/magazine/27out-t.html?_r=1&pagewanted=1&partner=rss&emc=rss)

**Film Clip:** Glee

**Thursday, March 18<sup>th</sup>: Recent Legal Triumphs**

**Readings:** "Gay Marriage Map (as of November 4, 2009)" go to:

[http://www.thetaskforce.org/downloads/reports/issue\\_maps/rel\\_recog\\_11\\_4\\_09\\_color.pdf](http://www.thetaskforce.org/downloads/reports/issue_maps/rel_recog_11_4_09_color.pdf)

"Obama Signs Hate Crime Legislation," go to:

[http://www.hrc.org/laws\\_and\\_elections/5660.htm](http://www.hrc.org/laws_and_elections/5660.htm)

**Friday, March 19<sup>th</sup>: Queer Youth Activism**

**Bring Examples of Queer Activism to Share!**

## **Week 12**

**Monday, March 22<sup>nd</sup>: Exam #2 (11:30 – 1:20)**

