

# QUEER STUDIES

CES 257, Winter 2018  
11:30-12:20 M-TH, R-102



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## Course Introduction:

Welcome to Queer Studies! This is an introduction to the discipline of Queer and LGBT (Lesbian, Gay, Bisexual, and Transgender) Studies. In this course, students will survey scholarship on sexual and gender politics in numerous academic areas and explore concepts basic to the field. One of the central premises of this class is that “sex” is not just a private experience or category, but a profoundly political and public question that has important implications in social, legal, economic, and cultural spheres. We will examine how questions pertaining to sexual orientation and gender expression are inter-connected with other identity categories, such as race, ethnicity, nationality, and class. This course will critically examine the social understandings of sexual identity and the powerful role that it plays in the arenas of family, personal relationships, the criminal justice system, the economy, work, the media, and the health care system. Through an examination of the history of sexuality, we will interrogate the ways in which heterosexism and cissexism permeate a variety of institutions in the public sphere.

## 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.

Furthermore, I am taking it as a given that there are different levels of knowledge and experience in this classroom surrounding queer identities and queer academic inquiry. Therefore, I will not make assumptions about your level of knowledge of the field of LGBTQ Studies. I hope that you will do the same and allow your fellow classmates to ask questions and make mistakes in the name of learning. The only assumption that I am making is that *your presence in this class implies your commitment to anti-homophobic, anti-sexist, anti-transphobic, and anti-racist inquiry*. While I encourage difference of opinion (from the text under consideration, the instructor, or a point of view expressed by a classmate), I expect you to be respectful and civil. Any form of bigotry will not be tolerated.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours per day (before and after my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about this classroom environment: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

Additionally, since this course is a survey of the theories and research that have come out of Sociology and CES as academic disciplines, we will use the social categories that have been thoroughly researched. We will often refer to "women" and "men" in our class as well as the research data about "women" and "men." Although these categories are clearly and obviously socially-constructed (and in fact limiting and restrictive), they do have very real and significant social meaning in our culture. Thus, these categories will be referred to often in this course.

## 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 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 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.

## Students with Disabilities:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [asn@bellevuecollege.edu](mailto:asn@bellevuecollege.edu) or 425.564.2764. ASN is located in the Library Media Center in D125. [www.bellevuecollege.edu/autismspectrumnavigators/](http://www.bellevuecollege.edu/autismspectrumnavigators/)

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

## Grading:

Grades are based on **six factors**. (1) Participation and Discussion, (2) Daily Notecards on the Readings, (3) In-Class Activities, (4) Exams, (5) Seminar Group Work, (6) and Personal Reflection Homework. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Daily Notecards on Readings (10 at 10 points/each)	100 points
In-class activities (10 at 10 points/each)	100 points
Exams (2 at 100 points/each)	200 points
Queer Visibility Project	100 points
Personal Reflection Homework (5 at 10 points/each)	50 points

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**TOTAL 600 points**

<i><b>Grade</b></i>	<i><b>Points</b></i>	<i><b>Percentage</b></i>
<i>A</i>	<i>555-600</i>	<i>93-100%</i>
<i>A-</i>	<i>537-554</i>	<i>90-92%</i>
<i>B+</i>	<i>525-536</i>	<i>88-89%</i>
<i>B</i>	<i>495-524</i>	<i>83-87%</i>
<i>B-</i>	<i>477-494</i>	<i>80-82</i>

<i><b>Grade</b></i>	<i><b>Points</b></i>	<i><b>Percentage</b></i>
<i>C+</i>	<i>465-476</i>	<i>78-79%</i>
<i>C</i>	<i>435-464</i>	<i>73-77%</i>
<i>C-</i>	<i>417-434</i>	<i>70-72%</i>
<i>D+</i>	<i>405-416</i>	<i>68-69%</i>
<i>D</i>	<i>357-404</i>	<i>60-67%</i>
<i>F</i>	<i>356 &amp; Below</i>	<i>59% &amp; Below</i>

## DESCRIPTION OF 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. As mentioned under *General Course Rules and Expectations*, 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. Furthermore, disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. See the *General Course Rules and Expectations* for details about what is considered disruptive behavior. Do not take this portion of your grade lightly!

### 2. Daily Notecards on the Readings: (100/600 points; 10 points each)

For each day that a reading is assigned, you will need to submit a notecard about the readings for that day. If there are multiple readings, you must write on all readings assigned on a given day. At the beginning of each class period, I will collect your notecard. Notecards must be turned in **at the start of class at 11:30 – late notecards will not be accepted** and **I will not accept notecards submitted at the end of the class period.** The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance, although they won't always be graded. *So if you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that day.* Ten times during the quarter, however, I will announce at the beginning of class that "your notecards will be graded today." For those graded notecards, you will receive a score of between 0 and 10. Notecards must follow a particular format, as described below, and must include your name, date, title of the article and author, a minimum of 5-6 sentences providing the thesis (or main ideas) of the article, and any definitions or key terms that is discussed in the reading. **You can use your notecards (and only your notecards) on your exams** - so spending some time now defining key terms, identifying major themes, and providing examples for yourself will help you when the exam comes. The guidelines for submitting your notecards are as follows:

NAME	DATE
TITLE OF READING (pg. #s) & AUTHOR	
THESIS or Main Ideas presented in the reading- a minimum of 5-6 sentences or bullet points describing the main arguments of the article	
List/Define any Key terms discussed in reading	

### 3. In-Class Activities and Homework Assignments: (10/600 points; 10 points each)

Over the course of the quarter, you will be asked a total of 10 times to submit work that you have completed during the class session. These in-class activities most often occur in groups. **They 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.

### 4. Exams: (200/600 points; 100 points each)

Over the course of the quarter, you will take two exams that integrate the course's in-class activities (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and short answer questions. Please note that you cannot make up

missed exams. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive.

### **5. Queer Visibility Project (100/600 points)**

You are going to engage in your own activism through a Queer Visibility Project. This assignment can be done individually or as a pair. You need to pick a contemporary political issue impacting the queer community that you are interested in learning more about and are passionate about. This could be queer homelessness, violence against transfolks, queer media representation, Seattle (or Bellevue) specific resources, etc. Your activism can be creative, educational, can be a video... the only limit is that it needs to center around queerness and politics now. Do what you want! Be creative! Be engaging! You will be working on this over the course of the quarter and will present your project to the class in the last week. Bring your work to class for your peers to look at!

### **6. Personal Reflection Homework (100/600 points; 10 points each):**

Over the course of the quarter, you will complete homework assignments that require you to reflect on the course material. The goal of these assignments is to personalize course content. You should do your best to address every assignment thoughtfully, clearly, and completely. Homework will be graded not only on completeness (Did you adequately address all the components of the assignment?), but also thoughtfulness (Does your assignment show that you thought hard about the topic, or did you give the topic just a little superficial attention?). Homework assignments vary in length - some may be a paragraph long, others will be 1-2 pages (but always typed and double-spaced). Please note that I will not accept late homework, so homework that is not handed in on time will receive a **zero** grade. Additionally, I will not accept homework that isn't typed (unless I've specifically mentioned that it can be handwritten).

### **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!

### **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!

**\*\*Although 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

### Tuesday, January 2<sup>nd</sup>: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

### Wednesday, January 3<sup>rd</sup>: Terminology? Whose Terminology?

Readings: "LGBTQIA Glossary"

### Thursday, January 4<sup>th</sup>: Terminology? Whose Terminology?

Readings: "LGBTQIA Symbols"



## Week 2

### Monday, January 8<sup>th</sup>: Privilege and Oppression

Readings: "10 Examples of Straight Privilege"

<https://everydayfeminism.com/2015/03/examples-straight-privilege/>

"Bisexuals, Passing and Straight Privilege"

[https://www.huffingtonpost.com/zachary-zane/bisexuals-passing-and-straight-privilege\\_b\\_9374272.html](https://www.huffingtonpost.com/zachary-zane/bisexuals-passing-and-straight-privilege_b_9374272.html)



### Tuesday, January 9<sup>th</sup>: Cis Privilege and Oppression

Readings: "Dismantling Cissexual Privilege," go to:

<http://www.faculty.umb.edu/heike.schotten/readings/Serano,%20Dismantling%20Cissexual%20Privilege.pdf>

### Wednesday, January 10<sup>th</sup>: The Social Construction Sexuality

Readings: "Hijras: Neither Man nor Woman"

**Personal Reflection Paper #1 Due by 11:30 am on Canvas**



### Thursday, January 11<sup>th</sup>: The Social Construction Sexuality

Readings: "8 Things You Should Know about Two-Spirit People"

<https://indiancountrymedianetwork.com/culture/social-issues/8-misconceptions-things-know-two-spirit-people/>



## Week 3

### Monday, January 15<sup>th</sup>: **No School**

### Tuesday, January 16<sup>th</sup>: History and Erasure

Readings: "LGBT History Month is as Whitewashed as Tom Sawyer's Fence" - <https://www.lgbtqnation.com/2017/10/lgbt-history-month-whitewashed-tom-sawyers-fence/>

### Wednesday, January 17<sup>th</sup>: Starting with Stonewall

Readings: "There's A Riot Goin' On"

Begin discussion of your Queer Visibility Project





**Thursday, January 18<sup>th</sup>: The Rise of Sexology**

Readings: "Labeling and Policing"

"Why Sodomy Laws Matter,"

<https://www.aclu.org/other/why-sodomy-laws-matter>



**Week 4**

**Monday, January 22<sup>nd</sup>: The "Invention" of Homosexuality**

Readings: "Capitalism and Gay Identity"

Personal Reflection Paper #2 Due by 11:30 am on Canvas

**Tuesday, January 23<sup>rd</sup>: Romantic Friendships and Boston Marriages**

Readings: "Early Women's Communities"



**Wednesday, January 24<sup>th</sup>: The Harlem Renaissance**

Readings: "Out on the Town"

Watch: **Before Stonewall 1 (7:37-13:28)**

<https://archive.org/details/beforestonewallthemakingofagayandlesbiancommunity>

**Thursday, January 25<sup>th</sup>: WW2 – Getting In, Fitting In**

Watch: **Before Stonewall 1 (15:20-end) and 2 (beginning to 13:24)**

<https://archive.org/details/beforestonewallthemakingofagayandlesbiancommunity>

**Week 5**

**Monday, January 29<sup>th</sup>: Early Homophile Groups and McCarthyism**

Readings: "An Emerging Minority"

Watch: **Before Stonewall 2 (13:25- end)**

<https://archive.org/details/beforestonewallthemakingofagayandlesbiancommunity>



**Tuesday, January 30<sup>th</sup>: The "Other Side" of the 50s**

Readings: "Lesbian Pulps"

"Physiques"



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

Personal Reflection Paper #3 Due by 11:30 am on Canvas

**Thursday, February 1<sup>st</sup>: Wrap up and Review for Exam 1**

**Exam #1 is due Friday, February 2<sup>nd</sup> by 11:59 pm**

**Week 6**

**Monday, February 5<sup>th</sup>: Disco, Bathhouses, and Cruisin'**

Readings: "I Love the Night Life"

"Cruising"

**Tuesday, February 6<sup>th</sup>: Sex as Politics**

Readings: "Gay Liberation"

John Rechy, "Sexual Outlaw"



**Wednesday, February 7<sup>th</sup>: Gay Rights: Who's Rights?**

Readings: "Gay Rights"

Watch: **After Stonewall (beginning – 24:42)**

<http://putlockers.fm/watch/kvYwwNGb-after-stonewall.html>





Thursday, February 8<sup>th</sup>: **No School**

## **Week 7**

Monday, February 12<sup>th</sup>: **Voices from Queers of Color**

Readings: "In the Life"  
"Queers of Color"  
"Combahee River Collective"



Tuesday, February 13<sup>th</sup>: **Voices from Queers of Color**

Watch: **Tongues Untied**; Discussion Questions due

<https://archive.org/details/Tongues.Untied.1989.480p.MPEG4.Visual.MP3.SPA>



Wednesday, February 14<sup>th</sup>: **Uniting as a Gay Community?**

Readings: "Bridge, Drawbridge, Sandbar, Island," on course website

Thursday, February 15<sup>th</sup>: **Working-Class Resistance**

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

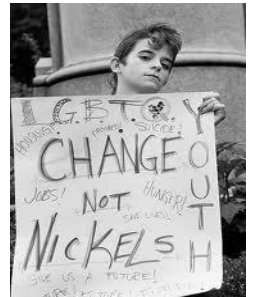
## **Week 8**

Monday, February 19<sup>th</sup>: **No School**

Tuesday, February 20<sup>th</sup>: **Conservatism, the 1980s, and the Rise of AIDS**

Readings: "Confronting AIDS"  
Watch: **After Stonewall (27:33-36:48)**

<http://putlockers.fm/watch/kvYwwNGb-after-stonewall.html>



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

Readings: "The Queer Nineties"



Thursday, February 22<sup>nd</sup>: **Queer Politics**

Personal Reflection Paper #4 Due by 11:30 am on Canvas



## **Week 9**

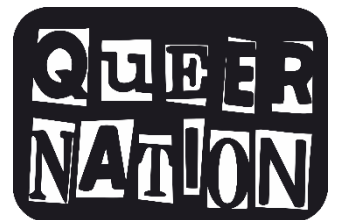
Monday, February 26<sup>th</sup>: **Queer Theory**

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

Tuesday, February 27<sup>th</sup>: **Queer Identities in Action**

Readings: "Dr. Laura, Sit on My Face"  
"Queer Kids Resist the Marriage Equality Agenda"

Watch: **I Want a Dyke for President**  
<https://www.youtube.com/watch?v=y6DgawQdSIQ>



Wednesday, February 28<sup>th</sup>: **Bisexual Identities**

Readings: Marjorie Garber, "Bisexualities"  
"Strangers at Home"

Thursday, March 1<sup>st</sup>: **Bi Resistance**

Readings: "Denying Complexity" (attempt to read through pp. 226)



## Week 10

**Monday, March 5<sup>th</sup>: Trans and Queer Issues**

**Readings:** "We are all Works in Progress"

**Watch:** Transformations

<https://www.youtube.com/watch?v=qA5fNBQNVyE>

**Personal Reflection Paper #5 Due by 11:30 am on Canvas**

**Tuesday, March 6<sup>th</sup>: No School – Work on Queer Visibility Projects**

**Wednesday, March 7<sup>th</sup>: Trans\* Challenges and Responses**

**Readings:** Debunking TransWomen are not Women Arguments

<https://medium.com/@juliaserano/debunking-trans-women-are-not-women-arguments-85fd5ab0e19c>

**Thursday, March 8<sup>th</sup>: Trans Politics**

**Readings:** Detransition, Desistance, and Disinformation

<https://medium.com/@juliaserano/detransition-desistance-and-disinformation-a-guide-for-understanding-transgender-children-993b7342946e>



## Week 11

**Monday, March 12<sup>th</sup>: Queer Visibility Project Due - Bring your work to share**

**Tuesday, March 13<sup>th</sup>: Queer Activism**

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

**Wednesday, March 14<sup>th</sup>: Immigration Activism**

**Readings:** "How to Make Prisons Disappear"

[https://prisonpolitics.files.wordpress.com/2013/05/nair\\_prisonsdisappear.pdf](https://prisonpolitics.files.wordpress.com/2013/05/nair_prisonsdisappear.pdf)

**Thursday, March 15<sup>th</sup>: Do Black Lives Matter?**

**Watch:** Queerness on the Front Lines of BLM

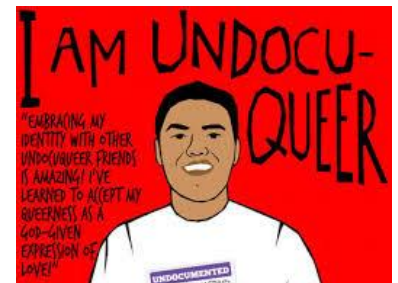
<https://www.youtube.com/watch?v=0YHs9jIH-oo>



## Week 12

**Monday, March 19<sup>th</sup>: Wrap up and review for Exam 2**

**Exam is due by 11:59 pm tonight on Canvas**



fuck it.