

QUEER STUDIES

CES 257, Winter 2020
12:30-1:20 M-TH, L-214



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Office Hours: 10:30-11:20 M-TH
and by appointment

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:

Heath Fogg Davis. *Beyond Trans: Does Gender Matter?* New York University Press, 2017.
ISBN# 978-1-4798-5540-7

All articles and readings can be found on Canvas under “Files.” Titles are listed alphabetically.

Structure and Learning Atmosphere of this Class:

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 will be expected to observe the world, read, reflect on how the course material relates to your own life, write, share with others, 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.

You should know that class time will *NOT* be spent regurgitating the reading material. You will be expected to do readings, watch videos, and complete assignments outside of class time. During class, we will be doing interactive things – having discussions, doing activities, watching short film clips, engaging in small groups, and applying what we have learned from the readings and videos. In order to make the structure of this class successful, you need to come prepared physically and mentally to class. If you don’t, not only will you be lost, but this is a disservice to the class because we do not get to benefit from your insights!

A note about course content: We will sometimes talk about provocative, heated, political, or controversial material in class. These topics can often make us uncomfortable, angry, or offended. Please be advised that when we explore controversial topics they will always be framed in an academic context. What is essential for our class to be successful is that we approach one another with respect, an open mind, and allow for difference, even if it conflicts with our personal values. No one, including myself, is asking you to endorse or adopt a viewpoint; rather, we need to be open to the free-flow and exchange of information and perspectives, so that we can all learn and grow from one another. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. 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.

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.

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 an inclusive classroom environment and confidentiality: 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.

Furthermore, it is important that, as a community of learners, we build trust in one another. With that in mind, it is important to respect your classmates. Part of respecting them involves confidentiality. *What is said in this classroom is to remain in this classroom.*

Learning and Course Outcomes:

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

- Critically examine and reflect upon how heterosexism and cissexism are institutionalized in American society.
- Apply key concepts and theories of queer and LGBTQ studies to a broad spectrum of historical, political, and social issues.
- Analyze the ways queerness functions in one's everyday experiences and how queer identity is also impacted by race, ethnicity, class, gender, and ability

Course Expectations:

In order for us to have a successful, respectful, open, engaging, and cooperative learning environment, we all need to be conscious of our own behavior, recognize the impacts that we can have on others, and have a common understanding of what positively contributes to our overall class dynamics and what hinders and hurts it. The following are some of the basic expectations that serve as the foundation of our class culture.

Preparation. In order for this class to be successful, we all need to come prepared to class each day.

Me: My goal is for you to learn and succeed in this class. I will spend time preparing, structuring, organizing, devising activities/assignments, lecturing, and answering questions in the most transparent and engaging way I can.

You: You need to come to class having done the assigned work and you should always bring the proper supplies with you. You should be looking at what is due on a daily basis and planning your workload accordingly. You should be checking Canvas regularly.

Promptness. In order for this class to be successful, we all need to be timely and respectful of each other's time.

Me: I will be to class on time and I commit to returning your work to you in a timely, reasonable fashion (my rule is you will get all work returned in 7 business days, although the vast majority of work is returned sooner than that). I will respond to your questions and emails promptly as well (usually within 24 hours).

You: You need to come to class on time as well. When you arrive late, it hurts not only yourself (you are missing information) but also your classmates (it is disruptive). I certainly understand that sometimes "life happens" but repetitive, habitual lateness or leaving class early is a sign of disrespect to our class and it will affect the participation portion of your course grade (3 late arrivals or leaving early = one absence).

You also need to turn your work in on time. Due dates for all assignments are noted on the Course Calendar (beginning on page 8) in this syllabus as well as on Canvas. Any assignments that I ask you to submit in class are due at the beginning of the class period. In terms of late work, you will receive 2 laminated "passes" that grant you an additional 24-hours to get work in (if the assignment is due on Thursday at 12:30 pm, this means it needs to be submitted by Friday at 12:30 pm). You still have to do the work – the pass gives you a time extension, not free points. Please note that you cannot use a pass on exams. If you want to use your late pass, hand in your pass at the beginning of class and I will record it. I will need to have received your late pass in order to grade your assignment.

Attendance and Class Engagement. In order for this class to be successful, we all need to consistently come to class and be mentally prepared to engage.

Me: I will be in class every day unless there is an illness or emergency, in which case I will email you prior to class via Canvas to let you know that class will be cancelled and inform you of any adjustments to the schedule or assignments due. In class, when you are speaking, you'll have my full attention. I will also be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern, and I encourage you to advocate for your own needs. If my office hours are not convenient for you, we can schedule an appointment that fits both of our schedules. Just email me and we can set something up.

You: You need to be in class every day (physically present) and actively engaged (mentally present). You need to be participating and involved as much as you possibly can in class as this positively contributes to our overall classroom culture. Because your presence is so important to our class, your attendance and class engagement is part of your final grade in this course. Please see the "Description of Grading Components" (on page 6) to understand what goes into calculation of your attendance and participation grade. You need to get the contact information of a couple of classmates so that if you are absent you can get the information you missed.

If you know you are going to be absent: You are still responsible for getting your work in on time. You can work ahead and turn work in early. You should connect with a classmate to get notes we went over in class and ask them to get any handouts for you. You should also see if this classmate can message you to let you know if there was any additional assignments, videos, or other things not noted on the syllabus that you should complete. If you are absent because of a doctor's appointment, surgery, a scheduled, college-approved event (ex: if you are a student athlete and traveling for a

game), or work-related issues, provide me with documentation prior to the absence and I can excuse this absence. Religious observances will be excused – just let me know.

If something comes up/family emergency/illness and you are going to be absent: You should email me before the start of class to let me know that you will not be in class and then contact a classmate to let them know that they need to get notes for you. You can use your late pass to get any work that you did not get done on time in. If you are ill and miss more than three days, provide me with a doctor's note so that I can excuse your absences.

Please note that **in-class activities can only be made up for excused absences**. Vacations, going to a wedding or visiting a friend, transportation issues (car won't start or missed the bus), alarm malfunctions or not hearing your alarm, etc. are not excused!

Furthermore, while you are in class, I would like you to focus on our class. This means that all electronic devices should be put away, unless I prompt you to use them. If you need a laptop to take notes, or if you need technology for any other reason, I would like for you to talk to me about it. Texting, excessive talking, or other disruptive behavior is disrespectful to our class, so your participation grade will be affected by these types of behaviors. Please just use common sense and be respectful of our class.

Quality Work. In order for this class to be successful, we need to have high expectations of each other.

Me: I want you to succeed in this class (as well as in school in general!) I will have high expectations for you and know that will the right support and help (if it is needed) that you can and will succeed. I will do my best to provide you with that support. I also will work very hard to make this class as successful as possible by choosing course materials and assignments that are interesting and engaging and striving to bring my best to class every day.

You: I expect you to bring your best self as well. When reading, completing assignments, or making comments, I want you to do your personal best by showing that you have read, displaying thoughtfulness, asking pertinent questions, and making a strong effort to understand the material. When you throw an assignment together at the last possible minute, simply skim a reading, and generally do not put in your best effort, it hurts not only yourself (often through lower grades) but also hurts the overall class by lowering the standards for each other.

Honesty and Integrity. In order for this class to be successful, we need to be credible, honest, integrous.

Me: I will present information that is grounded in social-science research and will do my best to answer questions based on my understanding of that research and information. If there is something that I do not know, I will let you know that I do not know it. If there is something that is my own personal opinion about something, I will let you know that this is *my* perspective and what I think about the matter.

You: Your work should be your own, except when asked to work with other students. You are required to acknowledge if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Please do not copy and paste material from websites - this is a severe form of cheating that will receive a zero grade. ***In this class, your assignments should be grounded in the lectures, activities, and readings (rather than web resources, which are often not based on Cultural and Ethnic Studies research).*** If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

Respect and Inclusion. In order for this class to be successful, we need to be open to listening to difference and learning about and respecting diverse experiences and perspectives.

Me: I believe everyone in our class has the right to feel welcome and safe from personal attack and thus I will listen to you and be constructive and thoughtful in my comments.

You: You need to be constructive in your comments as well. You may certainly disagree and debate, but you can express your viewpoint in an open, respectful manner. Please think of other people's

feelings before speaking. I cannot allow students to insult or belittle an entire group of people (such as women, men, people of Color, queer people, poor people, Christians, Jews, Muslims, people with disabilities, veterans, conservatives, liberals, and so on). You are entitled to your beliefs, but you are not entitled to make attacks or victimize others. If you are unable to express your beliefs in a non-insulting manner, please keep them to yourself. I think you'll find, however, that with a little practice, you can express your viewpoint in an open, respectful manner. If you have any doubts, feel free to check with me and I'd be more than happy to help you express yourself responsibly.

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 the DRC 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 or 425.564.2764. ASN is located in the Library Media Center in D125. 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

Reasonable Accommodations for Reasons of Faith and Conscience:

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College Policy 2950 (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's Discrimination, Harassment and Retaliation Policy 1440P (<https://www.bellevuecollege.edu/policies/id-1440p/>).

Other Resources:

CES DROP-IN TUTORING

Do you need help with an assignment? Understanding a concept in class? Brainstorming paper ideas? Would you like someone to review your work before you submit it? Drop-in tutoring is available to help you!

Our tutor is a student who has taken many classes in CES so they have a lot of knowledge and expertise. The days and times that the tutor is available will be announced in class.

Canvas and Instructor Roster Name Change Policy:

Students who have had a legal name change can have their official name changed in the system by visiting Student Central. Students who have not had a legal name change but wish to use a preferred name can do so either online by updating their contact info (<https://www.ctc.edu/~bellevue/stuaddr/waci203.html>). The preferred name will show on instructor rosters in Instructor's Briefcase as well as populate to Canvas.

Email Name Change Policy:

In order for a student (or faculty/ staff member) to change the display name of their email address a few things need to be done. First, each student (or faculty/ staff member) will have to submit their own request center ticket requesting the name change; it can't be done on behalf of someone. To do this, please visit <https://bellevuecollege.teamdynamix.com/TDClient/Requests/ServiceDet?ID=15905>. Additionally, we will need the following information from each student (or faculty/ staff member):

- Current name and email address
- External email address (gmail, hotmail, etc.). This is to communicate to the user when the email changes
- Name and email address they want to change to

Grading:

Final grades are based on **six factors**. (1) Attendance and participation, (2) In-class activities, film questions, group work, or homework assignments distributed in class, (3) Notes on the Readings, (4) Identity logs, (5) Exams, and (6) a syllabus quiz. Each of these elements is awarded a specific number of points:

Attendance and participation	50 points
In-class activities (11 at 10 points/each)	110 points
Notes on the readings (18 at 10 points/each)	180 points
Identity Logs (3 at 30 points/each)	90 points
Exams (2 at 100 points/each)	200 points
Syllabus quiz	20 points
TOTAL	650 points

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 602 - 650 points	C+	= 504 - 516 points
A-	= 582 - 601 points	C	= 472 - 503 points
B+	= 569 - 581 points	C-	= 452 - 471 points
B	= 537 - 568 points	D+	= 439 - 451 points
B-	= 517 - 536 points	D	= 387 - 438 points
		F	= 0 - 386 points

Description of the Grading Components:

1. Attendance and Participation: (50/650 points – 8% of final grade)

Attendance and participation are essential to the format of this class and will therefore contribute toward your final grade. Your success in this class depends on your active attendance, engagement and participation. Please see the “Attendance and Class Engagement” and “Promptness” sections of syllabus to better understand the rationale for these policies. Do not take this portion of your grade lightly! Here is what goes into this portion of your grade:

- You are expected to be in class every day. At the beginning of each class period, I will put up a unique QR code for you to scan to record your attendance (so you will need to bring your phone and have a QR Code Reader downloaded). It is your responsibility to get to class on time to have your attendance recorded.
- Because we only meet Monday – Thursday, three unexcused absences will be permitted without impact to your overall grade. If you miss more than three classes, your attendance and participation grade will drop by 3 points for each day missed. In order for your absences to be excused, you need to discuss it with me or email me prior to your absence (unless, of course, it is an emergency). For example, if you are sick, you need to email me before class to let me know that you are ill and contact a classmate to make sure you get any information that you missed.
- You are also expected to be get to class on time. If you are repeatedly late or leave class early, your attendance and participation grade will be lowered. If you arrive late or leave early 3 times, this = 1 absence.
- You are also expected to be actively engaged in the class, which includes larger class discussions, small group work, taking notes, asking questions, and any individual tasks that may be asked of you. Excessive talking, texting, or other disrespectful and disruptive behavior will lower your attendance and participation grade.

2. In-class Activities, Group Work, or Homework Assignments: (110/650 points; 10 pts each – 18% of final grade)

Over the course of the quarter, you will be asked a total of 11 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.

3. Notes on the Readings: (180/650 points; 10 points each – 28% of final grade)

For most assigned readings, you will need to submit notes about that reading. Doing notes on the readings are crucial for success in this class (and in college in general). The purpose of these notes is to:

- help you keep up with the readings (reinforcing good study habits/skills)
- help you to learn how to identify key points and themes from readings and put them in your own words
- help you to synthesize and process the information you are taking in to better learn the material
- help us to have a more informed discussion in class

You will submit your notes on Canvas either in a Word document or if you prefer to hand write them, you can take a photo and upload. Due dates for all notes are stated on the Calendar as well as in Canvas. **You can use your notes on your exams**, so it is in your best interest to do an outstanding job defining key terms, identifying major themes, and providing examples for yourself.

These notes are for you, to help you. Writing down the information you are reading helps you retain it. Notes can be as thorough as *you want*. You know how you learn best (better than I do), so if you are a student who needs to write more details, please take the time on these and do so. There is a minimum requirement but there is no maximum. The minimum guidelines are as follows and notes might follow this format:

YOUR NAME	TITLE OF ARTICLE/CHAPTER	DATE
<ul style="list-style-type: none">• A minimum of 4 main ideas or important points that are discussed in the reading. These must be IN YOUR OWN WORDS (copying and pasting is not acceptable). Show me that you have read the article in its entirety!• List and define any key terms IN YOUR OWN WORDS.		

4. Identity Logs: (90/650 points; 30 points each – 13% of final grade):

Over the course of the quarter, you will complete 3 identity logs. The goal of these logs is to have you think personally and deeply about your own sex, gender, and sexuality and how it relates to 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?). Identity logs need to be approximately 2 pages in length (typed and double-spaced) and submitted in Canvas.

5. Exams: (200/650 points; 100 points each – 30% of final grade)

Over the course of the quarter, you will take two exams that integrate the courses' 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 written response 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. I will provide you with a review sheet/study guide for both exams a minimum of one week in advance.

6. Syllabus quiz: (20/650 points – 3% of final grade)

There will be a group quiz over the contents of this syllabus during the first week of classes (see the Calendar). Come prepared!

Calendar

You should be looking at your calendar 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: Introduction to the Class

Thursday, January 2nd: Introduction to the Course

Week 2: Unpacking Sex, Gender, and Sexuality

Monday, January 6th: Syllabus quiz!

Tuesday, January 7th: Notes on "Genderbread 101" due on Canvas by 12:30 pm

Wednesday, January 8th: Read "LGBTQIA Glossary" & "LGBTQIA Symbols"

Thursday, January 9th: Identity Log #1 Due

Week 3: Privilege, Oppression, Language and What is "Normal"

Monday, January 13th: Notes on "10 Examples of Straight Privilege" & "Bisexuals, Passing and Straight Privilege" due on Canvas by 12:30 pm

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

https://www.huffingtonpost.com/zachary-zane/bisexuals-passing-and-straight-privilege_b_9374272.html

Tuesday, January 14th: Read "The Charmed Circle" & "Normal" due on Canvas by 12:30 pm

Wednesday, January 15th: Read "Non-Binary Model Exchange" due on Canvas by 12:30 pm

<https://www.boredpanda.com/non-binary-model-changes-parent-view-rain-dove/>

Thursday, January 16th: Notes on "Cis Privilege" & "Phrases that Marginalize Trans People" due on Canvas by 12:30 pm

<https://everydayfeminism.com/2016/02/130-examples-cis-privilege/>

<https://everydayfeminism.com/2015/02/phrases-marginalize-trans-people/>

Week 4: Historical Considerations

Monday, January 20th: No School

Tuesday, January 21st: Notes on "Capitalism and Gay Identity" due on Canvas by 12:30 pm

Wednesday, January 22nd: Watch *Before Stonewall* - Discussion questions/reflection due on Canvas by 12:30 pm

<https://www.youtube.com/watch?v=cvvk9jDDjKg>

Thursday, January 23rd: Identity Log #2 Due



Week 5: Historical Considerations

Monday, January 27th: Watch Marsha P. Johnson – Stonewall

<https://www.youtube.com/watch?v=Q6-P1TyVKjs>

Tuesday, January 28th: Notes on “Queens in Exile: The Forgotten Ones” due on Canvas by 12:30 pm

<https://untorellipress.noblogs.org/files/2011/12/STAR.pdf>

Wednesday, January 29th: Watch: *After Stonewall* – Discussion questions/reflection due on Canvas by 12:30 pm

<https://bellevuecollege.kanopy.com/video/after-stonewall>

Thursday, January 30th: Notes on “Red Hot Gay Marriage” due on Canvas by 12:30 pm



Week 6: The Emergence of Queer and Queering Sex

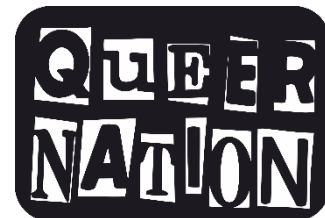
Monday, February 3rd: Notes on “What is Queer” due on Canvas by 12:30 pm

Tuesday, February 4th: Read “Dr. Laura, Sit on My Face” & “Queer Kids Resist the Marriage Equality Agenda” due on Canvas by 12:30 pm



Wednesday, February 5th: Notes on “Leatherdyke Boys and their Daddies” due on Canvas by 12:30 pm

Thursday, February 6th: Read “Black Gay Raw Sex” due on Canvas by 12:30 pm



Week 7: Queering Gender

Monday, February 10th: Notes on “Mutilating Gender” due on Canvas by 12:30 pm

Tuesday, February 11th: *The Same Difference* (watch in class)

Wednesday, February 12th: Watch and Read, “The Fierceness of “Fat, Femme, and Asian”

<https://www.theatlantic.com/entertainment/archive/2016/05/kim-chi-rupauls-drag-race-femme-fat-asian-c-winter-han-interview-middlebury/483527/>

Thursday, February 13th: Optional review day for Exam #1

Exam #1 Due by 11:59 pm on Canvas



Week 8: Regulating Bodies

Monday, February 17th: **No School**

Tuesday, February 18th: **Identity Log #3 Due**

Wednesday, February 19th: *How to Survive a Plague* (watch in class)

Thursday, February 20th: *How to Survive a Plague* (watch in class)



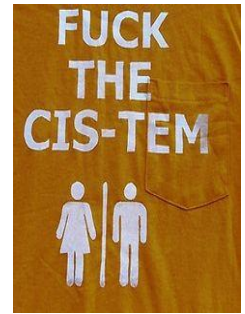
Week 9: Regulating Bodies

Monday, February 24th: Notes on Chapter 1 (The Sex Markers We Carry) from *Beyond Trans* due on Canvas by 12:30 pm

Tuesday, February 25th: Notes on Chapter 2 (Bathroom Bouncers) from *Beyond Trans* due on Canvas by 12:30 pm

Wednesday, February 26th: Notes on Chapter 3 (Checking a Sex Box to Get into College) from *Beyond Trans* due on Canvas by 12:30 pm

Thursday, February 27th: Notes on Chapter 4 (Seeing Sex in the Body) from *Beyond Trans* due on Canvas by 12:30 pm



Week 10: Queers and Violence

Monday, March 2nd: *Free CeCe!* (watch in class)

Tuesday, March 3th: Notes on "What's Wrong with Rights?" due on Canvas by 12:30 pm

Wednesday, March 4th: Read "Celebrate Black Trans Women's Lives Not Deaths"

<https://www.advocate.com/commentary/2015/10/27/lets-celebrate-black-trans-womens-lives-not-deaths>

Thursday, March 5th: *Check It* (watch in class)



Week 11: Activism and Protest

Monday, March 9th: Notes on "How to Make Prisons Disappear" due on Canvas by 12:30 pm

https://prisonpolitics.files.wordpress.com/2013/05/nair_prisonsdisappear.pdf

Tuesday, March 10th: Read "A Herstory of the BLM Movement"

<https://thefeministwire.com/2014/10/blacklivesmatter-2/>

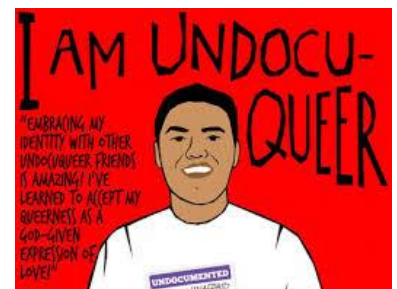
Wednesday, March 11th: Notes on "Blaqueer: Why Selfies," "Litanies to My Heavenly Brown Body," "Butches Lean on Things" due on Canvas by 12:30 pm

<https://blaqueer.wordpress.com/2013/03/16/the-fat-boi-diaries-why-selfies/>

<http://culturaldisruptions.blogspot.com/2012/03/litanies-to-my-heavenly-brown-body.html>

<https://butchesleaningonthings.tumblr.com/> (scroll through at least 5 pages of photos)

Thursday, March 12th: Last Activity - Bring Your Own Example of Queer Activism or Protest to Share



Week 12

Monday, March 16th: Optional Review Day for Exam # 2

Tuesday, March 17th: Student Success Day – No Classes

Exam is due by 11:59 pm tonight on Canvas