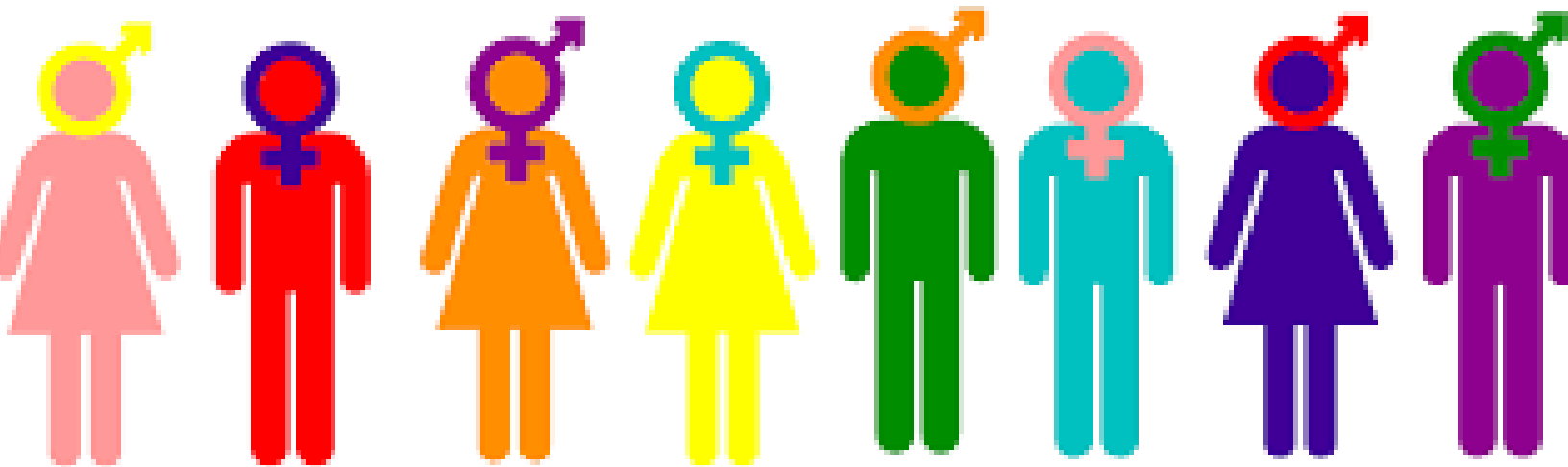


QUEER THEORY, QUEER LIVES

AUGUST - DECEMBER 2020 | TR 2:20-3:50 | ASBURY HALL 303
PROF. MAGGIE NANNEY | OFFICE | EMAIL



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WHAT'S QUEER ABOUT QUEER STUDIES?

The term *queer* in reference to sexuality emerged only recently—in the 1990s. Meant to challenge sexual norms embedded within mainstream LGBT movements, queer has become a normalized sexual identity. As such, this leads us to ask, is *queer* queer anymore?

This course aims to explore the changing meanings and use of *queer*: as an identity, set of practices, politics, theory, and discipline. Through an interdisciplinary and intersectional exploration of the lives of gay, lesbian, bisexual, transgender, intersex people, we will examine the way power works to institutionalize and legitimate certain forms of sexuality and gender over others. As such, rather than understanding queer studies as a singular school of thought, we will continuously problematize queer studies as a field and a mode of analysis, asking: What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its failures? What is the future of queer?

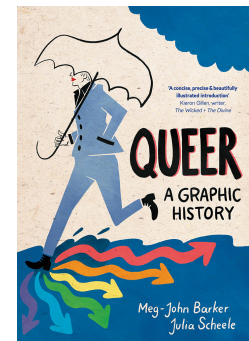
COURSE GOALS

- To explain and assess various perspectives within the fields of sexuality, LGBTQ, and queer studies;
- To illuminate the social processes involved in the public/private, individual/structural, local/global construction of desire, performance, identity, and interlocking forms of power;
- To understand the notion and practice of “queering” as a verb; and
- To apply the knowledge gathered from our studies to the scope of our own lives, our university, and our communities. and produce a well thought out analysis of, and prescription for, social change.

REQUIRED MATERIALS

For this class, you will need access the following book. Copies are available through the bookstore, Amazon or other retailers (I recommend using independently-owned stores like Powells). All other materials will be made available through our Moodle site.

Barker, Meg-John and Julia Scheele. 2016. *Queer: A Graphic History*. London: Icon Books.



If there is a concern regarding the cost of course materials, please contact me ASAP

SEMESTER OVERVIEW

Week 1: Introductions

Week 2: Defining the Terms and Concepts

Week 3: Denaturalizing Sex, Gender, and Sexuality

Week 4: Queering Sexuality

Week 5: Queer Normativities

Week 6: Queering Bodies

Week 7: Queering Science and Knowledge

Week 8: Queering Methodology

Week 9: No Class

Week 10: What's Trans about Queer Studies?

Week 11: Queering Race

Week 12: Queering Violence

Week 13: Queering the State

Week 14: (R) No Class

Week 15: Queering Queer

Week 16: Presentations

Final Group Survey

Queering Paper 1 Due.

Queering Paper 2 Due

Queering Paper 3 Due

Queering Paper 4 Due

Presentation and Final Paper



Hint for Success:
Use this table to
remember deadlines!

SEMESTER FORMAT

This class is organized around a seminar-style format. See the matrix for more information regarding readings and assessments.

Reading

Students will be assigned a combination of book selections + articles each week to prepare in advance of our designated meeting time. Assigned reading is listed daily in the course matrix. It is your responsibility to do the reading for every class. Please speak with me if there are any problems preventing you from doing so.



To gauge reading comprehension, and to begin discussion in class, you will need to submit 1 discussion question on Moodle for each class. See the matrix for more information about good discussion questions.

Discussion and Participation

(30% of grade)

Because this course is largely discussion based, students are expected to be active participants in course discussions, contributing to the conversation and pushing our thinking with deep, analytical questions. There are a wide range of possibilities for getting involved, including:

- Active listening
- Answering questions posed by the instructor
- Summarizing readings or ideas when asked
- Responding to other students' questions
- Building on previous points made by others
- Raising thoughtful questions of your own
- Asking for clarifications
- Critiquing or commenting on the texts
- Comparing and contrasting readings and other course materials
- Sharing exemplary experiences
- Engaging in critical reflection on your own and others' assumptions

Please see the "Guidelines for Classroom Participation" online for more information on classroom discussions. See the rubric below for more information about how attendance and participation will be graded.

Queering Papers

(30% of grade)

Throughout the semester, there will be 4 "queering" response papers, of which you will select 2 of those topics to complete. These papers, 5-6 pages in length, will draw concepts from course readings and class discussion to "queer" an object or social phenomenon. Some topics may include additional research, such as looking at greeting cards at a store or interviewing friends and family members.

Final: Campus Survey Project

(40% of grade)

As a class, we will be working in groups throughout the semester to create, deploy, and analyze a campus climate project regarding LGBTQ history, experiences, opinions, and resources on DePauw's campus. Informed by our class literature and discussions, the purpose of this project is to situate queer theory in our current contexts, as well as to think through how we can use queer theory to create social change.

Depending on areas of interest (both topically and methodologically), groups of students will be tasked with different components of the project such as survey creation, interviews, literature review, etc., which will all come together in a final class presentation and report that will be open to the public. We will discuss the specific components of this project throughout the semester.

CLASS POLICIES

Attendance and Participation

In order to learn from one another, participation in class is expected. Participation may look differently each day, including active participation in class discussion, group activities, or paying attention to lectures and speakers. Activities and assignments will be turned in for class participation credit.

In order to participate, you need to show up to class. Attendance will be taken at the beginning of each class period. Class attendance is taken to keep track of who is present, and with better attendance (90% of classes attended) and if you are borderline on a grade, it will help boost your grade, but never will it hinder your grade. Remember, attendance alone is not enough. You should also ask questions, answer questions, and/or initiate discussion.

Life, however, sometimes happens and we must miss class. We are human after-all. You are adults and can make decisions for yourselves regarding if you come to class or not. Should you miss class, you need to make necessary arrangements with your peers to review what you missed. Participation and activity points will not be able to be made up should you miss class unless with a note from Health Services, a medical or mental health professional, other professor, or Class Dean.

Children and other dependents are welcome to the class if care plans fall through. Please email me should this be a concern or if you need to bring your children to class.

If you begin to miss class consistently or for a long period of time, I may check in with you to make sure everything is okay. I will also encourage you to speak with your Class Dean or other appropriate resource on campus as needed

Late Work

Late work will not be accepted unless prior arrangements are made (for example, religious holidays). If you need an extension on work, please contact me to discuss appropriate arrangements.

Expected Work Load

You should expect approximately 30-50 pages of reading and assignments for each class.

Emails and Grades

Learning is not just a matter of knowing material, but the ability to grow and show how you can apply the material in class. Therefore, I believe that grades should reflect how you have grown as a scholar throughout the semester, not just if you get an answer correct. While I do my best to provide you opportunities to succeed, it is also up to you to put in the work.

To maintain a sense of work-life balance, I will not be answering emails after 7pm during the weekdays or on the weekends after 5pm on Friday until Monday morning. I will respond to all emails, except over the weekends, within 24 hours.

I cannot discuss grades over email. Please wait 24 hours after receiving feedback/grades, and after such time if you still have a question, feel free to contact me to arrange a meeting.

Office Hours/ Drop In Hours

Office hours are times in which I will be available, regardless if you have an arranged meeting with me, in my office. Feel free to drop in at that time to discuss class matters. These hours are subject to change, and I will make an announcement in class and over email in advance if this occurs.



Below are some possible reasons students might want to attend drop-in hours:

- You missed a class and want to talk about what you missed after you reviewed materials and notes from peers
- You're not quite sure you understand a concept from class and want to discuss the concept in more detail
- You want to discuss preparing for an assignment
- You would like to discuss how to improve on future assignments
- You're interested in Women's and Gender Studies and want to learn more about the programs and careers

Though you are welcome to come to my office to talk about anything!

Technology

Technology, including laptops, tablets and e-readers, are permitted in the classroom for class purposes only such as looking at readings, videos, and taking notes. We will use these devices from time to time in our class activities, and I will let you know a class period prior so that you may be prepared to use them. If computers become a distraction for students including browsing/ shopping online, doing work for another class, gaming, or texting, I will revise this policy and ask that they be put away. I ask that cellphones are put away and on vibrate/silent during class as a sign of respect to both me and your peers and to show your active participation and attention in class. If there is an emergency requiring a cell phone be made available, please talk to me before the class period begins.

COMMUNITY RESOURCES

Academic Integrity

Cheating, plagiarism, submission of the work of others, etc. violates DePauw's policy on academic integrity and may result in penalties ranging from a lowered grade to course failure, suspension or expulsion.

The policy and discussion of each student's obligations and rights can be found in the Student Handbook. The policy is also available at:

<http://www.depauw.edu/handbooks/academic/>

If you have any questions about my expectations regarding academic integrity, including my expectations regarding group work, it is your responsibility to ask me.

Pronouns and Names

Please contact me if you would like to discuss pronouns or names that you use. I use they/them pronouns and request that students respect the pronouns of their classmates. I also acknowledge that pronouns and names may change- please let me know if this is the case.

Course Etiquette

Due to the personal nature of this course, class discussions and all other course interactions will be respectful and dignified. All participants will be accountable for their comments in this course. See the Student Handbook for definitions and policies on harassment and intolerable behavior.

Classroom etiquette also means engaging with ideas that are different from your own in a respectful manner, even when you may have serious disagreements. Constructive criticism is certainly encouraged. Personal attack, on the other hand, will not be tolerated. In the first week of class, we will do a series of activities that will help us, as a class, learn to constructively discuss sensitive topics and to work together and collaboratively build discussion guidelines.



Writing Support

Any and all times you utilize someone else's idea or words, either from text or online, a full citation must be used to acknowledge the author's work. For more information about citations, please feel free to discuss with me, and consult <http://owl.english.purdue.edu> In this course, ASA, APA, and Chicago style citations will be accepted. Additional services on campus are available with learning how to properly cite material. For more information visit the campus writing center.

Confidential Information

All information shared with me or in class should be treated as completely confidential. Under university policy and federal law, the only time confidentiality will not be maintained is during times regarding sexual harassment or assault or in the instance (or threat of) violence or harm to oneself or another.

Though the assignments do not require sharing of personal experiences, if there is a concern regarding sensitive experiences, please contact me and we will come up with alternative solutions.

Content Warning

Reading and discussing these texts can be demanding in ways that are often unexpected, and your success in this class will require an open and even engagement with explicit material, even if you do not agree with the text's arguments. A word of warning: some of the texts presented in this course are explicit and may be uncomfortable, but never should they feel unsafe. Please feel free to discuss with me, or contact any of the sources below, should a topic in the course create an unsafe environment for you mentally, emotionally, or culturally, academically, or socially.

Accessibility

Disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in our course.

Please contact me early in the semester to discuss options if the design of this course produces barriers to full and meaningful participation. I am happy to work with you and the Student Accessibility Services to make this course accessible.

Detailed information on documentation requirements, accommodations and services, and other related information can be found on the course website under "Resources". These accommodations and services are coordinated through the SAS staff in the Union building. For additional information, please contact the SAS office at phone number (765-658-6267) or email (studentaccessibility@depauw.edu).

Academic Support Resources

There are a number of services on campus that are available for your academic success. See the course Moodle site for links and contact information for the following resources:

- Class Deans Office
- Counseling Services
- Student Accessibility Services
- Office of Diversity, Equity, and Inclusion
- Religious and Spiritual Life
- Student Success Center
- Women's Center
- Writing Center

****This syllabus and course schedule is subject to change should the instructor find it necessary for the success of the students.*

ASSESSMENT OF LEARNING

Further instructions for assignments can be found on the course Moodle page

Final Grade Weights

Participation and Activities

- Participation 15%
- Discussion Questions 5%
- Activities 10%

Queering Papers

- Paper 1 15%
- Paper 2 15%

Campus Survey Project

- Project Contribution Proposal 5%
- Participation 10%
- Presentation 10%
- Written Reflection 15%

Grade Distribution

| | |
|----|---------|
| A | 100-93% |
| A- | 92-90% |
| B+ | 89-87% |
| B | 86-83% |
| B- | 82-80% |
| C+ | 79-77% |
| C | 76-73% |
| C- | 72-70% |
| D+ | 69-67% |
| D | 66-63% |
| D- | 62-60% |
| F | 59-0% |

Discussion Question Guide

For each class, you are required to submit one discussion post based on the readings. You will be assessed both on completion as well as the quality of your post. These may be used for group discussions, assessment of student understanding of materials, and bonus opportunities. Discussion posts will be submitted on the class Moodle page by 8:00am before class each day.

A good post does the following:

- Requires use of critical analysis skills of class issues and concepts, Synthesizing/ comparing one or more readings
- Requires demonstration of both factual knowledge of content and comprehension and application of the knowledge
- It should not be a simple “look up in the readings” “yes or no/true or false” or “what’s your opinion/do you agree” questions
- This could include links to outside articles or news with ties to the readings, questions, vocabulary, half-formed thoughts, etc.

Examples:

How has activism changed since the advent of the internet and social media?

How has the line blurred between legally allowed activism and illegal behavior?

- This is a good question because it does not have a clear yes/no or correct answer, allowing for people to engage with critical thinking about what social movements are

In what ways does the students in Pascoe’s study on “fag discourse” highlight how gender and sexuality are intersectional through Schilt and Westbrook’s “determining gender” framework?

- This is a good question because it attempts to synthesize two readings to understand how these concepts are related.

ASSESSMENT OF LEARNING

Further instructions for assignments can be found on the course Moodle page

Participation Rubric

| ITEM | ASSESSMENT | POINTS |
|--------------------------|---|--------|
| Active listening | Actively listens when others speak, as indicated by comments that incorporate and build on the ideas of others | ___/25 |
| Critical engagement | Demonstrates a deep understanding of the topics through engagement and citation of the majority of texts Exercises higher-order thinking skills including analysis, synthesis, evaluation, and critique Supports ideas with relevant evidence from course materials | ___/25 |
| Impact on seminar | Proactively contributes to discussions by raising thought-provoking questions Comments frequently and helps moves the seminar conversation forward | ___/25 |
| Quality of participation | Actively participates at appropriate times Attendance is regular and timely Interactions with peers is respectful | ___/25 |
| Discussion questions | Submits discussion questions on time Questions are thoughtful and engaging | ___/25 |

Queering Paper Rubric

| ITEM | ASSESSMENT | POINTS |
|--------------|---|--------|
| Ideas | The concepts discussed in the instructions are defined and used correctly The ideas used are interesting and demonstrate sophistication in thought | ___/25 |
| Organization | Central ideal/thesis/argument is clearly communicated and worth developing, yet limited enough to be manageable Uses a logical structure appropriate to subject, purpose, audience, and thesis Space is taken to pause and explain/reflect on one portion before introduction of new information with clear and organized transitions Paragraphs are kept on topic | ___/25 |
| Mechanics | Spelling, punctuation, proper sentence structure are all executed Formal writing style is utilized (no "loling," contractions, winks, abbreviating "you" with "u" etc...) Sentences are varied, yet clearly structured and carefully focused, not long and rambling Uses proper style citation both in-text and in references Draws on appropriate sources and uses evidence appropriately and effectively to provide sufficient evidence to support thesis | ___/25 |
| Overall | All questions are answered thoroughly and thoughtfully Page requirements are met (no huge chunks of space at the top with headings or at the bottom, tables or images in-text, large footnotes, or references counted in word count- full page must be typed to be considered a page [i.e. full 3rd page to be considered 3 pages]) | ___/25 |

COURSE MATRIX

All reading and assignments are due in class the day they are listed unless otherwise noted.

| Date | Topic | Reading | Assignments |
|------------------|---------------------------------|--|------------------------|
| Aug 27 | Introductions | No Reading | |
| Sep 1 Sep 3 | Defining the Terms and Concepts | <i>Tuesday:</i> Barker & Scheele, <i>Queer: A Graphic History</i> (1 st Third) <i>Thursday:</i> Barker & Scheele, <i>Queer: A Graphic History</i> (2 nd Third) | Final Group Survey Due |
| Sep 8 Sep 10 | Denaturalizing Sex and Gender | <i>Tuesday:</i> Barker & Scheele, <i>Queer: A Graphic History</i> (3 rd Third) <i>Thursday:</i> Fausto Sterling, Anne. 1993. "The Five Sexes: Why Male and Female are Not Enough." <i>The Sciences</i> . 20-25. Kessler, Suzanne. 1990. "The Medical Construction of Gender: Case Management of Intersexual Infants." <i>Signs: Journal of Women in Culture and Society</i> 16(1):3-26. Markowitz, Sally. 2017. "Pelvic Politics: Sexual Dimorphism and Racial Difference." Pp. 43-55 in <i>Queer Feminist Science Studies</i> , edited by C. Cipolla, K. Gupta, D.A. Rubin, and A. Willey. Seattle: University of Washington. | |
| Sep 15 Sep 17 | Queering Sexuality | <i>Tuesday:</i> Katz, Jonathan Ned. 1995. The invention of heterosexuality. Chicago: The University of Chicago Press. (pp. 83-112). Weeks, Jeffrey. 1996. "The Construction of Homosexuality." Pp. 41-63 in <i>Queer Theory/Sociology</i> , edited by S. Seidman. Oxford: Blackwell. <i>Thursday:</i> Rupp, Leila J., and Verta Taylor. 2010. "Straight Girls Kissing." <i>Contexts</i> 9(3):28-32. Ritchie, Ani and Meg Barker. 2006. 'There aren't words for what we do or how we feel so we have to make them up': Constructing polyamorous languages in a culture of compulsory monogamy. <i>Sexualities</i> , 9(5): 584-601. | |
| Sep 22 Sep 24 | Queer Normativities | <i>Tuesday:</i> Warner, Michael. 2000. "What's wrong with normal?" in <i>The Trouble with Normal: Sex Politics, and the Ethnics of Queer Life</i> , by M. Warner. Cambridge: Harvard University Press. | Queering Paper #1 Due |

COURSE MATRIX

All reading and assignments are due in class the day they are listed unless otherwise noted.

| | | |
|-----------------|--------------------------------|--|
| | | <p>Jakobsen, Janet. 1998. "Queer is? Queer does? Normativity and the Problem with Resistance." <i>GLQ: A Journal of Lesbian and Gay Studies</i> 4(4):511-536.</p> <p><i>Thursday:</i> Schilt, Kristen and Laurel Westbrook. 2009. "Doing Gender, Doing Heteronormativity: 'Gender Normals,' Transgender People, and the Social Maintenance of Heterosexuality." <i>Gender & Society</i> 23(4):440-464.</p> <p>Duggan, Lisa. 2002. "The New Homonormativity: The Sexual Politics of Neoliberalism" in <i>Materializing Democracy</i>, eds. Russ Castronuevo and Dana Nelson. Durham: Duke.</p> |
| Sep 29 Oct 1 | Queering Bodies | <p><i>Tuesday:</i> Butler, Judith. 1993. <i>Bodies That Matter: On the Discursive Limits of 'Sex.'</i> New York: Routledge. (Preface, Introduction, and Chapter 1; pp. ix-55).</p> <p><i>Thursday:</i> Pyle, Nathaniel and Noa Klein. 2011. "Fat Hairy. Sexy: Contesting Standards of Beauty and Sexuality in the Gay Community." Pp. 78-87 in <i>Embodied Resistance: Challenging the Norms, Breaking the Rules</i>, edited by C. Bobel and S. Kwan. Nashville: Vanderbilt University Press.</p> <p>McRuer, Robert. 2013. "Compulsory Able-Bodiedness and Queer/Disabled Existence." Pp. 369-378 in <i>The Disabilities Studies Reader</i>, edited by L.J. Davis. New York: Routledge.</p> |
| Oct 6 Oct 8 | Queering Science and Knowledge | <p><i>Tuesday:</i> Martin, Emily. 1991. "The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles." Pp. 248-254 in <i>Sex, Gender, and Sexuality: The New Basics, An Anthology</i>, edited by A. L. Ferber, K. Holcomb, T. Wentling. New York: Oxford University Press.</p> <p>Somerville, Siobhan. 1994. "Scientific Racism and the Invention of the Homosexual Body." <i>Journal of the History of Sexuality</i> 5(2):243-266.</p> <p><i>Thursday:</i> Stryker, Susan. 2006. "(De)Subjugated Knowledges: An Introduction to Transgender Studies." Pp. 1-17 in <i>The Transgender Studies Reader</i>, edited by S. Stryker and S. Whittle. New York: Routledge.</p> <p>Irvine, Janice M. 2014. "Is Sexuality Research 'Dirty Work'? Institutionalized Stigma in the Production of Sexual Knowledge." <i>Sexualities</i> 17(5-6):632-656.</p> |

COURSE MATRIX

All reading and assignments are due in class the day they are listed unless otherwise noted.

| | | | |
|--------|---|---|-----------------------------|
| Oct 13 | Queering | <i>Tuesday:</i> | |
| Oct 15 | Methodology | Rochlin, Martin. 2004. "Heterosexism in Research: The Heterosexual Questionnaire." Pp. 299-300 in <i>Sex, Gender, and Sexuality: The New Basics, An Anthology</i> , edited by A. L. Ferber, K. Holcomb, T. Wentling. New York: Oxford University Press. | Queering Paper #2 Due |
| | | Bettinger, Thomas V. 2013. "Ethical and Methodological Complexities in Research Involving Sexual Minorities." <i>New Horizons in Adult Education and Human Resource Development</i> 24(1):43-58. | |
| | | Allen, Louisa. 2010. "Queer(y)ing the Straight Researcher: The Relationship? between Researcher Identity and Anti-Normative Knowledge." <i>Feminism Psychology</i> 20(2):147-165. | |
| | | <i>Thursday:</i> | |
| | | Ferguson, Joshua M. 2013. "Queering Methodologies: Challenging Scientific Constraint in the Appreciation of Queer and Trans Subjects." <i>Qualitative Report</i> 18(25):1. | |
| Oct 20 | NO CLASS | | |
| Oct 22 | | | |
| Oct 28 | What's Trans about Queer Studies? | <i>Tuesday:</i> | |
| Oct 29 | | Stone, Sandy. 2006. "The Empire Strikes Back: A Posttranssexual Manifesto." Pp. 221-235 in <i>The Transgender Studies Reader</i> , edited by S. Stryker and S. Whittle. New York: Routledge. | |
| | | Keegan, Cael. 2020. "Getting Disciplined: What's Trans About Queer Studies Now?" <i>Journal of Homosexuality</i> 67(3):384-397. | |
| | | <i>Thursday:</i> | |
| | | Towle, Evan B. and Lynn M. Morgan. 2006. "Romancing the Transgender Native: Rethinking the Use of the 'Third Gender' Concept." Pp. 666-684 in <i>The Transgender Studies Reader</i> , edited by S. Stryker and S. Whittle. New York: Routledge. | |
| | | Namaste, Vivian K. 2000. "Tragic Misreadings: Queer Theory's Erasure of Transgender Subjectivity." Pp. 9-23 in <i>Invisible Lives: The Erasure of Transsexual and Transgendered People</i> , by V. K. Namaste. Chicago: University of Chicago Press. | |
| Nov 3 | Queering Race | <i>Tuesday:</i> | Queering Paper #3 Due |
| Nov 5 | | Ford, Richard Thompson. 2007. "What's Queer about Race?" <i>South Atlantic Quarterly</i> 106(3):477-484. | |
| | | Stryker, Susan. 2015. "Caitlyn Jenner and Rachel Dolezal: Identification, Embodiment, and Bodily Transformation," AHA Today, American Historical Association. | |

COURSE MATRIX

All reading and assignments are due in class the day they are listed unless otherwise noted.

| | | | |
|--------|--------------|--|-----------------------------|
| | | <p><i>Thursday:</i> Lee, JeeYeun. 1996. "Why Suzie Wong is Not a Lesbian: Asian and Asian American Lesbian and Bisexual Women and Femme/Butch/Gender Identities." Pp. 115-132 in <i>Queer Studies: A Lesbian, Gay, Bisexual, and Transgender Anthology</i>, edited by B. Beemyn and M. Eliason. New York: New York University Press.</p> <p>Riggs, Reuben. 2015. "Meeting Queerness and Blackness in Ferguson," <i>QED: A Journal in Queer Worldmaking</i> 2(2): 184- 192.</p> | |
| Nov 10 | Queering | <p><i>Tuesday:</i> Hlavka, Heather R. 2014. "Normalizing sexual violence: young women account for harassment and Abuse." <i>Gender & Society</i> 28(3): 337-358.</p> <p>Projansky, Sarah. 2001. "Film and television narratives at the intersection of rape and postfeminism "pp. 90-120 in <i>Watching rape: Film and television in postfeminist culture</i>. New York: NYU Press.</p> | |
| Nov 12 | Violence | <p><i>Thursday:</i> Piepzna-Samarasinha, Leah Lakshmi. 2008. "What It Feels Like When It Finally Comes Out: Surviving Incest in Real Life." Pp. 93-106 in <i>Yes Means Yes: Visions of Female Sexual Power & a World Without Rape</i>, edited by J. Friedman and J. Valenti. Berkeley: Seal Press.</p> <p>Woodiwiss, Jo. 2014. "Beyond a Single Story: The Importance of separating 'harm' from 'wrongfulness' and 'sexual innocence' from 'childhood' in contemporary narratives of childhood sexual abuse." <i>Sexualities</i> 17(1-2):139-158</p> | |
| Nov 17 | Queering the | <p><i>Tuesday:</i> Smith, Andrea. 2002. "Better Dead than Pregnant: The Colonization of Native Women's Reproductive Health." Pp. 123-146 in <i>Policing the National Body: Race, Gender and Criminalization</i>, edited by J. Silliman and A. Bhattacharjee. Cambridge, MA: South End Press.</p> <p>Bassichis, Morgan, Alexander Lee, and Dean Spade. 2010. "Building an Abolitionist Trans and Queer Movement with Everything We've Got," Pp. 15-40 in <i>Captive Genders: Trans Embodiment and the Prison Industrial Complex</i>, ed. Eric A. Stanley and Nat Smith. Oakland: AK Press.</p> | Queering Paper #4 Due |
| Nov 19 | State | | |

COURSE MATRIX

All reading and assignments are due in class the day they are listed unless otherwise noted.

| | | | |
|--------|----------------|---|---------------------|
| | | <p><i>Thursday:</i> Puar, Jasbir. 2013. "Rethinking homonationalism." <i>International Journal of Middle East Studies</i> 45(02): 336-339.</p> <p>Spade, Dean. 2015. "What's Wrong with Rights?" Pp. 38-49 in <i>Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law</i>. Durham: Duke.</p> | |
| Nov 27 | (T) | No Reading | |
| Nov 26 | (R) No Class | | |
| Dec 1 | Queering Queer | <p><i>Tuesday:</i> Eng, David, L., Judith Halberstam, and Esteban Muñoz. 2005. What's queer about queer studies now? <i>Social Text</i> 84-85, 23(3-4): 1-17.</p> <p>Halperin, David. 2003. "The Normalization of Queer Theory." <i>Journal of Homosexuality</i> 45(2-4):339-343.</p> <p><i>Thursday:</i> Warner, Michael. 2012. "Queer and then?: The End of Queer Theory?" <i>The Chronicle of Higher Education</i>.</p> <p>Gamson, Joshua. 1996. "Must Identity Movements Self-Destruct?: A Queer Dilemma." Pp. 395-420 in <i>Queer Theory/Sociology</i>, edited by S. Seidman. Oxford: Blackwell.</p> | |
| Dec 8 | Presentations | No reading | Presentations |
| Dec 10 | | | and Final Paper Due |