

WGS 712: QUEER THEORIES

SPRING 2013: THURSDAYS 3:35-6:20, HUM 381

Professor Nan Alamilla Boyd
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Office: 328 HUM
Office hours: Tu 2-4:30 (and by appointment)
415-338-1516

Course Description:

This course examines the field of queer theory with an emphasis on the relationship between culture and capital. First, we read theoretical approaches to the history of sexuality, including the scientific production of modern sexual identities and the socio-political construction of racial and settler colonial sexualities. We use these theoretical approaches to study the production of queer theory, drawing links between disability, performativity and subjectivity; queer temporalities; urban space and gentrification; native, queer settler colonial, and neocolonial epistemologies; and transnational labor and migration. The final part of the course examines the relationship between political economy and recent writing on affect and futurity. Readings in this course include cultural, sociological, historical, anthropological and other critical theory texts.

Student Learning Objectives:

- Critical thinking skills. The primary goal of this course is to hone critical-thinking skills in order to examine the role sex and sexuality play in society and culture, both historically and in the present, from a local and transnational perspective.
- Engagement with field of queer theory. This course does not provide a survey of the field. Rather, it examines how queer theories are both grounded in western epistemology and have changed across time, context, and discipline. An emphasis is placed on the production of knowledge, and this course asks students to evaluate the efficacy of various theoretical models that work to explain desire, identity, subjectivity, and resistance.
- Teaching and learning. This course provides students with a forum for thinking about teaching and learning. How do we learn? What are various methods for teaching critical theory? By emphasizing pedagogical strategies and incorporating a student teaching exercise, this course places teaching near the center of its curriculum.
- Research and writing skills. Through the weekly one-page commentaries, attention to research methods, and an end-of-semester research paper, this course provides students with resources and activities aimed at the development of graduate-level research and writing skills.

Prerequisites:

WGS 700 or consent of instructor. Students who have not taken WGS 700 must meet with me during office hours before Feb 8 to discuss their preparation for the course. Consent to join the class will only be given to matriculated SFSU graduate students who have prior experience in women's studies, gender studies, ethnic studies, queer/sexuality studies, or related fields.

Required Texts:

Duggan, Lisa. The Twilight of Equality? Neoliberalism, Cultural Politics, and the Attack on Democracy. Boston: Beacon Press, 2003.

Foucault, Michel. The History of Sexuality, Vol. I. New York: Vintage, 1990.

Halberstam, Judith. In a Queer Time and Place. New York: New York University Press, 2005.

Muñoz, José Esteban. Cruising Utopia: The Then and There of Queer Futurity. New York: New York University Press, 2009.

Tongson, Karen. Relocations: Queer Suburban Imaginaries. New York: New York University Press, 2011.

Other materials on the syllabus are available via iLearn (electronic reserve).

Course Policies and Assignments:

Course Requirements:

Active Classroom Participation	10%
Student Teaching Exercise	20%
Commentaries (11)	30%
Final Research Paper Assignments	40%
• Annotated bibliography (5%)	
• Final research paper (30%)	
• Presentation (5%)	

Active Classroom Participation (10%)

Students are expected to contribute significantly to discussion each week. Please read all of the assigned readings before class, and demonstrate your comprehension of the texts by asking or responding to questions in ways that engage other students in productive discussion. Since discussion is an integral part of the learning that occurs in this class, your weekly attendance and participation are required.

Student Teaching Exercise (20%)

Once during the semester each student will lead class for approximately 45 minutes by facilitating activities related to the assigned readings. You may introduce new material, focus on one of the assigned readings, or review the readings as a whole. This is a teaching exercise, so you should be able to clearly articulate what it is you are trying to teach. For instance, you may choose to teach a particular concept or keyword; you may work toward the comprehension of the main argument of a single reading; or you may teach across the assigned readings by addressing a theme that links them together. In each case, you should identify your own teaching method and explain your goals to the class. This assignment is not simply a facilitation exercise. It asks you to use course materials to plan and execute a unique and innovative teaching/learning experience for the class.

- Each student must meet with me at least one week prior to your teaching exercise to discuss your approach to the assignment.
- Each student must prepare a one-page handout for distribution to the class. A draft of your handout, including a statement about your teaching goals and an outline of planned activities, is due in class one week prior to your teaching exercise.
- A final draft of your handout is due on the Tuesday prior to your teaching exercise. I will bring copies to class and post to iLearn.
- A commentary is not due on the day of your teaching exercise.
- One week after teaching, a 2-page (double-spaced) assessment of your teaching exercise is due. In your assessment please clearly summarize in one full page your approach to the assigned readings as well as your teaching goals and activities. Use the second full page to describe your teaching experience: was your teaching method effective? what was discussed? how did the class respond? which part of the discussion was particularly productive? what surprised you? how would you improve your teaching?

Commentaries (30%)

A typed, double-spaced, 1-page response to the readings is due each week for a total of 11. You do not have a commentary due on the day of your teaching exercise. Commentaries are due at the start of class, and they should reflect readings assigned for that day. Commentaries are short analytical essays that should link the readings together rather than attempt to summarize them. Late commentaries will not be accepted. At the end of the semester I will drop your lowest commentary grade and average the rest.

Final Research Paper Assignments (40%)

A research paper is due at the end of the semester. In consultation with the instructor, please choose a topic that relates to course themes and topics. As you write your final paper, please make an effort to apply knowledge from the course to your research and writing.

March 7: Paragraph-length proposal due.

March 21: One-page proposal and bibliography due (at least five citations).

- April 11: Revised proposal and annotated bibliography due (at least five sources). Annotations should be original work, summarizing in narrative form both the content and relevance of each source (i.e., how and why is this source relevant to your research topic?)
- May 16: Classroom presentation of your paper topic. Please prepare a ten-minute powerpoint presentation that outlines your research topic and analysis.
- May 16: Final research paper due. Papers should be 12-15 double-spaced pages (not including notes and/or bibliography) in a standard font. Your paper, including footnotes and bibliography should be in a consistent style, preferably MLA or University of Chicago. Late papers will be marked down by a third of a grade for each day late.

A Few Notes on Grading

- It is not ok to submit work for this class that has been submitted to another class for academic credit. If you decide to write your final paper on a topic that overlaps with materials produced in another class (even partially), you should discuss the overlap with both instructors.
- Commentaries are due at the beginning of class, and late papers will not be accepted. If you miss class, your commentary will count toward your (missed) classroom participation; it will not count toward your commentary grade. There will be no make-up of missed commentaries.
- You must complete all assignments listed above (written and oral) in order to pass WGS 712. Failure to complete any one assignment will result in a course grade of F or NC.
- Because participation is crucial, attendance is mandatory for WGS 712. Missing more than one (unexcused) class meeting will result in a lowered final grade.
- If you must miss class for an unavoidable reason, contact me as soon as possible. If you are ill and under a doctor's care, please bring documentation when you return to class. If you have documentation, any missed work can be turned in for full credit when you return to class. (Please staple a copy of your doctor's note to your commentary.)

Academic Dishonesty: Plagiarism is a form of cheating or fraud. It occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will receive an "F" grade. All instances of plagiarism in the College of Humanities will be reported to the Dean of the College, and may be reported to the University Judicial Affairs Officer for further action.

Withdrawal from course: The Department of Women and Gender Studies follows Academic Senate Policy #S09-196 regarding withdrawals. Withdrawals are permitted without restriction during the first two weeks of the semester. After that, withdrawal from a course must be for "serious and compelling reasons." Serious and compelling reasons may include personal or family emergencies; significant change in work, childcare, dependent care, or other responsibilities; or serious personal or family illness. Withdrawals are generally not permitted for other reasons. Students who meet these reasons and have documentation of their circumstances may request a withdrawal from this course from the instructor.

Accessibility: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu). Students with prolonged medical concerns are encouraged to contact both the DPRC and the instructor for accommodations for chronic illnesses.

Dates To Be Aware Of:

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|--------|------------------------------|
| Feb 8 | add/drop deadline |
| Feb 22 | deadline to add via petition |

Week 1: Thurs Jan 31 introductions and keywords

Keywords: "queer," "race," "science," "sex"

Michael Warner, "Queer and Then?" *Chronicle of Higher Education*, Jan 1, 2012.

Week 2: Thurs Feb 7 culture, capital, queer

Nikki Sullivan, *A Critical Introduction to Queer Theory*, 1-56.

Lisa Lowe and David Lloyd, "Introduction," *The Politics of Culture in the Shadow of Capital*, 1-32.

Jaspir Puar, "The Sexuality of Terrorism," in *Terrorist Assemblages*, 37-78.

Week 3: Thurs Feb 14 sexuality, science, marriage

Michel Foucault, *The History of Sexuality*, 1-102.

Siobhan Somerville, "Scientific Racism and the Invention of the Homosexual Body," 60-76.

Scott Morgensen, "The Biopolitics of Settler Sexuality and Queer Modernities," 31-53.

Week 4: Thurs Feb 21 performativity and queer counterpublics

Judith Butler, "Imitation and Gender Insubordination," 13-31.

José Muñoz, "Performing Disidentifications," 1-34.

Roderick Ferguson, "Introduction: Queer of Color Critique, Historical Materialism, and Canonical Sociology," 1-29.

Film: *Tongues Untied*, 1989, Marlon Riggs, dir. (55 min) DVD 67962 (view prior to class)
<http://www.library.sfsu.edu/services/media.html#view>

Week 5: Thurs Feb 28 neoliberalism and sexuality

Stuart Hall, "The Toad in the Garden: Thatcherism among the Theorists," 35-57.

Lisa Duggan, *The Twilight of Equality? Neoliberalism, Cultural Politics, and the Attack on Democracy*, ix-42.

Robert McRuer, "Introduction: Compulsory Able-Bodiedness and Queer/Disabled Existence," 1-32.

Roderick Ferguson, "Administering Sexuality; or, The Will to Institutionality," 158-170.

Week 6: Thurs Mar 7 queer time and space

John D'Emilio, "Capitalism and Gay Identity" 3-16.

Judith (Jack) Halberstam, *In a Queer Time and Place*, 1-96, 125-187.

Scott Herring, "Critical Rusticity," 63-97.

Karen Tongson, *Relocations: Queer Suburban Imaginaries*, 1-27.

Film: *Brandon Teena Story*, 1999, Susan Muska and Greta Olafsdottir, dir. (89 mins) VHS 81072 (view prior to class) <http://www.library.sfsu.edu/services/media.html#view>

Week 7: Thurs Mar 14 relocations

Elizabeth Freedman, "Packing History," 727-744.

Karen Tongson, *Relocations: Queer Suburban Imaginaries*, 28-158, 203-213.

Week 8: Thurs Mar 21 sex, space, and gentrification

Doreen Massey, "A Global Sense of Place," 146-156.

Horacio N. Roque Ramírez, "That's My Place': Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983," 224-258.

Christina Hanhardt, "Butterflies, Whistles, and Fists: Gay Safe Street Patrols and the 'New Gay Ghetto,' 1978-1980," 61-86.
Jason Ruiz, "The Violence of Assimilation: An Interview with Mattilda aka Matt Bernstein Sycamore," 236-247.
Film: *The Castro*, 1997, Peter Stein, dir. (85 mins) DVD 68066 (view prior to class)
<http://www.library.sfsu.edu/services/media.html#view>

Week 9: Thurs Mar 28 no class: spring break

Week 10: Thurs Apr 4 no class: research week

Week 11: Thurs Apr 11 queer settler colonialism

Chris Finley, "Decolonizing the Queer Native Body (and Recovering the Native Bull-Dyke): Bringing 'Sexy Back' and Out of the Native Studies Closet,"
Andrea Smith, "Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism," 41-68.
Jason Ritchie, "How Do You Say 'Come Out of the Closet' in Arabic?: Queer Activism and the Politics of Visibility in Isreal-Palestine," 557-575.

Week 12: Thurs Apr 18 transportation, crosscurrents, and migration

Kale Bantigue Fajardo, "Transportation: Translating Filipino and Phillipino American Tomboy Masculinities through Global Migration and Seafaring," 403-424.
Omise'eke Natasha Tinsley, "Black Atlantic, Queer Atlantic: Queer Imaginings of the Middle Passage," 191-215.
Eithne Luibhéid, "Sexuality, Migration, and The Shifting Line between Legal and Illegal Status," 289-315.

Week 13: Thurs Apr 25 trans embodiment and queer phenomenology

Max Wolf Valerio, *The Testosterone Files*, 139-173.
Sara Ahmed, "Sexual Orientation," in *Queer Phenomenology*, 65-108.
Gayle Salamon, "Boys of the Lex: Transgenderism and the Rhetorics of Materiality," 403-424.

Week 14: Thurs May 2 feeling historical

Lee Edelman, "The Future is Kid Stuff," in *No Future*, 1-31.
Heather Love, *Feeling Backward*, 1-52.
Lauren Berlant, "Thinking About Feeling Historical," 229-245.
Anna Morrow, "Is Sex Disability?" in *Sex and Disability*, 285-312.

Week 15: Thurs May 9 queer futurity

José Esteban Muñoz, *Cruising Utopia*, 1-96, 185-189.
Christina Crosby, et.al., "Queer Studies, Materialism, and Crisis: A Roundtable Discussion," 127-147.

Week 16: Thurs May 16 final papers due - student presentations

Full Citations for Articles:

Ahmed, Sara. "Sexual Orientation," in *Queer Phenomenology: Orientations, Objects, Others* (Durham, NC: Duke University Press, 2006), 65-108.

- Berlant, Lauren. "Thinking About Feeling Historical," in Janet Staiger, Ann Cvetkovick, and Ann Reynolds, eds. *Political Emotions* (New York: Routledge, 2010) 229-245.
- Butler, Judith. "Imitation and Gender Insubordination," in Diana Fuss, ed. *Inside/Out: Lesbian Theories, Gay Theories* (New York: Routledge, 1991) 13-31.
- Crosby, Christina, et.al. "Queer Studies, Materialism, and Crisis: A Roundtable Discussion," *GLQ* 18:1 (2011) 127-147.
- Edelman, Lee. *No Future: Queer Theory and the Death Drive* (Duke University Press, 2004) 1-31.
- D'Emilio, John. "Capitalism and Gay Identity," in *Making Trouble: Essays on Gay History* (New York: Routledge, 1992) 3-13.
- Fajardo, Kale Bantigue. "Transportation: Translating Filipino and Filipino American Tomboy Masculinities through Global Migration and Seafaring," *GLQ: A Journal of Lesbian and Gay Studies* 14:2-3 (2008): 403-424.
- Ferguson, Roderick A. *Aberrations in Black: Toward a Queer of Color Critique* (Minneapolis: University of Minnesota Press, 2004).
- Ferguson, Roderick A. "Administering Sexuality; or, The Will to Institutionalism," *Radical History Review* 100 (Winter 2008): 158-170.
- Finley, Chris. "Decolonizing the Queer Native Body (and Recovering the Native Bull-Dyke): Bringing 'Sexy Back' and Out of the Native Studies Closet," in *Queer Indigenous Studies* (University of Arizona Press, 2011).
- Freeman, Elizabeth. "Packing History, Count(er)ing Generations," *New Literary History* 31:4 (Autumn 2000): 727-744.
- Halberstam, Judith. *In A Queer Time and Place: Transgender Bodies, Subcultural Lives* (New York: New York University Press, 2005), 1-46.
- Hall, Stuart. "The Toad in the Garden: Thatcherism among the Theorists," in Cary Nelson and Lawrence Grossberg, eds., *Marxism and the Interpretation of Culture* (University of Illinois Press, 1988) 35-57.
- Hanhardt, Christina. "Butterflies, Whistles, and Fists: Gay Safe Street Patrols and the 'New Gay Ghetto,' 1978-1980," *Radical History Review* 100 (Winter 2008): 61-86.
- Herring, Scott. "Critical Rusticity," in *Another Country: Queer Anti-Urbanism* (New York University Press, 2010).
- Love, Heather. *Feeling Backward: Loss and the Politics of Queer History* (Harvard University Press, 2007) 1-52.
- Lowe, Lisa and David Lloyd. "Introduction," in Lowe and Lloyd, eds., *The Politics of Culture in the Shadow of Capital* (Durham and London: Duke University Press, 1997).
- Luibhéid, Eithne. "Sexuality, Migration, and The Shifting Line between Legal and Illegal Status," *GLQ: A Journal of Lesbian and Gay Studies* 14:2-3 (2008)289-315.
- Massey, Doreen. "A Global Sense of Place," *Space, Place, and Gender* (Minneapolis: University of Minnesota Press, 1994).
- McRuer, Robert, "Introduction: Compulsory Able-Bodiedness and Queer/Disabled Existence," in *Crip Theory* (New York University Press, 2004).
- Morgensen, Scott. "The Biopolitics of Settler Sexuality and Queer Modernity," in *Spaces Between Us: Queer Settler Colonialism and Indigenous Decolonizations* (Minnesota University Press, 2011).
- Morrow, Anna. "Is Sex Disability?" in Robert McRuer and Anna Morrow, eds. *Sex and Disability* (Duke University Press, 2012).
- Munoz, José Esteban. *Disidentifications: Queers of Color and the Performance of Politics* (University of Minnesota Press, 1999).
- Puar, Jaspir. "The Sexuality of Terrorism," in *Terrorist Assemblages: Homonationalism in Queer Times* (Duke University Press, 2007).
- Ritchie, Jason. "How Do You Say 'Come Out of the Closet' in Arabic?: Queer Activism and the Politics of Visibility in Israel-Palestine." *GLQ: A Journal of Lesbian and Gay Studies* 16:4 (2010) 557-575.
- Roque Ramirez, Horacio N. "'That's My Place': Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983," *Journal of the History of Sexuality* 12:2 (2003) 224-258.
- Ruiz, Jason. "The Violence of Assimilation: An Interview with Mattilda aka Matt Bernstein Sycamore," *RHR* 100, 236-247.
- Salamon, Gayle. "Boys of the Lex: Transgenderism and the Rhetorics of Materiality," *GLQ: A Journal of Lesbian and Gay Studies* 12:4 (2006) 575-597.
- Smith, Andrea. "Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism," *GLQ: A Journal of Lesbian and Gay Studies* 16:1-2 (2010) 41-68.
- Somerville, Siobhan. "Scientific Racism and the Invention of the Homosexual Body," in Bland and Doan eds., *Sexology in Culture* (Chicago: University of Chicago Press, 1998) 60-76.
- Sullivan, Nikki. *A Critical Introduction to Queer Theory*. (New York: New York University Press, 2003).
- Tinsley, Omise'eke Natasha. "Black Atlantic, Queer Atlantic: Queer Imaginings of the Middle Passage," *GLQ: A Journal of Lesbian and Gay Studies* 14:2-3 (2008) 191-215.
- Valerio, Max Wolf. *The Testosterone Files* (Seal Press, 2006)
- Warner, Michael. "Queer and Then?" *The Chronicle of Higher Education* (Jan 1, 2012).