**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:**

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:
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”

### Week 2: Thurs Feb 7  - culture, capital, queer


### Week 3: Thurs Feb 14  - sexuality, science, marriage

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

### Week 4: Thurs Feb 21  - performativity and queer counterpublics

José Munoz, “Performing Disidentifications,” 1-34.
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


### Week 6: Thurs Mar 7  - queer time and space

John D’Emilio, “Capitalism and Gay Identity” 3-16.
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.

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

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

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

Kale Bantigue Fajardo, "Transportation: Translating Filipino and Filipino American Tomboy Masculinities through Global Migration and Seafaring;" 403-424.
Omise'ke 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.

**Week 14: Thurs May 2**  
feeling historical

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

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:**

Ferguson, Roderick A. Aberrations in Black: Toward a Queer of Color Critique (Minneapolis: University of Minnesota Press, 2004).
Massey, Doreen. "A Global Sense of Place," Space, Place, and Gender (Minneapolis: University of Minnesota Press, 1994).
Munoz, José Esteban. Disidentifications: Queers of Color and the Performance of Politics (University of Minnesota Press, 1999).
Valerio, Max Wolf. The Testosterone Files (Seal Press, 2006)