

Women and Gender Studies 255
Introduction to Queer Studies
Sonoma State University
Fall 2015¹

Course Time: T/TH 8:00-9:50 am **Location:** Carson 20
Instructor: Don Romesburg, Ph.D. **Office:** Carson 11
Office Hours: T 1-3:30; W 10:30-12 (or by appt.) **Email:** don.romesburg@sonoma.edu

Course Description: We will explore the field of queer studies and its relationship to both the lives of lesbian, gay, bisexual, and transgender (LGBT) people and to understandings of broader culture and society. Using interdisciplinary approaches that incorporate the intersecting questions of race, class, gender, and nation alongside sexuality and gender identity, we will cultivate analytical tools provided by queer and trans studies.

Course Requirements/Expectations: Active reading, attendance, and discussion are crucial. Significant lecture and participation elements mean that everyone is expected to arrive prepared.

Grading:

- 40% Annotated Keywords Glossary
- 15% Five Reading Quizzes (3% each)
- 25% Five Applied Film Analyses (5% each)
- 5% Bisexual Workshop Presentation
- 15% LGBTQ History Lesson Plan (including proposal, presentation, and final essay)

Annotated Keywords Glossary: You will keep an ongoing log of all keywords throughout the semester. Each entry should include a 2-3-sentence definition of the term with a clear citation of its source as well as at least one relevant example from the reading materials, lectures, or films. You will be graded on both definition and application. Definitions and examples must come from course lectures and materials—not from Wikipedia or other non-course-specific online sources. For one model of a more elaborate glossary of keywords, see the Keywords section of *Transgender Studies Quarterly* 1, nos. 1-2 (May 2014): 19-272, <http://tsq.dukejournals.org/content/1/1-2/107.full.pdf>. It is your responsibility to maintain this and come into office hours if missing any. Due on 9/29, 10/20, 11/12, and 12/8. No late glossaries accepted. (40%)

Reading Quizzes: Because readings make up the backbone of our conversations, you will come to each class prepared to explore, defend, and critique them. Five quizzes based on the readings due that day and their question prompts will be given throughout

¹ WGS 255 fulfills the GE Area D1 requirements by incorporating an interdisciplinary approach to examining the comparative experiences of ethnic groups in the U.S., identifying and understanding perspectives emanating from the groups. Requirements and assignments are in accordance with GE Teaching Goals, emphasizing teaching students to: think independently, ethically, critically, and creatively; communicate clearly to varied audiences; make connections between past and present; appreciate intellectual, scientific and artistic accomplishments; and build their reading, writing, research and critical thinking skills. For a complete description of the Mission, Goals & Objectives of the SSU General Education Program, see: http://www.sonoma.edu/Senate/Resolutions/GE_MGO.html.

the semester to ensure students' readiness for class. Two points of each quiz grade will be your attendance in class that day. You may not make up missed quizzes. (15%)

Applied Film Analyses: Students will write a double-spaced, typed 2-page analysis of **five of the eight** in-class films, relating them to the previous week's assigned readings and keywords. This will be due by the next class meeting. **Students may choose which three to skip; you are still expected to attend class.** No late essays accepted. (25%)

Bisexual Workshop Presentation: Students will be divided into pairs to develop one presentation covering an assigned document related to bisexual studies, past and present. The pair will be required to locate the document, read and discuss it, and create a 4-minute presentation detailing its main thesis (or point) and key supporting evidence or argument. These will be presented in the Bisexual Studies Workshop on 10/15. (5%)

LGBTQ History Lesson Plan: Using the *Making the Framework FAIR* report, students will create a K-12 lesson plan for a specific topic on LGBTQ history. This lesson plan will be focused toward a grade level and its corresponding subject area (2nd Grade: Family and Community; 4th Grade: California History; 5th Grade: Early U.S. History; 8th Grade: 19th-Century U.S. History; 11th Grade: Modern U.S. History). The lesson plan requires students to research their topic based on the *Making the Framework FAIR* narrative, justifications, and sources consulted, and must utilize at least two related scholarly secondary sources and draw upon one primary source of your selection. Students will be graded on selection of topic (11/5), presentation (12/10 or 12/15), and final paper (due with presentation). You will receive a specific handout detailing this assignment later in the term. (15%)

Required Texts: (Books available at North Light Books, 1720 East Cotati, Wolf Den Plaza)

1. Shiri Eisner, *Bi: Notes for a Bisexual Revolution* (Berkeley: Seal Press, 2013), ISBN: 9781580054744
2. Janet Mock, *Redefining Realness*: (New York: Atria Paperback, 2014), ISBN: 9781476709130
3. Web-based readings, retrievable from either Google or SSU Library access points
4. Moodle Course-based files

Course Ethics and Accommodations: No phone usage in class; laptops/tablets for course-related work only. Each failure to comply with this will result in a zero on one of your quiz grades. Also, be aware of important University policies such as add/drop; cheating and plagiarism; grade appeal; and the diversity vision statement. If you have special learning needs that may require accommodations, register with the campus office of Disability Services for Students, Salazar 1049, 664-2677. Discuss the DSS recommendation with me and we will make the course work for you. www.sonoma.edu/uaffairs/policies/studentinfo.shtml.

Course Schedule

DATE	CLASS TOPIC	READINGS DUE
8/25	<p>Introduction</p> <p>What is “queer?”</p> <p>What is “heteronormativity?”</p> <p>What is “transgender?”</p> <p>What is “embodiment?”</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> • Queer • Heteronormativity • Transgender • Embodiment 	<p>In-class small group reading exercise: Anonymous Queers, “Queers Read This: I Hate Straights,” from <i>The Columbia Reader on Lesbians and Gay Men in Media, Society, and Politics</i> (Columbia University Press, 1999 [1990]), 588-594</p> <p>In-Class Shorts (FILM #1):</p> <ul style="list-style-type: none"> ▪ “Origins of Love” cartoon from <i>Hedwig and the Angry Inch</i> (New Line: 2001) (DVD 960): http://www.youtube.com/watch?v=5hBWa3n0-Q ▪ Sylvester, “You Make Me Feel (Mighty Real)” (1978): http://www.youtube.com/watch?v=vkrKYvJpxcg&feature=related <p>READ ALOUD: Susan Stryker, “Caitlyn Jenner and Rachel Dolezal: Identification, Embodiment, and Bodily Transformation,” <i>AHA Today</i>, American Historical Association, July 13, 2015, http://blog.historians.org/2015/07/caitlyn-jenner-and-rachel-dolezal-identification-embodiment-bodily-transformation/</p>
	PART I:	CONTEMPORARY POLITICS AND IDENTITY
8/27	<p>Orientation vs. Identity</p> <p>How is “sexual orientation” different from “gay identity?”</p> <p>How are queer sensibilities historically and culturally contingent?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> ▪ “Born This Way” ▪ Identity ▪ Gay Culture/Queer Culture ▪ Queer Sensibilities ▪ Social Construction <p>Film Paper #1 Due <i>(Hedwig/Sylvester w/ Stryker/Queers)</i></p>	<p>ONLINE: J. Bryan Lowder, “What Was Gay?” <i>Slate</i> (May 12, 2015), http://www.slate.com/articles/news_and_politics/history/2015/05/can_you_be_homosexual_without_being_gay_the_future_of_cruising_drag_and.html</p> <p>ONLINE: Suzanna Danuta Walters, “Feminism, Gay Marriage, and the Future of Gay Politics,” <i>Contexts</i> blog, American Sociological Association, July 8, 2015, http://contexts.org/blog/feminism-gay-marriage-and-the-future-of-queer-politics/</p> <p>ONLINE: Alexander Chee, “What Will Gay Culture Look Like in 2035?” <i>The New Republic</i>, June 23, 2015, http://www.newrepublic.com/article/122120/what-will-gay-culture-look-2035</p> <p>WATCH: Sonya Renee Taylor, “The Body Is Not An Apology,” <i>Queer Rebels of the Harlem Renaissance</i>, African American Arts and Culture Complex, San Francisco, July 11, 2014: https://www.youtube.com/watch?v=Kh6u2V4BIVo</p> <p>WATCH: Lady Gaga, “Born This Way” (lyrics only), 2011, https://www.youtube.com/watch?v=0BsLd4Y060Q</p> <p>WATCH: Lady Gaga, “Telephone ft. Beyoncé (long video), 2010, https://www.youtube.com/watch?v=EVBSypHzF3U</p> <p>GUEST SPEAKER (9-9:50 AM): Sonya Renee Taylor</p>

<p>9/1</p>	<p>Marriage Equality: The Movement How did we get here and where is “here?”</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> ▪ Marriage Equality ▪ LGBT Rights ▪ Analogy ▪ Equality Politics <p>QUIZ #1 (MOODLE)</p>	<p>ONLINE: Molly Ball, “How Gay Marriage Became a Constitutional Right,” <i>Atlantic</i> (July 1, 2015), http://www.theatlantic.com/politics/archive/2015/07/gay-marriage-supreme-court-politics-activism/397052/</p> <p>MOODLE: Meg Wesling, “The Unequal Promise of Marriage Equality,” <i>American Quarterly</i>, 66, no. 1 (2014): 171-179</p> <p>ONLINE: Anne Mulhall, “The Republic of Love,” <i>Bully Bloggers</i>, June 20, 2015, https://bullybloggers.wordpress.com/2015/06/20/the-republic-of-love/</p>
<p>9/3</p>	<p>Queer Studies Research Methods</p>	<p>MEET IN LIBRARY: Schulz 2016</p>
<p>9/8</p>	<p>Marriage Equality: SCOTUS What are the key arguments the majority made to affirm the constitutionality of marriage equality?</p> <p><u>Keyword:</u></p> <ul style="list-style-type: none"> ▪ Dignity 	<p>ONLINE: Main opinion of <i>Obergefell et al v. Hodges</i>, 576 U.S. ____ (2015), http://www.supremecourt.gov/opinions/14pdf/14-556_3204.pdf [NOTE: NOT the first 5 “slip opinion” pages]</p> <p>ONLINE: Katherine Franke, “‘Dignity’ Could Be Dangerous at the Supreme Court,” <i>Gender and Sexuality Law Blog</i>, June 26, 2015, http://blogs.law.columbia.edu/genderandsexualitylawblog/2015/06/26/dignity-could-be-dangerous-at-the-supreme-court/</p>
<p>9/10</p>	<p>Marriage Equality: Dissents What are some of the key rationales for dissent and how do they differ by justice?</p> <p>How have religious conservatives framed marriage equality?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> ▪ “Universal” Marriage ▪ Liberty ▪ Religious Freedom Laws 	<p>ONLINE: Roberts, Scalia, Thomas, and Alito Dissents in <i>Obergefell et al v. Hodges</i>, 576 U.S. ____ (2015), http://www.supremecourt.gov/opinions/14pdf/14-556_3204.pdf</p> <p>ONLINE: Tina Fetner, “The Rise and Fall of the Religious Right’s Fight,” <i>Contexts</i> blog, American Sociological Association, July 8, 2015, http://contexts.org/blog/the-rise-and-fall-of-the-religious-rights-fight/</p> <p>ONLINE: CatholicVote.org Education Fund, “Not Alone,” June 25, 2015, https://www.youtube.com/watch?v=I6PPk2NOQXs</p>
<p>9/15</p>	<p>More than Marriage What are opportunities and limits in LGBT appeals to the state for family recognition?</p> <p>Why advocate for justice beyond the privatized family?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> • Household Recognition • Family Diversity • #morethanmarriage 	<p>ONLINE: Introduction to “Beyond Same-Sex Marriage: A Strategic Vision for All Our Families & Relationships” (2006) http://www.beyondmarriage.org/full_statement.html</p> <p>ONLINE: Michael W. Yarbrough, “Clearing a Path to Liberation?” <i>Contexts</i> blog, American Sociological Association, July 7, 2015, http://contexts.org/blog/clearing-a-path-to-liberation/</p> <p>ONLINE: Steven W. Thrasher, “Knowledge for the Next Generation’s Movement,” <i>Contexts</i> blog, American Sociological Association, July 7, 2015, http://contexts.org/blog/knowledge-for-the-next-generations-movement/</p>

<p>9/17</p>	<p>Homonormativity and Military Maneuvers Why does “gay” stay “white?”</p> <p>What has neoliberalism done to the LGBT movement?</p> <p>How has the mainstream gay rights movement aligned itself with the US military state?</p> <p>Keywords:</p> <ul style="list-style-type: none"> • Whitening Practices • Neoliberalism • Homonormativity • Homonationalism <p>QUIZ #2 (MOODLE)</p>	<p>MOODLE: Allan Bérubé, “How Gay Stays White and What Kind of White It Stays,” from <i>Privilege: A Reader</i> (Westview Press, 2003), 253-283</p> <p>MOODLE: Liz Montegary, “Militarizing US Homonormativities: The Making of ‘Ready, Willing, and Able’ Gay Citizens,” <i>Signs</i> 40, no. 4 (2015): 891-915</p>
<p>9/22</p>	<p>Queer Lives and the Carceral State Why is “safe space” important to LGBT people?</p> <p>How can LGBT safety play into or resist the prison-industrial complex?</p> <p>Keywords:</p> <ul style="list-style-type: none"> • Prison-Industrial Complex • Safe Space • Hate Crime • Carceral State 	<p>MOODLE: Timothy Stewart-Winter, “Queer Law and Order: Sex, Criminality, and Policing in the Late Twentieth-Century United States,” <i>Journal of American History</i> 102, no. 1 (June 2015): 61-72</p> <p>MOODLE: Morgan Bassichis, Alexander Lee, and Dean Spade, “Building an Abolitionist Trans and Queer Movement with Everything We’ve Got,” from <i>Captive Genders: Trans Embodiment and the Prison-Industrial Complex</i>, ed. Eric A. Stanley and Nat Smith (Oakland: AK Press, 2011), 15-40, http://www.deanspade.net/wp-content/uploads/2010/07/Building-an-Abolitionist-Trans-Queer-Movement-With-Everything-Weve-Got.pdf</p> <p>ONLINE: Esther Yu-His Lee, “The Truth About The Heckler At The White House Pride Reception Last Night,” ThinkProgress blog, June 25, 2015, http://thinkprogress.org/immigration/2015/06/25/3673860/jennicet-gutierrez-white-house-transgender-detention/</p> <p>FILM #2: <i>Out in the Night</i> (2014)</p>
<p>9/24</p>	<p>Intersectional Queer Political Potentialities</p> <p>How do “queerness” and “intersectionality” intervene into racialized and sexualized minority identities and communities?</p> <p>What are queer politics’ radical potential? How does it get constrained?</p> <p>Keywords:</p>	<p>MOODLE: Cathy J. Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” <i>GLQ</i> 3, no. 4 (1997)</p> <p>MOODLE: Reuben Riggs, “Meeting Queerness and Blackness in Ferguson,” <i>QED: A Journal in Queer Worldmaking</i> 2, no. 2 (2015): 184-192</p> <p>ONLINE: Sarah van Gelder, “Rev. Sekou on Today’s Civil Rights Leaders: ‘I Take My Orders From 23-Year-Old Queer Women’,” <i>YES! Magazine</i>, July 22, 2015, http://www.forum.yesmagazine.com/peace-justice/black-lives-matter-s-favorite-minister-reverend-sekou-young-queer</p> <p>ONLINE: Explore news section of BREAKOUT! website, New Orleans,</p>

	<ul style="list-style-type: none"> • Queer Politics • Intersectionality <p>Film Paper #2 Due (<i>Out in the Night</i>, Stewart-Winter, Bassichs, Lee)</p>	http://www.youthbreakout.org/news
	PART II:	BISEXUAL POLITICS, CULTURE, AND HISTORY
9/29	<p>What Is Bisexuality?</p> <p>How does bisexuality relate to monosexuality?</p> <p>How does gender relate to bisexual identity and politics?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> • Bisexual • Monosexual • Discourse • Phallogentrism <p>Annotated Glossary Due (8/25-9/24)</p>	<p>Shiri Eisner, <i>Bi: Notes for a Bisexual Revolution</i> (Berkeley: Seal Press, 2013), 1-58</p> <p>WATCH: Tania Israel, “Bisexuality and Beyond,” TEDx Talks, July 7, 2015, https://www.youtube.com/watch?v=APPb_tpGHk</p>
10/1	<p>Bisexuality: Biphobia, Privilege, and Passing</p> <p>Is bisexuality “privilege” in relation to monosexuality?</p> <p>How does bisexuality relate to the heterosexual matrix?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> • Bisexual Erasure • Heterosexual Matrix • Coercive Passing • <i>Mestiza</i> 	<p>Eisner, <i>Bi</i>, 59-135</p> <p>In-Class Film #3: <i>Appropriate Behavior</i> (Parkville Pictures, 2014)</p>
10/6	<p>Bisexuality: Feminism and Trans</p> <p>How does bisexuality get marked as complicit in the oppression of women and trans people?</p> <p>How can bisexuality enact feminism and trans liberation?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> • Male Gaze • Compulsory Heterosexuality 	<p>Eisner, <i>Bi</i>, 136-192, 235-259</p>

	<ul style="list-style-type: none"> • Bisexual Femme Fatale • Hypersexualization • Cissexism/Transphobia <p>Film Paper #3 Due <i>(Appropriate Behavior, Eisner)</i></p>	
10/8	<p>Bisexuality: Masculinity and Racialization How does bisexuality relate to male privilege?</p> <p>How is racialization a process? Is it analogous to bisexual struggle?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> • Male Privilege • Medicalization • Bi Male Invisibility • Racialization <p>QUIZ #3 (MOODLE)</p>	Eisner, <i>Bi</i> , 193-234, 260-286
10/13	<p>Radical Bisexual Activism and Homonormativity What makes bisexual activism "radical?" Why does that matter?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> • GGGG Movement • Bi Assimilationism • Radical Bi Movement 	Eisner, <i>Bi</i> , 287-318
10/15	<p>Bisexual Studies Workshop:</p> <p>Explore the syllabus of the first-ever bisexual college course in the U.S.—which was taught at Sonoma State in 1976—and subsequent implications</p>	<p>MOODLE: Alan M. Rockway, Psychological Views of Bisexual Behavior syllabus, Sonoma State College (Fall 1976)</p> <p>Student Panel Presentations (6-8 students, 15 minutes each panel):</p> <p>EARLY MOVEMENT WRITINGS:</p> <ul style="list-style-type: none"> ▪ Martin Duberman, "The Bisexual Debate," <i>New Times</i> (June 28, 1974): 34-41 ▪ Maggie Rubenstein, "Bisexual Rap," <i>Vector</i> (November 1974): 23-24 ▪ John, "Gay-Bisexual Stereotyping," <i>Brother</i> (1975) ▪ Marcy Sheiner, "The Foundations of Bisexual Community in San Francisco," from <i>Bi Any Other Name: Bisexual People Speak Out</i> (Boston: Alyson Books, 1991), 203-206 <p>BISEXUAL THEORY:</p> <ul style="list-style-type: none"> ▪ Margaret Mead, "Bisexuality: What's It All About?" <i>Redbook</i> (January 1975): 29-31

- A. P. MacDonald, "Bisexuality: Research and Theory," *Journal of Homosexuality* 6, no. 3 (Spring 1981): 21-36
- Sharon Morris and Merl Storr, "Bisexual Theory: A Bi Academic Intervention," *Journal of Gay, Lesbian and Bisexual Identity* 2, no. 1 (1997): 1-5
- J. Fuji Collins, "The Intersection of Race and Bisexuality: A Critical Overview of the Literature and Past, Present, and Future," *Journal of Bisexuality* 4, no. 1/2 (2004): 99-116

BISEXUAL IDENTITY AND COMMUNITY:

- Hoagie Wycoff, "On Behalf of Bisexuality," *Issues in Radical Therapy*, 1975
- J. Ramsey, "Intimate Networks: Will They Replace the Monogamous Family?" *The Futurist* (1975)
- Sari H. Dworkin, "Biracial, Bicultural, Bisexual: Bisexuality and Multiple Identities," *Journal of Bisexuality* 2, no. 4 (2002): 93-107.
- Kate O'Riordan, "Bisexual Spaces: A Geography Of Sexuality And Gender," *Feminist Review* 81, no. 1 (November 2005): 127-129.

COMMUNAL POSSIBILITIES, THEN AND NOW:

- S. E. Alam, "Middle-Class Commune: A Case Study," *Communities: The Journal of Cooperative Living* (May-June 1975), 2-3
- Claude Steiner, "Cooperative Living," *Communities: The Journal of Cooperative Living* (May-June 1974), 14-16
- Susan Harper, "'All Cool Women Should Be Bisexual': Female Bisexual Identity in an American NeoPagan Community," *Journal of Bisexuality* 10, no. 1 (2010): 79-107.
- Jade Aguilar, "Situational Sexual Behaviors: The Ideological Work of Moving Toward Polyamory in Communal Living Groups," *Journal of Contemporary Ethnography* 42, no. 1 (2013): 104-129

BISEXUALITY AND LESBIAN FEMINISM

- Beth Elliot, "Bisexuality: The Best Thing that Ever Happened to Lesbian Feminism?" from *Bi Any Other Name: Bisexual People Speak Out* (Boston: Alyson Books, 1991), 324-328
- Carol Queen, "The Queer in Me," from *Bi Any Other Name: Bisexual People Speak Out* (Boston: Alyson Books, 1991), 17-21
- Amber Ault, "Hegemonic Discourse in an Oppositional Community: Lesbian Feminist Stigmatization of Bisexual Women," in *Queer Studies: a Lesbian, Gay, Bisexual and Transgender Anthology*, ed. Brett Beemyn and Mickey Elaison (New York: New York University Press, 1996), 204-216

BISEXUAL POLITICS AND RIGHTS

- "A New Bill of Sexual Rights and Responsibilities," *The Humanist* (January-February 1976)
- Liz A. Highleyman, "Identity And Ideas: Strategies For Bisexuals," in *Bisexual Politics: Theories, Queries and Visions*, ed. Naomi Tucker, Liz Highleyman and Rebecca Kaplan (New York: Harrington Press, 1995), 73-92
- San Francisco Human Rights Commission LGBT Advisory

		<p>Committee, <i>Bisexual Invisibility: Impacts and Recommendations</i> (San Francisco: 2011)</p> <ul style="list-style-type: none"> ▪ Amy Andre et. al., <i>Supporting and Caring for Our Bisexual Youth</i>, The Human Rights Campaign Foundation, BiNET USA, the Bisexual Organizing Project, and Bisexual Resource Center (Washington, DC: 2014) <p>BISEXUAL CULTURE</p> <ul style="list-style-type: none"> ▪ Ann Kaloski, “Extract from Bisexuals Making Out With Cyborgs: Politics, Pleasure, Con/fusion (1977),” in <i>Bisexuality: A Critical Reader</i>, ed. Merl Storr (New York: Routledge, 1999), 201-210 ▪ Lisa Frieden, “Invisible Lives: Addressing Black Male Bisexuality in the Novels of E. Lynn Harris,” in <i>Bisexual Men in Culture and Society</i>, ed. Brett Beemyn (New York: Harrington Park Press, 2002), 73-90 ▪ Jonathan David White, “Bisexuals Who Kill: Hollywood’s Bisexual Crimewave,” in <i>Bisexual Men in Culture and Society</i>, ed. Brett Beemyn (New York: Harrington Park Press, 2002), 39-54 ▪ Maria San Filippo, “Binary Trouble and Compulsory Monosexuality,” from <i>The B Word: Bisexuality in Contemporary Film and Television</i> (Bloomington: Indiana University Press, 2013), 15-44
	PART III:	QUEER HISTORY AND CULTURE
10/20	<p>Making History What would a transformational approach to including LGBT history in K-12 History education look like?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> ▪ Transformational Approach ▪ Two-Spirit ▪ Romantic Friendship ▪ Lavender Scare 	<p><i>Making the Framework FAIR: California History-Social Science Framework Proposed LGBT Revisions Related to the FAIR Education Act (2014)</i></p>
10/22	<p><i>Abe Lincoln’s Big, Gay Dance Party</i> [NO CLASS MEETING] ANNOTATED GLOSSARY DUE (9/29-10/20)</p>	<p>Attend the SSU Theatre Arts and Dance Department’s production of <i>Abe Lincoln’s Big, Gay Dance Party</i>. <u>If you cannot attend this evening performance, you must notify Dr. Romesburg at least a week in advance and make your own arrangements to attend another performance between 10/15-10/21. Everyone must be prepared to discuss the show on 10/27.</u></p>
10/27	<p>Historical Representations in Popular Culture How did Hudson represent heteronormativity <i>and</i> queer abjection?</p> <p>Why have queer reading practices been important historically? What are some?</p> <p><u>Keywords:</u></p>	<p>MOODLE: Richard Meyer, “Rock Hudson’s Body,” from <i>Inside/Out: Lesbian Theories, Gay Theories</i> (New York: Routledge, 1991), 259-288</p> <p>MOODLE: Mark Lipton, “Queer Readings of Popular Culture: Searching [To] Out the Subtext,” from <i>Queer Youth Subcultures</i> (State University of New York Press, 2008), 163-179</p>

	<ul style="list-style-type: none"> ▪ Queer Abjection ▪ Queer Reading ▪ Moral Panic ▪ Visibility 	
10/29	Lesbian and Gay Representation in Hollywood	In-Class Film #4: <i>The Celluloid Closet</i> (HBO/Telling Pictures, 1996)
11/3	<p>Queerness and Culture: Value, Cost, Consumption</p> <p>How do commodified LGBT consumer subjects relate to social and political recognition?</p> <p>At what costs do these kinds of consumer recognition come?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> • Commodification • Interpellation • Privacy/Publicity • Gay Makeover <p>QUIZ #4 (MOODLE)</p>	<p>MOODLE: Martin F. Manalansan IV, “A Gay World Make-Over? An Asian American Queer Critique,” from <i>Asian American Studies After Critical Mass</i>, ed. Kent A. Ono (Blackwell Publishing, 2005), 98-110</p> <p>MOODLE: Joshua Gamson, “Talking Freaks: Lesbian, Gay, Bisexual, and Transgender Families on Daytime Talk TV,” from <i>Queer Families, Queer Politics: Challenging Culture and the State</i>, ed. Mary Bernstein and Renate Reimann (Columbia University Press, 2001), 68-86</p>
11/5	New Queer Cinema Film Paper #4 Due (<i>Celluloid Closet</i>, Meyer, Lipton)	In-Class Film #5: <i>Paris Is Burning</i> (Off White Productions, 1990) (DVD 1941)
11/10	<p>Representation and DIY Subcultures</p> <p>Why do LGBT subcultures matter?</p> <p>How did “New Queer Cinema” differ from media before/since?</p> <p>How did race, class, and gender shape its radical potentialities?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> • Queer Subculture • Queer Time • Spectacle • Performance/Performativity • Realness 	<p>MOODLE: Jack Halberstam, “What’s That Smell? Queer Temporalities and Subcultural Lives,” from <i>In a Queer Time and Place: Transgender Bodies, Subcultural Lives</i> (NYU Press, 2005), 152-187</p> <p>MOODLE: Daniel T. Contreras, “New Queer Cinema: Spectacle, Race, Utopia,” from <i>New Queer Cinema: A Critical Reader</i>, ed. Michelle Aaron (Rutgers University Press, 2004), 119-127</p> <p>ONLINE: Tav Nyong’o, “After the Ball,” Bully Bloggers, July 8, 2015, https://bullybloggers.wordpress.com/2015/07/08/after-the-ball/</p>
	PART IV:	DEVELOPING REALNESS
11/12	MANDATORY EVENING [NO CLASS MEETING] Film Paper #5 Due: (<i>Paris Is Burning</i> w/ Halberstam/ Contreras/Nyong’o)	Laverne Cox, Green Music Center, 7:30-9 PM [I have arranged tickets. If you cannot attend, you must let me know a week in advance. <u>Attendance counts as one of your quiz grades! You cannot make this up if you miss it and it is central to the entire next section of class.</u>

11/17	The Queerness of Adolescence ANNOTATED GLOSSARY DUE (10/22-11/10)	In-Class Film #6: <i>Pariah</i> (Focus Features, 2011)
11/19	The Queerness of Childhood How are childhood and adolescence queer times of life? How do queer youth navigate normative and restrictive families, institutions, and contexts? <u>Keywords:</u> <ul style="list-style-type: none"> ▪ Cisnormativity ▪ Loving Denial ▪ Performance/Performativity ▪ <i>Mahu</i> ▪ Realness ▪ Gender Dysphoria ▪ Stealth 	Janet Mock, <i>Redefining Realness</i> (New York: Atria, 2014), 1-162
11/24	Transnational Trans Cinema Film Paper #6 Due (<i>Pariah</i> w/Mock)	In-Class Film #7: <i>The Iron Ladies</i> (Tai Entertainment/Strand Releasing, 2000)
11/26	THANKSGIVING	NO CLASS
12/1	Queer and Trans Transnationalism How can queerness be understood in relation to globalization? How can international rights discourses about LGBT rights facilitate freedoms? How can they shore up imperialisms? How does the commodification of trans medical processes as “elective” circulate transnationally? <u>Keywords:</u> <ul style="list-style-type: none"> • Gay Imperialism • Queer Diaspora • <i>Kathoey</i> • Affective Labor QUIZ #5 (MOODLE)	MOODLE: Dennis Altman, “Global Gaze, Global Gays,” from <i>Postcolonial and Queer Theories: Intersections and Essays</i> , ed., John C. Hawley (Greenwood Press, 2001 [1997]), 1-18 ONLINE: Michael Luongo, “Why Gay Honeymooners Should Stop Avoiding Countries with Anti-LGBT Laws,” <i>Washington Post</i> , July 22, 2015, https://www.washingtonpost.com/posteverything/wp/2015/07/22/why-gay-honeymooners-should-stop-avoiding-countries-with-anti-lgbt-laws/ MOODLE: Aren Z. Aizura. “The Romance of the Amazing Scalpel: ‘Race,’ Labor, and Affect in Thai Gender Reassignment Clinics,” from <i>The Transgender Studies Reader 2</i> , ed. Susan Stryker and Aren Z. Aizura (New York: Routledge, 2013), 496-511
12/3	Transaction and Transactualization Why is sex work woven into	Mock, <i>Redefining Realness</i>, 163-258 MOODLE: Kai M. Green and Treva Ellison, “Tranifest,” Keywords,

	<p>many trans women's lives?</p> <p>How does the transition narrative overwrite other trans identifications and realizations?</p> <p><u>Keywords:</u></p> <ul style="list-style-type: none"> ▪ Sex Work ▪ Survival Sex ▪ Transition Narrative ▪ Tranifest <p>Film Paper #7 Due (<i>Iron Ladies</i> w/ Altman, Luongo, Aizura)</p>	<p><i>Transgender Studies Quarterly</i> 1, nos. 1-2 (May 2014): 222-225</p> <p>In-Class Film #8: <i>Screaming Queens: The Riot at Compton's Cafeteria</i> (KQED, 2005) (DVD 1259)</p>
12/8	<p>Finale: Uniting, Clashing, or Undoing?</p> <p>What does it mean to "ask the critical questions?"</p> <p>Why does Butler advocate "double-edged thinking"?</p> <p>Film Paper #8 Due (<i>Screaming Queens</i> w/ Mock)</p>	<p>MOODLE: Judith Butler, "Introduction: Acting in Concert" from <i>Undoing Gender</i> (Routledge, 2004)</p>
12/10	<p>History Lesson Plan Presentations I</p> <p>ANNOTATED GLOSSARY DUE (11/12-12/8)</p>	
12/15	<p>History Lesson Plan Presentations II</p>	