

**WGS 455/HIST 447:
Queer Theory, Queer Lives
Sonoma State University
Spring 2015**

Course Time: T/TH 10-11:50 AM	Class: IH201A
Instructor: Don Romesburg, Ph.D.	Email: romesbur@sonoma.edu
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Sexuality, like race, class, gender, ability, and nationalism, informs the basic power relationships that structure everything from our most intimate practices to broad, sweeping political and legal activities. In this course we will explore queer theories as they have informed and been informed by the emergence, submersion, development, and evolution of queer sexual and gender identities and communities over the past approximately 250 years in the United States. We will also grapple with the contexts through which some sexual and gender activities, practices of belonging, and processes of becoming are situated as “alternative,” “abnormal,” “perverse,” or “shameful” in contrast or relationship to socially and culturally dominant sexualities. How, in other words, did certain identities, communities, and practices become deviant, variant, or queer according to various regimes of the normal, and how has this changed over time? What happens when “alternative” sexual identities and communities demand inclusion within (or become assimilated into) the “normal”? On whose terms does this occur? This course approaches queer sexualities through their intersection with racial and ethnic identities and logics of classification, socioeconomic milieus and marginalizations, and the nuances of gender and sex. Moreover, we will interrogate how queer sexual identities and communities have constantly been central to the nationalist project of defining what is “American” about U.S. culture, politics, and society. Through appreciating history, we can more collectively engage with our present. Throughout the semester we will interrogate contemporary society in its relation to queer theory through the growing insights we share.

Required Texts: (Books available at North Light Books & Café, 550 E. Cotati Ave. in Cotati)

- Michael Bronski, *A Queer History of the United States* (Boston: Beacon Press, 2011), ISBN: 9780807044650
- Rachel Hope Cleves, *Charity and Sylvia: A Same-Sex Marriage in Early America* (New York: Oxford University Press, 2014), ISBN: 9780199335428
- Christina B. Hanhardt, *Safe Space: Gay Neighborhood History and the Politics of Violence* (Durham: Duke University Press, 2103), ISBN: 9780822354703
- Clare Sears, *Arresting Dress: Cross-Dressing, Law, and Fascination in Nineteenth-Century San Francisco* (Berkeley: University of California Press, 2015), ISBN: 9780822357582
- Valerie Taylor, *The Girls in 3B* (New York: Feminist Press, 2003 [1959]), ISBN: 9781558614567
- Course reader on Moodle

Course Requirements and Expectations: The better prepared you are, the more engaging the discussions will be, the more interesting the lectures will seem, and, ultimately, the more you will take away from this course. Because assigned readings make up the backbone of our conversations, you should come to each class prepared to explore all readings. There will be short summary essays, cohort reports, group presentations, a contextualized book review final, and a midterm scavenger hunt.

Attendance Policy: Attendance is crucial, because the course has significant lecture and participation elements. You may miss two discussion section meetings (excused or unexcused) during the semester. Each additional absence will affect your participation grade.

Grading:

Reading Summaries (5 x 5%):	25%
Cohort Reports (5 x 5%):	25%
Class Presentation:	10%
Acrostic Essay:	5%
<i>Girls in 3B</i> Analysis:	5%
Great Homo History Hunt:	5%
Participation:	10%
Final Paper:	15%

Reading Summaries: A two-page paper is due five times in the semester. There are seven possible dates for handing in summaries, so choose judiciously two you want to skip. Your paper must address the readings assigned for that day and should respond to the questions listed on the syllabus. Your papers should take an analytical perspective and must be typed and double-spaced. You should incorporate facets of all readings assigned for that day as well as a follow-up question for discussion. Papers are due at the beginning of class. I will not accept late or emailed papers. (30%)

Cohort Reports: To encourage greater dialogue and comprehension of the readings and key concepts, each student will be assigned to a cohort that will meet outside of class at least five times throughout the semester to discuss the class topics, readings, and applications. There are six possible reports due, so choose judiciously one you want to skip. Each meeting is expected to be a minimum of an hour long and include everyone. You will need to write up a one-to-two-page description of your discussion detailing: 1) when you met; 2) what key insights or questions each group member contributed; 3) how this relates to the readings due that day and other recent readings; 4) a question for class discussion. This is due the start of class on the assigned days. (25%)

Class Presentation: Once in the semester, you will present the day's readings and lead discussion. You are expected to email everyone a one-page summary/outline of the readings the night before class. The purpose of this is to provide your classmates a succinct, thoughtful document that will help guide them through your presentation and subsequent conversation. You'll be graded on the presentation's relevance, the discussion you lead, and the content of your summary paper. (10%)

Acrostic Paper: On 2/10, an essay in the form of an acrostic is due that describes structures or relations of gender and sexuality in *Charity and Sylvia*. It can be an acrostic of either the book's title, Charity's first and last name, or Sylvia's first and last name. (5%)

Girls in 3B Paper: On 3/24, a 3-page essay is due that analyzes *The Girls in 3B* in relation to queer theoretical concepts as well as mid-20th-century historical context. (5%)

Great Homo History Hunt: On **Saturday, April 6**, teams of up to three students will embark on an all-out wild dash across San Francisco, searching for the sites of the city's crazy and contested queer history. The Hunt dispatches participants across the city to visit historic buildings and sites and answer questions about our very queer past. It culminates in a party where winners will get amazing prizes and their peer's envy. **Participation is mandatory.** Details to follow. (5%)

Participation: In this seminar course, everyone is expected to show up to class having completed all readings and prepared to discuss them. Each student should have at least one question prepared for class

discussion each time we meet. After your two allowed absences, you will lose a full 10% of your participation grade (i.e., from 100 to 90, then 80, and so on) for each additional absence. (10%)

Final Paper: The final paper will be a 6-8 page theoretical analysis of a book selected from a designated list that will be handed out later. In this assignment, one will need to review a book by placing it into its broader historical context, and then apply queer theoretical concerns to analyze the book in that context.

Selection of the book must be made by the 3/3 class; hand in a brief paragraph explaining your book selection. **An optional first draft can be handed in on 4/21** to receive comments for revision—this will substantially help your final grade. **The final paper is due 5/12.** (15%)

Students with Special Needs: If you have special learning needs that may require accommodations, register with the campus office of Disability Services for Students, Salazar 1049, 664-2677. It will provide a written confirmation of your particular challenges and recommend accommodations for your instructors to meet. Discuss this recommendation with me and we will make the course work for you.

Campus Policies: There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; and the diversity vision statement. <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>.

Course Schedule

DATE	CLASS TOPIC	READINGS DUE
1/20	What's Queer Theory? What Makes Lives Queer?	In-Class: "Heterosexism," "Queer Theory" and "Sexuality," from Jane Pilcher and Imelda Wheelhan, <i>Fifty Key Concepts in Gender Studies</i> (London: Sage, 2004), 68-71, 128-131, 155-156, 159
1/22	Queer Theory: The Basics <ul style="list-style-type: none"> o What are philosophical/theoretical foundations of "queer?" o How are queer lives and identities related to transgender lives and identities? READING SUMMARY 1	MOODLE: Nikki Sullivan, "Queer: A Question of Being or Doing?" from <i>A Critical Introduction to Queer Theory</i> (NYU Press, 2003), 37-56 MOODLE: Holiday Simmons and Fresh! White, "Our Many Selves," from <i>Trans Bodies, Trans Selves: A Resource for the Transgender Community</i> , ed. Laura Erickson-Schroth (New York: Oxford University Press, 2014), 1-23 Michael Bronski, <i>A Queer History of the United States</i> (Boston: Beacon Press, 2011), xi-xx [Introduction] EXTRA CREDIT: Either watch <i>But I'm a Cheerleader</i> (1999) (DVD on reserve at library) <u>or</u> , on 1/27, attend <i>But I'm a Cheerleader! The Peaches Christ Experience</i> , Castro Theater, 429 Castro St., San Francisco, CA 94114, 7:30 PM (\$25 per person—tickets at http://tinyurl.com/omhy66q). Link to queer theory concepts in 1-2 pp. essay due by 2/3.
1/27	Cheering for Queer Theory? <ul style="list-style-type: none"> o How is queer theory related to feminism and transgender studies? o How is some queer theory "then" and other queer theory "now?" READING SUMMARY 2	MOODLE: Sharon Marcus, "Queer Theory for Everyone: A Review Essay," <i>Signs</i> 31, no.1 (2005): 191-218 ONLINE: Michael Warner, "Queer and Then," <i>The Chronicle of Higher Education</i> , 1 January 2012: http://chronicle.com/article/QueerThen-130161/ MOODLE: Heather Love, "Queer," <i>TSQ: Transgender Studies Quarterly</i> 1, nos. 1/2 (2014): 172-176

<p>1/29</p>	<p>Revisiting Queer Theory: Critical Race Interventions</p> <ul style="list-style-type: none"> ○ Why do we need alternative genealogies for queer theory? ○ How has queer of color scholarship transformed queer studies? <p>COHORT REPORT 1</p>	<p>MOODLE: Michael Hames-García, “Queer Theory Revisited,” from <i>Gay Latino Studies: A Critical Reader</i>, ed. Michael Hames-Garcia and Ernesto Javier Martinez (Durham: Duke University Press, 2011), 19-45</p>
<p>2/3</p>	<p>Early American Encounters with Sexual and Gender Diversity</p> <ul style="list-style-type: none"> ○ How should Early American same-sex sexuality and gender diversity be understood? <p>PRESENTATION 1</p>	<p>MOODLE: Deborah Miranda, “Extermination of the <i>Joyas</i>: Gendercide in Spanish California,” <i>GLQ</i> 16, nos. 1/2 (2010): 253-284</p> <p>Bronski, <i>A Queer History of the United States</i>, 1-39 (Ch. 1-2)</p> <p>MOODLE: Genny Beemyn, selection from “U.S. History” from start through The 19th Century, from <i>Trans Bodies, Trans Selves: A Resource for the Transgender Community</i>, ed. Laura Erickson-Schroth (New York: Oxford University Press, 2014), 501-504</p>
<p>2/5</p>	<p>Romantic Friendships and Beyond in the New Nation</p> <ul style="list-style-type: none"> ○ How did gender operate in Early America and how did individual women navigate its constraints? <p>PRESENTATION 2</p>	<p>Rachel Hope Cleves, <i>Charity and Sylvia: A Same-Sex Marriage in Early America</i> (New York: Oxford University Press, 2014), ix-91 (Preface-Ch. 9)</p>
<p>2/10</p>	<p>Establishing a Public Presence in 19th-C. America</p> <ul style="list-style-type: none"> ○ How could same-sex relationships acquire publicity in the early 19th century? ○ How was respectability precarious? <p>ACROSTIC PAPER</p>	<p>Cleves, 92-174 (Ch. 10-17)</p>
<p>2/12</p>	<p>Imagining a Queer America: Expansion, Democracy, and Purity</p> <ul style="list-style-type: none"> ○ What were queer possibilities/constraints within mass democracy, industrialization, and expansionism? <p>PRESENTATION 3</p>	<p>Cleves, 175-204 (Ch. 18-Afterward)</p> <p>Bronski, <i>A Queer History of the United States</i>, 40-103 (Ch. 3-5)</p>
<p>2/17</p>	<p>“Problem Bodies” and the Trans-ing of History</p> <ul style="list-style-type: none"> ○ Why should we study “problem bodies” and seek to trans history? <p>COHORT REPORT 2</p>	<p>Clare Sears, <i>Arresting Dress: Cross-Dressing, Law, and Fascination in Nineteenth-Century San Francisco</i> (Berkeley: University of California Press, 2015), 1-77 (Introduction-Chapter 3)</p>

2/19	Fascinating Bodies and the Problem of Law <ul style="list-style-type: none"> ○ How do law and criminalization produce queer subjects? ○ How do queer subjects become objects of fascination? READING SUMMARY 3	Sears, 78-148
2/24	The Trouble with Sexology <ul style="list-style-type: none"> ○ How did the modern “normal” become normal? ○ How do heterosexuality and heteronormativity differ? ○ How sexology shift its concern from the struggle of civilization to the adjustment to normality? COHORT REPORT 3	MOODLE: Steven Angelides, “Historicizing (Bi)Sexuality: A Rejoinder for Gay/Lesbian Studies, Feminism, and Queer Theory,” <i>Journal of Homosexuality</i> 52, no. 1 (2007): 125-158 MOODLE: Peter Boag, “‘Death of a Modern Diana’: Sexologists, Cross-Dressers, and the Heteronormalization of the American Frontier,” from <i>Re-Dressing America’s Frontier Past</i> (Berkeley: University of California Press, 2012), 159-187 MOODLE: Genny Beemyn, selection from “U.S. History” from <i>The Sexologists through The Rise in the Concept of Transsexuality</i>, from <i>Trans Bodies, Trans Selves: A Resource for the Transgender Community</i>, ed. Laura Erickson-Schroth (New York: Oxford University Press, 2014), 504-507
2/26	NO CLASS	COMPENSATION FOR MIDTERM SATURDAY (4/11)
3/3	Early 20th-Century Sexual Communities <ul style="list-style-type: none"> ○ What early 20th c. same-sex subcultures existed? How did they overlap? ○ What social forces shaped them? ○ How did race relate to developing queer sexual cultures in heterosexual settings? PRESENTATION 4 FINAL PAPER BOOK SELECIION DUE	Bronski, 104-151 (ch. 6-7) MOODLE: Richard Bruce Nugent, “Smoke, Lilies and Jade” (1926) MOODLE: Gladys Bentley, “I Am a Woman Again,” <i>Ebony</i> (August 1952); Letters to the Editor, <i>Ebony</i> (October 1952) MOODLE: Joana “Juba-Ometse” Clayton, “Closet Ain’t Nothin’ but a Dark and Private Place for . . . ?” <i>Art Journal</i> (Winter 1996)

<p>3/5</p>	<p>WWII, the Cold War and the Straight State</p> <ul style="list-style-type: none"> ○ How did normalizing modern social sciences and alternative sexual subcultures converge in World War II? ○ How did the U.S. state's bureaucratization of the homo-hetero binary help produce a homosexual civil rights claim? <p>PRESENTATION 5</p>	<p>Michael Bronski, <i>A Queer History of the United States</i>, 152-175 (ch. 8)</p> <p>MOODLE: Margot Canaday, “‘With the Ugly Word Written across It’: Homo-Hetero Binarism, Federal Welfare Policy, and the 1944 GI Bill” and “‘Finding a Home in the Army’: Women’s Integration, Homosexual Tendencies, and the Cold War Military, 1947-1959,” from <i>The Straight State: Sexuality and Citizenship in Twentieth-Century America</i> (Princeton University Press, 2009), 137-213</p>
<p>3/10</p>	<p>Urban Bar Cultures and Queer Spaces of the Mid-20th Century</p> <ul style="list-style-type: none"> ○ How did bar culture help form modern queer community and politics? ○ What should we make of queer people’s lives in this repressive era? <p>PRESENTATION 6</p>	<p>MOODLE: Nan Alamilla Boyd, “‘Homos Invade S.F.!’: San Francisco’s History as a Wide-Open Town,” from <i>Creating A Place for Ourselves: Lesbian, Gay, and Bisexual Community Histories</i>, ed. Brett Beemyn (Routledge, 1997), 73-95</p> <p>MOODLE: Selections from Audre Lorde, <i>Zami: A New Spelling of My Name</i> (Persephone Press, 1982), 220-226</p> <p>MOODLE: George Chauncey, “The Trouble with Shame,” from <i>Gay Shame</i>, ed. David M. Halperin and Valerie Traub (Chicago, 2009)</p>
<p>3/12</p>	<p>The Homophile Movement, Gender, and Social Networks in the 1950s</p> <ul style="list-style-type: none"> ○ What was the homophile movement? ○ How did it relate to midcentury sexual and gender subcultures? <p>READING SUMMARY 4</p>	<p>Michael Bronski, <i>A Queer History of the United States</i>, 176-204 (ch. 9)</p> <p>Lisa Walker, “Afterward,” in <i>The Girls in 3B</i> (New York: Feminist Press, 2003 [1959]), 153-175 [SPOILER ALERT: ONLY READ 164-175 TO AVOID PLOT DETAILS!]</p> <p>MOODLE: Genny Beemyn, selection from “U.S. History” from Christine Jorgensen through The 1950s and 1960s: Early Organizing Efforts,” from <i>Trans Bodies, Trans Selves: A Resource for the Transgender Community</i>, ed. Laura Erickson-Schroth (New York: Oxford University Press, 2014), 507-515</p>
<p>3/17-19</p>	<p>SPRING BREAK</p>	<p>READ: Valerie Taylor, <i>The Girls in 3B</i> (New York: Feminist Press, 2003 [1959])</p>
<p>3/24</p>	<p>Homophiles, Policing, and Violence in the 1960s</p> <ul style="list-style-type: none"> ○ How was policing central to emergent modern gay identity and political mobilization? <p>GIRLS IN 3B ANALYSIS PRESENTATION 7</p>	<p>MOODLE: Chris Agee, “Gayola: Gay-Bar Politics, Police Corruption, and Sexual Pluralism,” from <i>The Streets of San Francisco: Policing and the Creation of a Cosmopolitan Liberal Politics, 1950-1972</i> (Chicago: University of Chicago Press, 2014), 73-108</p> <p>Christina B. Hanhardt, <i>Safe Space: Gay Neighborhood History and the Politics of Violence</i> (Durham: Duke University Press, 2103), 34-80</p>
<p>3/26</p>	<p>Gay and Lesbian Liberation and Liberalism</p> <ul style="list-style-type: none"> ○ How did gay lib and lesbian feminism connect with other movements? ○ How did trans efforts 	<p>Michael Bronski, <i>A Queer History of the United States</i>, 205-224 (Ch. 10 to before AIDS section)</p> <p>Christina Hanhardt, <i>Safe Space</i>, 1-33, 81-116 (Intro and Ch. 2)</p> <p>MOODLE: Genny Beemyn, selection from “U.S. History” from Trans</p>

	<p>overlap and differ?</p> <ul style="list-style-type: none"> How did gay liberation shift during the 1970s? <p>PRESENTATION 8</p>	<p>Power! through <i>The Roots of Radical Activism</i>, from <i>Trans Bodies, Trans Selves: A Resource for the Transgender Community</i>, ed. Laura Erickson-Schroth (New York: Oxford University Press, 2014), 515-518</p>
3/31	CHAVEZ DAY	NO CLASS
4/2	<p>Lesbian Feminism and Its Trans/Queer Tensions</p> <ul style="list-style-type: none"> What made lesbianism the “practice” for the “theory” of second-wave feminism? Why were trans people so vexing to second wave feminism? <p>READING SUMMARY 5</p>	<p>MOODLE: Robin Morgan, “Lesbianism and Feminism: Synonyms or Contradictions?” from <i>Going Too Far: The Personal Chronicle of a Feminist</i> (NY: Random House, 1977 [1973]), 170-188</p> <p>MOODLE: Genny Beemyn, selection from “U.S. History” on <i>The Antitransgender Backlash</i>, from <i>Trans Bodies, Trans Selves: A Resource for the Transgender Community</i>, ed. Laura Erickson-Schroth (New York: Oxford University Press, 2014), 518-520</p> <p>MOODLE: Bonnie Zimmerman, “A Lesbian-Feminist Journey Through Queer Nation,” <i>Journal of Lesbian Studies</i> 11, no. 1/2 (2007): 37-52</p>
4/7	<p>Locating 1970s-1980s Lesbian and Gay Intersectional Activism</p> <ul style="list-style-type: none"> How were gay calls for safe space challenged by intersectional recognitions of queer life? <p>PRESENTATION 10</p>	<p>Christina Hanhardt, <i>Safe Space</i>, 117-154 (Ch. 3)</p> <p>MOODLE: Gloria Anzaldúa, “Bridge, Drawbridge, Sandbar, or Island: Lesbians-of-Color <i>Hacienda Alianzas</i>” (1988)</p>
4/9	<p>Sex Wars and the Politics of Perversion</p> <ul style="list-style-type: none"> What are parallels between the “lesbian sex wars” and the ethics and politics of sexual shame? <p>READING SUMMARY 6</p>	<p>MOODLE: Selections from Lisa Duggan and Nan D. Hunter, <i>Sex Wars: Sexual Dissent and Political Culture</i> (1995)</p> <p>MOODLE: Michael Warner, “The Ethics of Sexual Shame,” from <i>The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life</i> (Harvard University Press, 1999), 1-40</p>
4/11 SAT.	MIDTERM: SF HOMO HISTORY HUNT	Scavenger hunt through queer San Francisco, 11 am – 3 pm (details to follow)
4/14	<p>Fighting and Feeling AIDS</p> <ul style="list-style-type: none"> What were political and cultural challenges to fighting the AIDS crisis in the 1980s? How can affect be an important way to grapple with the history of AIDS activism? <p>PRESENTATION 11</p>	<p>Michael Bronski, <i>A Queer History of the United States</i>, 224-235 (AIDS section of Ch. 10)</p> <p>MOODLE: Ann Cvetkovich, “AIDS Activism and Public Feelings” and “Activism’s Afterlives,” from <i>An Archive of Feelings: Trauma, Sexuality, and Lesbian Public Cultures</i> (Duke University Press, 2003), 156-204, 227-238</p>
4/16	<p>Queer Nationalism and Its Limits</p> <ul style="list-style-type: none"> How did the “queer moment” challenge lesbian and gay politics 	<p>MOODLE: Clare Hemmings, “Representing the Middle Ground,” from <i>Bisexual Spaces: A Geography of Sexuality and Gender</i> (Routledge, 2002), 99-144</p> <p>Christina Hanhardt, <i>Safe Space</i>, 155-184 (Ch. 4)</p>

	<p>and identities?</p> <ul style="list-style-type: none"> How have bisexual and trans people found opportunities and challenges in “queer?” <p>PRESENTATION 12</p>	<p>MOODLE: Genny Beemyn, selection from “U.S. History” on Trans Activism in the Late Twentieth Century, from <i>Trans Bodies, Trans Selves: A Resource for the Transgender Community</i>, ed. Laura Erickson-Schroth (New York: Oxford University Press, 2014), 521-532</p>
4/21	<p>Homonormativity: Normalizing (Some) Queer Lives</p> <ul style="list-style-type: none"> What is homonormativity and how does it relate to neoliberalism and “security”? How do transpeople fit into homonormativity? <p>COHORT REPORT 4 FIRST DRAFT OF PAPER DUE (OPTIONAL)</p>	<p>Christina Hanhardt, <i>Safe Space</i>, 185-230 (Ch. 5-Epilogue)</p> <p>MOODLE: Spade, <i>Normal Life</i>, 49-78</p>
4/23	<p>What’s Wrong with Rights?</p> <ul style="list-style-type: none"> How is a rights discourse limiting and potentially harmful to queer and trans lives? What are activist alternatives? <p>READING SUMMARY 7</p>	<p>MOODLE: Spade, 19-47, 79-99</p> <p>MOODLE: Peter Cava, “Activism, Politics, and Organizing,” from <i>Trans Bodies, Trans Selves: A Resource for the Transgender Community</i>, ed. Laura Erickson-Schroth (New York: Oxford University Press, 2014), 567-589</p>
4/28	<p>Queer Of Color Interrogations of Neoliberal Family</p> <ul style="list-style-type: none"> Why do queer kinships and perverse domesticities matter especially to queer people of color? How do they contest homonormativity’s promises? <p>PRESENTATION 13</p>	<p>MOODLE: Juana María Rodríguez, “Who’s Your Daddy? Queer Kinship and Perverse Domesticity,” from <i>Sexual Futures, Queer Gestures, and Other Latina Longings</i> (New York: New York University Press, 2014), 29-67</p> <p>MOODLE: Marlon M. Bailey, “From Home to House: Ballroom Houses, Platonic Parents, and Overlapping Kinship,” from <i>Butch Queens Up in Pumps: Gender, Performance and Ballroom Culture in Detroit</i> (Ann Arbor: University of Michigan Press, 2013), 77-123</p>
4/30	<p>Vulnerable Queer Lives and Population Management</p> <ul style="list-style-type: none"> How does HIV/AIDS biomedicalization relate to the promises and perils of neoliberalism? Why is understanding disciplinary and population-managing power useful? <p>COHORT REPORT 5</p>	<p>Spade, 101-169</p> <p>MOODLE: Niels van Dom, “Treatment is Prevention: HIV, Emergency and the Biopolitics of Viral Containment,” <i>Culture, Health and Sexuality</i> 14, no. 7 (2012): 827-840</p>

<p>5/5</p>	<p>Critical Alliances and Strained Relations</p> <ul style="list-style-type: none"> ○ How do critical queer/trans of color approaches to alliance differ from homonormative discourses? ○ How is intergenerational queer dialogue a strained relationship? <p>PRESENTATION 14</p>	<p>MOODLE: Cherríe Moraga, “Still Loving in the (Still) War Years: On Keeping Queer Queer,” from <i>A Xicana Codex of Changing Consciousness: Writings, 2000-2010</i> (Duke University Press, 2011), 175-192</p> <p>ONLINE: Morgan Collado, “On Actually Keeping Queer Queer: A response to Cherrie Moraga,” <i>XQsí Magazine</i> (2012): http://xqsimagazine.com/2012/04/13/on-actually-keeping-queer-queer-a-response-to-cherrie-moraga/</p>
<p>5/7</p>	<p>Transforming Justice and Queer Futures</p> <ul style="list-style-type: none"> ○ What alternatives to homonormativity do transformational justice and queer futurity present? <p>COHORT REPORT 6</p>	<p>Spade, 171-228</p> <p>MOODLE: José Esteban Muñoz, “Queerness as Horizon: Utopian Hermeneutics in the Face of Gay Pragmatism,” from <i>Cruising Utopia: The Then and There of Queer Futurity</i> (New York University Press, 2009), 19-32</p>
<p>5/12</p>	<p>FINAL PAPER</p>	<p>DUE <u>TUESDAY</u> 5/12 11-12:50 PM. NO LATE/EMAILED PAPERS.</p>