DEPARTMENT/SCHOOL: WOMEN’S AND GENDER STUDIES  COLLEGE: ARTS AND SCIENCES

CONTACT PERSON: ELIZABETH CURRANS

CONTACT PHONE: 734-487-7707  CONTACT EMAIL: ECURRANS@EMICH.EDU

REQUESTED START DATE: TERM FALL YEAR 2012

A. Rationale/Justification for the Course

This course will be a core requirement for the proposed Queer Studies minor to be housed in Women’s and Gender Studies. It will build on the foundation provided by WGST 202: Introduction to Gender and Sexuality Studies by focusing specifically on gender and sexual minority communities, activism, cultural production, and critique. By using the framework of Queer Studies, this course will not only explore societal oppression and support for lesbian, gay, bisexual and transgender people, it will also examine scholarly and activist strategies that challenge social and institutional norms that continue to privilege heterosexual, normatively gendered people. An actively interdisciplinary course, Queer Studies will explore scholarly research in history, geography, sociology, anthropology, performance studies, psychology, and sexology along with fiction, memoir, poetry and film in order to address the wide ranging ways that people build knowledge and critique existing identity frameworks.

This course is particularly important in today’s political and social climate where increasing acceptance of lesbian and gay people and gains in rights for transnegendered people sit uncomfortably alongside continued violence and discrimination against lesbian, gay, bisexual and transnegendered people and lack of understanding of bisexual and transnegender identities. As the rash of suicides by queer youth and concurrent increases and decreases in rights for queer people show, there is a real need for better understanding of the issues that face lesbian, gay, bisexual, and transnegendered people. Within sexual and gender minority communities, long-held strategies for social inclusion are being questioned by people who have often been left out of organizing for legal changes. In addition, greater numbers of people are refusing identity labels such as lesbian, gay, bisexual, and transgender in favor of other more fluid categories such as genderqueer, pansexual and queer, or refusing identity labels altogether. The framework of Queer Studies creates space for all these identity frameworks while bringing together activism and scholarship addressing legal and political issues, cultural production, and challenges to existing understandings of sexual and gendered experience.

B. Course Information

1. Subject Code and Course Number:  WGST 305

2. Course Title: Queer Studies

3. Credit Hours: 3

4. Repeatable for Credit? Yes  No X If “Yes”, how many total credits may be earned?

5. Catalog Description (Limit to approximately 50 words.):

Queer Studies explores scholarship, activism, and cultural production by and about lesbian, gay, bisexual, transnegendered, and queer people and communities. This course examines scholarly research in the social sciences and humanities along with fiction, poetry, and film in order to address how people build knowledge about queer lives.
6. Method of Delivery (Check all that apply.)
   a. Standard (lecture/lab) X
   b. Fully Online
   c. Hybrid/ Web Enhanced

7. Grading Mode:
   Normal (A-E) X Credit/No Credit

8. Prerequisites: Courses that MUST be completed before a student can take this course. (List by Subject Code, Number and Title.)
   WGST 202

9. Concurrent Prerequisites: Courses listed in #5 that MAY also be taken at the same time as a student is taking this course. (List by Subject Code, Number and Title)

10. Corequisites: Courses that MUST be taken at the same time as a student in taking this course. (List by Subject Code, Number and Title)

11. Equivalent Courses. A student may not earn credit for both a course and its equivalent. A course will count as a repeat if an equivalent course has already been taken. (List by Subject Code, Number and Title)

12. Course Restrictions:
   a. Restriction by College. Is admission to a specific College Required?
      College of Business Yes _______ No _______
      College of Education Yes _______ No _______

   b. Restriction by Major/Program. Will only students in certain majors/programs be allowed to take this course?
      Yes _______ No _______ X

      If “Yes”, list the majors/programs
      ____________________________________________________________

   c. Restriction by Class Level Check all those who will be allowed to take the course:
      Undergraduate Graduate
      All undergraduates _______ All graduate students____
      Freshperson _______ Certificate _______
      Sophomore _______ Masters _______

Miller, New Course
Sept. ‘09
New Course Form

Junior  x  Specialist
Senior  x  Doctoral
Second Bachelor  x  UG Degree Pending
Post-Bac. Tchr. Cert.  x  Low GPA Admit

**Note:** If this is a 400-level course to be offered for graduate credit, attach Approval Form for 400-level Course for Graduate Credit. **Only “Approved for Graduate Credit” undergraduate courses may be included on graduate programs of study.**

**Note:** Only 500-level graduate courses can be taken by undergraduate students. Undergraduate students may not register for 600-level courses

d. Restriction by Permission. Will Departmental Permission be required?  Yes  No  X
(Note: Department permission requires the department to enter authorization for every student registering.)

13. Will the course be offered as part of the General Education Program?  Yes  No  X
If “Yes”, attach Request for Inclusion of a Course in the General Education Program: Education for Participation in the Global Community form. **Note:** All new courses proposed for inclusion in this program will be reviewed by the General Education Advisory Committee. If this course is NOT approved for inclusion in the General Education program, will it still be offered?  Yes  No

### C. Relationship to Existing Courses

#### Within the Department:

14. Will this course will be a requirement or restricted elective in any existing program(s)?  Yes  No  X
If “Yes”, list the programs and attach a copy of the programs that clearly shows the place the new course will have in the curriculum.

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<tr>
<th>Program</th>
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15. Will this course replace an existing course?  Yes  No  X

16. (Complete only if the answer to #15 is “Yes.”)
   a. Subject Code, Number and Title of course to be replaced:

   b. Will the course to be replaced be deleted?  Yes  No

17. (Complete only if the answer #16b is “Yes,”) If the replaced course is to be deleted, it is not necessary to submit a Request for Graduate and Undergraduate Course Deletion.
   a. When is the last time it will be offered?  Term  Year
   b. Is the course to be deleted required by programs in other departments?
      Contact the Course and Program Development Office if necessary.  Yes  No
   c. If “Yes”, do the affected departments support this change?  Yes  No
      If “Yes”, attach letters of support. If “No”, attach letters from the affected department explaining the lack of support, if available.

**Outside the Department:** The following information must be provided. Contact the Course and Program Development office for assistance if necessary.
New Course Form

18. Are there similar courses offered in other University Departments?  
Yes__________  No____ X____
If “Yes”, list courses by Subject Code, Number and Title

19. If similar courses exist, do the departments in which they are offered support the proposed course?  
Yes__________  No____
If “Yes”, attach letters of support from the affected departments. If “No”, attach letters from the affected department explaining the lack of support, if available.

D. Course Requirements

20. Attach a detailed Sample Course Syllabus including:

   a. Course goals, objectives and/or student learning outcomes
   b. Outline of the content to be covered
   c. Student assignments including presentations, research papers, exams, etc.
   d. Method of evaluation
   e. Grading scale (if a graduate course, include graduate grading scale)
   f. Special requirements
   g. Bibliography, supplemental reading list
   h. Other pertinent information.

NOTE: COURSES BEING PROPOSED FOR INCLUSION IN THE EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY PROGRAM MUST USE THE SYLLABUS TEMPLATE PROVIDED BY THE GENERAL EDUCATION ADVISORY COMMITTEE. THE TEMPLATE IS ATTACHED TO THE REQUEST FOR INCLUSION OF A COURSE IN THE GENERAL EDUCATION PROGRAM: EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY FORM.

E. Cost Analysis  (Complete only if the course will require additional University resources. Fill in Estimated Resources for the sponsoring department(s). Attach separate estimates for other affected departments.)

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<th>Estimated Resources:</th>
<th>Year One</th>
<th>Year Two</th>
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F. Action of the Department/School and College

1. Department/School

   Vote of faculty: For _____ 10 _____  Against _____ 0 _____  Abstentions _____ 0 _____
   (Enter the number of votes cast in each category.)

   ___________________________  ___________________________
   Linda Pritchard              3/28/12
   Department Head/School Director Signature             Date
2. College/Graduate School

A. College

______________________________
College Dean Signature

_________
Date

B. Graduate School (if Graduate Course)

______________________________
Graduate Dean Signature

_________
Date

G. Approval

______________________________
Associate Vice-President for Academic Programming Signature

_________
Date
Women’s and Gender Studies 305: Queer Studies

Professor: Elizabeth (Beth) Currans
Email: ecurrans@emich.edu
Office: Pray-Harrold 714P
Office Hours:
Office Phone: 734-487-7707

Course Description and Learning Outcomes:
In this course we will examine not only who LGBTIQ (lesbian, gay, bisexual, transgender, intersex, and queer) people are, but also how Queer Studies have developed. Our focus will primarily be on the United States, but will also examine some continuities and disjunctures with LGBTQ lives and scholarship around the globe. By “studies,” I refer not only to academic scholarship, but also to activist writings, personal essays, fiction, art, and film. Queer Studies brings together activism and scholarship addressing legal and political issues, cultural production, and challenges to existing understandings of sexual and gendered experience.

Psychological studies of inverts, homosexuals, and gender dysphoria, as well as religious discourses condemning queer sexuality (and sexuality in general), affect the ways that LGBTQ people choose to represent and study themselves. Therefore, after setting up some initial frameworks about the complex relationships between gender, race, sexuality, and colonialism we will discuss these discourses in order to analyze how they enter the materials and issues we discuss later in the course. After a chronological introduction to key events and themes, we will focus on how identities, norms, and space influence LBTIQ lives and organizing.

Essential to this project is thinking critically about terms such as “gay,” “lesbian,” “bisexual,” “transgender,” “transsexual,” “queer,” “genderqueer,” “butch,” and “femme.” These terms mean different things to different communities at different times. For example, in the 1950s the terms “butch” and “femme” were used primarily by white women. African-American women used “stud” and “fish” instead, to indicate similar, but culturally specific roles. The term “queer” is another good example. Some see it as an offensive term applied to lesbian, gay, and bisexual people by homophobic outsiders. Others think of it as a political term indicating a refusal to assimilate into mainstream US culture. Still others think of it as a way to refer to hip, white, middle class gay and lesbian cultures that don’t address the realities of race, class, and nation. Keep the contested nature of terminology in mind while reading, writing, and discussing.

We will also be practicing something I call “reading for silences” throughout this course. What I mean by this is that in each text you read (or view), I want you to think not only about who is being addressed and discussed, but also about who is not being addressed or discussed. As part of a project of inclusion, we will apply an intersectional framework exploring not only sexuality, but also gender, race, class, and other forms of social identity.

This course meets Women’s and Gender Studies learning outcomes by
1) teaching students to identify appropriate scholarly sources by requiring students to locate and use academic sources while writing research papers
2) exploring gender and sexuality from multiple disciplinary frameworks, including interdisciplinary frameworks, by examining materials including fiction, poetry, films, policy papers, and academic writings from sociology, history, anthropology, geography, psychology, sexology, and performance studies
3) developing theoretical frameworks exploring sexuality and gender, including the importance of intersectional analysis (which examines gender and sexuality in relationship to other social identities such as race, class, (dis)ability, and religion)

**Expectations:**
In order to do well in this course you must be willing to think critically about the topics discussed, be open to other people's perspectives, be willing to share your perspectives in verbal and written form, and be respectful of each other, the professor, and any guest speakers. You will be asked to submit all perspectives presented (including mine) to critical analysis and to be willing to have your opinions critiqued by others. You do not have to agree with me, the authors we read, or other students, but you do need to be respectful in voicing your opposition to their opinions.

In the reading, pay careful attention to the following:
- What is the main focus (sex, sexuality, gender, race, class, nation, economics, etc)?
- Who is included and excluded?
- What assumptions are the authors making that might limit their analyses?
- How does each text relate to other readings?

**Other Important Issues:**
Please bring the materials we will be discussing to class with you each day. I would also appreciate if you would arrive on time and let me know if you need to leave early on a particular day. Your presence is important to this course. Although you will not be graded on attendance, you will be graded on your participation, and it is very difficult to participate if you are absent.

Assignments handed in late will be marked down half a letter grade per day, with the exception of wiki entries, which must be turned in on time. Anything turned in after class the day the assignment is due, or to my mailbox or office during class, will be marked late. You are welcome to turn assignments in early.

Do not use cell phones during class. This includes making and receiving voice calls, writing and reading text messages, surfing the internet, taking photos, playing games, and whatever else your cell phone is capable of. If this becomes a problem, I will take phones away and/or ask students who continue to use their phones during class to leave.

You may use laptops, provided that you use them to take course notes. If laptop use becomes a problem, I will ban their use.

International Students (F and J visas) – SEVIS requires you to report the following to the Office of International Students, 229 King Hall (487-3116) within 10 days: changes in name, address, major, degree-level, funding source, degree-completion date, and intent to transfer. Prior permission is required for dropping all courses, carrying below minimum credits, employment on- or off-campus, registering for more than 1 on-line course, and endorsing I-20 or DS-2019 for re-entry. Failure to report may result in termination of SEVIS record, arrest, or deportation.

If you have a disability affecting your participation in the course please let me know so we can make necessary arrangements. Disability services can be reached at http://www.emich.edu/disabilities/index.html or 734-487-2470.
Academic dishonesty will not be tolerated in any form. Turning in plagiarized work of any kind may result in a failing grade for the course or for the whole of the grade allotted to that assignment. For example, if you plagiarize one wiki entry, you may receive a failing grade for the entire 15% of your grade allotted for the wikis, receive a failing grade for the entire course, and/or be reported to the office of Student Conduct and Community Standards.

Please be familiar with Eastern Michigan University’s policies, which can be found at: http://www.emich.edu/policies/chapter8/8-1.html. The definition of plagiarism from the Student Conduct Code is: “deliberate and knowing use of someone else’s work or ideas as one’s own. Examples of plagiarism are: quoting a source verbatim, or paraphrasing text from a given source, without properly citing the source; turning in a research paper that was written by someone else; or in any other way passing off someone else’s work as one’s own; or failing to give credit for ideas or materials taken from someone else.” If you have any questions about what this means or how to cite your sources properly, please ask.

The University Writing Center (115 Halle Library) offers one-to-one writing consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of 9 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays. Students should bring a draft of what they’re working on and their assignment.

The Academic Projects Center (116 Halle Library) offers one-to-one consulting for students on writing, research, or technology-related issues. No appointment is required – students can just drop in. The APC is open 11-5 Monday-Thursday. Additional information about the APC can be found at http://www.emich.edu/apc. Students visiting the Academic Projects Center should bring with them a draft of what they’re working on and their assignment.

All written work must be submitted through turnitin.com. With the exception of wiki entries, all must also be delivered in hard copy to the professor. Wiki entries must be posted to the wiki and submitted to turnitin.com. For information about how to submit papers with this service, please visit www.turnin.com. The course login and password are:

Class: 
Password: 

Assignments:
Readings: There are readings assigned for each day. You are required to do all of them prior to arriving in class the day they are listed in the schedule. While I don’t directly reward points for doing them, you will lose participation points if you are unprepared and the lack of understanding that results from being unprepared will affect your wiki, midterm, and final project grades.

In-class debate: We will have a debate about gay marriage during class on December 1. This is a mandatory exercise. Your grade will be based on your participation in class, a short written response, and evaluations of the other people in your group. More information will follow at a later date (10%).

Participation: I grade on participation. You need to be in class, prepared, and focused, in order to get these points. If you are absent, unprepared, disruptive, or distracted (by sleep, your cell phone, your computer, or your peers), you will not be awarded participation points. This grade will be based on the quality as well as the quantity of your participation. I understand that some people enjoy speaking in class while others find it intimidating. Please challenge yourself to wait for someone else to speak first if you are a frequent contributor or to try to speak at least once a week if speaking in class is difficult for you (15%).
**Wiki Entries:** For these 5 wikipedia-like entries, you will contribute approximately 100 words and one resource not used in class to a definition of a key course concept. There will be 2 entries written each time a wiki is due, compiled by groups of 12-13 people (which will be assigned during the 2nd week of class). These entries should utilize the readings for the week in the process of defining the specified term. All entries should provide full and proper MLA citations for all sources used and be presented in a formal, academic style. Entries should be posted by 6pm each Wednesday. Two people will be assigned to edit each entry for style and write an introduction and conclusion for the entry between the time contributions are due and class the next morning. **No late contributions will be accepted.** Your contributions should also be submitted to Turnitin.com. Due dates and topics are listed in the schedule below. Further details are on the wiki assignment handout (20%).

**Exam:** This take home exam covering materials through Nov 1st will be due on Thursday, Nov 3rd (25%). It will be distributed in class.

**Final Paper/Project:** Due during the scheduled final exam time. You **must discuss your paper with me by October 27th.** This project must address the intersections of sexuality, race, and gender (30%). You may choose one of the following topics:

1. Write an 8-10 page paper based on research about a specific group of LGBTQ people during a specific moment in United States history (for example urban lesbian communities during WWII or black gay male communities during the Harlem Renaissance)
2. Write an 8-10 page paper based on research about how a specific topic has been studied over time (for example Gender Identity Disorder or Butch/Femme identities)
3. Create a proposal for the future of LGBTQ studies or activism using existing theoretical discussions as references and models. This can be done in a variety of forms including theory, performance, manifesto, film, fiction, and/or poetry. Written work should be 8-10 pages and projects taking other forms must include a written explanation engaging with course materials.

**Parts of the project and grade breakdown:**

1. At your initial meeting with me (on or prior to Oct 27th), you need to turn in a project **proposal.** This proposal should be between ½ and 1 page double-spaced, and explain the topic you plan to address in your paper and how you plan to address it (what kind of research and/or what kind of creative work you will do) (10%).
2. On November 10th, you must turn in an **outline** for your paper if you are writing a paper, or a **justification** if you are doing a creative project. The outline should include a preliminary introduction with a statement of your main point and an outline showing how you will structure your paper. The justification should include a paragraph explaining the type of creative work, the focus of the work, the materials you will use, and any technological needs, and a timeline for completion of the project you have (10%).
3. Each student will give a short **presentation** of her/his/hir project during the final week of classes (5%).
4. The **final product** will be due during the scheduled finals period (75%).

**Extra Credit:** If you complete one of the following workshops given by the writing center, then you may get extra credit (2.5% of your total grade for each event) for attending one or two of LGBTQ-oriented events and writing a quick reaction to the event (a 2-3 sentence summary plus a 3-5 sentence reaction drawing from course topics and readings). If you know of an event that seems relevant to the class, please let me know.

**Workshops:**
- Organizing your Writing
- Revising your Writing
- How to be a Successful College Writer
Incorporating Evidence and Using MLA Style

Please see the writing center’s website for a schedule of workshops:
http://www.emich.edu/english/writing-center/

**All assignments must be completed in order to receive a grade for this course. This means that if you miss the in class debate, you will fail this course.**

Grading Scale:

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<th>Grade</th>
<th>98-100</th>
<th>93-97</th>
<th>88-89</th>
<th>78-79</th>
<th>70-71</th>
<th>60-69</th>
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Readings:

Articles on emuonline

**All readings are available on emuonline unless otherwise indicated.**

Schedule:

Frameworks and Histories: Establishing Identities, Norms, and Spaces
Sep 1: *Introduction*

Sep 6: *Sexuality, Race, Gender, and Nation: Reading for Silences*
Readings: Joane Nagel, “Constructing Ethnicity and Sexuality”
Martin Duberman, “The (Contested) New History of Gays and Lesbians”

Assign wiki groups

Sep 8: *Sexology and Psychology*
Irving Bieber, et al, “Conclusions”

Wiki 1: Group A, Sexology; Group B, Psychology and LGBTQ People

Sep 13: *Gay Studies*
Readings: John Boswell, “The Church and the Homosexual: An Historical Perspective, 1979”
Maurice Kenny, “Tinselled Bucks: A Historical Study in Indian Homosexuality”

Sep 15: *Early Models*
Readings: James F. Wilson, “‘That’s the Kind of Gal I Am’: Drag Balls, ‘Sexual Perversion,’ and David Belasco’s Lulu Belle”
begin Leslie Fienberg, *Stone Butch Blues*

Film (in class): *BD Women*
Sep 20: Pre-Stonewall History
Readings: Leslie Fienberg, Stone Butch Blues
Film (in class): Before Stonewall

Sep 22: 1950s Butch/Femme
Readings: Leslie Fienberg, Stone Butch Blues
Wiki 2: Group A, Gay Men before Stonewall; Group B, Gay Women before Stonewall

Creating Spaces, and Negotiating Identities and Norms
Sep 27: Gay Liberation
Readings: Allen Young, “Out of the Closets and Into the Streets”
Third World Gay Revolution, “What We Want, What We Believe”

Sep 29: Lesbian Feminism
Readings: Radicalesbians, “The Woman-Identified Woman”
The Combahee River Collective, “A Black Feminist Statement”
begin Audre Lorde, Zami: A New Spelling of My Name, A Biomythography

Oct 4: Biomythographies
Readings: Audre Lorde, Zami: A New Spelling of My Name, A Biomythography

Oct 6: Other Histories
Readings: Audre Lorde, Zami: A New Spelling of My Name, A Biomythography
Staceyann Chin, “audre lorde,” Bullets and Butterflies (213-214)
Film (in class): Orientations

Oct 11: Other Feminisms
Readings: Amber Hollibaugh and Cherrie Moraga, “What We’re Rollin’ Around in Bed With”
Julie Hartman, “Another Kind of Chilly Climate: The Effects of Lesbian Separatism on Bisexual Identity and Community”

Oct 13: HIV and AIDS
Readings: Marlon Bailey, “Performance as Intravention: Ballroom Culture and the Politics of HIV/AIDS in Detroit”
Wiki 3: Group A, Feminism; Group B, Gay Liberation

Critiquing Norms, Questioning Identities
Oct 18: Heteronormativity
Readings: Michael Warner, from Fear of a Queer Planet
Film (in class): Bi the Way

Oct 20: Disability and Queerness
Readings: Eli Claire, excerpts from Exile and Pride

Oct 25: Intersex Activism
Readings: Cheryl Chase, “Hermaphrodites with Attitude”
Emi Koyama, “From ‘Intersex’ to ‘DSD’: Toward a Queer Disability Politics of Gender”
Oct 27: *GID and Transsexuality*

Nov 1: *Transgender Experiences*
Readings: Paisley Currah, “Gender Pluralisms Under the Transgender Umbrella”

**You must meet with me about your final project and turn in your project proposal by today.**

Nov 3: *GenderQueer Experiences*
Readings: Leslie Feinberg, “We Are All Works in Progress”
Jackie Regales, “My Identity is Fluid as Fuck: Transgender Zine Writers Constructing Themselves”
Daphne Gottlieb, “liability,” *Bullets and Butterflies* (154-155)

**Wiki 4: Group A, HIV/AIDS; Group B, Transsexual, Transgender and Genderqueer People**

Nov 8: Take-home exam due

**Creating New Spaces**

Nov 10: *Gay Pride, Dyke Pride*
Readings: Kath Browne, “Drag Queens and Drab Dykes: Deploying and Deploring Femininities”

**Paper outline or project justification due**

Nov 15: *Gay Ghettos and Gentrification*
Readings: Dayo Folayan Gore, Tamara Jones, and Joo-Hyun Kang, “Organizing at the Intersections: A Roundtable Discussion of Police Brutality through the Lens of Race, Class, and Sexual Identities”

Nov 17: *Global Gay Neighborhoods*
Reading: Dana Collins, “Identity, Mobility, and Urban Place-Making: Exploring Gay Life in Manila”

**Wiki 5: Group A, Gay/Dyke Pride; Group B, Gay Ghettos/Neighborhoods**

New Identities and New Norms?

Nov 22: *Poetic Responses*
Readings: from *Bullets and Butterflies*:
Regie Cabico, “the trick” and “coming out duet” (46-49)
Shane Luitjens, “a gentleman’s guide to the good gay scene” (86)
Shailja Patel, “this is how it feels” (62-64)
Maurice Jamal, “i write this poem” (101-104)
Emanuel Xavier, “in the eighties” and “outside” (141-143)
Marty McConnell, “harder than flesh” (168-169)
Travis Montez, “time piece” and “over me” (180-186)
StaceyAnn Chinn, “lesbian chasing straight” (202-204)

plus, choose another poem from *Bullets and Butterflies* or another source
Nov 29: *Queer Parenting*
Readings: Jacquelyne Luce, “Making Choices/Taking Chances,” 6-19
N.R. Kleinfield, “And Baby Makes Four”

**Set up groups for debate**

Dec 1: *In class debate about the role of marriage in the LGBTQ movement*
Readings: Daniel McGinn, “Marriage by the Numbers”
Lisa Duggan and Richard Kim, “Beyond Gay Marriage”
Ruthann Robson, “A Mere Switch or a Fundamental Change?: Theorizing Transgender Marriage”
Patrick McCreery, “Save Our Children/Let Us Marry”
Priya Kandaswamy, “State Austerity and the Racial Politics of Same-Sex Marriage in the United States”

Dec 6: presentations

Dec 8: presentations

Dec 15: **Final Projects Due at 11am**
Bibliography


