

**SYLLABUS**  
**INTRODUCTION TO LGBTQ STUDIES**  
**WGST 4260.002**  
**FALL 2019**

**Instructor: Dr. Jara Carrington**  
**Pronouns: She/Her/Hers**  
**Office: Chilton Hall 308C**  
**Office Hours: T 2:30-3:30, W 11-12, or by appointment**

**Class Meetings: MWF 10-10:50AM**  
**Class Location: GAB 114**

**Course Description:**

Welcome! This course offers an introduction to LGBTQ Studies, an interdisciplinary field that seeks to uncover and analyze how power works in relation to categories and norms about gender, sex, and sexuality. We will read foundational texts and engage key issues, theories, and debates in LGBTQ Studies, both historical and contemporary, across a range of social, political, and cultural formations. The course takes an intersectional approach as we analyze the social construction of sex, gender and sexuality in conjunction with cultural meanings about race, ethnicity, class, ability, generation, and nation. Over the course of the semester, we will interrogate many of the assumptions and processes involved in the establishment and contestation of sexual identities, norms, and categories. We will explore a variety of sites to understand how cultural meanings about gender, sex, and sexuality are produced and circulated, including the law, medicine, psychology/psychiatry, media, the academy, and social activism.

**Learning Objectives**

1. Comprehend definitions of and distinctions among sex, gender, and sexuality.
2. Analyze and explain how norms about gender, sex, and sexuality are constructed, reproduced, and contested.
3. Explain major historical and activist trends within LGBTQ movements.
4. Recognize and understand how LGBTQ experiences intersect with other identities, and how and norms about gender, sex, and sexuality more generally intersect with other forms of social difference including race, ethnicity, nationality, class, and migration status.
5. Demonstrate critical thinking and the application of course concepts and materials to lived experience.

**Required Text**

There is one required text for this course, which is available at the UNT Bookstore. It is "Queer: A Graphic History" by Dr. Meg-John Barker (referred to as QGH throughout the

schedule). All other required readings will be available for your downloading pleasure through our Canvas course webpage.

## **COURSE EXPECTATIONS**

**Names and Pronouns:** I will gladly honor your request to call you by a name that differs from school records as well as whatever pronouns you use. I understand that we grow and change in how we understand ourselves, therefore appropriate name and pronouns can change during the semester. So, please advise me of how to address you whenever you feel comfortable, safe, and ready to do so. Pride Alliance at UNT also offers support and information regarding communication about your name or pronouns.

**Intellectual openness:** Given the political and personal nature of some of the course content, it is important that our class participation maintains respect for the many diverse perspectives and interpretations our classroom holds. As you participate remember that some topics may be sensitive to class members or cause discomfort. Strive for thoughtful discussion, intelligent conversation, and passion for our work; aggressive or personally directed remarks make the classroom unsuitable for learning. Feel free to attend office hours (or make an appointment) to share and discuss questions, concerns, or insights about the course or course material.

**Late work:** As a general rule, I do not accept late assignments or exams unless you have made specific arrangements with me in advance, have a doctor's note, and/or otherwise have received my approval. However, if you think you will miss a grade for a reason other than a medical excuse, please get in touch with me prior to the deadline and we may be able to work something out. Even if it only gets you partial credit, that is better than no credit at all!

**Extra Credit:** Extra credit can be earned at any point during the semester. I will suggest several opportunities in class, and I am relatively open to creative ideas from you. Options to earn extra credit include: completing a relevant movie/documentary analysis, attending a talk/lecture on campus and writing a summary, going to a relevant cultural event, festival, or location and writing a brief summary and analysis, or creating an artistic piece such as poetry, painting, sculpture or music. You must get approval from me ahead of time for your choice, so check with me before you do the work.

**Electronics in the Classroom:** Please turn off the sound on your cell phone prior to coming to class. Students may use laptop computers to take notes and for class purposes only; students checking email, using Facebook, etc. will be asked to turn off their computers and will not be allowed to use their computers in subsequent classes.

**Academic Honesty:** The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. For this class, writing assignments may be submitted through Turnitin, a Web based resource that compares the text of student papers to an extensive electronic database for textual similarity.

From UNT's Academic Integrity Policy:

**"Cheating"** means the use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments;
2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. use, without permission, of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University;
4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor;
5. any other act designed to give a student an unfair advantage on an academic assignment.

**"Plagiarism"** means use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation, or
  2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
- The definition of plagiarism means it may be inadvertent or intentional. That is, plagiarism is still plagiarism even if you "didn't mean to do it." Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited.
  - Students suspected of any of these will receive an automatic zero on the assessment. I also reserve the right to pursue further disciplinary action within the UNT system. Students will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. Multiple violations may result in dismissal from the university.
  - For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

Two more points about this: A) Just don't do it. I promise, I will most likely be able to tell if the writing is not yours. It is better to talk with me about why the assignment is not complete, or asking for (even late) help on in-text citations, rather than passing off someone else's work as your own. B) This is also an issue of a politics of citation and thus recognition. When you represent someone else's thoughts/writing as your own, you are denying them credit for their intellectual work. For many of our authors, especially those who are women, persons of color, queer, and/or live outside the United States and Europe, this is yet another way in which their voices are marginalized within the western academy. Actions have meaning. Please cite your sources.

**Academic Accommodations:** The University of North Texas is committed to providing accommodation for all students that are differently-abled. If you have or acquire a health concern that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

**Basic Needs:** You can't learn if you are hungry! UNT has a Food Pantry on campus, and any current UNT student in need can visit it from 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk.

### **COURSE EVALUATION**

I.	Class Participation	10%
II.	Reading Assessments	16%
III.	Media Analysis Presentation	14%
IV.	Midterm Exam	20%
V.	Research Paper	40%
	i. Proposal- 10%	
	ii. Annotated Bib- 10%	
	iii. Final Paper- 20%	

#### **I. Class Participation (100 points)**

This class relies on the intellectual commitment and *active* participation of all students. This goes beyond merely showing up for class, and includes: responding to discussion questions that I pose to the class, asking your own questions for clarification, and respectfully responding to classmates' discussion points if relevant. In order for you to participate, you need to have completed the reading assignment for that day and be ready to talk about it in class.

The topics we will be discussing can be politically charged, so I expect everyone to *actively* listen to others as well as be respectful of each other's ideas. You should bring assigned readings to class each day as we will refer to and utilize them throughout our meetings.

You should take notes regarding lectures and classroom discussions because these notes, alongside your marginalia/notes on the readings, will come in very handy for exam preparation and your research paper.

Students will have the opportunity to earn both a midterm and a final participation grade, each worth 50 points. See the first paragraph in this section to make sure you understand what I mean by “participation.”

## **II. Reading Assessments (160 points)**

In order to encourage students to come to class, and to come to class prepared, 8 reading assessments will be given throughout the semester, worth 20 points each. The assessments make take different forms— it could be a brief quiz, a “quotation commentary” assignment, a free-writing exercise or other. Reading Assessments will be random and unannounced, and will ask you to demonstrate that you have completed the required reading for that day. Students who are absent will not be given the opportunity to make up these points unless they have a documented excuse and/or have received permission from the instructor ahead of time.

## **III. Media Analysis Presentation (140 points)**

As a means to kick off some of our course meetings with student leadership, and to provide an opportunity for you to put the concepts and ideas we are learning in class in conversation with events and issues in our society today, you will research and present a current, relevant news report of your choosing (by current I mean a news story published in print or posted online within the last twelve months). In your presentation, you will analyze both the substantive news conveyed in the report and consider how the report represents sexuality, gender, and/or LGBTQIA+ identities, experiences, and histories.

In the second week of class, you will sign up to give a short, **7-10 minute verbal presentation** that will take place at the beginning of class on the day you select.

In the presentation you will:

- Describe your topic
- Consider how the news report represents (or, doesn't) sexuality, gender, and/or LGBTQIA+ identities, experiences, or histories
- Explain the significance/relationship to course materials or content **using at least one concept/theory from class readings**
- Offer your very insightful and critical analysis of the object (FYI: “I thought it was interesting” is neither insightful nor critical).

Make sure to practice! Your verbal presentation should not go over ten minutes, and be ready to answer any questions we might have for you.

## **IV. Midterm Examination (200 points)**

There is one examination for this class, a midterm. It is an essay exam that will allow you to demonstrate your understanding of, and ability to apply, course content. Course content includes assigned readings, lectures, discussions, videos, and presentations. The exam will

be administered outside of class. As such, it is open book and open note, but note that this courtesy comes with increased expectations on my part and thus a higher standard for success. This means that proper preparation for the exam is key to doing well. I will provide study guidance one week before the exam.

#### **V. Activist/Organizational Profile (400 points)**

Your objective will be to produce a final research project that focuses on a particular organization, community group, or other collectivity of persons engaging in advocacy, activism, and/or service work related to populations or topics that you think are relevant to our course. In the paper, you will analyze this group using ideas, concepts, and theories from the course. In your analysis, you may want to consider the following:

- how the group defines their constituency(ies)
- how the group defines their scope of work
- what types of social justice issues/concerns are included or excluded in the group's mission/scope of work
- the types of advocacy strategies that the group utilizes
- the organizational structure of the group
- major sources of funding
- to what extent the group uses queer perspectives to guide advocacy efforts
- to what extent queer perspectives might help or hinder advocacy efforts

This project will give you a chance to think through critical questions that are timely and important to all of us, particularly with recent political and cultural events. It also allows you to bring in “outside” materials into the classroom, forcing us to negotiate the relationship between theories, methodologies, politics, activisms, and agencies.

In your final paper, you will be required to use at least **3 outside academic sources** in addition to **2 required academic reading sources** from the course readings. One of your central objectives of this assignment is to work towards applying and extending analyses and concepts acquired throughout the course towards your particular topic, and to juxtapose these concepts and analyses to articles you have found in your own research.

To help you build a solid final product, the project will be broken into three components:

##### **i. Project Proposal (100 points)**

You will turn in a **200-300 word** project proposal that describes your project in narrative form, including:

- Brief description of organization/group/collectivity that you have chosen for your profile
- Rationale for why you selected this site; in particular discuss why you think it is relevant for this class
- Selected contacts that you might be able to interview for this project
- Timeline for contact, interview scheduling, and site visit
- This is due **October 25**

ii. **Annotated Bibliography (100 points)**

In addition to using the required readings from class to build your analysis for this paper, you will also research and use other scholarly sources. For this piece of the assignment, you will submit an annotated list of at least 5 *scholarly* sources that are *not* required readings for this class. This list should include 5 annotated bibliographic references that contain:

- A proper citation of the source, using the appropriate style for your discipline
- A 3-4 sentence description for each that explains the topic of the source and why you think it will be useful for your analysis/paper.
- This is due **November 15**

iii. **Final Project (200 points)**

- Complete an organizational/group/collectivity profile, describing the type of concerns that are important to the group, the types of work that they do, the types of advocacy strategies they utilize, the structure of the group, etc. Much of this should come from your interview and site visit.
- Analyze the organization/group/collectivity using relevant scholarly resources from class and your own research. In particular, I would like for you to critically evaluate the site, and consider:
  - Which experiences/histories/identities get included and which get excluded in advocacy efforts?
  - How are these experiences/histories/identities represented in advocacy efforts?
  - Who is the “target audience” for advocacy efforts?
  - Do any of the ideas we have learned this semester get applied or expanded upon by your group?
  - How might some of the ideas that we have learned this semester be better applied by your group? In other words, how might you “queer” the work of this group?
- Final paper should be 1750-2000 words.
- Follow proper formatting and citation rules
- Substantive use of at least 3 relevant outside scholarly sources
- Substantive use of at least 2 relevant scholarly sources from required course readings
- All completed versions of the final projects will be due **December 9**

**\*A Note on Paper Formatting: All papers that you submit in this class are to be double spaced, with 12-point font and 1-inch margins on all sides, and should contain a works cited/references page. In-text quotes and references should be properly cited. You may use whichever format you are most familiar with (i.e. MLA, APA, Chicago), but you must be consistent. If you do not know what I am talking about here, please, please, please ask me, or check out the UNT writing lab for help.**

**IMPORTANT DATES TO REMEMBER**

**Your Media Presentation Date**

**10/11- Midterm Exam Due**

**10/25- Project Proposal Due**

**11/15- Annotated Bibliography Due**

**12/9- Final Paper Due**

NOTE: The instructor reserves the right to add, delete, or revise segments of the syllabus. Any changes in the course schedule will be announced in class and on the course webpage.

---

**COURSE SCHEDULE**

**Unit 1: The Social Construction of Gender and Sex**

8/26: Welcome!

8/28: Judith Lorber. 1993. "Believing is Seeing: Biology as Ideology" *Gender and Society* 7(4): 568-581.

8/30: Anne Fausto-Sterling. 1993. "The Five Sexes" *The Sciences*: 20-24.  
QGH pgs. 73-83

9/2: Labor Day! No Class today, but check out this NY Times article about Labor Day history to find out more about why we celebrate this holiday:  
<https://www.nytimes.com/2018/09/01/us/what-is-labor-day.html>

9/4: a) Riki Wilchins. 2002. "Its Your Gender, Stupid" in *GenderQueer: Voices from Beyond the Sexual Binary*, pgs. 23-29  
b) QGH pgs. 6-14, 141-146

Further Reading:

Judith Butler. 2006. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.

Susan Stryker. 2017. *Transgender History: The Roots of Today's Revolution*. 2<sup>nd</sup> edition. New York: Seal Press.

David Valentine. 2004. "The Categories Themselves" *GLQ* 10(2): 215-220.



Note: Trans Student Educational Resources is a student-run site with up-to-date definitions regarding gender and sexuality: <http://www.transstudent.org/definitions>.

## **Unit 2: Queering the Study of Sexuality**

### *Developing a Queer Theory*

9/6: Riki Wilchins. 2004. "Derrida and the Politics of Meaning" and "Foucault and the Disciplinary Society" in *Gender Theory, Queer Theory*.

9/9: a) Michel Foucault. 1978. "Scientia Sexualis" in *History of Sexuality Volume 1: An Introduction*. Pgs. 57-68 required, entire chapter recommended

b) QGH pgs. 17-24, 64-72

9/11: Gayle Rubin "Thinking Sex" (pgs. 143-156)

b) QGH pgs. 27- 36

9/13: a) Gayle Rubin "Thinking Sex" (pgs. 157-172)

b) QGH pgs. 37-50

9/16: a) Annamarie Jagose, "Limits of Identity" in *Queer Theory: An Introduction*. Pgs. 58-71

b) QGH pgs. 55-62

9/18: a) David Eng, Judith Halberstam, and José Esteban Muñoz. 2005. "Introduction: What's Queer About Queer Studies Now?" *Social Text* 23(3-4): 1-17.

### *Intersectionality*

9/20: a) Kimberlé Williams Crenshaw, "Demarginalizing the Intersections of Sex and Race: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics," *University of Chicago Legal Forum*, 139 (1989). Pages 139-152 required, entire article recommended.

### Further Reading:

Sumi Cho, Kimberlé Williams Crenshaw, and Leslie McCall, "Toward a Field of Intersectionality Studies: Theory, Application, and Praxis," *Signs: Journal of Women in Culture and Society*, 38.4 (2013): 785-810.

Roderick Ferguson. 2012. "Reading Intersectionality" *Trans-Scripts* 2.

### *Queer of Color Perspectives*

9/23: 1. Cherie Moraga. 1983. "La Guera," *Loving in the War Years: lo que nunca pasó por sus labios*.

2. E. Patrick Johnson. 2001. "Queer' Studies, or (Almost) Everything I Know about Queer Studies I Learned from my Grandmother." *Text and Performance Quarterly* 21(1): 1-25. Pages 1-6.

3. QGH pgs. 126-131.

9/25: a) E. Patrick Johnson. 2001. "Quare' Studies, or (Almost) Everything I Know about Queer Studies I Learned from my Grandmother." *Text and Performance Quarterly* 21(1): 1-25. Pages 7-20 required.

9/27: Martin F Manalansan. 2005. "Race, Violence, and Neoliberal Spatial Politics in the Global City." *Social Text* 23(3-4): 141-155.

Further Reading:

José Esteban Muñoz. 1997. "The White to be Angry: Vaginal Davis' Terrorist Drag." *Social Text* 15(3-4): 80-103.

Roderick Ferguson. 2000. "Nightmares of the Heteronormative" *Cultural Values* 4(4): 419-444.

*Queer Native Studies*

9/30: Deborah Miranda. 2010. "Extermination of the Joyas: Gendercide in Spanish California" *GLQ: A Journal of Gay and Lesbian Studies* 16(1-2): 253-284. Pages 253-268 required, entire article recommended.

Further Reading:

Owo-Li Driskill. 2010. "Doubleweaving Two Spirit Critiques: Building Alliances between Native and Queer Studies" *GLQ* 16(1-2): 69-92.

Scott Morgensen. 2011. *Spaces Between Us: Queer Settler Colonialism and Indigenous Decolonization*. Minneapolis: University of Minnesota Press.

Mark Rifkin. 2010. *When Did Indians Become Straight? Kinship, the History of Sexuality, and Native Sovereignty*. Oxford University Press.

### **Unit 3: Constructing Sexual Identities and Normativities in the United States**

10/2: a) John D'Emilio. 1993. "Capitalism and Gay Identity," in *The Lesbian and Gay Studies Reader* edited by Henry Abelove, Michèle Aina Barale, and David M. Halperin. New York: Routledge Press. Pgs. 467-476.

b) QGH pgs. 84-90

10/4: Siobhan Somerville. 1994. "Scientific Racism and the Emergence of the Homosexual Body" *Journal of the History of Sexuality* 5(2): 243-266. Pages 243- beginning of 256 required

10/7: Siobhan Somerville. 1994. "Scientific Racism and the Emergence of the Homosexual Body" *Journal of the History of Sexuality* 5(2): 243-266. Pages 256- 266 required.

10/9: David Valentine. 2004. "The Categories Themselves" *GLQ* 10(2): 215-220.

Further Reading:

Jonathon Katz. 2007. *The Invention of Heterosexuality*. Chicago: University of Chicago Press.

10/11: **MIDTERM EXAM**

**Unit 4: Queer(ing) Politics**

10/14: QGH pgs. 25-26, 51-54, 138-145

In Class Exercise: A History of Queer Politics. Students will divide a selection of activist texts to read and come to class prepared to discuss.

10/16: Lisa Duggan. 2002. "The New Homonormativity: The Sexual Politics of Neoliberalism," in *Materializing Democracy: Toward a Revitalized Cultural Politics*, edited by Russ Castronovo and Dana D. Nelson. Durham: Duke University Press. Pages 175- 194. Read pages 175-190.

10/18: a) C. J. Cohen. 1997. "Punks, bulldaggers, and welfare queens: The radical potential of queer politics?" *GLQ* 3: 437-465. Pages 437-452.  
b) 2. QGH pg. 99-105

10/21: a) C. J. Cohen. 1997. "Punks, bulldaggers, and welfare queens: The radical potential of queer politics?" *GLQ* 3: 437-465. Pages 452-465.  
b) QGH pgs. 16, 97, 134-135

10/23: Dean Spade. 2013. "Intersectional Resistance and Law Reform" *Signs: Journal of Women in Culture and Society* 38(4): 1031-1055. Read pages 1031-1044.

10/25: Dean Spade. 2013. "Intersectional Resistance and Law Reform" *Signs: Journal of Women in Culture and Society* 38(4): 1031-1055. Read pages 1044-1055.  
**~Project Proposal DUE~**

10/28: a) Ruth Gilmore. 2016/2007. In the Shadow of the Shadow State. *S&F Online* 13(2): 1-8.  
b) Myrl Beam. 2016. "At the Limits of 'By and For': Space, Struggle, and the Non-Profitization of Queer Youth. *S&F Online* 13(2): 1-5.

10/30: a) Craig Willse and Dean Spade. 2013. "Marriage will never set us free." *Organizing Upgrade*. <http://www.organizingupgrade.com/index.php/modules-menu/beyond-capitalism/item/1002-marriage-will-never-set-us-free>  
b) Kenyon Farrow. "Is Gay Marriage Anti-Black???" *Chicken Bones: A Journal* <http://www.nathanielturner.com/isgaymarriageantiblack.htm>  
c) QGH pgs. 152-166

11/1: Margot Weiss. 2008. Gay Shame and BDSM Pride: Neoliberalism, Privacy, and Sexual Politics." *Radical History Review* 100: 87-101.

11/4: Christina Hanhardt. 2018. "Dead Addicts Don't Recover: ACT UP's Needle Exchange and the Subjects of Queer Activist History." *GLQ* 24(4): 421-444.

Further Reading:

Myrl Beam. 2018. *Gay, Inc.: The Nonprofitization of Queer Politics*. Minneapolis: University of Minnesota Press.

Lauren Berlant and Elizabeth Freeman. 1997. Queer Nationality. In the *The Queen of America Goes to Washington City: Essays on Sex and Citizenship*. Durham, NC: Duke University Press.

Karma Chávez. 2013. *Queer Migration Politics: Activist Rhetorics and Coalitional Possibilities*. Champaign: University of Illinois Press.

Jose Esteban Muñoz. 1999. *Disidentifications: Queers of Color and the Performance of Politics*. Minneapolis: University of Minnesota Press.

Craig Willse and Dean Spade. 2005. "Freedom in a Regulatory State? Lawrence, Marriage, and Biopolitics." *11 Widener Law Review*. 309. Pages 309-320.

**Unit 5: Queer Diasporas and Queer Tourism**

11/6: 1. Gayatri Gopinath. 2005. "Local Sites/Global Contexts: The Transnational Trajectories of *Fire* and 'the quilt'" in *Impossible Desires: Queer Diasporas and South Asian Public Discourse*.  
2. QGH pg. 133

11/8: Jigna Desai. 2002. "Homo on the Range: Mobile and Global Sexualities." *Social Text* 73 20(4): 65-89. Read pages 65-77.

11/11: Jasbir Puar. 2002. "Circuits of Queer Mobility" in *GLQ: A Journal of Lesbian and Gay Studies*, 8(1-2): 101-137.

Further Reading:

Martin Manalansan and Arnaldo Cruz-Malavé, eds. 2002. *Queer Globalizations: Citizenship and the Afterlife of Colonialism*. New York: NYU Press.

**Unit 6: Queer Migrations**

11/13: Eithne Luibhéid. 2002. "A Blueprint for Exclusion: The Page Law, Prostitution, and Discrimination Against Chinese Women." *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: University of Minnesota Press. Read pages 31-41.

11/15: Eithne Luibhéid. 2002. "A Blueprint for Exclusion: The Page Law, Prostitution, and Discrimination Against Chinese Women." *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: University of Minnesota Press. Read pages 41-54.

~Annotated Bibliography DUE~

11/18: Margot Canaday. 2003. "Who is a Homosexual?: The Consolidation of Sexual Identities in Mid-Twentieth Century." *Law & Social Inquiry* 28(2): 351-386. Read pgs. 351-366

11/20: Margot Canaday. 2003. "Who is a Homosexual?: The Consolidation of Sexual Identities in Mid-Twentieth Century." *Law & Social Inquiry* 28(2): 351-386. Read pages 366-383.

11/22: Nayan Shah. 2005. "Policing Privacy, Migrants, and the Limits of Freedom," *Social Text* 23 (3-4): 275-284.

Further Reading:

Eithne Luibhéid. 2002. Looking Like a Lesbian: Sexual Monitoring at the U.S.-Mexico Border." *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: University of Minnesota Press

Erica Rand. 2005. "Getting Dressed Up: The Displays of Frank Woodhull and the Policing of Gender" *The Ellis Island Snow Globe*. Durham: Duke University Press. Pages 67-106.

**Unit 7: Queer(ing) Citizenship and Belonging**

11/25: M. Jacqui Alexander. 1994. Not Just (Any) Body can be a Citizen: The Politics of Law, Sexuality, and Postcoloniality in Trinidad and Tobago" *Feminist Review* 48: 5-23. Pages 5-20 required.

**11/27-11/29: NO CLASS, HOLIDAY BREAK**

Wednesday, 11/27: Start Jasbir Puar and Amit S. Rai. 2002. "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots" *Social Text* 72 20(3): 117-148. Read pages 117-125.

12/2: a) Continue Jasbir Puar and Amit S. Rai. 2002. "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots" *Social Text* 72 20(3): 117-148. Read pages 125-140.  
b) QGH pgs. 169-173

12/4: Group Discussion Forum: Final project  
Final Considerations

Further Reading

Amy Brandzel. 2016. *Against Citizenship: The Violence of the Normative*. Urbana-Champaign: University of Illinois Press.

Inderpal Grewal. 2003. "Transnational America: Race, Gender, and Citizenship after 9/11" *Social Identities* 9(4): 535-561

Jasbir Puar. 2007. *Terrorist Assemblages: Homonationalism in Queer Times*. Durham: Duke University Press.

**FINAL PROJECT DUE MONDAY, 12/9 by 11:59PM**