

Professor Margot Weiss**Email:** mdweiss@wesleyan.edu ← best way to get in touch**Phone:** (860) 398-9091**Office Hours:** Mon and Wed: make an appointment: <http://calendly.com/margot-weiss>**COURSE ZOOM:** <https://wesleyan.zoom.us/j/94260953775>

This AMST junior colloquium will give you a solid theoretical foundation in the field of queer studies. Although "queer" is a contested term, it describes—at least potentially—sexualities and genders that fall outside normative constellations. Yet, as queer studies has been institutionalized in the academy, in popular culture, and in contemporary political movements, has “queer” has lost its political charge?

In this course, a reading-intensive seminar, you will have the opportunity to explore the history and core debates within the field of queer studies. We will start with some (contested) foundations, and then move to tensions and intersections between queer theory and Black studies, critical race theory, trans studies, anthropology, Marxism, feminist theory, and disability studies. Rather than understanding queer studies as a singular school of thought, we will continuously problematize queer studies as a field and a mode of analysis, asking: What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its failures? What is the future of queer?

This course is excellent preparation for a queer studies concentration in American studies, and fulfills a major requirement in FGSS. It is also part of the Queer Studies and Disability Studies Course Clusters and the Social, Cultural, and Critical Theory Certificate.

Course Readings

All readings for this course are articles available on the course Moodle and as a course pack you can order through your Wesleyan portfolio. You might also want to check out the *Routledge Queer Studies Reader =QSR*, which has many of the essays (plus new ones). For background, check out Nikki Sullivan’s (2003) *A Critical Introduction to Queer Theory* (New York University Press). Sullivan’s book is on reserve at Olin.

Course Assignments

Everybody: (60%)

- Attendance and Participation – 15%
- Weekly (11) Reading Memos – 30%
- Class Show & Tell – 15%

Track 1: Short(er) Papers (40%)

- Two 5-7 page papers

Track 2: Research Paper/Project (40%)

- Milestone 1: Research Project Proposal – **not graded but required**
- Milestone 2: Literature Review / Annotated Bibliography –10%
- Milestone 3: Abstract / Introduction / Synopsis –10%
- Final paper of ~12-15 pages, or the equivalent project – 20%

Participation

This is an intensive, reading-heavy seminar designed for an active learner. You will get out of it what you put in to it; your participation is crucial to its success. We will be reading challenging theoretical essays, so participation in this course means coming to class ready to ask questions, to think about what is at stake, and to begin to forge your own analysis. Your participation should be grounded in the reading; pointing us to relevant sections of an article or to a particular quote is most productive. Remember, participation does not just mean talking, it means contributing to our collective learning – asking questions and expanding others' insights is often as useful as (maybe even more useful than) making declarations.

Weekly Reading Memos

Each week, bring to class a 1-page Reading Memo (upload to moodle, and keep it in front of you during class). Your Memo should contain 2 passages you wish to discuss in class (type them out: a passage can be anywhere from 1 sentence to 1 paragraph) and your notes, comments, or questions about each of the passages. Pick passages that you feel best encapsulate a point of view or issue that is central to that week's set of readings. The passages should be "meaty" enough to sustain class discussion; your notes on that passage should give us a starting place to dig in.

While you should take the time to read carefully, you are not expected to master the class material before class. Instead, the Memo is a chance for you to collect your thoughts about the readings as a whole. Once you have completed a week's reading, reread the "core questions" for that week and ask yourself: *How do these authors (perhaps differently) understand queer and theory? Which ideas are most important, controversial, enlightening, difficult to understand, provocative? What are the disagreements or debates in this set of readings? How do these readings connect/disconnect to other texts we have read? And finally, what do you think about these arguments, concepts and analyses?* The passages and Memo should emerge from your careful reading practice, and allow you to direct our discussion in ways most conducive to your learning and interests. You may be asked to share a passage or question from your Memo in class discussion.

I will read and (sometimes) comment on your Memo, but they will not be given a letter grade. Instead, you will receive credit/no credit for satisfactory completion. Still, this aspect of the class is a substantial part of our class, so do not slack on this! You can miss 1 memo during the semester without penalty (doing all 12 is extra credit).

Class Show & Tell

Working either alone or with a partner, bring to class something that connects to our course, readings, or topics once during the semester. I will share some starting ideas, but feel free to get creative and to use this as an opportunity to share something you are excited to talk with us about. You will have ~ 20-30 min (including discussion time) to: show a clip or some images, take us through a website, read several passages out loud, play some music for us, share pamphlets for us to look at, bring in a queer object, stage a class debate, have us take a quiz, etc. Any media, any format – although it is your responsibility to make sure we are set up for whatever it is you want to do. Check with me the day before our class if you want to “bring in” something unusual, so that we can do a tech check. This portion of the class is peer-graded. You will sign up for a date (but not a specific topic) early on in the semester.

Track 1: Short(er) Papers –and-- Track 2: Final Research Paper/Project

→ you will pick a track before the first assignment is due (Friday, March 19)

Track 1 (Shorter Papers)

At the midterm and at the end of classes, **during the semester**, you will turn in a 5-7 double-spaced-page paper. The papers are based on course material; they do not require additional research, but rather reflect your critical engagement with our course readings. Each paper is an analytical, argumentative essay; be sure to use specific examples backed by precisely chosen textual evidence. I will give additional guidance as the first paper due date approaches, and you will receive paper prompts before each due date. If you chose this track, you will not have anything due during finals week.

Track 2 (Final Research Paper/Project)

This track entails working on a research paper (or other substantive project) on an aspect of Queer Studies of your choice. The final paper should be 12-15 double-spaced pages (or equivalent). Choose a topic in which you are particularly interested, and integrate the concepts and frameworks you have learned in the course with new perspectives and analysis you have researched on your own. Be on the lookout throughout the semester for something you want to examine. Some options include: exploring digitized LGBT/Q Special Collections or archives, developing your own or someone else’s Show & Tell into a paper, following up on one or more of the [“Want more?” readings](#), or working on a topic that may serve as the framework for your senior essay or thesis. One great way to find materials is to peruse the table of contents in the journals *GLQ: The Gay and Lesbian Quarterly* and *TSQ: Transgender Studies Quarterly* —you might also want to read *GLQ* and *TSQ* book reviews (in each issue).

Because this is a major project, you will approach it in stages—milestones to meet throughout the semester:

- **Milestone 1:** Research Project Proposal (1 page): Friday, March 19

- **Milestone 2:** Literature Review / Annotated Bibliography (3-4 pages): Friday, April 16
- **Milestone 3:** Abstract / Introduction / Synopsis (2 pages): Friday, April 30
- **Optional Milestone 4:** First Draft: Friday, May 14
- **Final paper** of pp. 12-15, or the equivalent, due May 21 by noon

I will give you Milestone guidelines in advance of each due date. We will also meet to discuss the research project several times during the semester.

*Extra credit

For extra credit, you can attend and write a brief (1-2 page) review of any relevant queer studies event – there are events listed in the syllabus, but feel free to attend your own online!

Grading mode

This course is offered Student Option. If you opt to take it Credit/Unsatisfactory, you will do all assignments, but they will not be graded. Instead, you will receive ample feedback on your work, and you will be asked to periodically review your own progress toward your goals. There are multiple reasons to take the course C/U; one of them is that stepping away from evaluation can enable you to prioritize deeper learning. I know that, in our neoliberal education system, grades and credentialing are hard mindsets to take a break from, but I hope you make the most of this relatively risk-free opportunity to focus on other priorities.

Notes on the Online Format

Let's pledge to be patient and kind with each other in these challenging times. If there are things that are not working for you – tech, connection, format, class dynamics, work or reading load – and/or if you have ideas for making our class better, please bring them to me! Since we'll be online, we won't be able to read each other's cues as easily as in person, so we each need to ramp it up a little bit in order to make a connection virtually. One of the best things about a seminar like this is being able to think together, learn from and challenge each other, as the classroom becomes a space of disagreement and debate, as well as agreement, laughter, and shared insights. This kind of space doesn't just happen; it is something we need to build together, proactively, so if you have ideas for building our classroom community, please share! You should feel free to join the class Zoom before class starts (I will not be there) to chat and hang out, as you might in a physical classroom. Other possibilities include: I could reserve on-campus study spaces for you to meet (optional, depending on the COVID situation), we could open a class SLACK (etc.) group, I could add readings to a course Perusall, etc. Please share ideas!

Policy on Absences: You may miss 1 class without explanation or penalty: think of this as a sick (or health) day, and take it when needed. No need to let me know or provide detail unless you are dealing with something serious, in which case we should have a more detailed conversation that will likely include your Class Dean. Missing 3 or more classes is grounds for No Credit.

Policy on extensions: In a typical semester, I rarely grant extensions, except for emergency situations and as disability accommodations—in part because I have found that pushing off work can make things worse for the procrastinators and anxious among us (myself included)

and a crappy paper turned in while the class ideas are fresh is often better, pedagogically, than a “perfect” one turned in much later or not at all. However, this semester there is the small matter of the Global Pandemic. So, if you are having any difficulty with deadlines, please be in touch and let’s talk about it. Note, however, that you cannot turn in Reading Memos late, as they are meant to structure the class discussion for that day. In addition, the Final Research Paper is due the last moment of final exam week, so if you have valid reasons for needing more time on that, you will need to request an Incomplete for the course.

Office Hours: I have set office hours Mondays and Wednesdays; schedule an appointment using my online calendar: <http://calendly.com/margot-weiss>. If you cannot make any of my available times, email me and we will work out an alternative time to meet. Plan to talk to me about course material or any concerns or ideas you might have – or just to say hi and chat and connect outside of class. If you need to call (say, because you are having a sudden internet problem), my phone is (860) 398-9091.

Students with Disabilities

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs and services. To receive accommodations, a student must have a disability as defined by the ADA. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible. If you have a disability, or think that you might have a disability, please contact Accessibility Services in order to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms 021/218, or can be reached by email (accessibility@wesleyan.edu) or phone (860-685-2332).

COVID updates: <https://www.wesleyan.edu/studentaffairs/disabilities/distance-learning.html>

Honor Code

All work must be done in compliance with the Honor Code. If you need help with proper citations or you have questions on how to avoid plagiarism, let me know or contact the

Writing Workshop: <https://www.wesleyan.edu/writing/writingworkshop/index.html>

Course Schedule

0. Tuesday, February 9: Introduction: Queer and Theory

Introduction to the course: what is queer theory?

Part 1: Foundations: Histories of Normativities
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1. Tuesday, February 16: Around About 1990: Queer Theory and Normativities

Core questions: *What is queer? Why queer theory? Is “queer” tied to sexuality (particularly gay/lesbian sexuality), or is it more expansive? What are the norms queer theory seeks to disrupt, and what, if any, norms does it reestablish?*

- Teresa de Lauretis, 1991. “Queer Theory: Lesbian and Gay Sexualities” (to p. xi) *differences*
- Michael Warner, 1993. “Introduction” to *Fear of a Queer Planet*
- Eve Sedgwick, 1993. “Queer and Now” in *Tendencies* (up to p. 9 closely) **QSR**
- Judith Butler, 1993. “Critically Queer” in *Bodies that Matter* (up to p. 230 closely) **QSR**
- Gayle Rubin, 1984. “Thinking Sex” in *LGBT Reader* (to p. 16)

(Background Reading: Nikki Sullivan, *Critical Introduction*, Chapter 3)

.....**Want More?** [→→→→→→→](#)

Event: Thursday, February 18: CLAGS Panel, Queer/Trans Activism, Now and Then! A Conversation with Amber Hollibaugh, Dean Spade, and Urvashi Vaid. 6-7:30pm (online)

2. Tuesday, February 23: Histories of Normativity: Queer of Color Critique

Core questions: *why/how is racialization central to sexuality/sexual difference? How do the legacies of racist science / scientific racism impact Black sexualities? How do racial norms intersect with sexual/gendered norms? How does the science of categorizing bodies/subjects show up in queer debates?*

- Evelyynn Hammonds, 1994. “Black (W)holes & the Geometry of Black Female Sexuality” *differences*
- Audre Lorde, 1984. “The Uses of the Erotic: The Erotic as Power” (read her other essays if you have time) in *Sister Outsider*
- Gloria Anzaldúa, 1997. “To(o) Queer the Writer: Loca, Escritora, y Chicana” *Living Chicana Theory*
- E. Patrick Johnson, 2001. “‘Quare’ Studies OR (Almost) Everything I Know About Queer Studies I Learned from my Grandmother,” *Text and Performance* **QSR**
- Roderick Ferguson, 2005. “Of Our Normative Strivings: African American Studies and the Histories of Sexuality” *Social Text*

If you have time for one more ... Siobhan Somerville, 1998(reprint). “Scientific Racism and the Emergence of the Homosexual Body” *Sexology*

(Background Reading: Nikki Sullivan, *Critical Introduction*, Chapters 1 and 4, and Roderick A. Ferguson, “Queer of Color Critique” in Oxford Research Encyclopedia to Literature)

In class: sexology and scientific racism

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Event: Thursday, February 25: FGSS Diane Weiss Memorial Lecture, Gayle Salamon.
4:30pm (online)

3. Tuesday, March 2: Crippling Queer Studies: The Able/Normal Body

Core questions: *How does a shared history of pathologization shape both queer and disability? What kinds of embodied normativity do disability studies examine, and how does this open up/challenge queer studies' understanding of sex, gender, sexuality? What are the queer politics of "desiring" disability? What role does visibility or passing play in crip (disability + queer) politics? How can we think queer of color / crip of color together?*

- Robert McRuer, 2006. "Compulsory Able-Bodiedness And Queer/Disabled Existence" in *Disability Studies Reader* **QSR**
- Ellen Samuels, 2003. "My Body, My Closet" *GLQ*
- Eli Clare, 2001. "Stolen Bodies, Reclaimed Bodies: Disability and Queerness" *Public Culture*
- Eli Clare, 2003. "Gawking, Gaping, Staring" *GLQ*
- Sami Schalk and Jina B. Kim, 2020. "Integrating Race, Transforming Feminist Disability Studies" *Signs*

If you have time for one more ... Alison Kafer, 2020. "Queer Disability Studies" *Cambridge Companion to Queer Studies* and/or watch CLAGS conversation with Sami Schalk and Leah Lakshmi Piepzna-Samarasinha

(Background Reading: Robert McRuer, "Normal" in *Keywords for American Cultural Studies*)

In class: Sins Invalid and Leah Lakshmi Piepzna-Samarasinha performance

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Part 2: Key Terms: Sex/Gender/Sexuality

4. Tuesday, March 9: Queering Sex and Gender / Politics of Performativity

Core questions: *how can we deconstruct the relationship between sex, gender, and sexuality? What is heterosexuality, and what does it do? Why should we/shouldn't we separate feminism from queer theory? What is performativity and how/is it different from performance? How can we think about the politics of gendered and racialized (and classed) performance and performativity?*

- Gayle Rubin, 1984. "Thinking Sex" in *LGBT Reader* (pp. 22-35)
- Eve Sedgwick, 1992. "Introduction: Axiomatic" from *Epistemology of the Closet* (read 1-2, 24-end)
- Judith Butler, 1994. "Against Proper Objects" *differences*
- Judith Butler, 1991. "Imitation and Gender Insubordination" in *Inside/Out*
- Biddy Martin, 1994. "Sexualities without Genders and Other Queer Utopias" in *Diacritics*
- Marlon Baily, 2013. "Ain't Nothing Like a Butch Queen," *Butch Queens Up in Pumps*

If you have time for one more ... bell hooks (1994), "Is Paris Burning?" *Black Looks*

(Background Reading: Nikki Sullivan, *Critical Introduction*, Chapter 5)

In class: Paris is Burning → Butch Queens Up in Pumps

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Event: Tuesday, March 9: Sky Cubacub and Sandie Yi, Queer and Trans* Aesthetics University Lecture Series. 6-7:30pm (online).

5. Tuesday, March 16: Trans + Queer? Queering the Gendered Body

Core questions: *what is the relationship between queer and trans* studies/theory? How is the history of trans pathologization connected to race, disability, queerness? How or when is trans non-heteronormative? How does trans help us rethink questions of embodiment and experience? How/when does trans theory challenge queer theory's normative understandings of sex/gender/sexuality and/or performativity?*

- Susan Stryker, 2004. "Transgender Studies: Queer Theory's Evil Twin" *GLQ*
- Susan Stryker, 2006. "(De)Subjugated Knowledges: An Introduction to Transgender Studies" in *The Transgender Studies Reader II* (focus on 1-6, 12-15)
- Vi Namaste, 1996. "Tragic Misreadings: Queer Theory's Erasure of Transgender Subjectivity" in *Queer Studies*
- C. Riley Snorton, 2017. "A Nightmarish Silhouette: Racialization and The Long Exposure of Transition" *Black on Both Sides: A Racial History of Trans Identity*
- (rec) C. Riley Snorton, 2018. "Gender" in *Keywords for African American Studies*
- Emi Koyama, 2006. "Whose Feminism is it Anyway?" *The Transgender Studies Reader*
- C. Jacob Hale, 1997. "Leatherdyke Boys & Their Daddies: How to Have Sex Without Women or Men" *Social Text*

If you have time for one more ... Treva Ellison, Kai M. Green, Matt Richardson, and C. Riley Snorton, 2017. "We Got Issues: Toward a Black Trans*/Studies" *TSQ* or Dean Spade, 2006. "Mutilating Gender" *The Transgender Studies Reader*

(Background Reading: Nikki Sullivan, *Critical Introduction*, Chapter 6 and Cael M. Keegan, 2020 "Transgender Studies, or How to Do Things with Trans*")

In class: My (new) Gender Workbook and/or Screaming Queens: The Riot at Compton's Cafeteria

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Event: Thursday, March 25 18: CLAGS Kessler Panel, Queer/Trans Scholarship, Now and Then! A Conversation with Jasbir Puar, Susan Stryker, and Roderick Ferguson. 6-7:30pm (online)

DUE: TRACK 1: Friday, March 19: Midterm/Short Paper 1

DUE: TRACK 2: Friday, March 19: Milestone 1: Research Project Proposal due

Tuesday, March 23: Spring Break (no class)

This week: meet with me about your final project (track 2)

Part 3: Critiques: Challenging Queer Normativities

6. Tuesday, March 30: Queer Commodity Culture: Queers, Capitalism, Class

Core questions: *what are the (historical and current) relationships between capitalism and sexual identity/queerness? How does capitalism make queerness possible, and how does it*

restrict it? What are the politics of queer commodity culture today, and how can we think about the downsides of visibility politics (or neoliberal multiculturalism)? What is the place of class analysis in queer studies? What are the stumbling blocks to thinking Queer Theory + Marxism?

- John D’Emilio, 1983. “Capitalism and Gay Identity” in *LGBT Reader*
- Rosemary Hennessey, 1994. “Queer Visibility in Commodity Culture” (to p. 54, and 60-end) *Cultural Critique*
- Judith Butler, 1997. “Merely Cultural” *Social Text*
- Amber Hollibaugh and Margot Weiss, 2015. “Queer Precarity and the Myth of Gay Affluence” *New Labor Forum*
- Petrus Liu, 2020. “Queer Theory and the Specter of Materialism” *Social Text*

If you have time for one more ... Margot Weiss, 2018. “Queer Politics in Neoliberal Times” *Routledge History of Queer America*

In class: *Queer Eye for the Straight Guy; Pedro on Real World (with Munoz)*

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Tuesday, March 30: Diedrick Brackens, Queer and Trans* Aesthetics University Lecture Series. 6-7:30pm (online)

7. Tuesday, April 6: Thinking Transnationally: Queer Nations/Cultures

Core questions: *How / has queer studies addressed cross-cultural differences? Are the guiding assumptions of queer theory (necessarily) American/American imperialist/American colonial? What kinds of queer theory might travel, globally, and/or how might an analysis of other cultures enable us to rethink understandings of visibility, politics, identity categories, and so forth? How can we challenge colonialist assumptions about traditional vs. modern sexualities and genders?*

- Dennis Altman, 1997. “Global Gaze/Global Gays” in *GLQ*
- Martin Manalansan, 1995. “In the Shadows of Stonewall” in *GLQ*
- Maya Mikadashi and Jasbir Puar. 2016. “Queer Theory and Permanent War” *GLQ*
- Kendall, 1999. “Women in Lesotho and the (Western) Construction of Homophobia” *Female Desires*
- Dagmawi Woubshet, 2010. “New World Alphabet” *Transition*
- Keguro Macharia, 2016. “On Being Area-Studied: A Litany of Complaint.” *GLQ*
- James Thomas Stevens (Akwesasne Mohawk), 2010. “Poetry and Sexuality: Running Twin Rails,” *GLQ*

If you have time for one more ... Aniruddha Dutta and Raina Roy, 2014. “Decolonizing Transgender in India Some Reflections” *TSQ*

.....**Want More? [→→→→→→](#)**

Event: Tuesday, April 6: Untitled Queen, Queer and Trans* Aesthetics University Lecture Series. 6-7:30pm (online)

Event: Friday, April 9: Trans* Bodies & Cultures a conversation with Anindya Hajra, Gayatri Reddy, & C. Riley Snorton; moderated by Gayatri Gopinath. 9-10 am EST (online).

8. Tuesday, April 13: Queer Politics Beyond Heteronormativity

Core questions: *how has the foundational conception of heteronormativity been rethought to consider homonormativities, homonationalisms, and settler homonationalisms? What forms of queer normativity must we consider when we scale up to questions of American exceptionalism, the nation state, and neoliberal capitalism? How can we think about the erasure of settler colonialism within queer studies? What about queer theory's "normative anti-normativity"?*

- Lauren Berlant and Michael Warner, 1998. "Sex in Public" *Critical Inquiry* **QSR**
- Cathy Cohen, 1998. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ* **QSR**
- Michael Warner, 1999. "Normal and Normaller: Beyond Gay Marriage" in *GLQ* (skim!)
- Lisa Duggan, 2002. "The New Homonormativity: Sexual Politics of Neoliberalism" in *Materializing Democracy*
- Jasbir Puar, 2008/2017. "Introduction" to *Terrorist Assemblages : Homonationalism in Queer Times*
- Scott Lauria Morgensen, 2010, "Settler Homonationalism: Theorizing Settler Colonialism within Queer Modernities" *GLQ*

If you have time for one more ... Robyn Wiegman and Elizabeth Wilson, 2015. "Introduction: Antinormativity's Queer Conventions" *differences* or Margot Weiss, 2008. "Gay Shame and BDSM Pride" *Radical History Review*

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Event: Tuesday, April 13: Lady Shug, Queer and Trans* Aesthetics University Lecture Series. 6-7:30pm (online)

TRACK 2: Friday, April 16: Milestone 2: Literature Review / Annotated Bibliography due

Part 4: Expansions: Queer Pleasures, Times, Futures

9. Tuesday, April 20: Queer Sex/Pleasure

Core questions: *what role does power play in (queer) sex and desire? What are the politics of queer sex? How does race/racism, and other social hierarchies, inform sexual fantasy, desire, and practice? What is the role of sensuality, touch/the haptic, and the visual or pornographic in charting queer pleasures? How do these new formulations of bodies and pleasures return us to the questions of power and embodiment with which we began?*

- Cherrie Moraga and Amber Hollibaugh, 1983, "What We're Rolling Around in Bed with"
- Robert Reid-Pharr, 1996. "Dinge" *Women and Performance* **QSR**
- Leo Bersani, 1987. "Is the Rectum a Grave?" in *October*
- Jennifer Nash, 2014. "Black Anality" *GLQ*
- Juana María Rodríguez, 2014. "Introduction" to *Sexual Futures, Queer Gestures, and Other Latina Longings*
- Amber Musser, 2018. "Deep Listening, Belonging, and the Pleasures of Brown Jouissance" *Sensual excess: queer femininity and brown jouissance*

If you have time for one more ... Richard Fung, 2007. "Looking for my Penis: The Eroticized Asian in Gay Video Porn" *How Do I Look?*

In class: *Untitled Fucking*, Cheryl Dunne "Mommy's Coming"

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Event: Thursday, April 22. “Radical Kinship: Solidarity & Political Belonging,” with Lisa Duggan, Che Gossett, Shellyne Rodriguez, & Helga Tawil Souri. Center for the Study of Gender and Sexuality at NYU. 12-1:30PM. ONLINE

Event: Monday, April 26. Vanessa Agard-Jones, “Empirical Ephemera.” Center for the Humanities Lecture. 6pm. Online.

10. Tuesday, April 27: Queer Times/Queering Temporality

Core questions: *How does focusing on temporal concepts (time, progression, linearity, repetition) reopen core questions of gender, generation, and performativity? What are the ways queering time/temporality might help us rethink queer politics? What are the connections between queer temporality and postcolonial critique?*

- Elizabeth Freeman, 2000. “Packing History, Count(er)ing Generations,” *New Literary History*
- Heather Love, 2007. “Introduction” *Feeling Backward: Loss & The Politics of Queer History*
- Tom Boellsdorff, 2007. “When Marriage Falls: Queer Coincidences in Straight Time” *GLQ*
- Lucinda Ramberg, 2016. “Backward Futures and Pasts Forward: Queer Time, Sexual Politics, and Dalit Religiosity in South India” *GLQ*
- Rahul Rao, 2020. “Introduction: The Queer Politics of Postcoloniality” *Out of Time*

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Track 2: Milestone 3: Abstract / Introduction / Synopsis (2-3 pages): Friday, April 30

11. Tuesday, May 4: Queer Futures

Core questions: *what are the political stakes of reproductive futurism? How can we think queerly about the future/horizon? Are there queer/er ways to resist the normative frame of “it gets better” or the (bad) past vs. the (good) future? What about the politics of hope and hopelessness?*

- Lee Edelman, 2004. “The Future is Kid Stuff” in *No Future* **QSR**
- José Muñoz, 2009. “Introduction” and “Queerness as Horizon: Utopian Hermeneutics in the Face of a Gay Pragmatism” in *Cruising Utopia: The Then and There of Queer Futurity*
- Lauren Berlant, 2011. “Introduction: Affect in the Present” in *Cruel Optimism*
- Jasbir K. Puar, 2011. “Coda: The Cost of Getting Better: Suicide, Sensation, Switchpoints” *GLQ*
- Kara Keeling, 2009. “Looking for M — Queer Temporality, Black Political Possibility, and Poetry from the Future” *GLQ*

If you have time for one more ... Lisa Duggan and José Esteban Muñoz, 2009. “Hope and hopelessness: A dialogue,” *Women & Performance*

In class: The Aggressives

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CONCLUSION / To Begin Again ...

12. Tuesday, May 11: Still, Queer Theory

- Lauren Berlant & Michael Warner, 1995. "What Does Queer Theory Teach Us about X?" *PMLA*
- David L. Eng, Judith Halberstam, and José Esteban Muñoz, 2005. "Introduction" to *What's Queer About Queer Studies Now?* in *Social Text*
- Michael Warner, 2012. "Queer and Then?" in *The Chronicle of Higher Education*
- Cathy Cohen, 2019. "The Radical Potential Of Queer?: Twenty Years Later" *GLQ*
- David L. Eng and Jasbir K. Puar, 2020. "Introduction: Left of Queer" *Social Text*

If you can, read Kadji Amin, 2016. "Haunted by the 1990s: Queer Theory's Affective Histories" *WSQ*

In class: sharing genealogies, contestations, final projects

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TRACK 1: Tuesday, May 11: Shorter Paper 3 due

TRACK 2: Friday, May 14: Optional Milestone 4: First Draft due

TRACK 2: FINAL PAPER: Final paper of pp. 12-15, or the equivalent, due May 21 by noon