

**Carleton University  
Fall 2020 & Winter 2021  
Pauline Jewett Institute of Women's and Gender Studies**

**FYSM 1402A: *Introduction to LGBTQ Studies***

**Tuesdays & Thursdays / 10h-11h30**

**Location: *Courses will be delivered ONLINE for the Fall 2020 term***  
***This course will be asynchronous on Tuesdays, synchronous on Thursdays***

**Instructor: Dr. Ryan Conrad**  
**Email: [RyanConrad@cunet.carleton.ca](mailto:RyanConrad@cunet.carleton.ca)**  
**Office: Virtual on Zoom**  
**Office Hours: Thursdays by appointment, Noon-13h15**

**Course Description**

An interdisciplinary introduction to Lesbian, Gay, Bisexual, Transgender, and Queer studies, from the historical emergence of the field to the contemporary cultural and political issues that remain central to the discipline. Students' critical thinking and writing skills will be sharpened through an exploration of film, art, archives, oral histories, ethnographies, legal documents, scholarly texts, and literature organized into thematic units on the social construction of sexuality, colonization, criminalization, proto-gay and lesbian movements, gay liberation, lesbian feminism, trans liberation, rights-based organizing, queer theory, HIV/AIDS, sex work, censorship, immigration, and more. Course materials will emphasise how LGBTQ identities are co-constituted along other axes of difference including, but not limited to class, gender, race, ethnicity, citizenship, and ability. As such, this class will foreground queer interventions in feminist, disability, and critical race studies. This will be an interactive and lively discussion-based seminar that will prepare students for deeper engagement with sexuality studies and/or queer/trans activism. There are no prerequisites for this course. This course precludes WGST 1808.

**Course Delivery**

This course will be delivered in a blended asynchronous/synchronous style. This means students will work independently for Tuesday's scheduled class, but will be required to attend virtual seminars on Thursdays from 10h30 to 11h30 EST. The Big Blue Button virtual seminar room will open at 10h EST so that students can mingle until seminar begins at 10h30, however this half hour is completely optional and not moderated. All course content will be delivered through the course's CULearn page that you can access here: <http://culearn.carleton.ca>. MacOdrum Library Course Reserves, where you can access all the required course readings for this class, are available here: <https://reserves.library.carleton.ca/ares/>. All assignments will be submitted through CULearn and must be uploaded as PDF files.

## Fall Assignments

- **Strategies for Active Participation (individual assignment)** **10%**  
After reviewing the Guide to Active Participation submit one strategy for each category (Completing Readings, Preparing Notes, Attending Class, Contributing to Discussion, Posing Questions, and Connecting to Readings) that will help you and your peers prepare to stay fully engaged throughout the coming year.  
*Due: Week 2*
- **Weekly Reading Responses (individual assignment)** **25%**  
*12 assignments, ~150 words each, 2% each*  
Discuss key concepts from the weekly readings in your own words and pose questions on course content that you would like further clarified in Thursday virtual seminars. Each week you must post your reading response and reply to at least one of your peers' posts.  
*Due: Tuesdays by 11h each week*
- **Review of an LGBTQ+ Organization (group assignment)** **15%**  
2 pages, double spaced  
Working in a small group, investigate an LGBTQ organization within Canada that interests you. Using public information and scholarly resources (if available), write an overview of the organization briefly describing its origins, goals, activities, and notable achievements.  
*Due: Week 5*
- **Research Paper Proposal (individual assignment)** **20%**  
1 page, double spaced  
To better organize your work on the research paper due at the conclusion of the course students will be required to submit a proposal. This proposal must include a paragraph describing your topic, three preliminary research questions that will guide your investigation, and a bibliography with 8 possible sources relevant to your topic.  
*Due: Week 9*
- **Course Feedback** **10%**  
Since this semester marks the world-premiere of this course, students have a unique opportunity to enhance the format and content of the course, both for the winter term and all subsequent offerings. To encourage innovation and reflection in this regard, a portion of your overall evaluation will be dedicated to your constructive suggestion(s) for revising the syllabus. These substantive suggestions, explicated in writing, should be submitted through the course CULearn page.  
*Due: Week 12*
- **Annotated Bibliography (individual assignment)** **20%**  
*3-4 pages, double-spaced*  
Completing preliminary research on the selected topic, students will submit an annotated bibliography of the scholarly research conducted, identifying the central argument of each source and theoretical frameworks used in the text.  
*Due: Week 13*

## Winter Assignments

- **Weekly Reading Responses (individual assignment)** **25%**  
*12 assignments, ~150 words each, 2% each*  
Discuss key concepts from the weekly readings in your own words and pose questions on course content that you would like further clarified in Thursday virtual seminars. Each week you must post your reading response and reply to at least one of your peers' posts.  
**Due: Tuesdays by 11h each week**
- **Wikipedia Entry/Edit (group assignment)** **20%**  
Make 3 edits to existing entries *or* create 1 new entry on Wikipedia  
As a group and using the AIDS Activist History Project transcripts you read, make an intervention on Wikipedia as public scholars.  
**Due: Week 16**
- **Film Review (individual assignment)** **15%**  
*2 pages, double spaced*  
Watch a film with LGBTQ content and write a short film review. Writing a film review often requires multiple viewings of the same film, so plan accordingly. Your review should include an introduction, plot summary, analysis, and conclusion.  
**Due: Week 18**
- **Research Paper Outline (individual assignment)** **20%**  
*3-4 pages, double-spaced*  
Students will submit an outline of the final paper project that breaks down the paper structure, including an argument for each section of the paper that shows how each section will support the thesis, and how each text from the annotated bibliography will be used to support the central argument of the paper.  
**Due: Week 21**
- **Research Paper (individual assignment)** **20%**  
*8-10 pages, double-spaced*  
For this assignment, you will carry out a simple research project exploring a topic of your choice in the field of LGBTQ studies and write a paper of about 3,000 words (8-10 pages). You can research a particular policy, activist group, legal case study, sexual practice, historic event, artistic work, or establishment. For your research, you will consult at least *five outside sources* that are not assigned in the class, at least *three of which should be academic* (peer-reviewed journal articles, books, or book chapters). In your paper, you will (1) outline your topic, connect it to the issues discussed in class, and formulate your research question(s); (2) describe, evaluate, and compare your sources; and (3) attempt to answer your research questions by analyzing the sources and providing an overview of the leading critical opinions on the topic.  
**Due: Week 26**

## **Week 1 | First Class – Learning Together**

Thursday 10 September

*Readings:*

- Guidelines to Active Participation Self-Assessment
- The Digital Alchemists, “Power and Respect Handout,” 2016.

*Viewing:*

- Trisha Prabhu, *Rethink before you type*, 2014. <https://youtu.be/YkzwHuf6C2U>

## **Week 2 | The Invention of Sexuality**

Tuesday 15 September

*Readings:*

- Blank, Hanne. “The Love That Could Not Speak Its Name.” In *Straight: The Surprisingly Short History of Heterosexuality*, ix-xxvii. Boston, MA: Beacon Press, 2012.
- Weeks, Jeffrey. “The Invention of Sexuality.” In *Sexuality*, 2nd ed., 11–40. New York, NY: Routledge, 2003.

Thursday 17 September

***Due: Strategies for Active Participation***

*Readings:*

- Foucault, Michel. “The Deployment of Sexuality.” In *The History of Sexuality. Vol. 1: The Will to Knowledge*, 103–19. London, UK: Penguin Books Ltd., [1978] 1998.

**\* 23 September - Deadline to add/drop courses \***

## **Week 3 | Before We Were Queer**

Tuesday 22 September

*Readings:*

- Auger, Jeanette A., and Kate Krug. “A Social History of Lesbians and Gay Men.” In *Under the Rainbow: A Primer on Queer Issues in Canada*, 19–31. Halifax, NS: Fernwood Publishing, 2013.

Thursday 24 September

*Readings:*

- Halperin, David M. “Introduction: In Defense of Historicism.” In *How to Do the History of Homosexuality*, 1–23. Chicago, IL: University of Chicago Press, 2004.

**\* 30 September - Last day to withdraw from fall/winter courses with full fee adjustment \***

## **Week 4 | The T in LGBTQ – Trans Studies, Theories, & Politics**

Tuesday 29 September

*Readings:*

- Stryker, Susan. “An Introduction to Transgender Terms and Concepts.” In *Transgender History*, 1–29. Berkeley, CA: Seal Press, 2008.

- Namaste, Viviane. "Transsexual, Transgender, and Queer." In *Handbook of the New Sexuality Studies*, edited by Steven Seidman, Nancy Fischer, and Chet Meeks, 193–200. London, UK: Routledge, 2007.

Thursday 1 October

Readings:

- Keegan, Cael. "Transgender Studies, or How to Do Things With Trans\*." In *The Cambridge Companion to Queer Studies*, edited by Siobhan B. Somerville, 66–78. Cambridge, UK: Cambridge University Press, 2020.
- Spade, Dean. "Introduction: Rights, Movements, and Critical Trans Politics." In *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*, 1–20. Berkeley, CA: Seal Press, 2011.

## Week 5 | Indigenous Interventions

Tuesday 6 October

Readings:

- Morgensen, Scott Lauria. "Unsettling Queer Politics: What Can Non-Natives Learn from Two-Spirit Organizing?" In *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*, edited by Qwo-Li Driskill, Chris Finley, Brian Joseph Gilley, and Scott Lauria Morgensen, 132–54. Tucson, AZ: University of Arizona Press, 2011.
- Driskill, Qwo-Li. "Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies." *GLQ: A Journal of Lesbian and Gay Studies* 16, no. 1-2 (2010): 69–92. <https://doi.org/10.1215/10642684-2009-013>.

Thursday 8 October

**Due: Review of an LGBTQ+ Organization**

Readings:

- Smith, Andrea. "Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism." In *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*, edited by Qwo-Li Driskill, Chris Finley, Brian Joseph Gilley, and Scott Lauria Morgensen, 43–65. Tucson, AZ: University of Arizona Press, 2011.

## Week 6 | Sexuality, Colonialism, & Empire

Tuesday 13 October

Readings:

- Mogul, Joey L., Andrea J. Ritchie, and Kay Whitlock. "Introduction and Setting the Historical Stage: Colonial Legacies." In *Queer (in)Justice: the Criminalization of LGBT People in the United States*, xi-xx and 1–16. Boston, MA: Beacon, 2011.
- Altman, Dennis. "Global Gaze/Global Gays." *GLQ: A Journal of Lesbian and Gay Studies* 3, no. 4 (1997): 417–36. <https://doi.org/10.1215/10642684-3-4-417>.

Thursday 15 October

Readings:

- Puar, Jasbir K. "Homonationalism and Biopolitics." In *Terrorist Assemblages*, 1–78. Durham, NC: Duke University Press, 2007.

## Week 7 | Metronormativity: The Urban/Rural Divide

Tuesday 20 October

Readings:

- Weston, Kath. "Get Thee to a Big City: Sexual Imaginary and the Great Gay Migration." *GLQ: A Journal of Lesbian and Gay Studies* 2, no. 3 (1995): 253–77. <https://doi.org/10.1215/10642684-2-3-253>.
- D'Emilio, John. "Capitalism and Gay Identity." In *Culture, Society and Sexuality: a Reader*, edited by Richard G. Parker and Peter Aggleton, 239–47. London, UK: UCL Press, 1999.

Thursday 22 October

Readings:

- Herring, Scott. "Introduction: I Hate New York." In *Another Country: Queer Anti-Urbanism*, 1–29. New York, NY: New York University Press, 2010.

\* Fall Break — No Classes \*

## Week 8 | Decriminalization? Canada 1969

Tuesday 3 November

Readings:

- Kinsman, Gary. "Not a Gift from Above: The Mythology of Homosexual Law Reform and the Making of Neoliberal Queer Histories." In *No Place for the State: the Origins and Legacies of the 1969 Omnibus Bill*, edited by Chris Dummitt and Christabelle Sethna, 74–97. Vancouver, BC: UBC Press, 2020.
- Walcott, Rinaldo. "The Black 1960s: Black Life after Sir George Williams & Other Stories of the Nation." *Anti-69.Ca*. Lecture presented at the Anti-69 Symposium, March 24, 2019. <https://youtu.be/KU-b8Rwg94M>.

Thursday 5 November

Readings:

- Pearlston, Karen. "'Something More': The State's Place in the Bedrooms of Lesbian Nation." In *No Place for the State: the Origins and Legacies of the 1969 Omnibus Bill*, edited by Chris Dummitt and Christabelle Sethna, 200–222. Vancouver, BC: UBC Press, 2020.
- *Forbidden Love: The Unashamed Stories of Lesbian Lives*, Lynne Fernis and Aerlyn Weissman, 1992, 124 mins. [https://www.nfb.ca/film/forbidden\\_love/](https://www.nfb.ca/film/forbidden_love/)

## Week 9 | Gay Liberation—Manifestos!

**Due: Research Paper Proposal**

Tuesday 10 November

Readings:

- The Gay Manifesto, 1970
- The Gay Liberation Front Manifesto, 1971
- Radicalesbian Manifesto, 1973
- The Effemist Manifesto, 1973

Thursday 12 November

Readings:

- Ferguson, Roderick A. "The Multidimensional Beginnings of Gay Liberation" and "Gay Emancipation Goes to Market." In *One-Dimensional Queer*, 18–45, 46–80. Cambridge, UK: Polity, 2018.

Viewings:

- Rivera, Silvia. "Gay Pride Rally, NYC 1973." <https://youtu.be/Jb-JIOWUw1o>

## Week 10 | Police Repression & State Violence

Tuesday 17 November

Readings:

- Warner, Tom. "Police Repression and Judicial Homophobia." In *Never Going Back: A History of Queer Activism in Canada*, 99–118. Toronto, ON: University of Toronto Press, 2002.
- Hooper, Tom. "'The State's Key to the Bedroom Door': Queer Perspectives on Pierre Elliot Trudeau's 'Just Society' in an Era of Bathhouse Raids." In *No Place for the State: The Origins and Legacies of the 1969 Omnibus Bill*, edited by Chris Dummitt and Christabelle Sethna, 101–20. Vancouver, BC: UBC Press, 2020.

Thursday 19 November

Guest Speaker: *Patrizia Gentile*

Readings:

- Gentile, Patrizia and Gary Kinsman. "Sexual Policing and National Security: Sex Scandals, Olympic Clean-Ups, and Cross-Country Organizing." In *The Canadian War on Queers: National Security as Sexual Regulation*, 302–35. Vancouver, BC: UBC Press, 2010.
- Bain, Beverly. "A 'New' War on Queers: Pride Toronto, The State, and Dissident Queers." *Anti-69 Symposium*. Lecture presented at the Anti-69 Symposium, March 24, 2019. <https://youtu.be/HFQC1cB9zw4>

## Week 11 | Intersectionality & the Work of Coalitions

Guest Speaker: *Khaled Kchouk*

Tuesday 24 November

Readings:

- Combahee River Collective. "Combahee River Collective Statement." In *Home Girls: a Black Feminist Anthology*, edited by Barbara Smith. New York, NY: Kitchen Table, Women of Color Press, [1977] 1983.
- Cohen, Cathy J. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ: A Journal of Lesbian and Gay Studies* 3, no. 4 (1997): 437–65. <https://doi.org/10.1215/10642684-3-4-437>.
- Bannerji, Himani. "The Passion of Naming: Identity, Difference, and Politics of Class." In *Thinking Through: Essays on Feminism, Marxism, and Anti-Racism*, 17–40. Toronto: Women's Press, 1995.

Thursday 26 November

Readings:

- Bilge, Sirma. "Theoretical Coalitions and Multi-Issue Activism: 'Our Struggles Will Be Intersectional or They Will Be Bullshit!'" Essay. In *Decolonizing Sexualities: Transnational Perspectives, Critical Interventions*, edited by Sandeep Bakshi, Suhraiya Jivraj, and Silvia Posocco, 108–22. Oxford, UK: Counterpress, 2016.
- Chàvez, Karma R, and Hana Masri, eds. "Queer Transnational Activism? A Conversation on Organizing, Solidarity, and Difference." Scholar & Feminist Online. Barnard Centre for Research on Women, 2017. <http://sfonline.barnard.edu/thinking-queer-activism-transnationally/queer-transnational-activism-a-conversation-on-organizing-solidarity-and-difference/>.

## Week 12 | Gay Press, Gay Power?

Tuesday 1 December

Readings:

- Downs, Jim. "The Body Politic." In *Stand by Me: the Forgotten History of Gay Liberation*, 113–42. Philadelphia, PA: Basic Books, 2016.

Thursday 3 December

**Due: Course Feedback**

Readings:

- Chasin, Alexandra. "The Gay and Lesbian Press and the 'Business of Liberation'." In *Selling out: the Gay and Lesbian Movement Goes to Market*, 57–100. New York, NY: Palgrave, 2000.

## Week 13 | HIV/AIDS Then & Now

Tuesday 8 December

**Due: Annotated Bibliography**

Readings:

- Treichler, Paula A. "AIDS, Homophobia, and Biomedical Discourse: An Epidemic of Signification." *October* 43 (1987): 31–70. <https://doi.org/10.2307/3397564>.
- Cheng, Jih-Fei. "AIDS, Women of Color Feminisms, Queer and Trans of Colour Critique, and the Crises of Knowledge Production." Essay. In *AIDS and the Distribution of Crises*, edited by Jih-Fei Cheng, Alexandra Juhasz, and Nishant Shahani, 76–92. Durham, NC: Duke University Press, 2020.

Thursday 10 December

Readings:

- Hastings, Colin, Cécile Kazatchkine, and Eric Mykhalovskiy. *HIV Criminalization in Canada: Key Trends*. Canadian HIV/AIDS Legal Network, 2017. [https://www.seroproject.com/wp-content/uploads/2017/03/HIV\\_stats\\_info\\_sheet-FINAL-EN.pdf](https://www.seroproject.com/wp-content/uploads/2017/03/HIV_stats_info_sheet-FINAL-EN.pdf).
- McClelland, Alexander. "Unprepared," *Maisonneuve*, March 28, 2019. <https://maisonneuve.org/article/2019/03/28/unprepared/>, and "Postscript," May 2, 2019. <https://maisonneuve.org/post/2019/05/2/postscript-alexander-mcclelland-anthony-oliveira/>

**\* Beginning of Winter Semester \***

## Week 14 | Oral Histories

Thursday 7 January

Readings:

- Boyd, Nan Alamilla, and Ramírez Horacio Roque N. "Close Encounters: The Body and Knowledge." In *Bodies of Evidence: the Practice of Queer Oral History*, 1–20. Oxford, UK: Oxford University Press, 2012.
- LGBTQ Oral History Digital Collaboratory, <http://lgbtqdigitalcollaboratory.org/oral-history-hub/>
  - Explore website
- AIDS Activist History Project, <http://aidsactivisthistory.ca>
  - Select two transcripts to read

## Week 15 | The Archival Turn in Queer Studies

Tuesday 12 January

Readings:

- Muñoz, José Esteban. "Ephemera as Evidence: Introductory Notes to Queer Acts." *Women & Performance: a journal of feminist theory* 8, no. 2 (1996): 5–16. <https://doi.org/10.1080/07407709608571228>.
- Jennex, Craig, and Nisha Eswaran. "Stashing the Evidence." In *Out North: an Archive of Queer Activism and Kinship in Canada*, 22–37. Vancouver, BC: Figure.1 Publishing, 2020.

Thursday 14 January

Readings:

- Beins, Agatha. "Making Place for Lesbian Life at the Lesbian Herstory Archives." In *Out of the Closet, into the Archives: Researching Sexual Histories*, edited by Amy L. Stone and Jaime Cantrell, 25–50. Albany, NY: Suny Press, 2015.
- Devor, Aaro, and Lara Wilson. "Putting Trans\* History on the Shelves: The Transgender Archives at the University of Victoria." Essay. In *Out of the Closet, into the Archives: Researching Sexual Histories*, edited by Amy L. Stone and Jaime Cantrell, 255–70. Albany, NY: Suny Press, 2015.

## Week 16 | Representation Matters

Tuesday 19 January

Readings:

- Hall, Stuart. "The Work of Representation." In *Representation: Cultural Representations and Signifying Practices*, edited by Stuart Hall, 15–51. London, UK: Sage in association with the Open University, 1997.
- Nyong'o, Tavia. "Representation and Its Limits." In *Trap Door: Trans Cultural Production and the Politics of Visibility*, edited by Reina Gossett, Eric A. Stanley, and Johanna Burton, 191–200. Cambridge, MA: The MIT Press, 2017.

Thursday 21 January

**Due: Wikipedia Entry/Edit**

Readings:

- Fung, Richard. "Colouring the Screen: Four Strategies in Anti-Racist Film and Video." In *VIDEO Re/VIEW*, edited by Peggy Gale and Lisa Steele, 256–64. Toronto, ON: Art Metropole, 1996.
- Page, Morgan M. "One from the Vaults: Gossip, Access, and Trans History-Telling." Essay. In *Trap Door: Trans Cultural Production and the Politics of Visibility*, edited by Reina Gossett, Eric A. Stanley, and Johanna Burton, 135–46. Cambridge, MA: The MIT Press, 2017.

- *Celluloid Closet*, 1995 or *Disclosure*, 2019 or *Visible: Out on Television*, 2020

### **Week 17 | Pornography, Censorship, Obscenity**

Tuesday 26 January

*Readings:*

- Sumner, L.W. "In Harm's Way." In *The Hateful and the Obscene: Studies in the Limits of Free Expression*, 126-64. Toronto, ON: University of Toronto Press, 2004.

Thursday 28 January

*Readings:*

- Kiss & Tell. "Questioning Censorship" in *Her Tongue on My Theory*, 93-110. Vancouver: Press Gang Publishers, 1994.
- Waugh, Thomas. "Archaeology and Censorship." In *The Fruit Machine: Twenty Years of Writings on Queer Cinema*, 272-96. Durham, NC: Duke University Press, 2000.

### **Week 18 | Sex Wars, Culture Wars**

Tuesday 2 February

*Readings:*

- Ditta, Su. "The Summer of the Suiciding Nuns: Sex, Art and Controversy in Canada's Public Museums." In *Arousing Sensation: A Case Study of Controversy Surrounding Art and the Erotic*, edited by Sylvie Gilbert, 73-115. Banff, AB: Banff Centre Press, 1999.
- Vance, Carol. "The War On Culture." In *Art Matters: How the Culture Wars Changed America*, edited by Brian Wallis, Marianne Weems, and Philip Yenawine, 220-31. New York: New York University Press, 1999 [1989].

Thursday 4 February

***Due: Film Review***

*Readings:*

- Rubin, Gayle. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." In *Culture, Society and Sexuality: A Reader*, 143-178. 1st ed. London: Routledge, [1983] 2007.

### **Week 19 | Queer Nation and the Art of Propaganda**

Tuesday 9 February

*Readings:*

- Anonymous Queers, *Queers Read This / I Hate Straights*
- Valerie Kameya, *The Lesbian Avengers Strike Back*
- Pink Tank, *We Will Not Protect You*,  
[http://www.againstequality.org/files/we\\_will\\_not\\_protect\\_you\\_2005.pdf](http://www.againstequality.org/files/we_will_not_protect_you_2005.pdf)

Thursday 11 February

*Readings:*

- Gray, Mary L. “‘Queer Nation Is Dead/Long Live Queer Nation’: The Politics and Poetics of Social Movement and Media Representation.” *Critical Studies in Media Communication* 26, no. 3 (2009): 212–36. <https://doi.org/10.1080/15295030903015062>.

**\* Winter Break — No Class \***

**Week 20 | Queer Theory**

Tuesday 23 February

*Readings:*

- Barker, Meg-John, and Julia Scheele. *Queer: a Graphic History*. London, UK: Icon Books, 2016. (Read pages 3-18, 33-62, 91-140 and 147-173)
- Sullivan, Nikki. “Queer: A Question of Being or A Question of Being.” In *A Critical Introduction to Queer Theory*, 37–56. New York, NY: New York University Press, 2003.

Thursday 25 February

*Readings:*

- Edelman, Lee. “The Future Is Kids Stuff.” In *No Future: Queer Theory and the Death Drive*, 1–32. Durham, NC: Duke University Press, 2004.

**Week 21 | Queer of Colour Critique**

Tuesday 2 March

***Due: Research Paper Outline***

*Readings:*

- Ferguson, Roderick A. “Introduction: Queer of Color Critique, Historical Materialism, and Canonical Sociology.” In *Aberrations in Black: Toward a Queer of Color Critique*, 1–30. Minneapolis, MN: University of Minnesota Press, 2004.

Thursday 4 March

*Readings:*

- Muñoz José Esteban. “Introduction: Feeling Utopia.” In *Cruising Utopia: The Then and There of Queer Futurity*, 1–18. New York, NY: New York university press., 2009.

**Week 22 | Queer Im/Migration**

Tuesday 9 March

*Readings:*

- Lee, Edward Ou Jin. “Responses To Structural Violence: The Everyday Ways In Which Queer And Trans Migrants With Precarious Status Respond To And Resist The Canadian Immigration Regime.” *International Journal of Child, Youth and Family Studies* 10, no. 1 (2019): 70–94. <https://doi.org/10.18357/ijcyfs101201918807>.
- Chávez, Karma. “From Sanctuary to a Queer Politics of Fugitivity.” *QED: A Journal in GLBTQ Worldmaking* 4, no. 2 (2017): 63–70. <https://doi.org/10.14321/qed.4.2.0063>.

Thursday 11 March

*Guest Speaker: Yasmin Nair*

*Readings:*

- Nair, Yasmin. "What's Left of Queer?: Immigration, Sexuality, and Affect in a Neoliberal World." YasminNair.net, August 7, 2010. <https://yasminnair.com/whats-left-of-queer-immigration-sexuality-and-affect-in-a-neoliberal-world/>.

### **Week 23 | Queer Crips**

Tuesday 16 March

*Readings:*

- McRurer, Robert. "Crippling Queer Politics, or the Dangers of Neoliberalism." Scholar & Feminist Online. Barnard Centre for Research on Women, 2012. <http://sfoonline.barnard.edu/a-new-queer-agenda/cripping-queer-politics-or-the-dangers-of-neoliberalism/0/>.
- Masters, Jeffery. "Ryan O'Connell: A Big Yes to Sex Work." *LGBTQ&A Podcast*, May 14, 2019. <https://www.stitcher.com/podcast/panoply/lgbtqa/e/60675118>

Thursday 18 March

*Guest Speaker: Alan Santiago*

*Readings:*

- Piepzna-Samarasinha, Leah Lakshmi. "Toronto Crip City." In *Marvellous Grounds: Queer of Colour Histories of Toronto*, edited by Jinthana Haritaworn, Ghaida Moussa, and Syrus Marcus Ware, 135–50. Toronto, ON: Between the Lines, 2018.
- Masters, Jeffery. "Maria Town: Disability Rights Are LGBTQ+ Rights," *LGBTQ&A Podcast*, July 14, 2020. <https://www.stitcher.com/podcast/panoply/lgbtqa/e/76045943>

### **Week 24 | Queer & Trans Sex Worker Activism**

Tuesday 23 March

*Readings:*

- Ware, Syrus Marcus, Monica Forester, and Chanelle Gallant. "Organizing on the Corner: Trans Women of Colour and Sex Worker Activism in Toronto in the 1980s and 1990s." Essay. In *Marvellous Grounds: Queer of Colour Histories of Toronto*, edited by Jinthana Haritaworn, Ghaida Moussa, and Syrus Marcus Ware, 23–34. Toronto, ON: Between the Lines, 2018.
- Ross, Becki L. "Whoreganizers and Gay Activists: Histories of Convergence, Contemporary Currents of Divergence, and the Promise of Non-Normative Futures." In *Red Light Labour: Sex Work Regulation, Agency, and Resistance*, edited by Elya M. Durisin, Emily Van der Meulen, and Chris Bruckert, 256–71. Vancouver, BC: UBC Press, 2018.

Thursday 25 March

*Readings:*

- Shah, Svati P. "Sex Work and Queer Politics in Three Acts." Scholar & Feminist Online. Barnard Centre for Research on Women, 2012. <http://sfoonline.barnard.edu/a-new-queer-agenda/sex-work-and-queer-politics-in-three-acts/0/>.
- *Hookers on Davie*, Holly Dale and Janis Cole, 1984. 88mins.

### **Week 25 | What is Gay Marriage For?**

Tuesday 30 March

*Readings:*

- Whitehead, Jaye Cee. "The Nuptial Deal." In *Nuptial Deal: Same-Sex Marriage and Neo-Liberal Governance*, 35–58. Chicago, IL: University of Chicago Press, 2012.
- Farrow, Kneyon. "Is Gay Marriage Anti-Black???" Essay. In *Against Equality: Queer Revolution, Not Mere Inclusion*, edited by Ryan Conrad, 33–44. Edinburgh, UK: AK Press, 2014.

Thursday 1 April

Readings:

- Lenon, Suzanne. "Monogamy, Marriage, and the Making of Nation." In *Disrupting Queer Inclusion: Canadian Homonationalisms and the Politics of Belonging*, edited by OmiSoore H. Dryden, Suzanne Lenon, and Julian Awwad, 82–99. Vancouver, BC: UBC Press, 2015.

## Week 26 | Imagined Futures

Tuesday 6 April

**Due: Research Paper**

Readings:

- Duggan, Lisa, and José Esteban Muñoz. "Hope and Hopelessness: A Dialogue." *Women & Performance: a journal of feminist theory* 19, no. 2 (2009): 275–83. <https://doi.org/10.1080/07407700903064946>.
- Brim, Matt. "Queer Dinners." In *Poor Queer Studies: Confronting Elitism in the University*, 1–28. Durham, NC: Duke University Press, 2020.

Thursday 8 April

Readings:

- Driskill, Qwo-Li, Chris Finley, Brian Joseph Gi, and Scott Lauria Morgensen. "The Revolution Is for Everyone: Imagining an Emancipatory Future through Queer Indigenous Critical Theories." In *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*, 211–22. Tucson, AZ: University of Arizona Press, 2011.

## Course Policies, Resources, and Further Information

### Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **Academic Integrity**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>

### **Course Content Copyright**

Online classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **Final Grades**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Late Submissions**

Students are responsible for ensuring that course work is completed within the time specified by the instructor. Instructors have the right to refuse papers submitted after the due date unless previous arrangements have been made. If an instructor agrees to accept late papers, a penalty of one grade per day will be assessed unless there is a valid medical or compassionate reason. For example, an A+ paper that is three days late will be marked down to B+.

### **Attendance Policy**

Despite the emergency online delivery of course content this semester, students are still expected to spend about 7 hours a week fulfilling course requirements (reading, writing, listening to lectures, etc.). Half the course material will be delivered asynchronously, however weekly assignment deadlines still must be met. Synchronous Zoom meetings to discuss course materials from 10h30-11h30 on Thursday are not optional. These Zoom meetings will be recorded and posted to the CULearn course page so that those who cannot attend synchronous meetings due to time zone issues can still benefit from the questions asked by their peers.

### **Email Communication Policy**

Please allow 48 hours for responses by email. With online course delivery and physical distancing across the institution and in daily life, the volume of email we all receive has drastically increased. Before emailing the professor check the syllabus and Moodle to see if your question may already be answered there. Consider contacting a classmate or group member who might be able to more quickly answer your question.

**Helpful Resources for Writing & Research:**

- Centre for Student Academic Support: <https://carleton.ca/csas>
- Carleton Writing Assistance: <https://carleton.ca/csas/writing-services/>
- MacOdrum Citation Guides: <https://library.carleton.ca/help/citing-your-sources>  
MacOdrum Guide to Sources: <https://library.carleton.ca/help/primary-secondary-and-tertiary-sources>
- MacOdrum Library Subject Guide for Sexuality Studies:  
<https://library.carleton.ca/research/subject-guides/sexuality-studies-detailed-guide>
- MacOdrum Interdisciplinary Studies Librarian: <https://library.carleton.ca/contact/staff-directory/martha-attridge-bufton>