

GEN& WS 340: Queer Locations: Space, Place and Desire



Contact Info and Meeting Times:

Dr. Jess Waggoner

waggoner2@wisc.edu

TR 4:00-5:15 (Tuesdays in-person, Thursdays remotely)

Location: Sterling 1313

Office Hours (Virtual): Thursdays, 2:30-3:30 and by appointment

Course Description: Topics in feminist study of LGBTQ sexualities, considering race, nationality, and time.

More information: This humanities-based literature, theory and film course explores the importance of regional orientation to sexual orientation in the U.S.: not just the “what you do” of sexuality but also the “where you do it.” This course grates against the assumption that the city is where “anything goes,” while rural spaces are merely places of intense sexual repression. Students interrogate themes such as sex work, migration, homonationalism, metronormativity, trans lives and histories, how the gender binary developed as a tool of colonial oppression, what a disabled sexual culture might look like, and rural and suburban responses to the metropole. In turn, we will also have opportunities to explore gender and sexuality in Madison.

Credit Hours: 3

Requisites: Sophomore standing

Course Designation: Breadth – Humanities

Level – Intermediate

L&S Credit – Counts as Liberal Arts and Science credit in L&S

Credit hours are met in this course through the assessment in the “45 Hours Per Credit” criteria – One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

This class meets for two, 75-minute class periods each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, conducting interviews, preparing presentations, studying, etc) for about 3 hours out of the classroom for every class period. This syllabus includes more information about meeting times and expectations for student work.

Mode of Delivery:

Hybrid Instruction

Section is intentionally designed to include a regular pattern of online and in-person meetings. More than twenty-five (25%) but no more than seventy-five percent (75%) of the section is delivered via distance learning technology, and the section meets in person at least several times each semester. In-person instructional meetings must include more than meeting only for exams. Meeting in person only for exams with all other instructional meetings online is not permitted.

This course will be held as a hybrid of online and in-person instruction to accommodate virtual guest speakers and workshops and also to create safer and more accessible conditions for certain activities such as group work, workshopping and presentations.

Course Objectives:

- To encourage and improve students' critical thinking skills
- To give students tools for respectfully discussing disability, race, gender, sexuality and difference
- To cultivate an open, respectful space in which to create, share, and critique material.
- To provide options for hands-on application of concepts learned in the classroom
- To encourage creativity through a self-designed final project

UW-GWS Land Acknowledgement

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both

the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. The disability justice movement, led by disabled Black, Indigenous, and people of color, calls not for simply acknowledging this violence but for an end to homophobia, transphobia, colonization, imperialism, white supremacy, and all forms of oppression.

UW-GWS Statement of Solidarity

The Department of Gender and Women's Studies is deeply saddened and outraged by the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade, and Tony Robinson among numerous others. We condemn white supremacy, police violence, and all forms of racism, interpersonal and structural, and we honor the pain that these forces have caused our Black students, faculty and staff. We stand in solidarity with those protesting this country's ongoing, centuries-long legacy of anti-Black violence and we write to affirm our support for the dignity of all our Black community members. As educators and as feminists, we pledge not only to continue our fight for racial justice, but to intensify that fight to meet the scale of the crises with which we are faced in the present moment.

Canvas URL:

<https://canvas.wisc.edu/courses/276788>

Required Texts:

I encourage you to acquire versions of these texts that work best and are most accessible for you, when available. If purchasing these texts pose financial hardship, do not hesitate to contact me.

- Kai Cheng Thom, *Fierce Femmes and Notorious Liars: A Dangerous Trans Girl's Confabulous Memoir*
- Melissa Faliveno, *Tomboyland*
- Gabby Rivera, *Juliet Takes a Breath*

Films:

Paris is Burning (1990)

Moonlight (2016)

Brokeback Mountain (2013)

Two Soft Things, Two Hard Things (2016)

Margarita with a Straw (2014)

RESOURCES AND CLASSROOM POLICIES

Attendance: Student attendance and participation required. If you are unable to attend class, please let me know in advance and be sure to complete all assignments listed on the syllabus. If you miss class, please watch the recorded discussion before emailing me with questions. Up to three unexcused absences allowed, but each unexcused absence beyond

three will result in a 10-point deduction (out of the 1000 points allotted in this course) from the final course grade. I am happy to provide other ways for you to engage with material and make up attendance.

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact me and/or the Dean of Students for support. **Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess (adapted from Sara Goldrick Rab, Temple University)**

Access Statement

We all have different ways of learning, and we all have access needs. The organization of this course may work well for some but pose issues for others. Please communicate with me as soon as you can about your individual learning needs (registered or not) and how this course can best accommodate them.

“Everyone’s access needs matter, and we will try collectively to meet them as they arise. Access needs are needs that when met enable participation in the course to the fullest—therefore they are wide-ranging and can be met in wide-ranging, creative ways. I am a committed to making participation as accessible as possible. Please let me know if anything comes up that makes participation feel hard. Perhaps you are unused to thinking about access needs—no worries, that’s what this course is supposed to help you develop. We are taught not to have needs, that needs mean we are ‘weak’; resist this impulse. That is the biggest lesson I want you to take away from this class.

Access, as Aimi Hamraie has taught me, is relational. This means that creating access and accessibility is something we do together, in relationship and community. It requires a sacred commitment to each other’s wellbeing and participation in the community space, and requires communication and negotiation and flexibility. We learn each other’s needs and try to meet them as best we can, so that we can all participate as much as possible in this classroom space. Everyone has access needs, and these needs change over time. I will try to anticipate as much as possible, but I cannot know everyone’s needs at all times. When you become aware of your access needs, please communicate them to me. I do not require any documentation or working with any university support services—I believe you, and will work with you to generate structures to meet your needs as much as possible. I repeat: I believe you” – Mimi Khúc

Information regarding registering a disability/accessibility need:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life.

University of Wisconsin-Madison

Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (Source: <https://mcburney.wisc.edu/instructor/>)

Mental Health Services

Mental Health Services recognizes this is a tough time for many, to hold the anxieties and stressors associated with this pandemic, while also balancing roles of students, employees, and family members. We are here to continue to support the mental health needs of our students and campus, with some changes to our services as noted below. Our mental health providers understand the complexities of student life and offer an open, safe, and confidential environment to help students through issues that may interfere with their development, well-being, and academic productivity. UHS's no-cost mental health services include individual, couple/partner, group counseling, outreach programming, and stress management. We also offer 24/7 crisis services. Psychiatry services are also available for medication management. Make an appointment: 608-265-5600. 24-hour crisis line: 608-265-5600 (option 9).

If you are comfortable, please communicate with Dr. Waggoner if mental distress is impacting your performance in the course so they can best accommodate you.

Sexual Assault

UW-Madison is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex or gender identity, which includes forms of sexual misconduct such as sexual assault, sexual harassment, dating violence, domestic violence, and stalking. We understand that sexual violence can undermine students' academic success and encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they deserve.

Please know that as an instructor I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, and stalking. However, there are university policies that may require me to report disclosures about sexual misconduct to the Title IX Coordinator (compliance.wisc.edu/titleix) whose role is to coordinate the University's response to sexual misconduct.

UW-Madison offers a variety of resources and options for students impacted by sexual assault, sexual harassment, dating violence, domestic violence, and stalking. Learn about the [free, confidential services available on campus and in the community](#).

Writing Center

I encourage you to schedule an appointment for a free tutoring session with the Writing Center: <https://writing.wisc.edu/>

Academic Integrity

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. (Source: <https://conduct.students.wisc.edu/syllabus-statement/>)

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES

Usage of Audio and Video Recorded Lectures

Lecture materials and recordings for GWS 343 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Community Responsibility

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

ASSIGNMENTS, MATERIALS, SCHEDULE

Drafts, Papers, & Late Assignments: All papers to be submitted to Canvas on their due date by midnight. I will provide flexible deadlines as indicated on the syllabus. Forum responses are due **before** class begins that day. For every day a paper is late (calendar day, not class meeting), the grade is lowered 10%. Please communicate with me ASAP if extenuating circumstances are preventing you from turning in your paper during the flexible deadline window.

Readings and Assignments: You are expected to come to class each day with the materials assigned for that day open and ready on your computer. With exception of the books for this course, these materials are available on Canvas.

Materials: You will be required to purchase three books for this class, but the remainder of the materials, including all critical readings, will be available on Canvas. Films and videos will be available digitally. Your forum responses will be uploaded to Canvas. If the books pose a financial burden for you, please contact me directly and we can make an alternate arrangement.

Grades: The grades I assign to your work this semester are a measure of how successfully you have completed a task—an indicator of how well you demonstrate that you have learned the lessons that task intends to teach. If you have any questions about your grade after having carefully considered my comments on your work, please ask me. **For final grades:** Please assemble a report on your participation in the course, your record on timely and thorough completion of assignments, evidence of your careful attention to rubrics and revisions, and a 500-word paragraph analyzing why your course record merits a higher grade, connecting these details to your claim. Once you submit this report, we will meet and discuss.

Grading Scale:

A: 93-100
AB: 88-92
B: 83-87
BC: 78-82
C: 70-77
D: 60-69

Grading/Assignments: (out of 1000 points)

- 1 Oral History Project, Reflection, and Peer Feedback (200 pts, 20%)
- 1 3- page Critical Paper using a source as a lens (source can be a peer-reviewed source from the class or a peer-reviewed source you find on your own) on a creative text from the class (novels, poetry, film, etc) (200 pts, 20%)
- 10 Tuesday online responses, one 200-250-word response to material due by Tuesday classtime (20 points apiece, 200 pts, 20%)
- 10 Thursday discussion questions (10 points apiece, 100 pts, 10%)
- One final project (creative, critical, activist, 5-6 pages or 2 pages with creative or activist project) (200 pts, 20%)
- Pre-recorded presentation (open format) of your plans for your final project (100 pts, 10%)

Course Rhythm Breakdown:

- By Tuesday 11:00 a.m.—Forum response due for material that day
- By Thursday 11:00 a.m.—Discussion question due for material that day

SCHEDULE OF ASSIGNMENTS

Week 1

Tuesday, January 25th (meeting in-person)

- Introductions (please introduce yourself in the Canvas thread!)
- Syllabus/course orientation/collective access exercise
- **If you have not already completed the introduction survey (confidential), please complete by next Monday**

Thursday, January 27th (meeting remotely)

- **Discussion question #1 due by 11 a.m.**
- Rubin, Gayle. *Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality*.
- Cathy J. Cohen, "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" 74-94 (from *The Routledge Queer Studies Reader*)

Week 2

Tuesday, February 1st (meeting in-person)

- **Discussion forum #1 due by 11 a.m**
- Syllabus Quiz Due by midnight (Open Syllabus)
- Watch: *Paris is Burning* (1990)
- Excerpt from Marlon Bailey, *Butch Queens Up in Pumps: Gender, Performance, and Ballroom Culture in Detroit*
- Introduction to C. Riley Snorton, *Black on Both Sides: A Racial History of Trans Identity*

Thursday, February 3rd (meeting remotely)

- **Discussion question #2 due by 11 a.m.**
- **Complete Content Notification Survey by Friday**
- **Join Class GroupMe by Friday**
- Samuel Delany, excerpt from *Times Square Red, Times Square Blue*
- **Watch:** *Screaming Queens: The Riot at Compton's Cafeteria* (dir. Susan Stryker)
- Watch in class: S.T.A.R. (from *We've Been Around*)
- Susan Stryker, 2006. "(De)Subjugated Knowledges: An Introduction to Transgender Studies" from *The Transgender Studies Reader*

First two Weeks Checklist/Check-in

Did you:

- Complete your introduction survey?
- Join Class GroupMe?
- Finish your Syllabus Quiz?
- Submit your Discussion Questions and Forum Response?
- Find course materials in the right format for you? Or ask for assistance if needed?
- If so, you are ready to go!

Week 3

Tuesday, February 8th (meeting in-person)

- **Discussion forum #2 due by 11 a.m.**
- Gabby Rivera, *Juliet Takes a Breath*, Chapters 1-13
- Introduction to *Undoing Monogamy*, 1-14

Thursday, February 10th (meeting remotely)

- **Discussion question #3 due by 11 a.m.**
- Gabby Rivera, *Juliet Takes a Breath*, Chapters 14-end/epilogue
- Gloria Anzaldúa, "To(o) Queer the Writer"

Week 4

Tuesday, February 15th (meeting in-person)

- **Discussion forum #3 due by 11 a.m.**
- Herring, Introduction to *Another Country: Queer Anti-Urbanisms*
- Watch *Queer Eye*, select episodes

Thursday, February 17th (meeting remotely)

- **Discussion question #4 due by 11 a.m.—questions for guest speaker**
- **Guest speaker : Scott Seyforth (class meets remotely)**
- Skim: *Our Lives Magazine* digital archive
- Read: Seyforth, "In People's Faces for Gay Rights"
- Read: Seyforth, "Glad to Be Gay: Gay Cable Access Television in Madison"

Week 5

Tuesday, February 22nd (meeting in-person)

- **Discussion forum #4 due**
- Halberstam, Introduction to *In a Queer Time and Place*, Read only 1-17
- E. Patrick Johnson, "Gayness and the Black Church," from *Sweet Tea: Black Gay Men of the South*
- In-class: Screen and discuss *We're Here*

Thursday, February 24th (meeting remotely)

- **Discussion question #5 due by 11 a.m.—questions for guest speaker**
- **Guest Speaker: AJ Lewis, Grinnell College (class meets remotely)**
- Read: NYC Trans Oral History Interviewer Handbook
- Listen to 20 or more minutes of two oral histories from the LGBT Oral Histories of Central Iowa archive: <https://lgbtoralhistories.sites.grinnell.edu/interviews/>
- Read: Murphy, et al. "What Makes Queer Oral History Different?"

Week 6

Tuesday, March 1st (class does not meet)

- **Conduct oral history projects**

Thursday, March 3rd (meeting remotely)

- **Discussion question #6 due**
- Kai Cheng Thom, *Fierce Femmes and Notorious Liars: A Dangerous Trans Girl's Confabulous Memoir*, 1-101

Week 7:

Tuesday, March 8th (meeting in-person)

- **Discussion forum #5 due by 11 a.m.**
- Kai Cheng Thom, *Fierce Femmes and Notorious Liars: A Dangerous Trans Girl's Confabulous Memoir*, 102-end

Thursday, March 10th (meeting remotely, asynchronously)

- Online: share oral history projects and reflections in small groups asynchronously and provide feedback

Week 8

SPRING RECESS

Week 9:

Tuesday, March 22nd (meeting in-person)

- **Discussion forum #6 due by 11 a.m.**
- Watch: *Two Soft Things, Two Hard Things* (2016)
- Qwo-Li Driskill, "Doubleweaving: Building Alliances Between Native and Queer Studies" GLQ 69-87

Thursday, March 24th (meeting remotely)

- **Discussion question #7 due by 11 a.m.**
- Excerpts from *Love After the End: An Anthology of Two-Spirit and Indigiqueer Speculative Fiction*

Week 10

Tuesday, March 29th (meeting in-person)

- **Discussion forum #7 due by 11 a.m.**
- Film: *Brokeback Mountain*
- Read: "Brokeback Mountain Dossier" from GLQ
- Watch: Lil Nas X, "That's What I Want"

Thursday, March 31st (meeting remotely)

- **Discussion question #8 due**
- Film: *Moonlight* (2016)
- E. Patrick Johnson, "Quare Studies"
- Excerpt from *Black. Queer. Southern. Women*

Week 11

(3 page Critical Paper Due on Flex Deadline between Monday and Friday)

Tuesday, April 5th (meeting in-person)

- **Discussion forum #8 due by 11 a.m.**
- Lionel Cantú, Jr. "Border Patrol: Sexuality, Citizenship, and U.S. Immigration Policy" from *Border Crossings: Mexican Immigrant Men and the Sexuality of Migration*
- Debanuj Dasgupta, "Cartographies of Friendship, Desire and Home; Notes on Surviving Neoliberal Security Regimes"

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- Watch in class: Darkmatter, “Poetry and Trans Politics”

Thursday, April 7th (no class)

- **Work on critical paper**

Week 12

Tuesday, April 12th (meeting in-person)

- **Assign final projects**
- **Discussion forum #9 due by 11 a.m.**
- Excerpts from Melissa Faliveno, *Tomboyland*
- Kristen G. Esterberg, “The Bisexual Menace”

Thursday, April 14th (meeting remotely)

- **Discussion question #9 due by 11 a.m.**
- Susan Wendell, “The Social Construction of Disability”
- Film: *Margarita with a Straw* (2014)

Week 13

Tuesday, April 19th (meeting in-person)

- **Discussion forum #10 due by 11 a.m.: Reflection on how your relationship with space and place has shaped your gender and/or sexuality**
- **Explore queeringthemap.com (and add your story if you would like!)**

Thursday, April 21st (meeting remotely)

- **Discussion QUESTION #10 due by 11 a.m.: Brief description of your final project idea and research question you wish to pursue**
- **You are now finished with all forum and discussion questions!**
- **Final project workshop/open office hours**

Week 14

Tuesday, April 26th (meeting remotely)

- **Part 1 of presentations (in any format—video, written, audio, visual of your creative project) of final projects due.**

Thursday, April 28th (meeting remotely)

- **Part 2 of presentations (in any format—video, written, audio, visual of your creative project) of final projects due.**

Week 15

Tuesday, May 3rd (meeting in-person)

- **Wrap-up/Evaluations**

Thursday, May 5th (meeting remotely)

- ***Part 3 of presentations (in any format—video, written, audio) of final projects due.***

Wednesday, May 11th—Final Paper or Project due