CGS 105 Queer Theory: Dynamics of Queer Resistance
Summer Session I 2019: July 1 – August 3, 2019
11:00-1:50pm Tuesdays Thursdays HSS 2305A

Web Site: http://complex-systems-laboratory.org/cgs105-2019

Instructors
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Office Hours
1-3pm Mondays
2-3pm Tuesdays, Thursdays
Mandeville Cafe (inside or outside)

Synopsis
Queers and queer practices have played a significant role in challenging racism, colonialism, patriarchy and a broader range of exploitive societal institutions. In this course, we will introduce a set of foundational concepts from queer theory in parallel with corresponding concepts in crip theory and complexity theory and apply them to critically analyzing resistance movements that have centered on issues impacting queers, involving queer folx or using queer approaches. Case studies highlight intersectional resistance and queer resistance strategies developed and practiced by Anti-racist, Trans and Queer Activists and Scholars.

Goals
– Acquire the ability to read and comprehend difficult texts within academic Queer Theory.
– Understand the intersections amongst Queer, Feminist, POC, Crip, Indigenous and Class struggles.
– Survey the range of Queer resistance movements and study the ways that they have disrupted and altered societies
– Learn analysis methods and tools for examining the relationship between Theory and Struggles.

Beyond Brave Spaces
The instructors of this course are dedicated to creating a learning environment of critical thinking and practice, where we are collectively sharing, learning, and producing knowledge around queer theories, knowledges, desires, and demands. Drawing from Black Feminist thinker, bell hooks, we are committed to facilitating a collective space that includes:
– ‘transgressing’ to disrupt and dismantle the status quo;
– honoring and acknowledging the ways that people with different abilities learn, communicate, participate and interact;
– recognizing students’ varying mobilities and lived experiences as sources of knowledge; working towards an accessible collective learning environment;
– supporting students through difficult conversations and creating an environment in which everyone might grapple with these topics and potentially move towards action;
– explicitly prioritizing non-linear ways of learning and building relationships with each other.
Accountability

Instructors: We welcome constructive comments and suggestions about the class to better make it a space for productively working, learning and growing together, and we will provide class time regularly to receive those suggestions. We will provide timely feedback.

Students: Active participation, doing the reading and completing assignments on time, as outlined below.

Grading:

– Attendance and class participation – participation can be through spoken contributions during class, but students can also participate using written contributions before and during class. 25%
– Book chapter and article reading assignments for each class – summarize briefly the content according to a template that will be provided for each class, briefly answer several questions. Due by the beginning of class. 20%
– Analytical Follow Ups -- do additional reading/research/analysis to follow up on a point raised in class x 3: 2 pages written//2 pages story//zine. Choose amongst classes 5-9, due within a week. 25%
– Final Group Project – group paper and group presentation. Research and analyze a queer-related struggle using concepts and methods discussed in class. 2 pages/person. Presentations are 20 minutes and can be performance art, video, art pieces, rap, songs, graphic art, interviews, or other form approved by instructors. 30%

A step-by-step instruction sheet for each of the assignments will be provided. All assignments must be completed to receive a passing grade.

Come Prepared: Students are expected to keep up with the weekly readings as they are assigned in the course syllabus. Assigned readings must be read prior to coming to class and you are expected to identify key themes, concepts, and terms in the readings. Please bring readings and lecture notes to class. Be prepared to ask questions and discuss reading materials, lectures, and films.

Here are some ways you can participate: ask/answer questions, participate in group work and other in-class activities, and or write down your thoughts and hand it to an instructor before, during or after class. There will be several in-class exercises including role plays, group work, presentations, etc. Full credit will require active participation throughout the entire course.

Attendance: Attendance is mandatory. ALL absences require documentation (i.e. illness appointments, jury duty, conferences, sports games) to receive excused absence approval. Note: an excused absence this will not earn you the participation points for the missed section. Each unexcused absence in section will negatively affect your attendance and participation grade

If you must miss a class, are late, or leave early, it is your responsibility to inform the instructor prior to class. You are also responsible for contacting your fellow peers to find out what you missed. Please arrive on time and stay until the end of class; being late will also affect your final grade.

Participation: Everyone is expected to contribute to class discussions. The following guidelines are the basis for meaningful discussions.

– Be physically and mentally present for yourself, for us, and for your classmates.
– Respect is key. Respect yourself, your classmates, and the academic goals of the course. Please do not interrupt others while they are speaking.
– Participation is not just speaking but also active listening – we are coming from different perspectives, backgrounds, and positionalities and we all have something to contribute to how we understand the readings and concepts.
– Commit yourself to critically engage the material. Be an active participant in your education.
– Take initiative in your learning. Act with integrity.
– Commit yourself to arriving on time and coming prepared to learn.
– Support your arguments by engaging the texts (academic settings necessitate scholarly claims).
– Use of Laptops or cell phones for anything other than consulting your notes and the assigned reading or taking notes is strictly prohibited. If you do so,, you will be respectfully asked to leave class and receive an absence for the day.

--Your participation will be also be determined upon how well you follow the collective discussion guidelines.
– The number one ground rule which we will all follow is to engage in respectful critical analysis and discussion in the classroom. Abusive and harsh language will not be tolerated.

Sexual Violence and Sexual Harassment: In this class, we might discuss issues that many find difficult, painful and triggering. We invite you to relate your personal experiences where relevant to the academic discussion. However, we want you to be aware that UCSD requires instructors to file a report with the University's Title IX Officer if any students relate experiences with sexual harassment or sexual violence in class discussions or written assignments, whether or not that occurred on campus. This could result in an investigation without that student's participation or consent.

CARE at the Sexual Assault Resource Center is the UC San Diego confidential* advocacy and education office for sexual violence and gender-based violence (dating violence, domestic violence, stalking). CARE provides violence prevention education for the entire UCSD campus and offers free and confidential services for students, staff and faculty impacted by sexual assault, relationship violence and stalking. CARE at SARC is on-call 24 hours a day and on weekends throughout the year. If you are in need of urgent support during non-business hours, weekends, or holidays, please call us at (858) 534-5793. https://care.ucsd.edu/

Academic Integrity: Plagiarism is not acceptable. Please refer to the “UCSD Policy on Integrity of Scholarship.”

Communications with Instructors: Please let us know if you go by a different name and or pronoun(s) than what is on your UCSD record. This way we can address you by your chosen name.

Office Hours: If you have any questions regarding the readings and or assignments please visit our office hours. If you cannot attend our scheduled office hours we also are available to meet by appointment. Please email us with your availability to request an appointment.

Email Policy: Please do not hesitate to e-mail us with any questions and or concerns. We check email during normal university hours and will respond within 24 hours, however, we might not respond to emails over weekends. Any emails received during the weekend will be answered on the following regular university day. Email is a good way for you to ask short, logistical questions and general inquiries about assignments. If you have questions that require an in-depth answer or conversation, please come see us during office hours. Finally, we strongly encourage you to ask syllabus and assignment related questions in class. If you have a question it is likely that others also have the same question. When emailing include CGS 105 as part of the subject line or header.

Grade Disputes: If you have questions regarding the grades or written comments you receive, we would be happy to address them during office hours or by appointment at least 24 hours after you have received your feedback. Make sure to see us no later than one-week after the assignment has been returned. A re-grade means re-grading the entire assignment and could result in an overall lower grade.
Campus Resources: We suggest that you become familiar with the campus resources! If you would like more assistance in locating additional campus resources for disability accommodations, health, food, stress, transitional support, well-being, mental health, financial aid, entertainment, job preparation, and community building do not hesitate to consult your instructors or the staff at your college or department.

Accommodations: If you need any accommodations for disability, illness, or any other reason please see the instructors so we can create an accommodation plan for your success. If you have a disability or other condition that compromises your ability to complete the requirements of this course, please inform us as soon as possible of your needs.

Writing Support: Some students will need to utilize office hours in order to get extra background and direction on the material. ELL students are highly encouraged to consult the resources at the OASIS center (858-534-3760).

Email Exchange: If you ever miss a lecture or section, contact your peers for support! Collaboration with your peers is a part of learning--this is not a competition!

Note Taking: Some students might need note taking assistance. We will be requesting volunteers for designated note takers for every class. However, all students should take their own notes during every class if they are able to.

Printed Slides and Materials. We will endeavor to print out slides and other materials prior to class and make them available to those students who need them.

Reading/Viewing: Links for all reading/viewing will be provided on the course web site. Please check the posted links as there are different editions/versions for some of the reading. Be certain to download the reading template from the web site for each class!

The CGS 105 syllabus is subject to change as needed. Office hours’ location and times will also vary throughout the quarter to best meet the needs of all students. :)

new friend: __________________________ new friend's e-mail: __________________________
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Class Topics

1. Capitalism Kills Love: Theory and Praxis (7/2)
   • Three Concepts
   • Introductions
   • Syllabus
   • Strategies for Reading the Unreadable, Reading Assignment Templates
   • Theory is made in the streets
   • Make Theory Exercise

2. NO CLASS (7/4)

3. Classic Queer Theory and Its Discontents (7/9)
   • Discussion of selections from three classic Queer Theory texts
   • Basic concepts of Queer Theory
   • Dynamics/Complexity of Queer Theory
   • Concepts of Queer Theory Role Play
   READING:

   • Basic Processes of Resistance and their Relationship with the State
   • Discussion of Films
   • Resistance and Power Role Play
   FILMS:

CASE STUDIES

5. Queer Anti-Prison Resistance (7/16)

6. Queer People of Color Anti State Violence Organizing (7/18)

8. **Indigenous Two-Spirits (7/25)**  

9. **Pinkwashing and Queer Resistance in Palestine (7/30)**  

10. **Presentations and Course Summary (8/1)**