This advanced seminar in LGBTQ+ Studies serves as the capstone to your LGBTQ+ Studies Certificate. It provides the opportunity to collaboratively engage complex lives, texts, and contexts of the activisms that got us here. We might think of it as a joint venture in which our shared readings and individual projects together create a kaleidoscopic, multi-media, and as yet unpredictable set of materials that invite deeper understanding of the ways people and communities have survived and elaborated social justice.

There are two primary components to this endeavor. In the first, we will analyze a range of media (essays, memoir, interview, film, performance, visual art, etc) associated with particular activists and social movements. We will read and view activists’ own work, biographical accounts of those persons, and secondary analyses of activists and movement building. We will pay attention to the multi-layered insights gained by engaging a variety of forms of expression and how they together illuminate the contexts of resistance and transformative movements.

In the second, you get to create a layered or multi-media mini “biography” of a “movement” through a focus on two or more persons and/or events that, in your estimation, contributed to social justice, transformation, and/or community well-being in a particular cultural/historical context. For example, you might choose an artist, a novelist, and an essayist who contributed to queer Chicanx visibility and resistance. You will research their own works and works about them, and produce your own set of biographical mini-pieces that illuminate various dimensions of these people and the contexts in which their work was/is meaningful. Ultimately, you will generate a kind of portfolio of lives, communities, and actions that constitute movements for justice. You may work in pairs or groups.

What to Expect:
Expect to work hard, both on your own and collaboratively.
Expect to put a steady effort into the seminar, throughout its duration.
Expect support from everyone in this seminar! We are going to become brilliant supporters of one another and of us as a collective.
Expect to further develop your understanding of the diversity of experiences that provide insight into sex/gender/sexuality normativities and non-normativities and their relationship to race, class, and particular cultural/historical contexts.

Learning Goals and Outcomes:
We will further hone the skills associated with the LGBTQ+ Studies Certificate:
*critical analysis of complex texts;
*facility with contextually appropriate vocabularies and textual production;
*collaborative process, listening and respect for questions and differing perspectives;
leadership with group process;
*initiative and confidence in generating your own work;
*conducting research utilizing primary and secondary material;
*creative synthesis and original expression of insights gained through research.

**Required Course Books**, including used copies, are available at Room of One’s Own on Gorham. They are also on 3-hour reserve at College Library.

Audre Lorde, *Zami*
Qwo-Li Driskill, *Asegi Stories*
Eli Clare, *Brilliant Imperfection*

**Required Reader**: You will receive all selected piece readings electronically.

**Accessibility:**
*Everyone is welcome in this seminar and I am happy to make accommodations for disabilities. The McBurney Center provides useful documentation, and feel free to contact me if you’d like to discuss accommodations.

*You may use laptops or reading devices in seminar if you need them for the purpose of accessing materials or taking notes. I ask that you close your laptops during discussion.

*Cell phone use is not permitted in seminar.

**3 credit course expectations.** The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course’s learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), reading, writing, and projects as described in the syllabus.

**Seminar Requirements:**
A crucial portion of the learning for the semester takes place in seminar, through dialogue with everyone in seminar. Please come prepared to participate in lively and thoughtful discussion of the day’s readings and assignments. Please do not schedule meetings or appointments during any portion of our seminar time. If you are ill or have other extenuating circumstances, please let me know as soon as possible.

**Assignments:** You must complete all requirements to receive a passing grade. All assignments are amenable to presentation in alternative formats. I encourage people to use and experiment with a variety of styles of written, visual, tactile, or sonic expression. Please be in consultation with me about your needs and interests.

**Seminar Collaborative Co-facilitation: 20%**
The most important aspect of this seminar is discovering and articulating your own insights from your reading and maintaining open dialogue with others to collaboratively and collectively build greater insight. Everyone’s perspectives are essential to this
endeavor. You are encouraged to share your questions, and also be aware of the overall discussion dynamic: is it well-balanced? do you and others feel comfortable enough to speak, even if it might be stressful? If not, what can you do to facilitate an open-minded and respectful process of sharing and listening?

Consider yourselves to be co-caretakers of seminar dynamics by actively working to ensure that everyone is invited to share their perspectives; modeling an attitude of respect for all persons; facilitating communication if differences of perspective become stressful; and encouraging engagement or breaking the ice if people in seminar are reluctant to speak. It is everyone’s responsibility to help each other be good caretakers; this is at the heart of your participation grade.

**Reading Engagement and Seminar Work: 15%** For each week that we have shared readings, you will be asked to come to seminar ready to share some prepared writing (2 pages) or other format assignment. I will provide prompts for most sets of readings.

I will provide a separate assignment sheet for the following, related to your project.

**Brainstorming Topics: 5%** Due Feb. 6

**Narrowing Topics: 5%** Due Feb. 20

**Proposal 1:** 10% Due March 13

**Proposal 2:** 15% Due April 10

**Presentation:** 10% Due May 1

**Final Project:** 20% Due May 7

**Class Schedule:**

Jan 23 Introductions

**Movements in Memoir**

Jan 30 Audre Lorde, *Zami*

Feb 6 Audre Lorde, *Zami*

**Brainstorming Topics Due**
Biography of the Queer Feminist Civil Rights Movement

Feb 13  Simon Fisher, “Pauli Murray's Peter Panic”
       Kevin Mumford, “Losing the March”
       Nancy Cheryll Davis-Bellamy, “Passing Solo”
       D’Emilio, “Homophobia and...Postwar Radicalism...Bayard Rustin”

Feb 20  On and by Barbara Smith: selections from
       Ain’t Gonna Let Nobody Turn Me Around (xvii-82)
       Robert Reid-Pharr, “Living as a Lesbian”

Narrowing Topics Due

Movements in Memoir, 2

Feb 27  Qwo-Li Driskill, Cherokee Queer and Two-Spirit Memory

Mar 6   Eli Clare, Brilliant Imperfection

Research and Projects

Mar 13  Proposal 1 Due and Working Together

Mar 20  Mel Chen, “Everywhere Archives: Transgendering, Trans Asians, and
        the Internet”

Mar 27  SPRING BREAK

Apr  3  Sharing Pieces and Working Together

Apr 10  Proposal 2 Due
        Independent Work (no meeting)

Apr 17  Sharing Pieces and Working Together

April 24  Sharing and Working

May 1   LAST CLASS, Presentations