

WGSST/ENGLISH 2282-0010: INTRODUCTION TO QUEER STUDIES

SPRING 2016

TR 3:55-5:15, Mendenhall Lab 131

Course Information

Queer, as a term, has a fraught history and relationship with sexual minorities. Originally beginning as a term of hate speech that glanced backward at the term's original use as "odd or different," queer has been a shifting term in the last three decades, often used to resist the denigration of those deemed sexual and gender deviants, while refusing incorporation into "normal" status. This course will explore the past, present, and future of queer and the field of queer studies. As an interdisciplinary enterprise, the course draws on work in politics, philosophy, film, sociology, history, and literary studies to examine the ways that a politics of normalization has fed into multiple systems of domination, particularly in the United States. With its point of departure in feminist critiques of sexuality as well as gay and lesbian studies, queer studies has expanded the interrogation of identity to focus on many other culturally salient categories, such as race, class, religion, and nationality. Therefore, this course frames the introduction to queer studies through a "queer of color critique" and "critical trans politics."

Course Objectives

- To understand the historical and theoretical emergence of the complex concept of "queer," the challenges that queer studies pose to identity politics and the politics of neoliberalism, and to examine the "queer of color critique"
- To analyze the norms, particularly those grounded in sexuality, that guide contemporary concepts of the human condition, nature, and reality
- To enhance awareness of, and respect and appreciation for, the diversity of individuals and experiences within society
- To synthesize and apply knowledge from diverse disciplines to understand the complex ways that race, class, and nationality intersect with sexuality in the contemporary world
- To write about and conduct research on issues pertaining to sexuality, race, class, dis/ability, and nationality in contemporary world.

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or by appointment

To sign up to receive text message updates/ communication with me without providing your phone number, text @bensons16 to 81010.

When emailing me, INCLUDE WGSS 2282 in the subject line. Email is usually the best way to contact me. Emails should always include a subject, a greeting, and a signature. Emails not addressed in this way will not be answered.



Content

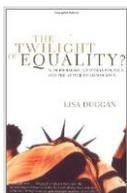
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**Carmen postings due Tues.
or Thurs. by 9 am**

“When you get these jobs that you have been so brilliantly trained for, just remember that your real job is that if you are free, you need to free somebody else. If you have some power, then your job is to empower somebody else. This is not just a grab-bag candy game.”

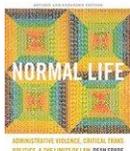
- Toni Morrison

Texts



Twilight of Equality, Lisa Duggan
(ISBN: 0807089553)

Pronouns: she/hers



PLEASE ENSURE YOU HAVE THIS VERSION

Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of the Law, Dean Spade (ISBN: 978-0-8223-6040-7)

Pronouns: he/his



Hello, Cruel World: 101 Alternatives to Suicide for Teens, Freaks, and Other Outlaws, Kate Bornstein (ISBN: 1583227202)

Pronouns: she/hers or

they/theirs

Requirements & Grading

Attendance & Participation	20%
Weekly abstracts	15%
Keywords Assignment	15%
Close Cultural Analysis	10%
Paper Proposals	5%
Final Paper	30%

SAFE SPACES: *This class has been built with an ethic of shared respect and a genuine desire for us to learn together well. I also encourage all students to remember that there are likely survivors of violence in our class. Though this is a space of respect, I cannot guarantee that it is a safe space. I welcome feedback from students on how to make your learning environment more welcoming, but I also encourage anyone triggered by materials/ discussions to inform me privately so that I can direct you to appropriate resources for support. If you think that there may be subjects that would be impossible for you to engage with, please let me know so that we can address the best way for you to succeed in this class.*

Attendance & Participation: 20%

There is no way for this class to succeed if students don't prepare materials thoughtfully, attend course meetings faithfully, and participate fully in each class. I expect each of us to arrive at each class meeting fully prepared to thoughtfully enter into an ongoing discussion – this means that we have ALL not only completed the readings, but also have reflected on the readings, and formulated some questions, themes, and throughlines to discuss in class. The class will have regular in-class exercises, writing, and small and large group discussion. **Students may miss TWO classes without any significant impact on their participation** (though other factors might affect it), but every subsequent unexcused absence (which is any absence NOT due to illness, family emergency, or university-sponsored activities) will lower the participation score by half a grade.

Part of participation in this class will also be **weekly Carmen posting of ONE discussion question or suggestion for class discussion prior to class** – these can be things that are confusing, topics for further discussion, connections to previous readings, etc.

Participation Grading Guidelines

0 = Student is absent, unavailable for classroom participation

1 = Student is not prepared for class, does not participate

2 = Student rarely prepared; rarely able to answer when called on, rarely volunteers

3 = Student sometimes prepared, but preparation inconsistent; answers when called on; willingly participated in class activities; stays on task during partner/group work

4 = Student usually prepared; answers when called on; willingly participates in class activities; stays on task during partner/group work; uses language that reflects the vocabulary that we're building in the class; volunteers answers to open questions (not directed at anyone)

5 = High level of preparation; answers when called on; willingly participates in class activities; stays on task during partner/group work; consistently uses language that reflects the vocabulary that we're building in the class; volunteers answers to open questions (not directed at anyone); shares pertinent information; asks questions or volunteers information that is relevant to the class.

Keyword Assignment (15%)

Before **2/11**, I will upload a list of "keywords" from our readings. You will then offer "definitions" of each term, elaborating its historical genesis and meanings, including textual citations. The assignment is due in the Carmen Dropbox by **2/18 at midnight**.

Abstracts (20%)

Once per week in most weeks, students will be assigned **in class** to write an abstract of an article that is **critical and summative**. Students will be organized into groups by the end of Week 1 – see Course Schedule for assigned abstract articles/chapters

Abstracts are expected to be around 250 words and should summarize:

1. Key arguments presented in the article
2. The theorists the author is “in conversation” with (cites, argues against, extends)
3. How this relates to the larger archive of the course (will not be possible in the first 2 weeks)

These abstracts will be posted on Carmen in the Dropbox section by 9 am the day the class is meeting in which they will be discussed. Students should have abstracts available in class, either access through computer/phone/whatever or printed. We will often be using these abstracts in class (though not every day) and part of your participation is having your abstracts with you.

Close Cultural Analysis: 10%

Students will be expected to produce a “close cultural analysis” of a cultural artifact chosen by the instructor. **Students will bring in a 3 page draft of this analysis on 3/10 and a final 4-5 page draft will be due in the Carmen Dropbox by 3/12.** More directions will be provided in-class on 3/3.

Paper Proposal: 5%

By **4/12**, students will submit a **100-200 word paper proposal**. This proposal should outline the student’s final paper topic, including the major theme, the argumentative/analytical thesis, and the foundation of the student’s argument. The student must also have a list of likely resources.

Final Paper: 30%

For the final work of this course, students should develop 8-10 page paper a queer analysis of a

contemporary issue or phenomenon. The possibility of topics is thus endless—e.g., various kinds of queer counter-cultures; the same-sex marriage movement in the United States; equal opportunity protections for education, employment, and housing in Ohio; the recent attention given to “bullying” in U.S. media and education; the rescinding of “Don’t Ask, Don’t Tell” in the U.S. military; the complex questions of cross-cultural sexual identities; and so on. Ideally, these proposals will relate to your field of study or personal interests. I will provide further details as the date approaches, but the analysis should involve both historical context and analytic tools derived from this course. **Final papers are due Thursday, 4/28 by midnight.** Students must have an approved proposal to submit the paper for grading. (Note: Final papers are exempt from the 2 day grading turnaround time and students must make an appointment to pick up their final papers and feedback after grades are submitted).

I am open to alternative projects for students who have educational reasons to request them. Please make an appointment with me to discuss alternative projects if you’d like to explore this option.

Resources

The Writer’s Center

The Writing Center allows you to make appointments to get assistance from trained writing tutors! To utilize this service, contact the Writing Center at (614) 680-4291 or visit their website at <http://cstw.osu.edu/>

Gendered Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

Title IX Coordinator: Kellie Brennan, titleix@osu.edu or 614-247-5838

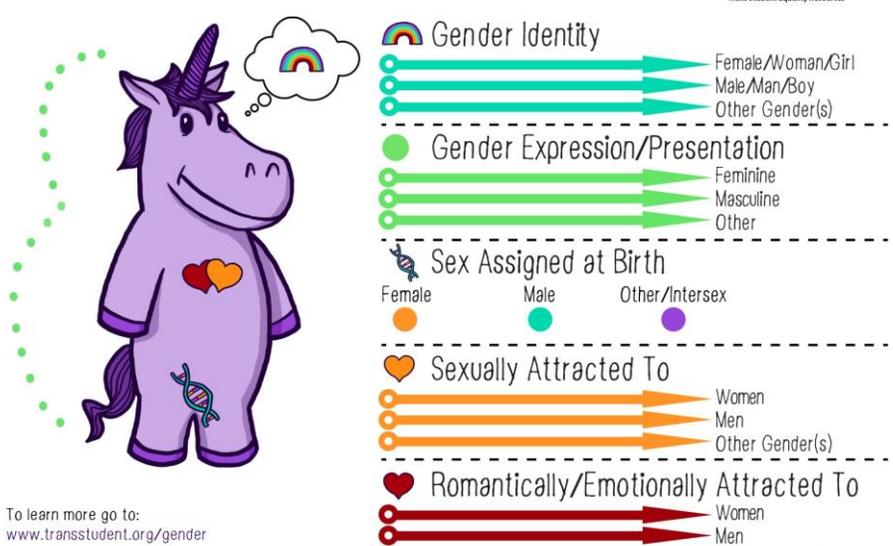
Sexual Violence Support Coordinator: Natalie Spiert, spiert.7@osu.edu, 614-292-9111

Counseling & Consultation

Provides counseling and consultation to currently enrolled undergraduate, graduate and professional students through individual & group counseling, psychiatrists, nutritional counseling, couples counseling, outreach, workshops, crisis debriefing, and community referrals. <http://www.ccs.ohio-state.edu/>

The Gender Unicorn

Graphic by:
TSER
Trans Student Equality Resources



- Gender Identity** (Rainbow arrow)
 - Female/Woman/Girl
 - Male/Man/Boy
 - Other Gender(s)
- Gender Expression/Presentation** (Green arrow)
 - Feminine
 - Masculine
 - Other
- Sex Assigned at Birth** (DNA arrow)
 - Female
 - Male
 - Other/Intersex
- Sexually Attracted To** (Orange arrow)
 - Women
 - Men
 - Other Gender(s)
- Romantically/Emotionally Attracted To** (Red arrow)
 - Women
 - Men
 - Other Gender(s)

To learn more go to:
www.transstudent.org/gender

Design by Landyn Pan

Course Policies

Accommodations for Students with Disabilities

We all come to learning with different needs and I strive to do what I can to make this class accommodating to a variety of needs and learning styles. **If you need accommodations, either for documented disabilities or for other reasons, please contact with me as soon as possible so that we can discuss your needs.** Please note that the only way to guarantee accommodated your needs in all classes is to work with the Office of Disability Services. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901) verifies the need for accommodations and assists in the development of accommodation strategies.

Your Mental Health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766). This service is free and confidential.

Academic Misconduct and Plagiarism

As defined in University Rule #3335-31-02, plagiarism is "the representation of another's works or their ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the

university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not her or his own; plagiarism search engines makes documenting the offense very simple.

- Always cite your sources (I can help with this)
- Always ask questions before you turn in your assignment if you are uncertain about what constitutes plagiarism
- Always see your TA or professor if you are having difficulty with an assignment.

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE.**

Tips To Avoid Plagiarism

Using an Author's Exact Words:

- Use quotation marks around all words copied from a source.
- Choose to quote an author's exact words when the phrasing is unique or strengthens your argument.
- Provide a citation for the source of the exact words you used immediately after the quotation.

Paraphrasing an Author's Words:

- Paraphrase an author's words by stating his or her ideas in your own words with your own phrasing.
- Compare your paraphrased writing with the author's exact words to make sure you have not copied phrases or sentences from the author.
- Always provide a citation for the paraphrased ideas.

Stating Common Knowledge:

- Information that is commonly known by the public or the intended readers of a paper do not need citations for sources.
- Unsure if an idea is common knowledge for the intended readers of your paper? When in doubt, cite a source.

Prepare ahead of time!

- Studies show that students plagiarize most often when they are worried about completing an assignment.

Tips from
<http://www.nwmissouri.edu/library/services/plagtips>.

Attendance, Grading, and Discussion Policies:

Students are expected to attend class. If you miss a class, it is your responsibility to contact me regarding your absence and to get notes or assignments from a colleague. The grade you earn will be based on participation - you can't participate if you're not here. Papers will be graded according to a rubric that students will receive before the paper is submitted. Attendance and participation are worth 20% your final grade. Keep in mind that those who fail to show up to class, be prepared, or participate in discussions will miss out in significant conversations that will benefit understanding.

Sustained, astute, and critically engaged class participation is crucial for a successful and productive classroom atmosphere, and such participation depends largely upon completing the reading assignments completely. Therefore, students must come to class having done all the reading assigned.

All members of the class are thus required to respect the opinions of their classmates and talk only in their turn. Interruption and hostile remarks will not be tolerated, nor will clear statements of a racist, sexist, homophobic, classist, xenophobic, or victim-blaming nature.

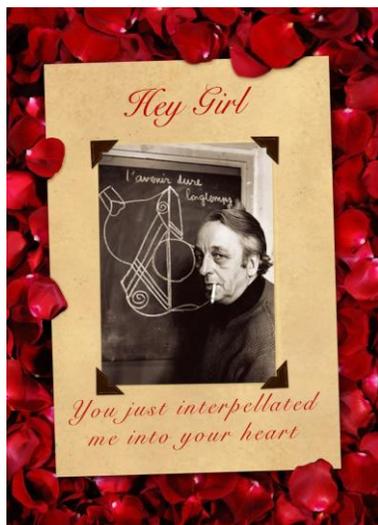
At times, topics discussed in class may be sensitive to participants and members may be uncomfortable. Please keep this in mind when participating in class. Students are expected to participate, listen in an engaged manner, and respect ideas shared in the class as a condition of their participation and attendance grade. Additional or revised policies will be brainstormed by the class as a whole.

Electronic Use Policy

In an electronic age, computers, tablets, and other technology can be used to enhance the learning experience. Because of this, **electronics are allowed as long as the use is appropriate to the class and is not distracting to students or the instructor, including your classmates.**

Computers should be used to enhance your experience in discussion, not for checking of personal email, sending messages on Facebook or Twitter unrelated to the course, or writing papers for other classes. Please respect the instructor and your classmates by refraining from using technology for personal matters during class time, thus distracting the class.

Students found in violation of these policies once will find their participation grade drastically lowering (note, it matters) or asked to leave the class. Students found in violation of these policies during other students' presentations or discussions will find the impact particularly strong - the respect that you show one another in this class is paramount.



Louis Althusser



Michel Foucault

Card images from

<http://www.critical-theory.com/>

Children in a Feminist Classroom

Sometimes, people who are parents or caregivers for children will need to have their academic and child-rearing lives combine.

Those people are welcome to bring children to class and we, as a learning community, will welcome the input of our younger colleagues. I would appreciate it if you give me some notice when possible, as I will try to adjust my class facilitation to accommodate and welcome all people in the classroom.

Please contact me with any questions or concerns - being a part of the community that raises a child should never be a reason to not be able to participate in one of my classes.

Submission and Return of Assignments

Students will be expected to turn in all papers in the appropriate Dropbox in Carmen at the time noted on the assignment.

Physical copies will not be accepted by your instructor.

Because I expect you to submit assignments in a timely manner, I commit to returning them in a timely manner. Assignments will always be graded and feedback will be viewable within 1 week of submission of your assignments.

Late Assignment Policy

I do not accept late assignments without prior permission and a clear reason. Please mark deadlines on your calendar.

Your questions/concerns:

Mostly-weekly assignments:

Week 2, 3, 4, 5, 8, 9, 10, 11, 13, 15: 1 abstract per week – you will be organized into groups before week 2 – see Course Schedule for dates

Firm deadlines this term:

2/18, midnight: Keywords due

3/12, midnight: Close Cultural Analysis

4/12, midnight: Proposal & list of resources

4/28, midnight: Final Paper

Post Carmen participation by either Tuesday or Thursday at 9 am every week.

Course Plan

Readings marked with an asterisk (*) are uploaded PDFs in Carmen.

Information on this course schedule is an outline and is subject to change either due to instructor or collective class decisions. Students will be told in advance of the change and an updated syllabus will be posted to Carmen.

	Date Due	Topic	Reading/Activity Due
Week 1	T, 1/12	Introduction to the class and to each other	<ul style="list-style-type: none"> Ask 3 people what they think of when they hear the word "queer" PRIOR TO CLASS.
	Th, 1/14	Queer Histories	<ul style="list-style-type: none"> Anonymous – Queers Read This (1-16)* Marinucci – Queer Alternatives (28-38)* (optional: Preface, included in the PDF)
Week 2	T, 1/19	Queer Histories	<ul style="list-style-type: none"> Rich – Compulsory heterosexuality and lesbian existence. (11-48)* (Group 1 abstract) Allen - Trans-ing Gender: The Surgical Option (101-107)* AND Taylor - Cisgender Privilege (268-272)* (Group 2 abstract BOTH)
	Th, 1/21	Shaky Foundations	<ul style="list-style-type: none"> Bornstein - <i>Hello, Cruel World</i>, Introduction - Part 1 (Group 3 abstract)
Week 3	T, 1/26	Shaky Foundations	<ul style="list-style-type: none"> Arvin, Tuck, and Morrill – Decolonizing Feminism: Challenging Connections Between Settler Colonialism and Heteropatriarchy (Group 1 & Group 2 abstract) Cameron – Gee, You Don't Seem Like an Indian from the Reservation (41-47)*
	Th, 1/28	Shaky Foundations	<ul style="list-style-type: none"> Jagoese – Introduction, Queer Theory (1-6)* Johnson – "Quare" Studies or (Almost) Everything I Know About Queer Studies I Learned from My Grandmother (1-25)* (p. 1-82) (Group 3 abstract) McKenzie – Love, QPOC style (online)*
Week 4	T, 2/2	Shaky Foundations	<ul style="list-style-type: none"> Cohen – Punks, Bulldaggers and Welfare Queens (21-51)* (Group 1 abstract) Smith – "alternate names for black boys" and "not an elegy for Mike Brown." (online)*
	Th, 2/4	Shaky Histories	<ul style="list-style-type: none"> Somerville – Scientific Racism and the Invention of the Homosexual Body (60-76)* (Group 2 abstract) Sedgwick – Queer and Now (1-20)* (Group 3 abstract)
Week 5	T, 2/9	Shaky Histories	<ul style="list-style-type: none"> Street Transvestite Action Revolutionaries – Survival, Revolt, and Queer Antagonist Struggle (zine, 1-55)* (Group 1 abstract) In class: watch <i>Pay it No Mind, The Life and Times of Marsha P. Johnston</i> (documentary, about 55 minutes, link on Carmen)*
	Th, 2/11	Shaky Foundations - When Queer Travels	<ul style="list-style-type: none"> Puar – A transnational feminist critique of queer tourism. (935-946) * (Group 2 abstract) Collins – Performing Location and Dignity in a transnational feminist and queer study of Manila's gay life. (49-72)* (Group 3 abstract)
Week 6	T, 2/16	Shaky Foundations - When Queer Travels	<ul style="list-style-type: none"> Lee – Kuaring Queer Theory: My Autocritography and a Race-Conscious, Womanist, Transnational Turn (147-170)*

			<ul style="list-style-type: none"> Quintanales – I Paid Very Hard for My Immigrant Ignorance (150-56)*
	Th, 2/18	No class – writing day	Keywords Assignment Due, midnight
Week 7	T, 2/23	Queering Cultural Critique	<ul style="list-style-type: none"> Hall - The White of Their Eyes: Racist Ideologies and the Media (89-93)* Hall - Cultural Analysis. (unpublished Centre for Cultural Studies document) (314-316)*
	Th, 2/25	Queering Cultural Critique	<ul style="list-style-type: none"> No readings, watching a film in class
Week 8	T, 3/1	Queering Cultural Critique	<ul style="list-style-type: none"> Bring in notes for your collaborative theoretical “reading” of <i>Paris is Burning</i>. In-class workshop in groups to produce a group theoretical “reading”, presented to the class
	Th, 3/3	Queering Cultural Critique	<ul style="list-style-type: none"> hooks - Is Paris Burning? (145-156)* (Group 1 abstract) Butler - Gender is Burning (121-140)* (Groups 2 & 3 abstract) <p>(Note: These readings might change if the film changes)</p>
Week 9	T, 3/8	Queering Cultural Critique	<ul style="list-style-type: none"> Assigned re-read of selected articles (assigned Tuesday)
	Th, 3/10	Queering Cultural Critique	<ul style="list-style-type: none"> Bring in an outline or draft of your “close cultural reading.” <p>Final draft due in the Dropbox Saturday, 3/12 by midnight.</p>
Week 10	3/14-3/18	No classes – Spring Break!	
Week 11	T, 3/22	Queering Citizenship	<ul style="list-style-type: none"> Greensmith & Giva - Challenging Settler Colonialism in Contemporary Queer Politics: Settler Homonationalism, Pride Toronto, and Two-Spirit Subjectivities (Groups 1 & Group 2 Abstract) Eng, Halberstam, & Muñoz's - What's Queer About Queer Studies Now? (1-17)* (Group 3 Abstract)
	Th, 3/24	Queering Citizenship	<ul style="list-style-type: none"> McRuer - Disabling Sex: Notes for a Crip Theory of Sexuality (107-117)* Schalk – Coming to Claim Crip* (online) Piepzna-Samarsinha - So much time spent in bed: Gloria Anzaldua, chronic illness, Coatlicue and disability* (online - optional)
Week 12	T, 3/29	Queering Citizenship	<ul style="list-style-type: none"> Duggan, Lisa. <i>The Twilight of Equality</i> (pp. xi-42) (Group 1 Abstract)
	Th, 3/31	Queering Citizenship	<ul style="list-style-type: none"> Duggan, Lisa. <i>The Twilight of Equality</i> (pp. 43-88) (Group 2 and Group 3 Abstract)
Week 13	T, 4/5	Queering Incarceration	<ul style="list-style-type: none"> Gottschalk – The Prison State (1-22)* (Group 1) nemic – No One Enters Like Them (217-231)* Cannick - Even Though It's Legal, I Still Can't Marry My Girlfriend (online – optional) *
	Th, 4/7	Queering Incarceration	<ul style="list-style-type: none"> Spade - <i>Normal Life</i> Preface, Ch 1, Ch 2 (ix-49,) (Group 2 and Group 3)
Week 14	T, 4/12	Queering Incarceration	<p>100-200 word proposals for your final paper due in the Dropbox prior by midnight.</p> <ul style="list-style-type: none"> Spade - <i>Normal Life</i> – Ch 4- Conclusion, Afterward (73-138)

	Th, 4/14	Queering Marriage & the Family	<ul style="list-style-type: none"> Eng - Transnational Adoption and Queer Diasporas (1-37)* (Group 1 abstract) Reddy - Asian Diasporas, Neoliberalism, and the Family (101-120)* (Group 2 abstract)
Week 15	T, 4/19	Queering Marriage & the Family	<ul style="list-style-type: none"> White - Sexual Nationalisms: Notes on Queer Migration and Asylum Politics in Canada (Online)* Nopper - Beyond the Access Narrative: Marriage, Politics, Austerity, and Surveillance (online)* Davis – Why, No Matter What, I Still Can't Marry My Girlfriend (online) * (Group 3 abstract – 2 of the 3, you pick)
	Th, 4/21	Writing Workshop	Bring resources (articles, books) that you need to work on your paper and either writing tools or a computer.
Week 16	Th, 4/28		Final papers due by midnight

General Education Criteria & Learning Objectives

Cultures & Ideas

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

These learning goals will be achieved through exploration of queer cultures and cultural critique.

Diversity: Social & Cultural Diversity in the U.S.

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

- Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others. Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

These learning goals will be achieved through books, articles, films, and television shows that explore not portray diversity in terms of race, gender, sexuality, disability/ability, class, national origin, ethnicity, and other aspects of diversity, but are also produced by a diverse group of creators.