

The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*: Coll Lang, Lit, and Soc Sci

Department*: Women's and Gender Studies

2. Contact Person*: Charlene Gilbert Phone: 530-2233 (xxx - xxxx) Email:
charlene.gilbert@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)*: WGST - 5880

4. Proposed title*: Queer and Sexuality T

Proposed effective term*: 201240 (e.g. 201140 for 2011 Fall)

5. Is the course cross-listed with another academic unit?

Yes

No

Approval of other academic unit (signature and title)

Is the course offered at more than one level?

Yes

No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

6. Credit hours*: Fixed: 3 or Variable:
to

7. Delivery Mode:

Primary*

Secondary

Tertiary

a. Activity Type * Seminar

--SelectType--

--SelectType--

b. Minimum Credit Hours *

3

Maximum Credit Hours *

3

c. Weekly Contact

Hours *

3

8. Terms offered: Fall Spring Summer
- Years offered: **Every Year** Alternate Years
9. Are students permitted to register for more than one section during a term? No Yes

May the courses be repeated for credit? No Yes

Maximum Hours

10. Grading System*:
- Normal Grading (A-F, PS/NC, PR, I)
 - Passing Grade/No Credit (A-C, NC)
 - Credit/No Credit
 - Grade Only (A-F, PR, I)
 - Audit Only
 - No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

PIN (Permisson From Instructor) PDP (Permission From Department)

Co-requisites (must be taken **together**):

12. Catalog Description* (**75 words Maximum**)

An overview of the complexities, contradictions, and conflicts in the rapidly shifting field sometimes known as Queer Studies, this course attempts to walk a line between the hyperabstraction of "classic theoretical" concepts/texts and their more "concrete" contextualized locations in communities and identities. This course focuses on the field that emerged from the g/l/b/t movement as it moved into the academy in the 1990s.

13. Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click [here](#) for template.

Syllabus: * |

Additional Attachment 1: | no file selected

Additional Attachment 2: | no file selected

Course Approval:

Department Curriculum Authority:	<i>Sharon Barnes</i>	Date	<i>4/28/2012</i>
Department Chairperson:	<i>Mark D. Altus</i>	Date	<i>4/27/12</i>
College Curriculum Authority or Chair:	<i>David Black</i>	Date	<i>5/2/12</i>
College Dean:	<i>Christine A. Hadrecht</i>	Date	<i>9/19/12</i>
Graduate Council:	<i>[Signature]</i>	Date	<i>11/13/2012</i>
Dean of Graduate Studies:	<i>[Signature]</i>	Date	<i>11/13/2012</i>
Office of the Provost :		Date	

Submit New Course Proposal

Administrative Use Only

Effective Date: (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

Queer and Sexuality Theories-WAC, Spring 2012

University of Toledo
Dept. of Women's & Gender Studies
<http://www.utoledo.edu/lss/wgst/index.html>
WGST 4880/5880
Tuesday/Thursday 5:45-7pm
University Hall 3800

Dr. Sharon L. Barnes
Office: UH 4220C
Office Phone: (419)-530-6206
Email: sharon.barnes@utoledo.edu
Office Hrs: T/W/R: 10am-12pm, &
by appointment

Course Description:

An overview of the complexities, contradictions, and conflicts in the rapidly shifting field sometimes known as Queer Studies, this course attempts to walk a line between the hyperabstraction of "classic theoretical" concepts/texts and their more "concrete" contextualized locations in communities and identities. This course focuses on the field that emerged from the g/l/b/t movement as it moved into the academy in the 1990s.

Required Texts: *indicates graduate students only

*Adam, Barry. *Global Emergence of Gay & Lesbian Politics* (Philadelphia: Temple UP, 1999).

Feinberg, Leslie. *Trans Liberation: Beyond Pink or Blue*. Boston: Beacon, 1998.

Foucault, Michel. *The History of Sexuality, Volume One: An Introduction*. NY: Random House, 1978/ Vintage, 1990.

Garber, Linda. *Identity Poetics: Race, Class, and the Lesbian Feminist Roots of Queer Theory*. NY: Columbia UP, 2001.

*Hines, Sally, and Tam Sanger, eds. *Transgender Identities: Towards a Social Analysis of Gender Diversity*. NY: Routledge, 2010.

Human Rights Watch. *Together, Apart: Organizing around Sexual Orientation and Gender Identity Worldwide* (NY: Human Rights Watch, 2009) e-book.

Jagose, Annamarie. *Queer Theory: An Introduction*. NY: NYUP, 1996.

Johnson, E. Patrick, and Mae G. Henderson, eds. *Black Queer Studies: A Critical Anthology*. Durham, NC: Duke UP, 2005.

*Lester, Tony, ed. *Gender Nonconformity, Race, and Sexuality: Charting the Connections*. Madison, WI: U of Wisconsin Press, 2003.

Lorde, Audre. *Sister/Outsider: Essays and Speeches*. Trumansburg, NY: Crossing Press, 1984, selections provided on Blackboard

*O'Flaherty, Michael and John Fisher. "Sexual Orientation, Gender Identity and International Human Rights Law: Contextualising the Yogyakarta Principles" *Human Rights Law Review* 8.2 (2008): 207-248.

<http://www.yogyakartaprinciples.org/yogyakarta-article-human-rights-law-review.pdf>

Course Requirements, Expectations, Grades, and Goals:

Students will explore the history and evolution of queer theories through a multi-vocal, multi/cross-cultural lens, with special emphasis on emergent tensions in the field, including those in the academy, activism, feminism, communities of color, transgender communities, l/b/g/t communities, etc. Through that process, we will attempt both to come to understand queer theory's resistance to definition and, perhaps contradictorily, attempt to articulate some of the key concepts and ideas that, if not define, at least occupy the space known as "queer theory." Equally importantly, we will work to learn how to apply this information and the critical consciousness skills that it provides to contemporary issues in queer studies/life. In the process, students can expect to hone their critical reading, research, and analysis skills, to develop a comfortable academic writing voice, and to engage in productive, enlightening interaction in the classroom.

General Policies and Major Assignments:

Atmosphere: My philosophy of teaching involves encouraging cooperation in a respectful, collaborative exchange of ideas, viewpoints, and feedback. My expectation is that students have enrolled in this course with a desire to learn from the material and from each other, and thus, that we will all be here with positive, professional attitudes. In a word, the basic ground rule is **respect**, for yourselves, for each other, for me, and for the material. Respect is different than agreement or belief. Your requirement is responsible engagement, not wholesale purchase of any of the ideas, except respect. In the context of this academic environment, cell phone use is not appropriate.

Confidentiality: One of the central premises of feminism is that living and learning are inseparable activities, that there is a relationship between our experiences as individual women and men and the political and cultural forces that shape our world. It is therefore logical that in this course we will sometimes discuss our personal experiences and observations as they relate to issues and ideas we are addressing in class. The following fundamental understandings are necessary to ensure that the classroom environment remains a respectful, safe, and productive space for each student:

1. You are under no pressure to share personal experiences on any topic.
2. You will not share the personal experiences discussed by other members of this class to anyone outside of this class.
3. No degradation of other people or groups will be tolerated.
4. Hateful language of any type will not be tolerated.
5. Many of the issues we will discuss involve our personal and political opinions. There is no reward or penalty for having a particular set of beliefs.

Attendance: The UT missed class policy excuses absences for athletic and academic events, personal emergencies, and government required activities; however, constant tardiness or excessive absences will result in a drop in your final grade or cause you to be dropped from the course. Please notify me to make arrangements to obtain any material or information if you miss a day, and do have enough basic respect for me and for your classmates to come to class **on time and prepared.**

Participation in class discussions and activities is vital to a vibrant classroom and is worth 20% of your overall grade. Interaction from all students makes the course enjoyable and productive. A positive, attentive, respectful presence in class is not only appreciated, but necessary for us to learn from each other. Though I make an effort to not punish people who are shy as long as they demonstrate active engagement in the class, I wholeheartedly encourage and support your critical thinking and risk-taking in response to the course material and activities. You are invited to speak freely at all times as a learner, reader, writer, and collaborator.

Examinations: The midterm and final examinations will cover the concepts, terms, issues, and events covered in readings, various media and class presentations, and class discussions. Both exams are worth 10% of your final grade.

Discussants: In order to create a more multivocal and feminist class environment, to broaden the depth of our exposure to the variety of available issues and materials, and to make space for students to pursue interesting ideas in greater depth, students will share the responsibility for class engagement with the issues through discussant presentations. The discussant's job is to acquire a substantive article about any concept, example, or issue raised in the assigned readings or class discussion and prepare a brief, clear, and responsible presentation to the class of its contents. Students will present the article's findings to the class, keeping in mind that the information may appear on the exams, so key vocabulary and examples should be highlighted, as should connections to other course concepts and material. Undergraduate students will do one discussant, while graduate students will do 2-3 depending on enrollment. Discussants are worth 10% of the final grade.

Response Essays: The response essays are short, three to four page developed responses to the readings. The agenda here is to find something that intrigued or challenged you in the reading and give yourself some time to think more deeply about it. The essays do not require outside research, but rather, a more sustained interrogation of the ideas in the required readings, and perhaps, an application or discussion of how the idea does or does not connect to your own experiences and observations. Each essay is worth 10% of your final grade. Graduate student paper length is 5-7 pages for this assignment.

Research Project: This assignment, worth 20% of your grade, requires that you research an aspect of the course material about which you have questions and ongoing, sustained interest. The project will include an initial research proposal, a feedback draft, a final draft of 8-10 pages, and a presentation of your findings to the class. Be on the lookout for an issue, idea, person, or event that piques your curiosity! This may emerge from a discussant assignment. Graduate student papers should be 15+ pages.

Reading Responses/Quizzes: Students will write very short, usually no more than one page, quick daily response/discussion assignments in order to facilitate good understanding of the material and use of class time. If the writing gets burdensome, short reading quizzes will be substituted. This task will be worth 15% of your overall grade.

Grades: Your final grade will be comprised of grades received on two brief essays, the midterm and final exams, quizzes as needed, discussants, the research project, and class participation. Grades will follow the standard 90-100% = A, 80-90% = B, 70 – 80% = C, 60-70% = D. Final grades will be determined as follows:

Attendance/Participation	15%	_____	Grade = _____ pts. x .15 = _____ pts.
Discussants	10%	_____	Grade = _____ pts. x .10 = _____ pts.
Reading Responses/Quizzes	15%	_____	Grade = _____ pts. x .15 = _____ pts.
Response Essay #1	10%	_____	Grade = _____ pts. x .10 = _____ pts.
Response Essay #2	10%	_____	Grade = _____ pts. x .10 = _____ pts.
Mid-Term Exam.	10%	_____	Grade = _____ pts. x .10 = _____ pts.
Research Project/Paper	20%	_____	Grade = _____ pts. x .20 = _____ pts.
Final Exam.	10%	_____	Grade = _____ pts. x .10 = _____ pts.
			Final Grade = _____ /100 Points = _____

Graduate Students: In addition to the extended length and engagement on the assignments listed above, graduate students will be expected to read additional (starred) texts on the syllabus, meet once a month with the professor as a group, and meet individually with the professor regarding the three required papers and presentations.

Course Schedule: The following schedule presents due dates for the readings, writing, exams, and major assignments. Please note that we may change readings, assignments, and due dates to meet our evolving needs and expectations. Revisions of the syllabus will be negotiated in class as needed and repeated at subsequent class sessions. If you miss a class, please check to ensure that you have up-to-date information on assignments.

Tentative Course Schedule

Week One: January 12-16

- T 1/13: Introductions, Goals, Syllabus Review, In-class Exercises & Activities
 R 1/16: Giffney, Noreen. Denormalizing *queer theory*: More than (simply) lesbian and gay studies.” *Feminist Theory* 5.1 (April 2004): 73-78.
 Available online through Carlson Library at the EJC.
 Fausto-Sterling, Ann. “The *Five Sexes*: Why Male and Female Are Not Enough.” *The Sciences* 33. 2 (March/April1993): 20-25.
 Available online at EBSCO and through Google.
 Fausto-Sterling, Ann. “The Five Sexes, Revisited.” *The Sciences* 40:4 (July/August2000): 19-23. Available online at EBSCO and through Google.

Week Two: January 19-23

- T 1/20: Jagose, Intro.-Lesbian Feminism, p. 1-57
 R 1/21: Jagose, Limits of Identity, p. 58-71

Week Three: January 26-30

- T 1/27: Jagose, Queer -Contestations of Queer p. 72-126
R 1/29: Jagose, Afterword, p. 127-132

Week Four: February 2-6

- T 2/3: Foucault, Part 1
R 2/5: Foucault, Part 2

Week Five: February 9-13

- T 2/10: Foucault, Parts 3 & 4
R 2/12: Foucault, Part 5
Response Essay #1 due

Week Six: February 16-20

- T 2/17: Garber, Introduction, Ch. 1-2
R 2/19: Garber, Ch. 3-4

Week Seven: February 23-27

- T 2/24: Garber, Ch. 5-7
R 2/26: Garber, C. 8, Afterword
Research Report Proposal due

Week Eight: March 2-6

- T 3/3: Midterm Exam. Review
R 3/5: **Midterm Evaluations due**
Midterm Exam.

Week Nine: March 9-13: **Spring Break: Enjoy!!**

Week Ten: March 16-20

- T 3/17: Johnson & Henderson, Foreword, Introduction, Selections from Section I
R 3/19: Johnson & Henderson, Selections from Section I

Week Eleven: March 23-27

- T 3/24: Johnson & Henderson, Selections from Section I and II
R 3/26: Johnson & Henderson, Selections from Section II and III

Response Essay #2 due

Week Twelve: March 30-April 3

T 3/31: Johnson & Henderson, Selections from Section III and IV
R 4/2: Johnson & Henderson, Selections from Section IV

Week Thirteen: April 6-1

T 4/7: Feinberg, Ch. 1 & 2
R 4/9: Feinberg, Ch. 3
Feedback (Complete) Draft of Research Paper due

Week Fourteen: April 13-17

T 4/14: Feinberg, Ch. 4-5
R 4/16: Feinberg, Ch. 6

Week Fifteen: April 20-24

T 4/21: Feinberg, Ch. 7
Student Presentations
R 4/23: Feinberg, Ch. 8
Student Presentations

Week Sixteen: April 27-May 1

T 4/28: Human Rights Watch, Introduction, Ch. 1-3
Final Draft of Research Paper due
Student Presentations
Course Evaluations
R 4/30: Human Rights Watch, Ch. 4-5
Final Exam. Review

Exam. Week: May 4-8

Tuesday, May 12, 2009 from 5-7pm Note time change!

Prospective Immigrants Please Note

Either you will
go through this door
or you will not go through.

If you go through
there is always the risk
of remembering your name.

Things look at you doubly
and you must look back
and let them happen.

If you do not go through
it is possible
to live worthily

to maintain your attitudes
to hold your position
to die bravely

but much will blind you,
much will evade you,
at what cost who knows?

The door itself
makes no promises.
It is only a door.

--Adrienne Rich

*Snapshots of a Daughter-in-Law: Poems,
1954-1962* (NY: Harper, 1963; rev. ed.,
Norton, 1967)