Course Name: Queer Pop Culture
Course Number: QS/WGSS 321
Term Offered: Summer 2016
Credits: 3
Instructor name: Joseph Michael Floyd
Instructor email: michael.floyd@oregonstate.edu

Course Description
Examines the concept of Queer popular culture through film, music, TV, image, and other mediums. Seeks to disrupt dominant discourses around gender and sexuality by centralizing women of color feminisms and queer of color critiques to analyze popular representations of gender, sexuality, race, class, disability, and other social locations. CROSSTLISTED as QS 321. (Bacc Core Course)

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date. Before emailing with questions, please read the syllabus and the posted information on Canvas. If you cannot find an answer to your question, email me.

Course Credits
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk.

Learning Resources
You will need a Netflix subscription for this class. Some movies and TV episodes will need to be rented from iTunes or Amazon.

The primary text for this class is Queer Popular Culture: Literature, Media, Film, and Television by Thomas Peele. New York: Palgrave Macmillan, 2011. (The text is available for free as an EBook or to read online by OSU’s Valley Library Website).
Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your
instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus,
class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the
Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes

Social Processes and Institutions

1. Learning outcomes: Social Processes and Institutions
   Use theoretical frameworks to interpret the role of the individual within social process and
   institutions
2. Analyze current social issues and place them in historical context(s)
3. Critique the nature, value, and limitations of the basic methods of the social sciences

WGSS and QS Learning Outcomes

By the end of the course you will be able to:

1. Use critical approaches within queer studies as a mode of pop culture analysis and production
2. Analyze and articulate central concepts in queer pop culture
3. Explain the interactions between social constructions of gender and sexuality and their
   intersections with race, class, disability and other social constructions in popular media
4. Move theory into practice as cultural critics of queer pop culture in the public sphere
5. Contribute to queer pop culture representations as a maker of popular culture

Evaluation of Student Performance
The grading system consists of twelve basic grades, A, A−, B+, B, B−, C+, C, C−, D+, D, D−, and F. The
grade of A denotes exceptional accomplishment; B, superior; C, average; D, inferior; F, failure.

- Portfolio #1 – 100 points
- Portfolio #2 – 100 points
- Critical Responses – 200 points (20 points each)
- Portfolio #3 (Final)
  - Final Presentation – 50 points
  - Final Project – 250 points
  - Final Reflection – 50 points
  - Discussion Board – 300 points (30 points a week)
- Total – 1050 points
Grading Scale

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<th>Percentage</th>
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<tr>
<td>93-100%</td>
<td>A</td>
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<tr>
<td>90-92%</td>
<td>A-</td>
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<tr>
<td>87-89%</td>
<td>B+</td>
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<td>83-88%</td>
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<td>67-69%</td>
<td>D+</td>
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<td>63-66%</td>
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<td>0-59%</td>
<td>F</td>
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Course Content

Critical Responses
Every week you will have a critical response due to synthesize your assigned reading, viewing, and listening assignments. These are not reflections—they are meant to demonstrate your engagement with the subject matter, your own experiences with it, draw connections between the readings and class activities, and relate it to your own lives both inside and outside the university. Make sure to mention the weekly readings and media specifically, you do not have to cite specifically but you need to be writing primarily about what you have read and viewed. (20 points each, 200 points total).

Discussion Board
Each week you will have a set of readings, media and reading questions, these will form the basis of your discussion postings.

You must post your own original thoughts to each of the three questions posed each week. Then you need to reply and respond to five of your class mates posts. That is a total of 8 total posts a week.

Please remember that this is not Facebook or Tumblr or a social media site. Your comments should not only engage with the readings and films but should never be rude or hurtful to another student or to me. Your conduct on these boards should be thought of as similar to the way you would behave in a class in person, not with flippancy or sarcasm. I want everyone to do well in this class and that always begins with respecting each other.

I want to be able to see that you have done the readings in your posts, and that you have read your fellow students’ posts – you can do this by referencing ideas presented in the readings or by other students, or by directly quoting them.

Participation points include weekly Discussion Questions. These need to be based on this weeks readings and viewings. (300 points) 30 points per week

Projects
You will have three major projects during the quarter to help you develop your skills in writing and critical thinking. A week before each project is due, a full draft (not just an outline or couple of paragraphs) of the
project is due. When you turn in your portfolio you must include your rough draft. In addition, your projects must be accompanied by a brief reflection (1.5-3 pages, double-spaced) on the learning that you developed through the project. Each portfolio, then, must contain: your rough draft(s), your final drafts, and (for Projects #2 and #3) your reflections. You will not receive credit unless the portfolios are complete.

Project #1: The Story of My Life: Pop Culture Autobiography

This project asks you to think about your own relationship with pop culture by writing an autobiography of your relationship to pop culture. When did you start becoming a consumer of pop culture? How has popular culture influenced you? How has it contributed and/or caused harm to your identity and community? What are significant pop culture items or moments in your life? (Movies? Musicians? TV shows?) How has pop culture influenced your perception of LGBTQ communities? 4-6 pages double spaced. (100 points). (Drafts Due Week 3, Final Due Week 4).

Project #2: I'll Tumble For Ya: Changing the Public Conversation

This project asks you to make interventions into and/or contribute to public conversations about queer pop culture by becoming the media. You will start a tumblr site and post queer analysis/commentary on something from pop culture. A brief reflection on your learning (1.5-3 pages) will accompany the project. (Reflection does not need to be posted). (100 points) (Drafts Due Week 6, Final Due Week 7).

Project #3: Don't Dream It, Be It: Making Pop Culture (Final)

This project asks you to become a creator of pop culture by creating your own queer pop culture media. You can choose any kind of pop culture you’d like (a song, a music video, a movie, a web TV show, a comic…), with a specific focus on changing the representation of queer/trans people and communities. This project should represent underrepresented queer and trans stories, people, and perspectives and intentionally disrupt the common tropes used in mainstream representations of queer and trans communities. These projects will be shared with your classmates during our final class period. A reflection (1.5-3 pages) will accompany the projects. (Drafts Due Week 10, Final Due During Final Class Period).

In addition, a final reflection on the entire course will be due during our final class.

Your final will have the following components:

1. A brief presentation of your project posted in Canvas (50 points).
2. Your project (format will vary depending on project) and a reflection of your project (250 points).
3. A 4-6 page reflection on your learning for the entire course. (50 points).

Community Responsibility

Ground Rules and Expectations
As a student, you are a part of a professional community. You have a responsibility to yourself in your own education. You also have a responsibility to your community. Therefore, you should be aware of how your actions impact those around you.

The following are ground rules and expectations for the class:

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu   Email: ecampus@oregonstate.edu   Tel: 800-667-1465
• **Mutual Respect:** Perhaps the most important aspect of your community and professional responsibility is respect. Treat each other and me with respect at all times. All of us should feel free to express our thoughts and opinions openly, without fear of penalty, as long as we do so in a courteous way.

• **Challenge:** Challenge is a central expectation of this class, and means a number of things. Be open to thinking about writing, language, and society in new ways. Challenge yourself to "move up" or "move back." This means, notice how much verbal space you take up in class. If you are the kind of person who takes up a lot of verbal space, challenge yourself to "move back" to leave room for others. If you are the kind of person who doesn't speak much in class, challenge yourself to "move up." This space should be one in which we all have the opportunity to participate.

• **Confidentiality:** This is a class that focuses on stories. Personal stories and information are sometimes shared in the classroom or in projects shared with co-learners. Those stories, told or written, remain the property of their teller. Do not bring those stories or personal information, no matter how insignificant it may appear to you, outside of the classroom space without asking permission from the teller.

• **Safety:** As much as possible, this classroom should be safe for all participants. Therefore, hateful behavior or language, for any reason, will not be allowed.

**Statement Regarding Students with Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Accessibility of Course Materials**

(Dis)ability access
As an instructor, I am fully committed to ensuring that this space is accessible to people with (dis)abilities.

**Americans with Disabilities Act (ADA) Policy Statement**
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**Expectations for Student Conduct in this Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

**Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else’s words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

d) **Tutoring**

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real-time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

**OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated.

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anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.