NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

WGSS 462
QUEER THEORIES

COURSE CREDIT:
(3) This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
Junior standing.

COURSE DESCRIPTION:
Engages key themes and critical frameworks in Queer Theories. Topics include histories of sexuality; forms of oppression including heterosexism, homophobia, and transphobia; resistance to oppression; violence against LGBTQ people; queer activism; diverse experiences of sexuality; and representations in literature, art, and popular media.

CONTACT INFORMATION:
Instructor: JM Floyd, MSW
floydjo@onid.orst.edu

Sample syllabi may not have the most up-to-date information. For accuracy, please check the Ecampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
REQUIRED TEXTS

Butler, Judith. Gender Trouble. ISBN 0415389550
Foucault, Michel. The History of Sexuality, Vol. 1: An Introduction. 0679724699


McGrue, Robert. *Crip Theory: Cultural Signs of Queerness and Disability.* 0814757138


**SELECTIONS & ESSAYS (on Blackboard)**

Anzaldúa, Gloria. "To(o) Queer the Writer—Loca, escritora y chicana."


**Grumbs, Alexis Pauline.** "Eternal Summer of the Black Feminist Mind."

**hooks, bell.** "Theory as Liberatory Practice."


[http://eminism.org/blog/entry/366](http://eminism.org/blog/entry/366)

Morales, Aurora Levins. "The Historian as Curandera."

Powell, Malea. "Listening to ghosts: an alternative (non)argument."

Somerville, Siobhan B. "Queer."

**FILMS**

*How to Survive a Plague* (on course reserves). Also available for rental online.

**CLASS BLOG**

[http://queertheoriesosu.blogspot.com/](http://queertheoriesosu.blogspot.com/) This is a public blog. You will need to send a gmail address to me to add you as a collaborator.

**FACEBOOK GROUP**

Our Facebook group is "secret." A link is available in Blackboard for you to add me as a friend and I will add you to the group.
NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

STUDENT LEARNING OUTCOMES:
The learning outcomes for this course include, but are not limited to, the following interrelated skills:

WGSS and QS Learning Outcomes
By the end of the course you will be able to:

- Use critical approaches within queer theories as a mode of analysis and production
- Analyze central concepts and theorists within queer theories
- Utilize queer theories in an understanding of the social constructions of "normal" and "abnormal"
- Explain the interactions between social constructions of gender and sexuality and their intersections with race, class, disability and other social constructions.
- Synthesize an analysis of mechanisms of power through queer theories.
- Demonstrate how queer theories are brought into queer praxis.

Difference, Power, and Discrimination Courses
Baccalaureate Core Requirement

WGSS 462/QS 462: Queer Theories fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

Baccalaureate Core Difference, Power, and Discrimination (DPD) Outcomes
This course participates in the Baccalaureate Core category for Difference, Power, and Discrimination. By the end of this course you should be able to:
• Explain how difference is socially constructed
• Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
• Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

COURSE CONTENT AND POLICIES:

WHAT WE’LL DO
We will read, talk, write, imagine, and create. This course is designed to challenge you on a number of levels. I do not expect you to agree with or feel comfortable with every aspect of this course. I do, however, expect you to think critically about these texts, your own writing, and the wider cultures in which you live. It is my expectation that all of us (including myself) will be challenged in new ways. Interactive theatre will be a common classroom learning technique.

ASSIGNMENTS & PROJECTS
CRITICAL RESPONSES
Every week you will have a critical response due to synthesize your assigned readings. 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. 462 Students: 1 pg. single-spaced. (10 points each, 90 points total).

PARTICIPATION POINTS
Part of being in a learning community is participation in the class. It is extremely important that you come to class prepared to participate. That means you should have completed any assigned homework before you login and be ready to make contributions, whether through class discussion, small group projects, or additional writing. When you are unprepared, it disrupts the flow of the class and can interfere with your classmates’ experiences in the course. You are expected to be engaged in this class (not the newspaper, your cell phone, MP3 player, or any number of things) during the entire class period. (300 points).

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, which must be peer reviewed. When you turn in your portfolio you must include your rough draft and peer review sheets. 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 peer review sheets, your final drafts, and your reflections. You will not receive credit unless the portfolios are complete.

Project #1: Bio-Power "Map"
This project asks you to locate your own social/cultural locations within larger matrixes of what Foucault refers to as "bio-power." You will think about your own social locations (including gender, race, sexuality, class, disability, religion) in relationship to privilege and oppression and articulate the relationships between institutions and then create a visual or material "map" of your locations and movements within these systems. The concept of "map" here is broad—this can be a digital project, a material/multidimensional project, a cognitive map, an infographic, a sound map or anything else you can imagine that stays within the context of this project. You will make a brief (2-4 minutes) presentation of your map to the class, and include a brief reflection (2-4 pages double spaced) on this project. (100 points).

Project #2: Publishing/Freelance Project
This project asks you to put yourself in the shoes of a freelance professional writer and consider the power of story/theory/discourse as a tool of social justice and transformation. Utilizing queer theories, and with a focus on a public audience outside of this class, choose a publication that accepts freelance submissions (it can be print or online) and create a piece that you would submit to this publication. This can be in any genre you wish (personal story, manifesto, poetry, visual essay, etc). You will follow the submission guidelines of this publication, including a cover letter and any other information that the publication asks for. You are encouraged to actually submit to the publication. Length will vary. A brief reflection (2-3 pages, double-spaced) will accompany your project. (100 points).

Project #3: Memory as Activism (Final)
Your final project asks you to choose a topic within queer theories, engage in research around this topic, and create a project that can circulate outside of the university. Drawing on theories from the class, the purpose of this project is to think about cultural memory as activism through creating a multigenre "medicinal history" that can be used for a context outside of the classroom. A reflection on the project as well as a reflection on the entire course is due during finals week. You will also make a brief presentation (via YouTube, tumblr, or other online media) to the class. (350 Points).

OUTSIDE EVENTS
Throughout the quarter there will be numerous opportunities to attend events outside of the classroom. You will need to attend at least two events (online events included) of your choice and write a short (2 pages, single spaced) critical reflection of these events, situating them within the contexts of this course. (30 points each).
Classroom Conduct and Citizenship

(DIS)ABILITY ACCESS
As an instructor, I am fully committed to ensuring that this space is accessible to people with (dis)abilities.

RELIGIOUS HOLIDAY STATEMENT
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

Community and Professional Responsibility

GROUNDRULES 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:

- **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. Also, please do not speak while others are speaking and do not engage in side-conversations.

- **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 both "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 they 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.
TURNING IN WORK
Please see instructions in Blackboard.

If you miss class because of an unexcused absence, it is your responsibility to find out what you missed. Missed homework can be turned in the day it is due. If you know you will be missing class because of an unexcused absence, make arrangements with me to turn in work before that class. Students will be allowed one late assignment that can be turned in up to five days late without penalty. Otherwise, late projects will lose 5 points for each day (not class period) it is late. Unless you have an excused absence, no assignment will be accepted more than five days late, and no assignments will be accepted after the end of finals week.

PLAGIARISM
Plagiarism covers a wide range of activities, some of which you may know about and others that may surprise you. The most obvious forms of plagiarism include buying papers/projects online or other places, cutting and pasting from the Internet, and using another writer’s ideas or words without giving proper credit (citing). Any time you quote, you need to cite. Even paraphrasing should include a citation. Plagiarism also includes having someone else write a paper for you. Any form of plagiarism is a serious academic offense and may result in a failing grade on the assignment or the course, and has serious academic consequences at OSU and other universities.

In addition to classroom expectations and policies, please read OSU’s Statement of Expectations for Student Conduct:
http://oregonstate.edu/studentconduct/regulations/index.php

Services and Resources
Asia & Pacific Cultural Center: http://oregonstate.edu/apcc/
Centro Cultural César Chávez: http://oregonstate.edu/cccc/
Counseling & Psychological Services: http://oregonstate.edu/counsel/
Emergency Food Pantry: http://oregonstate.edu/hsrc/emergency-food-pantry
Intercultural Student Services: http://oregonstate.edu/dept/iss/
International Student Advising & Services: http://oregonstate.edu/international/atosu/students
Lonnie B. Harris Black Cultural Center: http://oregonstate.edu/bcc/
Native American Longhouse: http://oregonstate.edu/nal/
Pride Center: http://oregonstate.edu/pridecenter/
Sexual Assault and Domestic Violence Survivor Services:
http://www.wildlifestewards.4h.orst.edu/cla/women_studies/sexual-assault-and-domestic-violence-survivor-services
Women’s Center: http://oregonstate.edu/womenscenter/
TOPICS BY WEEK

_The assignments are due on the day they are listed in the Blackboard syllabus._

**Week One**
- Foucault
- De Lauretis
- Sommerville
  
  Watch: *How to Survive a Plague (on reserve in library)*. Using De Lauretis and Foucault as "lenses," post your thoughts on the film to the Queer Theories blog. Comment on at least two other posts.

**Week Two**
- hooks
- Bly & Wooten
- Morales
- CR #1 Due on Blackboard Discussion Board (Alternative: Post a 2 minute YouTube video response to the readings).
- Post to Facebook group about the conference

**Week Three**
- Powell
- Moraga
- Cruz
- CR #2 Due
- 599: Paper Proposal Due

**Week Four**
- Rifkin
- CR #3 Due
- Project #1 Due

**Week Five**
- Anzaldúa
- Sedgwick
- CR #4 Due
- "Pub" Trivia
Week Six
McGruer
Butler
CR #5 Due as Blog Post
Drafts of Project #2 Due
Watch queer/trans YouTube videos, share links and discuss on Facebook

Week Seven
Valentine
CR #6 Due
Project #2 Due

Week Eight
Koyama
Spade
CR #7 Due
599 Journal Read Around Due

Week Nine
Puar
"Hey Girl" Memes Due

Week Ten
Alexander
CR #9 Due
Drafts of Project #3 Due
Outside Event Due

Final
Project #3 and Final Reflection Due
599 Publication Project Due

Final: Final Presentations
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.

Project #1: 150 points
Critical Responses: 90 points (10 points each)
Outside Events: 60 points (30 points each)
Final Presentation: 150 points
Final Project: 200 points
Final Reflection: 50 points
Participation Points: 300 points

462: Total possible points=1000

A         93–100 %
A-        90-92%
B+        87–89 %
B          83-86%
B-        80%-82%
C+        77-79 %
C          73%-76%
C-        70%-72%
D+        67–69 %
D          60-66%
F          0-59%

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

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 541-737-4098.

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.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)
Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

Statement of Expectations for Student Conduct
Student Conduct and Community Standards - Offenses
Policy On Disruptive Behavior

PLAGIARISM

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

Statement of Expectations for Student Conduct
Avoiding Academic Dishonesty

Turnitin Plagiarism Prevention

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click **HERE**.
TECHNICAL ASSISTANCE

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

COURSE DEMO
GETTING STARTED

TUTORING

For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

Writing Center
Online Writing Lab

STUDENT EVALUATION OF TEACHING

The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students 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. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

REFUND POLICY INFORMATION

Please see the Ecampus website for policy information on refunds and late fees.