

QUEER STUDIES

CES 257, Winter 2019
12:30-1:20 M-TH, L-220



Instructor: Dr. Croix Saffin

Email: croix.saffin@bellevuecollege.edu

Office Phone: (425) 564-2161

Office Location: A100-E

Office Hours: 10:30-11:20 M-TH
and by appointment

Course Introduction:

Welcome to Queer Studies! This is an introduction to the discipline of Queer and LGBT (Lesbian, Gay, Bisexual, and Transgender) Studies. In this course, students will survey scholarship on sexual and gender politics in numerous academic areas and explore concepts basic to the field. One of the central premises of this class is that “sex” is not just a private experience or category, but a profoundly political and public question that has important implications in social, legal, economic, and cultural spheres. We will examine how questions pertaining to sexual orientation and gender expression are inter-connected with other identity categories, such as race, ethnicity, nationality, and class. This course will critically examine the social understandings of sexual identity and the powerful role that it plays in the arenas of family, personal relationships, the criminal justice system, the economy, work, the media, and the health care system. Through an examination of the history of sexuality, we will interrogate the ways in which heterosexism and cissexism permeate a variety of institutions in the public sphere.

Required Texts:

There is no textbook required. All articles and readings can be found on Canvas under “Files.” Titles are listed alphabetically.

Structure and Learning Atmosphere of this Class:

Students learn best when they are *actively* involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You will be expected to observe the world, read, reflect on how the course material relates to your own life, write, share with others, discuss, and participate. I think of our class as a collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it and learn a lot in the process.

You should know that class time will *NOT* be spent regurgitating the reading material. You will be expected to do readings, watch videos, and complete assignments outside of class time. During class, we will be doing interactive things – having discussions, doing activities, watching films, engaging in small groups, and applying what we have learned from the readings and videos. In order to make the structure of this class successful, you need to come prepared physically and mentally to class. If you don’t, not only will you be lost, but this is a disservice to the class because we do not get to benefit from your insights!

A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative, heated, political, or controversial material in class. These topics can often make us uncomfortable, angry, or offended. Please be advised that when we explore controversial topics they will always be framed in an academic context. What is essential for our class to be successful is that we approach one another with respect, an open mind, and allow for difference, even if it conflicts with our personal values. No one, including myself, is asking you to endorse or adopt a viewpoint; rather, we need to be open to the free-flow and exchange of information and perspectives, so that we can all learn and grow from one another. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours per day (before and after my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about an inclusive classroom environment and confidentiality: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

Furthermore, it is important that, as a community of learners, we build trust in one another. With that in mind, it is important to respect your classmates. Part of respecting them involves confidentiality. *What is said in this classroom is to remain in this classroom.*

Learning and Course Outcomes:

After participating, discussing, and completing this course, a successful student will demonstrate:

- Explain the difference between "sex" and "gender"
- Demonstrate the ability to explore the intersections of sexuality with race, class, and gender
- Critically analyze the relationships between homophobia, heterosexism, compulsory heterosexuality and the societal structures that create and perpetuate them
- Develop and strengthen their ability to theorize complex current issues and politics surrounding LGBTQ communities and identities
- Examine queer politics and activism by accounting for political, social, and historical climates
- Be able to identify major historical LGBTQ developments and figures
- Explore the prevalence of racism, classism, and sexism within queer communities and politics.

Course Expectations:

In order for us to have a successful, respectful, open, engaging, and cooperative learning environment, we all need to be conscious of our own behavior, recognize the impacts that we can have on others, and have a common understanding of what positively contributes to our overall class dynamics and what hinders and hurts it. The following are some of the basic expectations that serve as the foundation of our class culture.

Preparation. In order for this class to be successful, we all need to come prepared to class each day.

Me: My goal is for you to learn and succeed in this class. I will spend time preparing, structuring, organizing, devising activities/assignments, lecturing, and answering questions in the most transparent and engaging way I can.

You: You need to come to class having done the assigned work and you should always bring the proper supplies with you. You should be looking at what is due on a daily basis and planning your workload accordingly. You should be checking Canvas regularly.

Promptness. In order for this class to be successful, we all need to be timely and respectful of each other's time.

Me: I will be to class on time and I commit to returning your work to you in a timely, reasonable fashion (my rule is you will get all work returned in 7 business days, although the vast majority of work is returned sooner than that). I will respond to your questions and emails promptly as well (usually within 24 hours).

You: You need to come to class on time as well. When you arrive late, it hurts not only yourself (you are missing information) but also your classmates (it is disruptive). I certainly understand that sometimes "life happens" but repetitive, habitual lateness or leaving class early is a sign of disrespect to our class and it will affect the participation portion of your course grade.

You also need to turn your work in on time. Due dates for all assignments are noted on the Course Calendar in this syllabus as well as on Canvas. Any assignments that I ask you to submit in class are due at the beginning of the class period. In terms of late work, you will receive 2 laminated "passes" that grant you an additional 24-hours to get work in. Use these wisely. Please note that you cannot use a pass on exams or quizzes.

Attendance and Class Engagement. In order for this class to be successful, we all need to consistently come to class and be mentally prepared to engage.

Me: I will be in class every day unless there is an illness or emergency, in which case I will email you prior to class via Canvas to let you know that class will be cancelled and inform you of any adjustments to the schedule or assignments due. In class, when you are speaking, you'll have my full attention. I will also be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern, and I encourage you to advocate for your own needs. If my office hours are not convenient for you, we can schedule an appointment that fits both of our schedules.

You: You need to be (physically present) in class every day and actively engaged (mentally present). You need to be participating and involved as much as you possibly can in class as this positively contributes to our overall classroom culture. Because your presence is so important to our class, your attendance and class engagement is part of your final grade in this course. Please see the "Description of Grading Components" to understand what goes into calculation of your attendance and participation grade.

If you know you are going to be absent (this includes religious holidays) on the day something is due, turn it in early and speak with me in advance. If you miss class you will not be able to make up any in-class work that you may have missed (such as group work). You are responsible for any and all work that is due at the class meeting immediately upon your return. **Being absent on the day something is due does NOT grant you an automatic extension (even if you were absent on the day it was assigned).** Also, please note that *I do not accept assignments via email. It is your responsibility to get the work to me in class when it is due.* Get the contact information of a classmate so the two of you can turn each other's work in if one of you happen to become ill and to get the notes that you have missed while you were absent.

To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits (I will need documentation), family emergencies, and sometimes work-related issues (documentation will be needed).

While you are in class, I would like you to focus on our class. This means that all electronic devices should be put away, unless I prompt you to use them. If you need a laptop to take notes, or if you need technology for any other reason, I would like for you to talk to me about it. Texting, excessive talking, or other disruptive behavior is disrespectful to our class, so your participation grade will be affected by these types of behaviors. Please just use common sense and be respectful of our class.

Quality Work. In order for this class to be successful, we need to have high expectations of each other.

Me: I want you to succeed in this class (as well as in school in general!) I will have high expectations for you and know that will the right support and help (if it is needed) that you can and will succeed. I will do my best to provide you with that support. I also will work very hard to make this class as successful as possible by choosing course materials and assignments that are interesting and engaging and striving to bring my best to class every day.

You: I expect you to bring your best self as well. When reading, completing assignments, or making comments, I want you to do your personal best by showing that you have read, displaying thoughtfulness, asking pertinent questions, and making a strong effort to understand the material. When you throw an assignment together at the last possible minute, simply skim (or write down definitions in the back of the chapter to "show" that you have read), and generally do not put in your best effort, it hurts not only yourself (often through lower grades) but also hurts the overall class by lowering the standards for each other.

Honesty and Integrity. In order for this class to be successful, we need to be credible, honest, integrous.

Me: I will present information that is grounded in social-science research and will do my best to answer questions based on my understanding of that research and information. If there is something that I do not know, I will let you know that I do not know it. If there is something that is my own personal opinion about something, I will let you know that this is *my* perspective and what *I* think about the matter.

You: Your work should be your own, except when asked to work with other students. You are required to acknowledge if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Please do not copy and paste material from websites - this is a severe form of cheating that will receive a zero grade. ***In this class, your assignments should be grounded in the lectures, activities, and readings (rather than web resources, which are often not sociological!).*** If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

Respect and Inclusion. In order for this class to be successful, we need to be open to listening to difference and learning about and respecting diverse experiences and perspectives.

Me: I believe everyone in our class has the right to feel welcome and safe from personal attack and thus I will listen to you and be constructive and thoughtful in my comments.

You: You need to be constructive in your comments as well. You may certainly disagree and debate, but you can express your viewpoint in an open, respectful manner. Please think of other people's feelings before speaking. I cannot allow students to insult or belittle an entire group of people (such as women, men, people of Color, queer people, poor people, Christians, Jews, Muslims, people with disabilities, veterans, conservatives, liberals, and so on). You are entitled to your beliefs, but you are not entitled to make attacks or victimize others. If you are unable to express your beliefs in a non-insulting manner, please keep them to yourself. I think you'll find, however, that with a little practice, you can express your viewpoint in an open, respectful manner. If you have any doubts, feel free to check with me and I'd be more than happy to help you express yourself responsibly.

Students with Disabilities:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/ The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

SOCIOLOGY/CES DROP-IN TUTORING

Do you need help with an assignment? Understanding a concept in class? Brainstorming paper ideas? Would you like someone to review your work before you submit it? Drop-in tutoring is available to help you!

Our tutor is a student who has taken many classes in Sociology so they have a lot of knowledge and expertise. They are available to help you on:

Tuesday's and Wednesday's from 2-3 pm in MCS (B234)!

Grading:

Final grades are based on **eight factors**. (1) Attendance and participation, (2) In-class activities, group work, or homework assignments distributed in class, (3) Notes on the Readings, (4) Personal reflection papers (5) Queer Visibility Project (6) Exams, (7) Film responses, and (8) a Syllabus quiz. Each of these elements is awarded a specific number of points:

Attendance and participation	50 points
In-class activities (10 at 10 points/each)	100 points
Notes on the readings (25 at 10 points/each)	250 points
Personal Reflection Homework (5 at 15 points/each)	75 points
Queer Visibility Project	75 points
Exams (2 at 100 points/each)	200 points
Film responses	30 points
Syllabus quiz	20 points

TOTAL

800 points

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 740 - 800 points	C+	= 620 - 635 points
A-	= 716 - 739 points	C	= 580 - 619 points
B+	= 700 - 715 points	C-	= 556 - 579 points
B	= 660 - 699 points	D+	= 540 - 555 points
B-	= 636 - 659 points	D	= 476 - 539 points
		F	= 0 - 475 points

Description of the Grading Components:

1. Attendance and Participation: (50/800 points – 6% of final grade)

Attendance and participation are essential to the format of this class and will therefore contribute toward your final grade. Your success in this class depends on your active attendance, engagement and participation. Please see the “Attendance and Class Engagement” and “Promptness” sections of syllabus to better understand the rationale for these policies. Do not take this portion of your grade lightly! Here is what goes into this portion of your grade:

- You are expected to be in class every day. At the beginning of each class period, I will put up a unique QR code for you to scan to record your attendance (so you will need to bring your phone and have a QR Code Reader downloaded). It is your responsibility to get to class on time to have your attendance recorded.
- Because we only meet Monday – Thursday, three unexcused absences will be permitted without impact to your overall grade. If you miss more than three classes, your attendance and participation grade will drop by 3 points for each day missed. In order for your absences to be excused, you need to discuss it with me or email me prior to your absence (unless, of course, it is an emergency). For example, if you are sick, you need to email me before class to let me know that you are ill and contact a classmate to make sure you get any information that you missed.
- You are also expected to be get to class on time. If you are repeatedly late or leave class early, your attendance and participation grade will be lowered.
- You are also expected to be actively engaged in the class, which includes larger class discussions, small group work, taking notes, asking questions, and any individual tasks that may be asked of you. Excessive talking, texting, or other disrespectful and disruptive behavior will lower your attendance and participation grade.

2. In-class Activities, Group Work, or Homework Assignments: (100/800 points; 10 pts each – 13% of final grade)

Over the course of the quarter, you will be asked a total of 10 times to submit work that you have completed during the class session. These in-class activities most often occur in groups. **They will be randomly delivered and cannot be made up.** Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings.

3. Notes on the Readings: (250/800 points; 10 points each – 31% of final grade)

For most assigned readings, you will need to submit notes about that reading. Doing notes on the readings are crucial for success in this class (and in college in general). The purpose of these notes is to:

- help you keep up with the readings (reinforcing good study habits/skills)
- help you to learn how to identify key points and themes from readings and put them in your own words
- help you to synthesize and process the information you are taking in to better learn the material
- help us to have a more informed discussion in class

You will submit your notes on Canvas either in a Word document or if you prefer to hand write them, you can take a photo and upload. Due dates for all notes are stated on the Calendar as well as in Canvas. **You can use your notes on your exams**, so it is in your best interest to do an outstanding job defining key terms, identifying major themes, and providing examples for yourself.

These notes are for you, to help you. Writing down the information you are reading helps you retain it. Notes can be as thorough as *you want*. You know how you learn best (better than I do), so if you are a student who needs to write more details, please take the time on these and do so. There is a minimum requirement but there is no maximum.

The minimum guidelines are as follows and notes might follow this format:

YOUR NAME	TITLE OF ARTICLE/CHAPTER & AUTHOR	DATE
<ul style="list-style-type: none">• A minimum of 4 main ideas or important points that are discussed in the reading. These must be IN YOUR OWN WORDS (copying and pasting is not acceptable). Show me that you have read the article in its entirety!• List and define any key terms IN YOUR OWN WORDS.		

4. Personal Reflection Homework: (75/800 points; 15 points each – 9% of final grade):

Over the course of the quarter, you will complete homework assignments that require you to reflect on the course material or make observations about the role of gender in society. The goal of these assignments is to personalize course content. You should do your best to address every assignment thoughtfully, clearly, and completely. Homework will be graded not only on completeness (Did you adequately address all the components of the assignment?), but also thoughtfulness (Does your assignment show that you thought hard about the topic, or did you give the topic just a little superficial attention?). Homework assignments vary in length - some may be a paragraph long, others will be 1-2 pages (but always typed and double-spaced). All personal reflection homework will be submitted on Canvas.

5. Queer Visibility Project (75/800 points – 9% of final grade)

You are going to engage in your own activism through a Queer Visibility Project. You need to pick a contemporary political issue impacting the queer community that you are interested in learning more about and are passionate about. This could be queer homelessness, violence against transfolks, queer media representation, Seattle (or Bellevue) specific resources, etc. Your activism can be creative, educational, can be a video... the only limit is that it needs to center around queerness and politics now. Do what you want! Be creative! Be engaging! You will be working on this over the course of the quarter and will present your project to the class in the last week. Bring your work to class for your peers to look at!

6. Exams: (200/800 points; 100 points each – 25% of final grade)

Over the course of the quarter, you will take two exams that integrate the courses' in-class activities (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and written response questions. Please note that you cannot make up missed exams. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. I will provide you with a review sheet/study guide for both exams a minimum of one week in advance.

7. Film responses: (30/800 points – 4% of final grade)

You will watch a few films over the course of the quarter. I will provide you with a prompt or discussion questions to fill out and submit about the film.

8. Syllabus quiz: (20/800 points – 3% of final grade)

There will be a group quiz over the contents of this syllabus during the first week of classes (see the Calendar). Come prepared!

Instructor Notes:

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem!

Calendar

You should be looking at your calendar on a daily basis so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class!

**Although I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. **

Week 1

Wednesday, January 2nd: Introduction to the Course

Thursday, January 3rd: Community Building
Syllabus quiz!



Week 2

Monday, January 7th: Read “LGBTQIA Glossary” & “LGBTQIA Symbols” (no notes due)

Tuesday, January 8th: Notes on “10 Examples of Straight Privilege” due on Canvas by 12:30 pm
<https://everydayfeminism.com/2015/03/examples-straight-privilege/>

Wednesday, January 9th: Notes on “Bisexuals, Passing and Straight Privilege” due on Canvas by 12:30 pm
https://www.huffingtonpost.com/zachary-zane/bisexuals-passing-and-straight-privilege_b_9374272.html

Thursday, January 10th: Personal Reflection Paper #1 Due by 12:30 pm on Canvas



Week 3

Monday, January 14th: Notes on “Hijras: Neither Man nor Woman” due on Canvas by 12:30 pm

Tuesday, January 15th: Notes on “8 Things You Should Know about Two-Spirit People” due on Canvas by 12:30 pm
<https://indiancountrymedianetwork.com/culture/social-issues/8-misconceptions-things-know-two-spirit-people/>



Wednesday, January 16th: Notes on “There’s A Riot Goin’ On” due on Canvas by 12:30 pm
Begin discussion of your Queer Visibility Project

Thursday, January 17th: Personal Reflection Paper #2 Due by 12:30 pm on Canvas



Week 4

Monday, January 21st: No School

Tuesday, January 22nd: Watch *Before Stonewall* – Discussion questions/reflection due
<https://www.youtube.com/watch?v=z-iYuNy8gHY&t=627s>

Wednesday, January 23rd: Notes on “Labeling and Policing” due on Canvas by 12:30 pm

Thursday, January 24th: Notes on “Capitalism and Gay Identity” due on Canvas by 12:30 pm



Week 5

Monday, January 28th: Notes on “Early Women’s Communities” due on Canvas by 12:30 pm

Tuesday, January 29th: Notes on “Out on the Town” due on Canvas by 12:30 pm

Wednesday, January 30th: Notes on “An Emerging Minority” due on Canvas by 12:30 pm

Thursday, January 31st: Notes on “Physiques” due on Canvas by 12:30 pm



Week 6

Monday, February 4th: Notes on “Lesbian Pulps” due on Canvas by 12:30 pm

Tuesday, February 5th: Personal Reflection Paper #3 Due by 12:30 pm on Canvas

Wednesday, February 6th: Optional review day for Exam #1

Thursday, February 7th: No School – Exam #1 Due by 11:59 pm on Canvas



Week 7

Monday, February 11th: Watch: *After Stonewall* –
Discussion questions/reflection due
<https://bellevuecollege.kanopy.com/video/after-stonewall>

Tuesday, February 12th: Notes on “I Love the Night Life” & “Cruising” due on Canvas by 12:30 pm

Wednesday, February 13th: Notes on “Gay Liberation” & “Sexual Outlaw” due on Canvas by 12:30 pm



Thursday, February 14th: Notes on “Gay Rights” due on Canvas by 12:30 pm

Week 8

Monday, February 18th: No School – Work on your Queer Visibility Projects!

Tuesday, February 19th: Notes on “In the Life,” “Queers of Color,” & “Combahee River Collective” due on Canvas by 12:30 pm

Wednesday, February 20th: Watch *Tongues Untied* - Discussion Questions due
Access on BC’s Library portal – Films on Demand

Thursday, February 21st: Notes on “Bridge, Drawbridge, Sandbar, Island,” due on Canvas by 12:30 pm



Week 9

Monday, February 25th: Notes on “Queers without Money” & “Losing Home” due on Canvas by 12:30 pm



Tuesday, February 26th: Notes on “Confronting AIDS” due on Canvas by 12:30 pm

Wednesday, February 27th: Notes on “The Queer Nineties” due on Canvas by 12:30 pm

Thursday, February 28th: Personal Reflection Paper #4 Due by 12:30 pm on Canvas



Week 10

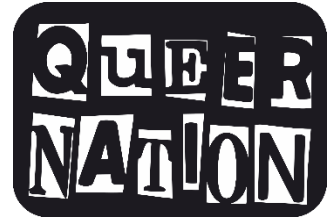
Monday, March 4th: Notes on “Dr. Laura, Sit on My Face” & “Queer Kids Resist the Marriage Equality Agenda” due on Canvas by 12:30 pm

Tuesday, March 5th: Notes on “Bisexualities” & “Strangers at Home” due on Canvas by 12:30 pm

Wednesday, March 6th: Personal Reflection Paper #5 Due by 12:30 pm on Canvas

Thursday, March 7th: Notes on “Debunking TransWomen are not Women Arguments” due on Canvas by 12:30 pm

<https://medium.com/@juliaserano/debunking-trans-women-are-not-women-arguments-85fd5ab0e19c>



Week 11

Monday, March 11th: Queer Visibility Project Due - Bring your work to share

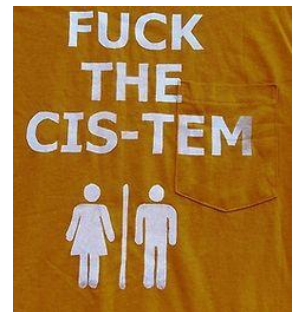
Tuesday, March 12th: Notes on “What’s Wrong with Rights?” due on Canvas by 12:30 pm

Wednesday, March 13th: Notes on “How to Make Prisons Disappear” due on Canvas by 12:30 pm

https://prisonpolitics.files.wordpress.com/2013/05/nair_prisonsdisappear.pdf

Thursday, March 14th: Watch: Queerness on the Front Lines of BLM

<https://www.youtube.com/watch?v=0YHs9jIH-oo>



Week 12

Monday, March 18th: Optional Review Day for Exam # 2

Tuesday, March 19th: Student Success Day – No Classes
Exam is due by 11:59 pm tonight on Canvas

