

QS 262 Introduction to Queer Studies

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Office hours available by appointment only

Course Information

Virtual (Zoom) class meeting: Tuesdays 4pm-6:50pm

CRN: 34061

Credits: 3

Notes: Lower Division Transfer (LDT) Course

General Education Requirements: AS Difference, Power, and Discrimination

Course Materials

Required:

- Access to Moodle – All course materials will be available (for free) through Moodle
- Reliable internet connection, camera and microphone capabilities through Zoom.

A note on course materials: I avoid using traditional textbooks as part of a social justice perspective. The cost of textbooks can be a significant obstacle for many students, and textbooks often focus more on the needs of the publishing industry than on disrupting systems of oppression. Instead of reading 2-3 chapters per week, you'll be investing the same amount of time into reading online articles, cartoons and watching short videos. I've chosen materials that will give you the best chance to apply what you learn in this class to your real life because I follow a popular-education philosophy. My goal is to give you materials that you feel confident with and that come close to your everyday experience.

Course Description

Examines homophobia and transphobia's relationship with racism, colonialism, sexism, ableism, classism and other forms of oppression. Introduces key concepts, histories, and political frameworks within Lesbian, Gay, Bisexual, Transgender, and Queer political movements in the United States. Explores activism and scholarship related to queer and transgender politics and identities.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Demonstrate literacy in key terms and concepts within Queer Studies.
2. Analyze issues of systemic power, privilege, and oppression.
3. Analyze contemporary Queer movements and politics.
4. Apply learning to contexts outside the classroom.
5. Explain how difference is socially constructed.
6. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
7. 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.

Difference, Power, and Discrimination Learning Outcomes

This course fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core (at Oregon State University). 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 operation of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of the DPD course material will enhance meaningful democratic participation in our diverse community and our increasingly multicultural U.S. society.

Upon completion of this DPD course, participants should be able to:

- Explain how difference is socially constructed.
- Using historical and contemporary examples, describe how perceived difference, 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. (Matches OSU requirements as of August 2019).

Class Policies

Behavior and Expectations

You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct. We'll be talking about some of the worst parts of humanity: the ways we systematically choose to hurt each other. I'll be working hard to keep this manageable and help you process what you're seeing. You're probably going to be sad and hurt by some of the topics we discuss, and I'll try to prepare you and help you move forward as we talk about how to interrupt cycles of oppression. Since we'll be discussing many different oppressions, it's very likely that you'll sometimes be understanding the concepts from the oppressed side, and sometimes from the oppressor side. I can't promise you a "safe space", but we'll work at getting comfortable with discomfort. We'll be working with a LOT of popular culture materials; they will be the majority of the at-home "lectures". Most of them will be using everyday language, and some of them may have some words that you may consider to be "strong". If this is difficult for you, please feel ABSOLUTELY comfortable talking to me about it and I'll try to accommodate you.

Guidelines for communication

The way you participate in our class conversations is really important. We'll be talking about issues that can be emotionally difficult and we are likely to have disagreements. Please be careful to be very respectful when you disagree with each other, and please let me know if you are feeling uncomfortable in the classroom. Keep your identities in mind as you're speaking: if the conversation is about one of the oppressions that doesn't hurt you, it's important that you sit back more and leave space for the folks who are hurt by it to speak. In those situations, keep away from getting defensive, and bring yourself back to trusting, believing and curiosity. Sharing airtime is an important part of social justice; powerful groups are given more access to the microphone and are used to having their opinions valued. Pay close attention to how much time you're speaking/sharing and try to allow more space for folks with less privilege to speak. If you're one of the folks that has a hard time speaking up, we'll actively be trying to give you a comfortable space in which to share your experience. This is a great space for you to get validation and support as you get used to talking about YOUR oppression, we'll truly welcome your perspective.

Attendance/Tardiness Policy

If something is throwing you off, if you haven't been able to keep up or if something in your life is really messing with you, it's important that you check in with me RIGHT away. Every term I have about 10-20 students going through a major life crisis and they often put off talking to me. The earlier we talk, the sooner we can look for a workaround. If I don't hear from you until week 6, it may be too late to find a solution.

Testing

We don't do "tests" in my class.

Late Assignment Policy

Late work is accepted on a case-by-case basis only and requires **prior** approval by the instructor.

Grading

Item	Points Possible	Occurrences	Total points for the term
Attendance	100 points per class	10	1000 points
Weekly Assignments	100 points per week	10	1000 points
Final Project	1000 points total	1	1000 points
Total points possible for the term: 3000pts			

Introduction to Queer Studies Course Map			
Module/Week	Zoom Class	Course Learning Outcomes	Assessment: What assessment(s) will provide evidence of how well students have achieved the outcome? *all due dates listed below are for 11:59pm*
1 - Intro	Tuesdays 4pm-6:50pm	1, 2, 7	Power Map - due Friday
2 - Communication and Language	1/17	1, 2, 4, 5, 7	Prep Questions - due Monday Post Class Creation - due Friday

3 - Gender Identity	1/24	ALL	Prep Questions - due Monday Post Class Creation - due Friday
4 - Orientations (LGB+)	1/31	1, 3, 5	Prep Questions - due Monday Post Class Creation - due Friday
5 - Roots of Hatred	2/7	2, 5, 6, 7	Prep Questions - due Monday Post Class Creation - due Friday
6 - Relationships & Pleasure	2/14	ALL	Prep Questions - due Monday Post Class Creation - due Friday
7 - Ableism and Fatphobia	2/21	ALL	Prep Questions - due Monday Post Class Creation - due Friday
8 - Families and Kinship	2/28	ALL	Prep Questions - due Monday Post Class Creation - due Friday
9 - Agent -> Ally -> Accomplice	3/7	4, 6, 7	Prep Questions - due Monday Post Class Creation - due Friday
10 - Radical Reimagining (Transformative Justice +)	3/14	4, 6, 7	Prep Questions - due Monday Post Class Creation - due Friday
FINALS WEEK	3/21	ALL	Presentation/Artifact - Tuesday (on Zoom) Essay - Tuesday (turned in to Moodle)

Tips for Success in This Class

We'll be using a flipped-classroom strategy. That means that you'll be getting the "lecture" at home, through videos, cartoons, memes and online articles. This frees up the class time to really get into the harder work. The most important part of the class is the time we have together, so everything is set up to make the best of it. While we're together you'll be collaborating in small groups to solve problems, work on real-life scenarios and apply the concepts you learned in your prep-work. I'll be going around checking in with the groups and providing guidance as you move through the tasks together.

Changes to the Syllabus

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

College Policies

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Disability and Access Statement

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for face-to-face courses, so it is important that you make contact with CFAR as soon as possible.

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different from their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

[Equal Opportunity and Non-Discrimination Policy](#)

Academic Integrity

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College's academic integrity policy.

Title IX Reporting Policy

If you or another student are the victim of any form of sexual misconduct (including

dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can report a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541- 917-4780. Public Safety/Emergency Resources: In an emergency, call 911. Also, call LBCC Public Safety and Loss Prevention Office at 541-926-6855 and 541-917-4440.