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CHAPMAN UNIVERSITY ([HTTP://WWW.CHAPMAN.EDU/](http://www.chapman.edu/)) **SPRING 2016** **HONORS ([HTTPS://WWW.CHAPMAN.EDU/ACADEMICS/HONORS/](https://www.chapman.edu/academics/honors/)) 432:** **QUEER THEORY**

Instructor Contact Information:

- *Ian Barnard, Ph.D.*
- *Office: 428 N. Glassell #104*
- *In-Person Office Hours: M 1-2 p.m., W 7-8 p.m., and by appointment*
- *Email Office Hours: barnard@chapman.edu (<mailto:barnard@chapman.edu>)*



Catalog Course Description:

- *Prerequisite, acceptance to the University Honors Program, or consent of Honors Program, Director. Overview and in-depth study of selected issues in queer theory with emphasis on intersectionality, interdisciplinarity, and students' individual critical or creative research projects. The course will engage with foundational texts in queer theory, as well as contemporary queer theory, including, for instance, work in queer animal studies, queer disability studies, transgender theory, asexuality, intersexuality, and queer postcoloniality. Central questions we will ask include the following: Is "queer" different from "GLBT"? How does "queer" intersect/collide with gender, class, and racial identifications? How has queer theory impacted a variety of academic disciplines? Why has queer theory become so fashionable? What is the relationship between queer theory and political activism? In our pursuit of these and other questions, we'll work with texts from multiple genres and media (including films, music videos, internet memes, tweets, zines, literature, and critical theory) that articulate,*

enact, embody, defy, and complicate the sexy, exciting, challenging, and rapidly changing/expanding field of queer theory. Discussion-based seminar. (Offered as needed.) 3 credits.

Student Learning Outcomes for This Course:

you will

- understand the stakes and issues in queer theory, as well as queer theory's interdisciplinarity and place in a variety of academic disciplines (see Honors Program Learning Outcome 1 below), through reading/watching and written and oral engagement with texts in and about queer theory, as well as independent research
- understand the broader significance of queer theory through integration of extra-curricular cultural and political texts with class materials, thus fulfilling Honors Program Learning Outcome 2 below
- be better able to evaluate your own critical and creative texts as a result of frequent writing practice and work in other media, revision of work, feedback on work, and engagement with the work of other seminar participants, thus fulfilling Honors Program Learning Outcome 4 below

Honors Program Learning Outcomes:

Upon completing a course in the University Honors Program students will have

- 1) Obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;
- 2) Sharpened their ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood);
- 3) Understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;
- 4) Developed effective communication skills, specifically in the areas of written and oral exposition and analysis.

GE Learning Outcomes:

- Values and Ethical Inquiry: Articulates how values and ethics inform human understanding, structures, and behavior
- Artistic Inquiry: Students compose critical or creative works that embody or analyze conceptually an artistic form at a baccalaureate/pre-professional level

Required Texts:

* = on reserve in the Leatherby Libraries

& = available at the University Bookstore

- Clare, Eli. *Exile and Pride: Disability, Queerness, and Liberation*. (<http://product.half.ebay.com/Gay-Lesbian-Bisexual-Studies-Exile-and-Pride-Disability-Queerness-and-Liberation-by-Elizabeth-Clare-Prophet-1999-Paperback/1165724&tg=info>)* &
- Foucault, Michel. *The History of Sexuality, Volume I: An Introduction*. (<http://product.half.ebay.com/The-History-of-Sexuality-An-Introduction-Vol-1-by-Michel-Foucault-1990-Paperback/160710&tg=info>)* &
- Halbersam, Jack. *Gaga Feminism: Sex, Gender, and the End of Normal*. (<http://product.half.ebay.com/Gaga-Feminism-Sex-Gender-and-the-End-of-Normal-7-by-J-Jack-Halberstam-2013-Paperback/159833730&tg=info>)* &
- Nestle, Joan, et al, eds. *GenderQueer: Voices From Beyond the Sexual Binary*. (http://www.amazon.com/gp/product/1555837301?keywords=genderqueer&qid=1451931151&ref_=sr_1_1&sr=8-1)*
- Puenzo, Lucia, dir. *XXY*. (Film) (http://www.imdb.com/title/tt0995829/?ref_=fn_al_tt_1)*
- Sullivan, Nikki. *A Critical Introduction to Queer Theory*. (<http://product.half.ebay.com/A-Critical-Introduction-to-Queer-Theory-by-Nikki-Sullivan-2003-Paperback/2359209&tg=info>)* &
- I will post additional articles on Blackboard for you to read. You should also expect to conduct outside research for your oral presentation and final project.

Grade Distribution:

- Collaborative Oral Presentation.....20%
- Blog.....30%
- Final Project.....40%
- Other Assignments.....10%
- Due to the highly interactive nature of this course and the emphasis on seminar-style discussions, I expect you to attend all class meetings and to be on time. You may miss four class meetings without penalty. If you miss more than four class meetings, I will lower your final course grade for each additional absence. Two tardies (arriving late or leaving early) count as one absence. I will also mark you tardy if you are unprepared for class. Please note that, according to the university catalog, Chapman University "recommends as a minimal policy that students who are absent 20 percent of the course should be failed" (i.e., more than 5 class meetings).

Course Requirements:

- Oral Presentation: Individually or with one or two colleagues you will give an oral presentation on the state of queer theory in your major. You will need to do research on what has been going on in your discipline in terms of queer theory, review some of the key texts, and

present your findings to the class. All presentations will be followed by questions from the class. Your presentation should last no longer than 15 minutes (excluding questions). My evaluation of your presentation will be based on the quality of your research and analysis, how well you present your ideas, your ability to answer questions, how well your group members work together (if applicable), and your adherence to the time limit. If you use PowerPoint or Prezi, do not read your slides! All group members will earn the same grade unless a group member fails to make a substantial contribution to the presentation. You are welcome to meet with me before the date of your presentation to discuss your presentation plans.

- **Blog:** You will keep a scholarly WordPress blog that charts your ongoing engagement with the course over the semester (you may author the blog under your own name or you may use a pseudonym, though class members will know who you are). Some blog entries will be fairly open-ended, while for others I will solicit your response to specific questions. I will post prompts for 10 blog entries on Blackboard--complete any 9. You must disable comment moderating for your blog, so that class members' responses to your blog can be displayed promptly. Keep track of whose blogs you respond to. You should not respond to the same class members each time. Since the blog is a digital medium, I expect you to include links, images, and other digital materials to illustrate and complement your points. Be sure to cite your sources and to acknowledge sources of images if you use images that aren't your own. Remember that anyone in the world can read your blog; you will need to frame your blog entries so that they make sense to readers outside our class. Post blog entries and responses by the deadlines listed in the schedule below in order to receive full credit for each blog assignment. The blog is designed to help you prepare for class discussions, develop your independent thinking, creativity, and research on the course topics, get feedback on your ideas, engage in dialogue on course topics, and prepare for the final project. See the blog rubric for information on grading criteria for the blog.
- **Final Project:** You will have the option of developing a collaborative or individual final project. I will give you specific guidelines and suggested topics for the final project in class. You'll have an individual conference with me to discuss a draft of your final project before you post the final version (or a link to it) on your blog.
- **Other Assignments:** These include your contributions to in-class discussions, a draft of your Final Project, responses to colleagues' blog posts, your conference, and other in-class activities. I grade these assignments on a credit/no credit basis. Be sure to log in to WordPress or sign your name when you respond to colleagues' blog posts, so that you can earn credit for your responses. In class we will discuss the criteria for earning credit on these assignments. You cannot make up a missed in-class assignment.

Course Policies:

- **Citation of Sources:** Plagiarism is a contested and context-specific topic. We will discuss effective ways of using sources and issues around plagiarism in class. Click here (<http://www.chapman.edu/academics/academic-integrity/index.aspx>) to read Chapman University's policy on academic integrity.
- **Email Protocol:** I acknowledge all email messages within 48 hours. If you email me but don't get a response, I haven't received your email. Feel free to email me concerning any questions you have about the course or about your work. Do not email your work to me for feedback; I'd be happy to discuss your work with you in person. It's important to practice composing professional emails: be sure that your emails to me include appropriate subject lines, salutations, and closes.
- **Classroom Dynamics:** Honors seminar are discussion-oriented. I do not spend much time lecturing and expect you to participate vigorously in the many discussions around which the course is organized. We all teach and learn in this course--I do not believe in a one-way transmission of "knowledge" from instructor to students. I don't have all the answers, and I look forward to learning as much as teaching in this course. You should direct your questions and comments in class to your colleagues as much as to me. I encourage you to talk in class and to encourage your colleagues to do the same.
- **Diversity:** Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy (<http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx>). Any violations of this policy should be discussed with the professor, the Dean of Students, and/or otherwise reported in accordance with this policy. Click here (<http://www.chapman.edu/diversity/>) to read Chapman University's Statement on Diversity.
- **Students With Disabilities:** Please see me early in the semester if you have a documented disability, so that we can discuss what accommodations, if any, I might make to help you to succeed in this class. Click here (<http://www.chapman.edu/students/health-and-safety/disability-services/policy.aspx>) to read Chapman University's Policy Statement for Assisting Students with Disabilities.
- **Electronic Devices:** Please bring your laptop to seminar meetings, but do not use electronic devices for non course-related work during class time.

Shoes the Full Version



TENTATIVE SCHEDULE

Readings marked * are on Blackboard

2/1/16

- *In-Class Activities: introduction to the course; in-class reading and discussion; definitions of "queer" and "queer theory"*
- *Homework Assignments for 2/3: read Sullivan, *A Critical Introduction to Queer Theory*, Preface and Chapter 1*

2/3/16

- *In-Class Activities: class member introductions; discuss reading; review blog rubric; set up blogs*
- *Homework Assignments: read Sullivan, *A Critical Introduction to Queer Theory*, Chapters 2-7 and 11; Blog #1 due by 2 p.m. on 2/8; post the link to your blog on Blackboard by 2 p.m. on 2/8; optional reading: Sullivan, Chapters 8-10*

2/8/16

- *In-Class Activities: discuss reading and blog posts; review requirements for blog responses*
- *Homework Assignments: read "Introductions: Three Voices" from *GenderQueer*. Optional reading: "Four Essays on Gender by Riki Wilchins" (also in *GenderQueer*); Blog #1 responses (at least 2) due by 2 p.m. on 2/10*

2/10/16

- *In-Class Activities: discuss reading and blog responses*
- *Homework Assignments: read any ten "Stories" from *GenderQueer* (pp. 67-286); Blog #2 due by 2 p.m. on 2/15; optional reading: "Epilogue" to *GenderQueer**

2/15/16

- *In-Class Activities: discuss reading and blog posts; assign oral presentation; introduction to Foucault*
- *Homework Assignments: read Foucault, *The History of Sexuality, Volume 1: An Introduction, Part One*; Blog #2 responses (at least 2) due by 2 p.m. on 2/17*

2/17/16

- *In-Class Activities: discuss reading and blog responses*
- *Homework Assignments: read Foucault, *The History of Sexuality, Volume 1: An Introduction, Parts Two, Three, Four, and Five*; Blog #3 due by 2 p.m. on 2/22*

2/22/16

- *In-Class Activities: discuss reading and blog posts; introduction to Sedgwick*
- *Homework Assignments: read Sedgwick, *Introduction to Epistemology of the Closet**; Blog #3 responses (at least 2) due by 2 p.m. on 2/24*

2/24/16

- *In-Class Activities: discuss reading and blog responses; transgender studies, disability studies, class, and queer theory*
- *Homework Assignments: read Clare, *Exile and Pride*, introductory material and Part i; Blog #4 due by 2 p.m. on 2/29*

2/29/16

- *In-Class Activities: discuss reading and blog posts; draw presentation dates*
- *Homework Assignments: read Clare, *Exile and Pride*, Part ii and afterword; Blog #4 responses (at least 2) due by 2 p.m. on 3/2*

3/2/16

- *In-Class Activities: discuss reading and blog responses; bisexuality and queer theory*
- *Homework Assignments: read selections from LGBT Studies and Queer Theory: New Conflicts, Collaborations, and Contested Terrain*; Blog #5 due by 2 p.m. on 3/7*

3/7/16

- *In-Class Activities: discuss reading and blog posts; asexuality and queer theory*
- *Homework Assignments: read selections from Asexualities: Feminist and Queer Perspectives*; Blog #5 responses (at least 2) due by 2 p.m. on 3/9*

3/9/16

- *In-Class Activities: discuss reading and blog responses; heterosexuality and queer theory*
- *Homework Assignments: read selections from Hetero: Queering Representations of Straightness*; Blog #6 due by 2 p.m. on 3/14*

3/14/16

- *In-Class Activities: discuss reading and blog posts; introduction to readings*
- *Homework Assignments: read selections from Science and Homosexualities or Sport, Sexualities and Queer/Theory*; Blog #6 responses (at least 2) due by 2 p.m. on 3/16*

3/16/16

- *In-Class Activities: discuss reading and blog responses; intersexuality and queer theory; mid-semester course evaluations*
- *Homework Assignments: watch XXY; Blog #7 due by 2 p.m. on 3/28*

SPRING BREAK**3/28/16**

- *In-Class Activities: Discuss XXY and blog posts; discuss mid-semester course evaluations*
- *Homework Assignments: work on your presentation; Blog #7 responses (at least 2) due by 2 p.m. on 3/30*

3/30/16

- *In-Class Activities: no class--work on your presentation*
- *Homework Assignments: prepare your presentation*

4/4/16

- *In-Class Activities: assign presentation respondents; oral presentations*
- *Homework Assignments: prepare your presentation*

4/6/16

- *In-Class Activities: assign presentation respondents; oral presentations; assign final project; queer theory and race*
- *Homework Assignments: read assigned selections from Black Queer Studies: A Critical Anthology*; Blog #8 due by 2 p.m. on 4/11*

4/11/16

- *In-Class Activities: discuss reading and blog posts*
- *Homework Assignments: read assigned selections from AsiaPacifiQueer: Rethinking Genders and Sexualities*; Blog #8 responses (at least 2) due by 2 p.m. on 4/13*

4/13/16

- *In-Class Activities: discuss reading and blog responses*
- *Homework Assignments: read assigned queer indigenous studies selections**

4/18/16

- *In-Class Activities: discuss reading*
- *Homework Assignments: read "Decolonizing Transgender: A Roundtable Discussion"*; Blog #9 due by 2 p.m. on 4/25*

4/20/16

- *In-Class Activities: discuss reading; postcolonial queer theory*

- *Homework Assignments: read excerpts from Wasafiri #50: Queer Postcolonial*; Blog #9 due by 2 p.m. on 4/25*

4/25/16

- *In-Class Activities: special guest: Niki Black; discuss reading and blog posts; work on final project; feminism and queer theory; queer theory and popular culture*
- *Homework Assignments: read Halberstam, Gaga Feminism, Preface, Introduction, and Chapter One; Blog #9 responses (at least 2) due by 2 p.m. on 4/27*

4/27/16

- *In-Class Activities: discuss reading and blog responses; review topics for final project*
- *Homework Assignments: read Halberstam, Gaga Feminism, Chapters Two, Three, Four, and Five; Blog #10 due by 2 p.m. on 5/2*

5/2/16

- *In-Class Activities: discuss reading and blog posts; course debrief; sign up for your conference*
- *Homework Assignments: watch videos and read selected articles on queer activism*; Blog #10 responses (at least 2) due by 2 p.m. on 5/4*

5/4/16

- *In-Class Activities: discuss readings and videos; queer theory and activism; discuss conference protocol; course evaluations*
- *Homework Assignments: if you have a conference on 5/9, post a draft of your final project (or a link to it) on Blackboard by 11:59 p.m. on 5/7; prepare for your conference*

5/9/16

- *In-Class Activities: no class--meet in my office for your conference*
- *Homework Assignments: if you have a conference on 5/11, post a draft of your final project (or a link to it) on Blackboard by 11:59 p.m. on 5/9; prepare for your conference*

5/11/16

- *In-Class Activities: no class--meet in my office for your conference*
- *Homework Assignments: post your final project or a link to it on your blog by 2:30 p.m. on 5/18*