



Queer Theory HON-299QT-01 | Spring 2022

Course Info

- Course Meeting: T/TH from 4:00 - 5:15 p.m. | Plassmann 203
- Instructor: Chris Brown (he/him) | Plassmann 102B | 716-375-2051 | cbrown@sbu.edu
 - Set an appointment: https://calendly.com/cbrown_sbu

Required Materials

- Meg-John Barker (2016): *Queer: A Graphic History*. London: Icon Books
- Additional readings posted to Moodle

Course Descriptions & Objectives

This course will introduce queer theory and examine its contemporary applications. By exploring concepts of sex, gender, gender expression, sexual orientation, and sexual behavior, students will examine the social construction and categorization of queer identities. Using the interdisciplinary frameworks of queer theory, students will interrogate how questions of power, normalcy, and deviancy impact public discourse, especially in relation to higher education. 3 credits.

Objectives

- Identify and differentiate among key terms, concepts, and themes of queer identity development and queer theory
- Explain the influences of feminism, LGBT studies, and activism on the development of queer theory
- Describe how intersectional analysis affects queer theory
- Analyze the social constructions of identity, normalcy, and deviance in relation to public policies

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Attendance Policy

Your participation in and preparation for this class - like all courses - is essential to your academic success. You are expected to come to each class on time, prepared, and ready to take an active role in your learning. I do not believe in “excused” or “unexcused” absences (especially for an Honors seminar) so I do not track them. If you are not feeling well, use your judgment about attending class. This includes your mental health along with your physical health. Take care of your health and wellbeing while managing your personal responsibility for your academic success.

If you miss a class, you are responsible for understanding the material that was covered. When I use slides, I will post them to Moodle. My slides, however, are not scripts (that is a pet peeve of mine). Reviewing the slides will give you a sense of the topics we discussed, but it is not a substitute for being in class. Discussing notes with a classmate will help you flesh out the context of course discussions.

Expectations

In all our work related to this course, we will practice respect for each other, recognizing the dignity of each person. Queer Theory as an academic discipline is new for most students in the class. Engage with the material, terms, and concepts in good faith. Practice seeking to understand the facts and theories and to empathize with the feelings, values, and experiences we study. If we agree to enter conversations with respect and kindness, we can hold one another accountable for creating an affirming dialogue with one another. If you make a mistake, correct yourself and move forward, making an effort not to repeat the mistake. If you are unsure, ask.

Anti-racism scholars & educators have described the [differences between calling someone out and calling someone in](#). This model is also useful when discussing gender and sexuality. By practicing the art of calling out and calling in, we can grow in our ability to identify, challenge, and change harmful language, biases, and systems.

Assignments

You can find more information about each assignment on Moodle.

- Discussion leading: this is not a presentation; while brief introductions, explanations and transitions may be warranted, your role is to facilitate conversation during your assigned class period.
- Exams: essay-based. You will receive possible essay topics in advance of each exam.
- Short essays: response papers exploring readings and class discussions.

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- Policy paper: research a policy, law, or court case. Discuss how normalcy / deviancy (regarding gender, sexuality, sexual orientation) is constructed, reinforced, or deconstructed.
- Curated Guide: at least once each week, contribute to a curated guide to Queer Theory. Identify terms, images, events, concepts, people and movements that deepen; write, record, and hyperlink annotations to give context to your curation.

Grading

<u>Assignment</u>	<u>Points</u>	<u>Notes</u>
Essays	200	4 essays, equally weighted
Policy Paper	100	
Discussion Leading	100	2 sessions, equally weighted
Curated Guide	100	
Total:	500	

The following scale will be used to determine a final letter grade.

A: 94-100%	A-: 90-93%	B+: 87-89%
B: 83-86%	B-: 80-82%	C+: 77-79%
C: 73-76%	C-: 70-72%	D+: 67-69%
D: 63-66%	D-: 60-62%	F: <60%

ADA Statement

If you have a disability and believe that you may need accommodations in this class, please contact Disability Support Services, part of the Student Success Center in Plassmann 100D. You can call 375-2065 or email aspencer@sbu.edu to ensure that appropriate accommodations are implemented in a timely fashion. For more information, see the the policy online: http://web.sbu.edu/friedsam/governing/academic_policies/students_with_disabilities.htm

Academic Honesty

Academic dishonesty is inconsistent with the moral character of students at St. Bonaventure, especially given our commitment to the intellectual and spiritual growth of the whole person. While mistakes are a valuable part of the learning experience, academic dishonesty has no place in this course or at the University. It is a serious matter and will be addressed according to the guidelines outlined in the University Policy on Academic Dishonesty. Any academic dishonesty will result in zero (0) credit for the assignment and – if severe – may result in failing the course. The severity of an incident of academic dishonesty will be determined at the discretion of the instructor. All members of a group will share the penalty for academic

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dishonesty in a group assignment. You should be familiar and comply with the University Policy on Academic Dishonesty, which you can find online:

http://web.sbu.edu/friedsam/governing/academic_policies/academic_honesty_policy.pdf

Bias, Discrimination & Sexual Misconduct

St. Bonaventure is committed to fostering a safe, welcoming, and productive learning environment. Bias, discrimination, and sexual misconduct can undermine your academic success and personal wellbeing. If you have experienced any form of discrimination or harrasment, I encourage your to talk to someone you trust about your experience. Many people on campus can help you get the support you want or need. I hope you feel comfortable coming to me with issues you may be struggling with or concerns you may be having. Please be aware that I, along with most campus employees, have some reporting requirements that are part of my job at St. Bonaventure. While I cannot promise strict confidentiality, I can also assure you that I would only share information with the people who need to know about it.

SBU policies address bias-related discrimination and harrasement. Bias incidents include any acts that are motivated by the offender's prejudice against a person due to their perceived race, ethnicity, gender, gender identity or expression, sexual orientation, disability, religion, nation of origin, socioeconomic class, age, veteran status or marital status. You can report a bias incident by using the following link:

https://cm.maxient.com/reportingform.php?StBonaventureUniv&layout_id=1

Additionally, Title IX, NY State's Enough is Enough Law, and SBU policy prohibit discrimination based on sex and gender – including harassment, domestic and dating violence, sexual assault, and stalking. If you (or someone you know) have been harassed or assaulted and wish to seek confidential support, you can contact a counselor in the Center for Student Wellness in Doyle Hall (716-375-2310), a victim's advocate at Cattaraugus Community Action (888-945-3970), or the National Sexual Assault Hotline (800-656-HOPE). The University's policy and procedures regarding gender-based and sexual misconduct can be found online:

<https://www.sbu.edu/life-at-sbu/conduct-at-sbu/gender-based-sexual-misconduct>

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Course Outline

Week of	Topic	Tuesday Readings	Thursday Readings	Assignments
Jan. 16	Introducing Queer	Syllabus	Barker, 3-20	
Jan. 23	Sexual Development	Barker, 110-116	DeLamater & Friedrich	At least one post to your curated guide related to the first 2 weeks
Jan. 30	Becoming and Being Queer	Bilodeau & Renn		Essay #1 Due Fri At least one post on your curated guide related to the week
Feb. 6	Pride was a Riot	Barker, 51-54	Anonymous	At least one post on your curated guide related to the week
Feb. 13	Before Queer Theory		Barker, 23-50	At least one post on your curated guide related to the week
Feb. 20	Compulsory Heterosexuality	Rich	Ayushi & Kish	Essay #2 Due Fri At least one post on your curated guide related to the week (<i>You should have posted 40 points worth of material before break</i>)
Feb. 27	NO CLASS - Spring Break			

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Mar. 6	Thinking About Good Sex	Rubin		At least one post on your curated guide related to the week
Mar. 13	Epistemology of the Closet	Sedgwick	Sedgwick	At least one post on your curated guide related to the week
Mar. 20	Performing Gender	Barker, 73-83	Butler	At least one post on your curated guide related to the week
Mar. 27	Disrupting Binaries	Keegan (Caroline & Lillian)	Armstrong or Catalano	Essay #3 due Fri At least one post on your curated guide related to the week
Apr. 3	Queering	Barker, 97-109	Ryan & Hermann-Wilmarth	At least one post on your curated guide related to the week
Apr. 10	Thoughts on Marriage	Kowal	NO CLASS (Easter Break)	
Apr. 17	More Thoughts on Marriage	NO CLASS (Monday classes)	Warner	At least one post on your curated guide related to the past 2 weeks
Apr. 24	Quare	Barker, 126-133	Johnson	At least one post on your curated guide related to the week
May. 1	Missing Colors of the Rainbow	Kiesling		Essay #4 due Fri At least one post

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				on your curated guide related to the week (<i>You should have posted 40 points worth of material before finals</i>)
May. 8	Finals			Policy Paper