



SJS-130: INTRODUCTION TO GENDER, SEXUALITY, AND QUEER STUDIES

Effective Term

Fall 2022

BOT Approval Date

12/16/2021

Discipline

SJS - Social Justice Studies

Course Number

130

Course Title

Introduction to Gender, Sexuality, and Queer Studies

Short Title

Intro to Queer Studies

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course introduces students to critical understandings of gender and sexuality, current and historical issues in LGBTQ+ studies, and Queer Theory as an interdisciplinary field of study.

Codes

TOP Code (CB 03)

2201.00 - Social Sciences, General

CIP Code

05.0208 - Gay/Lesbian Studies.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

Understand the various concepts, spectrums, cultural differences, and expressions that contribute to an individual's gender identity and sexual orientation;

Analyze key concepts and identify key figures from queer and feminist theory;

Apply queer and feminist theoretical lenses to a variety of subjects, events, issues, and texts;
Identify key movements and figures in LGBTQ+ history, in the context of the United States;
Explore the intersections gender identity and sexual orientation with race, class, ability, nationality, and cultural background;
Examine sexual orientation and gender identity issues within a variety of cultural contexts, including Native American, African American, Chicana and Latina, Asian American, Pacific Islander, and recent immigrant communities in the United States;
Compose research-driven understandings of contemporary issues in LGBTQ+ individuals' lives in the United States;
Evaluate representations and influences of LGBTQ+ culture in popular culture and the arts.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Listen openly and empathetically to various experiences of gender, sexuality, and queer identity.
Critically examine and pose questions about the ways our society represents and polices gender, sexuality, and queer identity.
Apply flexible thinking and creative problem-solving to contribute to social justice.

Program Learning Outcomes

Learning Outcome

Critically analyze historical and contemporary issues based on social location/identities, including the power structure, oppression, and privilege components as they relate to one intersectional identity;
Develop an understanding of major sources of inequality, injustice, and violence and how these sources may serve as a benefit or detriment to individuals or institutions;
Identify and analyze the ways injustices are institutionalized in social, political, and economic structures;
Work and communicate effectively with peers and diverse perspectives to build solidarity within and outside the college community;
Apply strategies and interdisciplinary understanding of systems of power, privilege, and domination including the personal, social, cultural, economic, and political consequences to develop a student-driven project.
Analyze and identify social justice movements, and practice strategies toward equity, empowerment, transformation, and social change;

Institutional Learning Outcomes

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.
Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.
Personal and Professional Responsibility
Civic

Content

Course Lecture Content

1. Queer Theory
 1. Definition of "Queer"
 2. Process of "Queering"
3. Genealogies of Queer Theory
 - a. Major Concepts
 - i. Normativity / Heteronormativity / Pathology / Anti-Normativity
 - ii. Homosexuality / Homosociality
 - iii. The "Closet"

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- iv. Performativity
 - v. Futurity
 - vi. Queer of Color Critique
 - vii. Queer Utopianism
 - viii. Trans*
 - b. Major Figures (may include, but not limited to)
 - i. Eve Kosofsky Sedgwick
 - ii. Leo Bersani
 - iii. Lee Edelman
 - iv. Judith Butler
 - v. Michael Warner
 - vi. Lauren Berlant
 - vii. J. Jack Halberstam
 - viii. Jose Esteban Munoz
 - ix. Jennifer Doyle
 - x. Sara Ahmed
 - xi. Tavia N'yongo
 - 2. Queer Genealogies
 - a. History of Gender
 - i. Definitions
 - 1. Gender
 - 2. Sex
 - 3. Trans*
 - 4. Binary / Non-Binary
 - 5. Gender Fluidity
 - ii. Cultural and Societal Differences
 - iii. 1st, 2nd, 3rd, 4th Wave Feminism
 - iv. Queer Feminism
 - v. Key Figures/Movements (may include, but not limited to)
 - 1. Sor Juana Ines De La Cruz
 - 2. Mary Astell
 - 3. Mary Wollstonecraft
 - 4. Sojourner Truth
 - 5. Women's Suffrage
 - 6. Virginia Woolf
 - 7. Betty Friedan
 - 8. Gloria Steinam
 - 9. Audre Lorde
 - 10. Monique Wittig
 - 11. Andrienne Rich
 - 12. Gloria Anzaldua
 - 13. bell hooks
 - b. History of Sexuality
 - i. Definitions
 - 1. Sexuality / Asexuality
 - 2. Gay / Lesbian / Bisexual
 - 3. Contemporary Terminology
 - ii. Cultural and Societal Differences
 - iii. Foucault's *History of Sexuality*

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1. Sexology
 2. Repressive hypothesis
 3. "Invention" of homosexuality, heterosexuality
 - iv. LGBTQ+ Histories in America
 1. Gay Liberation
 2. Stonewall
 - a. Marsha P. Johnson
 - b. Sylvia Rivera
 3. AIDS Crisis
 4. Act Up
 5. Marriage Rights
 6. Pride
 7. Overview of history of LGBT studies
 3. Queer Culture in American
 - a. Visual Art (may include, but not limited to)
 - i. Andy Warhol
 - ii. Keith Herring
 - iii. Felix Gonzalez-Torres
 - b. Performing Arts (may include, but not limited to)
 - i. Drag / Female Impersonation
 - ii. The Ballroom Scene
 - iii. Pageants
 - iv. Theater / Dance / Music
 1. John Cage
 2. Merce Cunningham
 3. Literature (may include, but not limited to)
 - a. Fitz-Greene Halleck
 - b. Walt Whitman
 - c. Hart Crane
 - d. Gertrude Stein
 - e. Frank O'Hara
 - f. John Ashberry
 - g. Allen Ginsberg
 - h. James Baldwin
 - i. Audre Lorde
 - j. Adrienne Rich
 - k. Ocean Vuong
 4. Popular Culture
 - a. Pedro Zamora
 - b. Early Representations on TV (*Ellen*, *Will & Grace*)
 - c. Rupaul
 - d. *Pose* / *Legendary*
 - e. Laverne Cox
 - f. *Disclosure*, documentary film on Trans Lives on Film
 3. Social Institutions and LGBT identified persons:
 - a. Family
 - b. Education
 - c. Economics/Work

- d. Health
 - e. Science
 - f. Religion
 - g. Politics
 - h. Mass media
 - i. Media theory?
 - ii. Censorship in film and television
 - i. Sports
 - j. Military
 - i. Don't ask don't tell
4. Contemporary LGBTQ+ Issues (may include, but not limited to)
- a. LGBTQ+ Civil Rights
 - i. Laws and Legislature
 - ii. Marriage and Family
 - iii. Violence and Hate Crimes
 - iv. Healthcare
 - v. Homelessness
 - vi. Bullying/Cyberbullying
 - b. "The Coming Out Process"
 - i. Challenges and obstacles
 - ii. Politics of Coming Out
 - iii. Coming out throughout the life course
 - iv. Coming out trans
 - v. Violence and other outcomes
 - c. Directions/trends in LGBT studies
 - i. Impact of LGBT research
 - ii. Current developments in the discipline
 - iii. Demographics
 - d. Other Contemporary LGBTQ+ Issues

Methods of Instruction

Method

Lecture

Integration

Instructor-facilitated lectures and class discussions will introduce students to concepts, spectrums, cultural differences, and expressions that contribute to gender identity and sexual orientation, such as the difference between gender identity and expression, scales and spectrums of sexuality, heteronormativity, and the concept of "queering."

DE Adaptations for MOI

Online lectures will introduce students to concepts, spectrums, cultural differences, and expressions that contribute to gender identity and sexual orientation, such as the difference between gender identity and expression, scales and spectrums of sexuality, heteronormativity, and the concept of "queering." Online lectures may be conducted synchronously using a video conferencing service or recorded asynchronously for students to view through the online CMS. Lecture information will be uploaded through the CMS in an accessible format.

Method

Discussion

Integration

Discussion (both large and small group) to build on material presented in lecture and in readings to apply queer and feminist theoretical lenses to a variety of subjects, events, issues, and texts, such as taking a queer studies approach to the institution of marriage and analyzing the gay marriage legalization debate.

DE Adaptations for MOI

Discussion boards will encourage students to apply queer and feminist theoretical lenses to a variety of subjects, events, issues, and texts, such as taking a queer studies approach to the institution of marriage and analyzing the gay marriage legalization debate. The CMS can be used to facilitate instructor-to-student and student-to-student interaction. Meetings through a video conferencing service, and breakout rooms, can be used to facilitate synchronous discussion.

Method

Activity

Integration

Small group activities that promote active learning and problem solving such as researching key historical queer and feminist figures or events and having students present their findings to the class. For example, students will research figures like Mary Astell or Marsha P. Johnson, or look into events like women's suffrage or the Stonewall Riots.

DE Adaptations for MOI

Synchronous, real-time classes can use a video conferencing service to engage in activities to explore queer and feminist historical figures. Asynchronous, anytime courses can incorporate collaborate software such as Google docs to facilitate research gathering for historical queer and feminist figures. For example, students will research figures like Mary Astell or Marsha P. Johnson, or look into events like women's suffrage or the Stonewall Riots.

Method

Film/video Viewing and Discussion

Integration

Instructor lecture and/or interactive presentations. These include, but are not limited to, short videos, presentation slides, web-based teaching resources, music, and art to evaluate representations and influences of LGBTQ+ people in popular culture. For example, students may study drag and ballroom culture, using films like Paris is Burning, and then apply this to the influence RuPaul's Drag Race has had in mainstreaming drag culture.

DE Adaptations for MOI

Videos and films accessed through the MSJC library database will be used to analyze and discuss the lived experiences of Queer-identifying folk. Websites, including online newspaper articles, will be used to keep students informed on current issues and trends as they impact the LGBTQIA community. For example, students may study drag and ballroom culture, using films like Paris is Burning, and then apply this to the influence RuPaul's Drag Race has had in mainstreaming drag culture. Videos, films, and websites will be shared and viewed via the CMS. Discussions of material will be conducted synchronously using a video conferencing service or asynchronously through the use of CMS discussion boards.

Method

Reading

Integration

Readings help students understand lived experiences and the theoretical lenses necessary to the field of LGBTQ+ Studies, queer theory, and feminist theory, such as reading Eve Sedgwick's work defining the concept of "queering" to develop their understanding of queer theory.

DE Adaptations for MOI

Relevant newspaper articles, academic articles, and other reading material will be shared through the CMS for students to engage with synchronously or asynchronously, with a focus on developing understanding of major concepts in LGBTQ+ studies, such as reading Eve Sedgwick's work defining the concept of "queering" to develop their understanding of queer theory.

Methods of Evaluation

Method

Papers

Integration

Instructor assessment and evaluation of written work (essays, research papers, reflections) for Chicago (or other widely acknowledged style) formatting, clarity, structure, content, critical thinking, level of analysis, ability to elaborate, ability to provide unique and specific examples and/or evidence, and connections to the guidelines for the assignment and/or course CLOs. Paper(s) will accurately and sensitively present information about the LGBTQ+ experiences and demonstrate an understanding of the ideas presented in the course as well as the ability to compare the various texts and cultures studied. Papers will reinforce the application of queer and feminist theoretical lenses to texts, issues, or events. For example, students may read Audre Lorde's "Uses of Anger" and apply Lorde's framework to an intersectional social justice movement, such as the AIDS-era group Act Up.

DE Adaptations for MOE

Papers will be used to demonstrate descriptive, interpretive, comparative, synthetic, and analytical skills. For example, students may read Audre Lorde's "Uses of Anger" and apply Lorde's framework to an intersectional social justice movement, such as the AIDS-era group Act Up. Students will submit assignments through the CMS. Assignments will be assessed on their demonstration of understanding, accuracy, and strength of the analysis of current social and political issues in relation to course material. Feedback will be provided to students through the grading tools function in the CMS.

Method

Exams/Tests

Integration

Instructor assessment and evaluation of exams such as true/false, fill-in-the-blank, multiple choice, short answer, essay, and/or oral exams in order to assess students' understanding issues relating to sexual orientation and gender identity within a variety of cultural contexts and historical time periods. Exams may cover important concepts, such as the difference between gender identity and expression, as well as historical knowledge, such as historical discriminatory laws.

DE Adaptations for MOE

Essay and short answer questions will be used to assess students' understanding issues relating to sexual orientation and gender identity within a variety of cultural contexts and historical time periods. Exams may cover important concepts, such as the difference between gender identity and expression, as well as historical knowledge, such as historical discriminatory laws. Students will be assessed on their understanding, accuracy, and completeness of their evaluations and synthesis of course lectures, readings, and other materials delivered through the CMS. Essays and short answer questions will be distributed to students and collected through the CMS. Feedback will be provided through the grading tools function of the CMS.

Method

Projects

Integration

Evaluate students' ability to synthesize knowledge gained from scholarly sources to explore intersections of gender identity and sexual orientation with race, class, ability, nationality, and cultural background, as well as historical context. Students may develop a multi-media project that informs audiences of a key event, such as the Stonewall Riots, and analyzes it from a queer perspective, while also considering how racial dynamics factored into how the story is portrayed.

DE Adaptations for MOE

Research will be used to assess the students' ability to analyze current academic, social, and political issues and trends within the Queer community and academic discipline. Students may develop a multi-media project that informs audiences of a key event, such as the Stonewall Riots, and analyzes it from a queer perspective, while also considering how racial dynamics factored into how the story is portrayed. Students will be assessed on their understanding, accuracy, and completeness of their analysis of facts and data, as well as their ability to apply research to course theories and concepts delivered through the CMS. Essays and short answer questions will be distributed to students and collected through the CMS. Feedback will be provided through the grading tools function of the CMS.

Method

Class Participation

Integration

Students' contribution to class discussions will demonstrate knowledge of subject matter and primary texts, cogent analysis of primary texts as well as ability to compare texts assigned, to develop and apply a queer and feminist theoretical lens to a variety of texts, events, issues, and subjects. Additionally, class participation will help encourage exploration of intersections between gender identity and sexual orientation with race, class, ability, nationality, and cultural background. In class discussion, students may, for example, work to understand Jose Esteban Munoz's concept of "disidentification," paying attention to how Munoz contributes to the field of "queer of color critique" and then apply the concept to popular culture.

DE Adaptations for MOE

Class participation will help encourage exploration of intersections between gender identity and sexual orientation with race, class, ability, nationality, and cultural background. In class discussion, students may, for example, work to understand Jose Esteban Munoz's concept of "disidentification," paying attention to how Munoz contributes to the field of "queer of color critique" and then apply the concept to popular culture. Students will be evaluated on the accuracy of their analysis of materials and understanding and application of theory. Questions will be posted and submitted asynchronously through the discussion boards section on the CMS or asked during synchronous meetings using a video conferencing service. Feedback will be provided through the grading tools function in the CMS.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Your final project for this class will be a bibliographic research paper. You'll begin by choosing a "text" (it can be a song, a music video, a book, a short story, a poem, a television show, a movie, a work of art, or even an performance/event) that you see as having some interesting relation to gender studies. You'll develop a critique of that text, through a feminist or gender studies lens, exploring the way the text engages with gender norms, expectations, or representations. So, for example, you may do a feminist critique of Miley Cyrus's VMA performance, or an exploration of gender representation in RuPaul's Drag Race. Your final paper will contain two parts: first, you'll have a 4-5 page introductory essay in which you "read" your text, provide context, and begin developing questions that form the basis of your inquiry. Then, you'll develop a 6-8 source annotated bibliography of sources that help you think through your text and understand it better. A minimum of 5 sources must be found independently (i.e. not course materials) and must be scholarly.

How assignment will be adapted in online format

Course material will be covered via the CMS and students will submit their paper on the CMS Assignments feature. Students will receive feedback via the grading tool, with in-draft feedback and comments.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative



Assignment

This class will ask you to think about the connection between academia and activism. As such, you will design and perform one action that supports gender equality and awareness during the semester. This can range from activist outreach (attending/organizing a protest) to personal change (changing your relationship to a particular gender norm). You may work in groups, but each member will turn in an individual reflection. All actions must be legal, safe, and nonviolent.

You will turn in a project proposal (about 1/2 to 1 page, single-spaced) outlining your plan and explaining the importance of the action. The final reflection (2-3 pp., double spaced) will be due at the end of the term.

How assignment will be adapted in online format

Course material will be covered via the CMS and students will submit their paper on the CMS Assignments feature. Students will receive feedback via the grading tool, with in-draft feedback and comments.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

You will write very brief papers throughout the semester responding to readings. These papers should be about 500-600 words, no more than 1 single spaced page with 1 inch margins, and only name and date in the upper left corner. These papers serve two purposes: first to get you writing more frequently (the more often you write, the easier it becomes) and to get thinking in preparation for discussions. For each response, choose one article, poem, or section of a text and: explicate something important you see in the text, or connect something in the text to a concept or idea from a previous reading, or trace/build a connection between texts on an assigned day. Remember, these are really short—make sure to go deeper and really produce innovative thinking, rather than staying on the surface and making superficial comments. Because of the brevity, I'm not expecting well crafted introduction or conclusion paragraphs—spend a couple of sentences honing in on a text or issue, so the reader has some grounding, then dive straight in.

How assignment will be adapted in online format

Course material will be covered via the CMS and students will submit their paper on the CMS Assignments feature. Students will receive feedback via the grading tool, with in-draft feedback and comments.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

After reading a theoretical source, come to class to identify points of confusion and main ideas you understand, working in groups. Whiteboards will be set up with "Points of Confusion" and "I've got this!" for students to write the ideas/passages that they are confused by and would like to discuss as well as ideas/passages they think are important. The class and instructor will work to cover any points of confusion.

How assignment will be adapted in online format

Instructor will create a document using google docs or other resource that allows students to annotate collaboratively, including adding questions and points of confusion. Students will then work collaboratively, as well as the instructor to reply to any confusion via an assignment created by the instructor, receiving feedback via the grading tool, utilizing the comments.

Course Materials

Textbooks

McCann, H. and W. Monaghan (2020). *Queer Theory Now*. Macmillan. ISBN: 9781325007848
Schneiderman, J. (2016). *Queer*. Oxford UP. ISBN: 9780190277109
Halberstam, J. (2018). *Trans**. U California Press. ISBN: 9780520292696

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course is focused on gender and sexuality, and focuses on LGBTQ+ studies as a field, thus it is vital for diversity and inclusion on our campus. In addition to the content focusing on LGBTQ+ people, gender, and sexuality, this course is designed to emphasize an intersectional approach, including discussions of how race, ethnicity, class, nationality, ability, and other identities intersect with gender and sexuality to form individual experiences and systemic trends.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course will emphasize intersectionality and foster appreciation for the various identities our students occupy as well as the various perspectives they bring into the class. Focusing on gender and sexuality, this class will emphasize an inclusive understanding of these concepts and nurture students to explore their own identifications as they consider course material and learn about the lives and histories of LGBTQ+ people. Assignments show a variety of approaches to a variety of texts, including written texts and film, while scaffolding approaches to help them understand the critical reading and thinking process. The course content, objectives, methods of instruction, methods of evaluation, and assignments allow students to interact with their instructor and each other to build critical thinking skills in community and through personal interaction, in-class practice to apply skills, out of class practice to apply skills, and to receive feedback both informally in discussion, informally in drafting, and formally through summative assessments.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in a variety of collaborative activities such as break-out rooms or small groups so that students will have frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience different perspectives and experiences of course readings and concepts. By connecting with each other, students will have opportunities to reflect on their own intersectional identities and support each other in using concepts of gender and sexuality to better understand each other. Students will work with each other to better understand difficult theoretical readings through in-class discussion or collaborative online documents in order to use each other's skills and knowledge to understand queer theory texts. Students might also work in small groups online or in-class to create presentations using critical thinking lenses in analyzing texts, such as applying a queer theoretical lens to current popular culture examples or current events in the news. Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, students will collaborate on group quizzes covering critical terms in queer studies, critical approaches, and/or the application of queer theoretical lenses and concepts to texts, materials, or events.

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions that present major ideas and concepts from Queer Theory, encouraging students to use these theoretical lens in a variety of applications, including analyzing art and literature, asking questions about the politics of representation, considering presence and absence in history, and thinking through questions of legality and public policy. The instructor will use socratic methods to encourage deeper thinking and ask students to question their potential biases as well as the way their identities influence their perspectives.

Explain how the course will incorporate student-to-content interaction.

Students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint

presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student created or curated content. Students will engage in a variety of activities to comprehend the materials, including activities identifying student confusion, activities on annotations, etc. Students will read and apply major theoretical texts, working together to understand these difficult concepts, to ground students in the field. Additionally, videos and historical resources will help students better understand the lives of LGBTQ+ individuals and their history.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course emphasizes thinking flexibly, considering various perspectives, and learning how to navigate ambiguity by engaging in discussions, activities, assessments, and writing activities that consider concepts and questions from Queer Theory. Students will reflect on their own intersecting identities and history while exploring variety of experiences of gender and sexuality, as well as historical struggles. Students will reflect on their own perspectives and biases by confronting potentially new ideas and concepts through readings, lectures, activities, and discussions. They will assess theoretical ideas to develop their own lenses to view LGBTQ+ issues and artistic production.

Key: 2946