

WGSS 391
LGBTQ Studies
Fall 2017

Instructor: Hillary Gleason, MA
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Office: Skaggs 360
Office Hours: MW, 11am-1pm
Class Time: MW, 9:30am-10:50am
Class Location: LA 304

COURSE LEARNING OUTCOMES

- Develop an understanding of queer theories and methods for critiquing the production and regulation of bodies, identities, knowledges, practices, and desires
- Articulate and assess the forms of structural inequalities and oppressions affecting sexual and gender minorities as well as some of the key ways in which LGBTQ individuals and communities have resisted such inequalities
- Improve oral and written skills regarding the synthesis, critical evaluation, and explanation of theoretical arguments
- Learn to connect and compare anecdotal, theoretical, and empirical evidence bases
- Develop collective knowledge building skills

COURSE DESCRIPTION

This course examines issues, questions, and interdisciplinary approaches that characterize the field of lesbian/gay/bisexual/trans/queer (LGBTQ) studies. It explores the formation of LGBTQ politics and cultures in the United States, theories of sexual and gender diversity, and sexuality and sexual identity as key categories for understanding knowledge and the self.

In the late 1990s, queer theory emerged out of feminist theory, queer activism, and sexuality studies. While looking at alternative sexualities as historical and cultural discourses intersecting with race, gender, class, and nationality, this course examines foundational texts of queer theory. Rather than understanding LGBTQ studies as a singular or coherent school of thought, we will continuously problematize it as a field and a mode of analysis, asking: What kinds of bodies or actions does *queer* describe? What are the politics of queer? What are the key sites for queer activism today? And what are the perils and promises of queer modes of inquiry?

This course is one of the elective classes that count towards the Major and the Minor in Women's, Gender, and Sexuality Studies. If you enjoy this course and would like to know more about the Women's, Gender, and Sexuality Studies Program, please contact me or drop by the office, LA 138A-B, or visit the Women's, Gender and Sexuality Studies website <http://hs.umt.edu/wgss/>

EVALUATION CRITERIA and GRADES

Course Assignments

Participation – 15%

Essay #1 – 15%

Essay #2 – 35%

Essay #3 – 35%

Grading Scale

A	100-94	C+	79-77
A-	93-90	C	76-74
B+	89-87	C-	73-70
B	86-84	D+	69-67
B-	83-80	D	66-64

Participation

Most of our classes will include some dialogue or activity component. Our experiences in this course will be enhanced by mutual sharing, knowledge building, and questioning. All students in this class are expected to think and participate actively during class discussions and exercises, and your input will be reflected in your grade. **Be mindful of the group dynamic;** your participation grade will suffer if you over- or under-contribute, or if your contributions lack substance or relevance.

Students should arrive on time and not leave until class is over. Cell phones should be stored and silent. Students may use laptops to take notes ONLY during the lecture portion of classes, but internet use is limited to topics related to discussion. Failure to abide by these rules will adversely impact your participation grade.

Essays

Students will receive 2 essay prompts to choose from at three points in the semester. Students are to write an essay that answers their chosen prompt using the assigned readings and other course materials. These essays are expected to be 5-6 pages in length (double spaced), should be in APA format (refer to <https://owl.english.purdue.edu/owl/section/2/10/> for a formatting guide), and should include a title page (this is where you should list your name, title, and course information). You will be graded on the number and quality of concepts you incorporate from the readings, as well as the overall thoughtfulness and depth of your essay. As the length of these papers is short, I expect high quality in terms of writing style and syntax; please take advantage of the Writing Center for help with this. Your title page and your reference page are not counted towards your total page count.

You will receive a handout with essay prompts, grading information, and required citations for each essay assignment. You are encouraged to send a draft to me at least 3 days before the essay due date if you would like feedback to improve your grade on the assignment.

Attendance

Students have 2 absences that will not impact their grades. After that, students must provide documentation if they are absent within 7 days of the absence. Each unexcused absence (after your first 2) will result in subtracting 2 points from your final course grade.

Similarly, students should arrive to class on time and leave when it is over. Students who arrive after I have taken attendance are considered tardy. You are allowed to be tardy twice without it impacting your grade. Each tardy after will result in subtracting $\frac{1}{2}$ of a point from your final course grade.

CLASSROOM EXPECTATIONS

You will hear many different opinions and ideas during this course, some of which you may disagree with. I expect each student to respect the opinions and beliefs of their classmates, and I expect the level of discourse in class to remain thoughtful and academic. A failure to respect each other will have an adverse impact on your grade. When we challenge each other, we should do so in the spirit of growth.

Your active participation is essential and counts as a part of your grade. I understand that some individuals struggle with speaking in public, in which case I encourage you to contact me. In addition, because of the sensitive nature of many of the topics we discuss, attendance is mandatory in order to build trust among all participants. However, excused absences will be granted if specific topics may adversely impact your mental health.

GUIDELINES AND POLICIES

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Academic Misconduct

You are expected to adhere to the University's [Student Conduct Code](#) with regard to academic integrity. Academic misconduct in this course will result in an academic penalty commensurate with the offense as well as possible disciplinary action by the University.

Incompletes

Departmental and university policies regarding incompletes do not allow changing "incomplete" grades after one year has passed since the "I" was granted.

Communication

I send a lot of emails. These will be posted on Moodle and will also send to your @umontana.edu email accounts. You are responsible for these and in-class announcements. Grades and other course information will be accessible on Moodle.