Catalog Description:
Prerequisite: acceptance to the University Honors Program, or consent of instructor. 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.

Course Learning Outcomes:
Students 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 a 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 b below
• be better able to evaluate their 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 d below

Honors Program Learning Outcomes:
Upon completing a course in the University Honors Program students will have:
a. Obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;
b. 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);
c. Understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;
d. Developed effective communication skills, specifically in the areas of written and oral exposition and analysis.

GE Learning Outcomes:
• Artistic Inquiry: Composes critical or creative works that embody or analyze an artistic form
• Ethical/Values Inquiry: Articulates how values and ethics inform human understanding, structures, and behavior
• Written Inquiry: Provides students an intensive course in academic writing at the first-year or intermediate level according to demonstrated competence, with attention to media-based composing and delivery. All GE WI courses are rhetorically based, focusing on the ways language is used to negotiate social, educational and intellectual relationships in various contexts, to a range of audiences.

Current Required Texts:

Books:
• Anzaldúa, Gloria. Borderlands/La Frontera: The New Mestiza
• Foucault, Michel. The History of Sexuality, Volume I: An Introduction
• McCruer, Robert. Crip Theory: Cultural Signs of Queerness and Disability
• Warner, Michael. The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life

Articles:
• Butler, Judith. Excerpts from Gender Trouble: Feminism and the Subversion of Identity
• Cerankowski, Karli, and Megan Milks, eds. Excerpts from Asexualities: Feminist and Queer Perspectives
• GLQ 15.2 (2008). Special Intersex Issue (excerpts)
• Halberstam, Judith. Excerpts from Female Masculinity
• McHugh, Susan. “Queer (and) Animal Theories”
• Puar, Jasbir. Excerpts from Terrorist Assemblages: Homonationalism in Queer Times
• Sedgwick, Eve Kosofsky. Excerpts from Epistemology of the Closet
• Sedgwick, Eve Kosofsky. Excerpts from Tendencies
• Stone, Sandy. “The Empire Strikes Back: A Posttranssexual Manifesto”
Films:
- *The Attendant* (dir. Isaac Julien)
- *Stop the Church* (dir. Robert Hilferty)
- *Ten Cents a Dance* (dir. Midi Onodera)
- *XXY* (dir. Lucia Puenzo)

**Instructional strategies:**
1. Seminar-style discussion will be a central component of the course. Students are expected to read/view all texts carefully and critically and to engage in vigorous class discussions about the texts and the issues they raise.
2. Regular writing will be an important vehicle by which students demonstrate and reflect on their engagement with the readings and their own growing understanding of the field of queer theory (see Blackboard Discussions below).
3. Student-facilitated research-based presentations and discussions of queer theory in the students’ own disciplines (see Student Presentations below).
4. Students will also work on a final creative or critical project. They will get feedback on drafts of their work from colleagues and from the instructor so that they may revise their work based on that feedback (see Final Project below).

**Methods of Evaluation:**
1. Blackboard Discussions:
   a. Students will regularly make thoughtful, substantial Blackboard discussion posts in response to specific prompts
   b. In these Blackboard posts, students will reflect on the course texts and on their growing understanding of the field of queer theory, and respond to classmates' Blackboard posts.
   c. The instructor will also respond to student Blackboard posts, provide each student with a mid-semester prose evaluation of their Blackboard posts, and assign letter grades to the cumulative Blackboard posts at the end of the semester.
2. Student Presentations:
   a. Each member of the seminar will research queer theory in their major and give a presentation to the class that surveys the impact of queer theory in their major, and discusses key queer theory texts in and key issues that queer theory has raised in that discipline (students may present in pairs in the case of common majors). Student presenters will also lead a discussion of their material during or after their presentation.
   b. The instructor will assign each presenter a letter grade after the presentation, accompanied by a prose evaluation of the student’s performance.
3. Final Project:
   a. Each student will create a substantial critical or creative final project in any medium or genre that develops an in-depth exploration of an issue or text in the field of queer theory that has been discussed over the course of the semester.
b. Students will receive feedback on drafts of their final projects from the instructor and from colleagues during whole-class peer workshops.
c. The instructor will assign a letter grade for and provide a prose evaluation of each final project.
d. Students will be encouraged to present final projects at the Student Research and Creative Activities Fair.

**Chapman University Academic Integrity Policy:**
The course syllabus should include the following statement:
Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.

**Students with Disabilities Policy:**
The course syllabus should include the following statement:
In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. The University, through the Center for Academic Success, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

**Equity and 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://tinyurl.com/CUHarassment-Discrimination](http://tinyurl.com/CUHarassment-Discrimination). Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

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