

**University of Arkansas, Fayetteville**  
**Dept. of World Languages, Literatures and Cultures**  
**Queer Theor(ies)**  
**Graduate: ENGL 5243**  
**Undergraduate: ENGL 3903**  
**August Intersession 2020**  
**Remote Delivery!!!**  
**3 credits**

**Dr. Ryan Calabretta-Sajder**

**Email:** [calabret@uark.edu](mailto:calabret@uark.edu)

**Cell Phone:** 847-217-1630

**Office:** Kimpell Hall 722

**Office Hours:** 12:45-1:15 or by appointment (Mon-Fri)

**Course Meeting:** M,T,W,R,F,Sat,M,T,W,R,F from 9am-12:45pm (August 3 – August 14, 2020; NO CLASS SUNDAY AUG. 9, 2020!!!)

**Final Exam:** Friday, August 14, 2020

**Course Site:** [queertheories.uark.edu](http://queertheories.uark.edu)

**Location:** <https://us.bbcollab.com/guest/41ba10473942492d8ea3d320a3297c78>

**Course Overview:**

This course is an introduction to the complex history and evolution of Queer Theory into Queer Theor(ies) from Foucault to the Present.

**Course Description:**

In this interdisciplinary course, students will be introduced to key themes and critical frameworks in the overlapping fields of Lesbian, Gay, Bisexual, Transgender (LGBT) Studies, Queer Studies, and Queer Theory within a transnational context. Once a foundation has been established, students will examine the relationships – and arguments – between queer theories and other social and cultural theories aimed at critiquing power, privilege, and ‘normativity’.

Rather than accepting queer theory as a singular, defined school of thought, the course will problematize queer studies as a field and a mode of analysis, considering the following questions: What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its perils? What are the key sites for queer activism today? What is the future of queer?

Topics within the course include the following: early and contemporary histories of sexuality; politics of sexuality and sexual identities; forms of oppression including heterosexism, homophobia, and transphobia; violence against LGBTQ individuals and communities; queer activism; diverse experiences of sexuality; and representations in literature, art, and popular media. Particular attention will be paid to the ways in which sexual identities intersect with and shape other categories of identity, including gender, race, ethnicity, class, culture and nation.

## **Course Objectives and Learning Outcomes:**

As a result of having taken this course, students will be able to:

- identify and critically analyze key concepts and themes in the interdisciplinary field of LGBTQ and/or queer studies.
- describe how sexuality—including sexual identity, orientation, and desire—is socially constructed.
- demonstrate an understanding of the consequences of the ways perceived differences in sexual identity and/or orientation, or gender identity, combined with institutional power and privilege, result in discrimination.
- analyze the intersections of sexuality with gender, race, class, culture, and nation.
- analyze power, particularly in terms of structural and institutionalized forms of oppression.
- synthesize course materials to demonstrate a new understanding of their own experience in society with regard to issues of difference, power, and discrimination.

In addition, graduate students should be able to:

- design a research project in the area of LGBTQ studies, involving synthesis of the readings and theoretical frameworks of this course; and
- critique popular media and/or cultural representations of sexuality, particularly for their content (or lack thereof) regarding LGBTQ individuals and communities.

## **REQUIRED TEXTS:**

- There is no REQUIRED text for this course. Course materials will be posted on BlackBoard, held on reserve at the library, and available on the course site. Please note the ‘Suggested Bibliography’ section of the syllabus for a complete bibliography of the works mentioned in the Course Calendar.
- *The Normal Heart*:  
<https://go.openathens.net/redirector/uark.edu?url=https%3A%2F%2Fdigitalcampus.swan.kmp.net%2Fuaaf305319%2F%23%2Fplay%2F156042f0667157a9>

## **SUGGESTED TEXTS: The following texts offer a well-rounded introduction to Gender Studies and/or Queer Theor(ies):**

- *The Routledge Queer Studies Reader*. Donald E. Hall and Annamarie Jagose, eds. (most readings will come from this anthology)
- *A Critical Introduction to Queer Theory*. Nikki Sullivan
- *Queer Theory*. Iain Morland and Annabelle Willox, eds.
- *Queer Theory: An Introduction*. Annamarie Jagose.

## **COURSE ASSESSMENTS**

### **QUESTION, HYPOTHESIS, QUESTION (QHQ) (15%)**

Each student will prepare and present TWO QHQ during the semester. A QHQ is an exercise in which the student will begin with a question, propose a hypothesis in response to the original question, and then again from the student’s research end with another question to launch the course discussion. Students should incorporate some theory provided in class for this exercise. The QHQ is to be ONLY ONE PAGE, SINGLE SPACED, TIMES NEW ROMAN, 12-POINT

FONT with ONE INCH MARGINS. Additionally, the student(s) responsible for the QHQ of the day must post it by 8pm the evening before class. Please see BlackBoard for a sample QHQ (Rubrics & Examples Folder). You will be assigned an article on the first day of class.

### **FILM REVIEW (15%)**

Each student is asked to view ONE film under the “Gender” category via KANOPY through the UARK Library interface. This is a free service offering videos digitized. You are able to watch these films at home with your UARK login credentials. You are asked to write a 500-word (undergraduates)/800-1,000-word (graduate students) review of the film. You should include a summary of the film, why the film is important to the field, some negative aspects which may exist and how these items PULL AWAY from the theme of the film, etc. Please see a sample film review on BlackBoard. [uark.kanopy.com](http://uark.kanopy.com) *DUE: Monday August 10, 2020*

### **MEETING WITH THE PROFESSOR (5%)**

Students should set-up a 15-minute meeting with the professor before the end of the semester. During that meeting, you should come prepared to talk about why you enrolled in this course, how the course has changed, if at all, your concept of gender studies and queer theor(ies), how what you learned is applicable in your field of study, and any further direction your research/creative work may take from this academic experience. It will be part-critical, part-reflective. You will receive a grade of High Pass, Pass, or Fail. To sign up, go to <https://calendly.com/calabretta>

### **ARTICLE SUMMARIES (15%)**

Students are expected to prepare the required readings DAILY. In addition, you will be asked to prepare and share a 400-500-word summary, along with 3-5 discussion questions for TWO articles during the course. This assignment MUST be typed, printed, and turned in.

### **REVIEW OF LGBTQIA ORGANIZATIONS (5%)**

As part of the coursework, you need to explore TWO LGBTQIA advocacy groups (social, political, or activist-oriented organizations) whose mission is to challenge the oppression of or discrimination against LGBTQIA communities. Research may be conducted through exploring websites and/or other literature, or through discussion or correspondence with their staff or volunteers. In a concise blog entry of 500 words (undergraduates) 750 words (graduates), explain what the organizations do, how they achieve their goals (financial and physical), and what effects their work have on the LGBTQIA communities. Try to also see how inclusive the organizations truly are. These blogs are due by *MONDAY AUG. 10, 2020*.  
<https://queertheories.uark.edu/organizations/>

### **FINAL EXAM/GRANT PROPOSAL PROJECT (15%)**

A final exam will be given on **Friday, Aug. 14, 2020**. The final exam will consist of multiple choice, short answer and essay questions about materials from the semester along with course discussions and presentations.

Graduate students (undergraduates under consultation of faculty) can opt-out of the final examination and write a grant proposal instead. The grant proposal will follow typical guidelines for a formal grant and will also include some subject-based information. There is a rubric

available in Blackboard. If you are interested in pursuing this option, you **MUST** speak with your faculty member by **FRIDAY Aug. 7, 2020!**

### **PRESENTATION (10%)**

Each Graduate Student will be assigned an additional article not assigned to the entire course. The Graduate Student is required to summarize the article, critique it, and discuss its relevance in today's academic setting. There should be some close analysis of the text in addition to a written set of notes to be shared with the class.

Undergraduate students will have the choice to read an article and present it or present their LGBTQIA Organizations along with two ANTI-LGBTQIA organizations.

In addition to the previous presentation, each student will present a second article relating to Black Queer Theory. The presentation should follow the exact same format as mentioned above.

### **PARTICIPATION (20%)**

Make sure to always prepare your readings well, with questions or notes that remind you of your favorite aspects or those that create confusion. Write up and have accessible your short analytical writing tasks when/if assigned. Contribute to the small group and class discussions actively, without having to be called upon by your Instructor. This is an intercession course; your attendance is critical. You will receive daily participation grades.

### **ATTENDANCE – MANDATORY**

Since the course relies heavily on class discussion and materials provided by the Professor, attendance is obligatory. Attendance is **EXECTED** and **MANDATORY!** Your attendance, timeliness, and active participation are imperative. Rather than through lectures, the course will be conducted through discussions, making the input and questions of every student crucial. It is for this reason that attendance and participation account for such a significant portion of your final grade. **ONE** unexcused absence will lower your final grade **ONE** letter!

### **Evaluation of Class Participation:**

Your professor will evaluate your in-class participation during the semester (at equal intervals), based on the quality of your regular participation throughout the semester. Your grade will be based on the following:

- 1) Frequency and quality of participation
- 2) Interaction with other students (including group-work) and with the professor
- 3) Preparation

Each time your participation and oral class work are evaluated, the rubric below will be used to establish a letter grade:

<b>Level of participation and preparation</b>	<b>Grade</b>
Excellent participation; very well prepared; shows courtesy toward other students and to professor; thoroughly engages in course material and interacts with others' opinions	A
Good participation; well prepared; courteous; engages in course material and interacts with others' opinions	B
Average participation; adequate preparation; interjects but does not interact	C
Little participation; inadequate preparation; interrupts discussion; tangential interaction	D
Present in class; minimal participation; unprepared	F
Present in class; no participation; unprepared; show no respect for others; disrupts discussion; reads or writes text messages*	0 points

## **COURSE POLICIES**

### **TARDINESS:**

Arriving late for class is better than not at all, however, three (3) late arrivals will be equivalent to one absence.

### **GRADING POLICY:**

Your grade will consist of the following:

QHQ (2)	15%
Film Review	15%
Meeting with Professor	5%
Article Summaries	15%
Review of LGBTQIA Organization	5%
Final Exam/Grant Proposal	15%
Presentations	10%
Participation	20%

### **CELL PHONE/INTERNET POLICY:**

The use of cell phones during class is strictly prohibited. Cell phones should be turned OFF (NOT kept on silent or vibrate mode). Text messaging/instant messaging/internet surfing is also PROHIBITED! If caught using a cell phone or misusing your laptop during class, you will receive a warning. Further violations of this policy will result in grade penalties. If caught text messaging during an exam, you will be assumed to be cheating and will receive the grade of 'F' for the course. Please be respectful towards your instructor and your classmates.

### **SAFE ZONE AND CLASSROOM RESPECT**

This course will present materials which at times may be bawdy or graphic in nature, whether it be theory, literature or film. You are asked to confront the material in a mature manner. Additionally, learners may have personal opinions related to some topics. Everyone should feel free to express him/herself in an earnest way; however, we all must be mindful of others' gender identity and gendered language. At the same time, I do expect you to challenge others' views in

a constructive, non-attacking approach. Like any university course, you should be forced to think outside of the box at times and pushed to truly reflect on the literature/theory, and its manifestation in contemporary society, but please be RESPECTFUL in doing so.

## LANGUAGE

*Inclusive language:* Inclusive language is the use of accurate and unbiased gender terminology, and it is required in every assignment you complete for this course. Language is a critical means for communication and thus remains fundamental for a positive, accurate working environment shaping how people think. When religious studies was considered to be the study of the beliefs of man, for instance, people (usually male scholars) tended to study male writers, male believers, male religious leaders, and so on simply because it did not occur to them to study women as well. As a result, they had a less accurate understanding of religion than we have today. "Humanity" and "humans" are gender-inclusive terms; "man" and "men" are not.

*Non-inclusive* language is often construed as misleading, inaccurate, or vague. Traditional formal English, for example, requires that you use the singular pronoun "he" as a generic pronoun. Thus, you might write: "when a new member joins the team, he must undergo several hours of hazing." The pronoun "he" may suggest a male-only team. The solution? When you use singular generic terms (like "one," "anyone," "a person," etc.), use the combined pronoun "she or he." Or, for a less awkward sentence, simply use a plural noun ("people," "initiates," "members," etc.), because English has a non-gendered plural pronoun ("they").

Remember that inclusive language can also include sexuality – soon you will be familiar with the term “heteronormativity” and how to avoid it in your writing. Those of you studying/familiar with world languages other than English will find a difficulty with ‘gendered’ language from a syntactical point of view, even though a changing attitude towards this concept can even be seen in certain cultures, which can be discussed with me in or outside of class.

I am always happy to help you find more inclusive language for what you want to say – see me during office hours if you would like assistance.

## ACADEMIC HONESTY AT THE UNIVERSITY OF ARKANSAS:

**Students are expected to uphold the utmost of integrity and pride throughout their college work. Cheating, forgery, and plagiarism are serious offenses and will not be tolerated.**

### Academic Honesty Statement:

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

Please familiarize yourself and abide by the University’s Academic Integrity Policy that may be found at <http://provost.uark.edu>. All violations, including cheating on quizzes, exams and/or compositions will result in a zero. Also, using an on-line translator, working or consulting with another student or a tutor on graded assignments is not permitted and will be considered a violation of the academic code. All cases of academic dishonesty will be

reported to the proper university authorities. Students with questions about how these policies apply to this course should speak with the instructor.

**SPECIAL ACCOMODATIONS:**

Students registered with the Center for Educational Access will be given suitable accommodations as prescribed by that office. It is the responsibility of the student to notify the instructor of these accommodations at the beginning of the semester and any time thereafter when they are to be utilized. If the student is not registered with the Center, we cannot give him/her any accommodations.

**COURSE SCHEDULE:**

**FOR MONDAY AUG 3<sup>rd</sup>, PLEASE HAVE READ THE FOLLOWING:**

- Document called “Definitions1”
- “When Everyone Can Be ‘Queer,’ Is Anyone?”
- Warner’s “Queer and Then?”

<p>Monday, Aug. 3</p>	<p><b>Introduction to course (syllabus, expectations, assessment tools)</b>          Defining our terms.          What is Gender Studies?          What does Queer even mean?          Overview of the Sexual Revolution          Vito Russo*</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>▪ “Prologue: We” (Leo Bersani)</li> <li>▪ Psychoanalysis &amp; Gender (Definitions/Terms)</li> <li>▪ From <i>The History of Sexuality</i> (Michel Foucault)</li> </ul> <p><u>Media:</u></p> <ul style="list-style-type: none"> <li>▪ Season One, Episode One: <i>Queer as Folk</i></li> </ul>
<p>Tuesday, Aug. 4</p>	<p><b>Before the Concept of ‘Queer’. How did we get here?</b></p> <p>Psychoanalysis, Gender, &amp; Lacan          Michel Foucault</p> <p><b>“Foucault Didn’t Know What He Was Doing, and Neither Do I? (William Turner)</b>  <b>“From Here to Queer: Radical Feminisms, Postmodernism, and the Lesbian Menace” (Suzanna Danuta Walters)</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>▪ <a href="http://www.critical-theory.com/what-the-fuck-is-queer-theory/">http://www.critical-theory.com/what-the-fuck-is-queer-theory/</a></li> <li>▪ "Queer Theory: Lesbian and Gay Sexualities." (Teresa de Lauretis)</li> <li>▪ From <i>Borderlands/La Frontera: The New Mestiza</i> (Gloria Anzaldúa)</li> </ul>

	<p><u>Media:</u></p> <ul style="list-style-type: none"> <li>Season One, Episode One: <i>The L Word</i></li> </ul>
Wednesday, Aug. 5	<p><b>Queers of Yesteryear</b></p> <p>"Queer Theory: Lesbian and Gay Sexualities." (Teresa de Lauretis) From <i>Borderlands/La Frontera: The New Mestiza</i> (Gloria Anzaldúa)</p> <p><b>“Queer and Now” (Eve Kosofsky Sedgwick)</b> <b>“Queer Texts, Bad Habits, and the Issue of a Future” (Teresa de Lauretis)</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>“The Future is Kid Stuff: Queer Theory, Disidentification, and the Death Drive” (Lee Edelman)</li> <li>From <i>The Epistemology of the Closet</i> (Eve Segdewick)</li> <li>From <i>Gender Trouble</i> (Judith Butler)</li> </ul> <p><u>Media:</u></p> <ul style="list-style-type: none"> <li><i>Noah’s Arc</i> – Episodes Announced</li> </ul>
Thursday, Aug. 6	<p><b>Our ‘Common’ but Canonical Friends: Sedgewick and Butler</b></p> <p>“The Future is Kid Stuff: Queer Theory, Disidentification, and the Death Drive” (Lee Edelman)</p> <p>From <i>The Epistemology of the Closet</i> (Eve Segdewick)</p> <p>From <i>Gender Trouble</i> (Judith Butler)</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>“Is the Rectum a Grave?” (Leo Bersani)</li> <li>“Introduction” to <i>What Gender Is, What Gender Does</i> (Judith Roof)</li> </ul> <p><u>Media:</u></p> <ul style="list-style-type: none"> <li><i>The Normal Heart</i> (first half)</li> </ul>
Friday, Aug. 7	<p><b>Binaries – Why the Hell did/do Queers Accept this?</b></p> <p>“Is the Rectum a Grave?” (Leo Bersani) “Introduction” to <i>What Gender Is, What Gender Does</i> (Judith Roof)</p> <p><b>“Gay Betrayals” (Leo Bersani)</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>“1,112 and Counting” (Larry Kramer)</li> <li>From <i>The Second Son</i> (Robert Ferro)</li> </ul> <p><u>Media:</u></p> <ul style="list-style-type: none"> <li><i>The Normal Heart</i> (second half)</li> </ul>
Saturday, Aug. 8	<p><b>Queer meets AIDS</b></p>



	<p>“1,112 and Counting” (Larry Kramer)  <i>Second Son</i> (Robert Ferro)</p> <p><b>“How to do the History of Male Homosexuality”  (David M. Halperin)</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>▪ “Feeling Brown, Feeling Down: Latina Affect, the Performativity of Race, and the Depressive Position (José Esteban Munoz)</li> <li>▪ “Introduction: Queer of Color Critique, Historical Materialism, and Canonical Sociology” (Roderick A. Ferguson)</li> </ul>
Sunday, Aug. 9	<ul style="list-style-type: none"> <li>▪ <b>NO CLASS</b></li> </ul>
Monday, Aug. 10	<p><b>Queering Minority Culture – Munoz, Ferguson, Johnson</b></p> <p>“Feeling Brown, Feeling Down: Latina Affect, the Performativity of Race, and the Depressive Position (José Esteban Munoz)  “Introduction: Queer of Color Critique, Historical Materialism, and Canonical Sociology” (Roderick A. Ferguson)</p> <p><b>“The White the Bread, the Quicker You’re Dead: Spectacular Absence and Post-Racialized Blackness in (White) Queer Theory”  (Alison Reed)</b></p> <p><b>“Boystown: Gay Neighborhoods, Social Media, and the (Re)production of Racism” (Zachary Blair)</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>▪ “The Material of Sex” (Rosemary Hennessy)</li> <li>▪ “Is there a Queer Marxism” (James Penney)</li> </ul>
Tuesday, Aug. 11	<p><b>Queering the Future – Identity Politics and Economics</b></p> <p>“Is there a Queer Marxism” (James Penney)  “The Material of Sex” (Rosemary Hennessy)</p> <p><b>“Queer: A Question of Being or a Question of Doing?” (Nikki Sullivan)</b></p> <p><b>“The Leather Daddy and the Femme” (Carol Queen)</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>▪ “Transsexual Empires and Transgender Warriors” (Nikki Sullivan)</li> <li>▪ From Gender Outlaws (Kate Bornstein and S. Bear Bergman)</li> </ul>
Wednesday, Aug. 12	<p><b>Considering Trans Culture</b></p> <p>“Transsexual Empires and Transgender Warriors” (Nikki Sullivan)  From Gender Outlaws (Kate Bornstein and S. Bear Bergman)</p>

	<p><b>“Boys of the Lex” (Gayle Saloman)</b>  <b>“Eve’s Triangles, or Queer Studies besides itself” (Robyn Wiegman)</b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>▪ “What can Queer Theory do for Intersex?” (Iain Morland)</li> <li>▪ “Intersex Activism, Feminism and Psychology” (Peter Hegarty in conversation with Cherly Chase)</li> </ul>
Thursday, Aug. 13	<p><b>Intersex – What is it? Where does these folks belong?</b></p> <p>“What can Queer Theory do for Intersex?” (Iain Morland)  “Intersex Activism, Feminism and Psychology” (Peter Hegarty in conversation with Cherly Chase)</p> <p><b>“Compulsory Able-Bodiedness and Queer/Disable Existence” (Robert McRuer)</b>  <b>“Introduction: Theoretical Underpinnings” (Jane Gallop)</b>  <b>“Queer Intersections: Sexuality and Gender in Migration Studies” (Martin F. Manalansan IV)</b></p> <p><u>Readings:</u>  “Queers Read What Now?” (Martin Joseph Ponce)</p> <p><b>Review for Final Exam</b></p>
Friday, Aug. 14	<b>FINAL EXAM/FINAL PRESENTATION</b>

**Choices for your second presentation on Black Queer Theor(ies) (in a separate folder on Bboard)**

- Marlon Bailey, “Black Gay (Raw) Sex” in *No Tea, No Shade*
- Omise’Eke Natasha Tinsley, “To Transcender Transgender” in *No Tea, No Shade*
- Tanya L. Saunders, “Toward a Hemispheric Analysis of Black Lesbian Feminist Activism and Hip Hop Feminism” in *No Tea, No Shade*
- La Marr Jurelle Bruce, “The Body Beautiful” in *No Tea, No Shade*
- Kara Keeling, “It’s after the End of the World (Don’t You Know That Yet?): Afrofuturism and Transindividuation” in *Queer Times, Black Futures*
- Kara Keeling, “Yet Still: Queer Temporality, Black Political Possibilities, and Poetry from the Future (of Speculative Pasts)” in *Queer Times, Black Futures*
- Marlon B. Ross, “Beyond the Closet as Raceless Paradigm” in *Black Queer Studies*
- Devon W. Carbado, “Privilege” in *Black Queer Studies*
- Charles I. Nero, “Why Are Gay Ghettos White?” in *Black Queer Studies*