

Introduction to Queer Studies Syllabus - Fall 2023

General Information

Instructor Information and Availability

Instructor name: **Gabbi Boyle (pronouns: they/them/theirs)**

E-mail address: boyleg@linnbenton.edu

Office hours available by appointment

Course Information

Course name: Introduction to Queer Studies

Section number: 01

CRN: 28070

Scheduled time/days: Tuesdays 4pm - 6:50pm PST

Number of credits:3

Classroom(s): [Zoom Link](#)

Course Materials

Required:

- Access to Moodle
- Access to a stable internet connection
- Zoom capabilities, including microphone and video

A note on course materials: I avoid using traditional textbooks as part of a social justice perspective. The cost of textbooks can be a significant obstacle for many students, and textbooks often focus more on the needs of the publishing industry than on disrupting systems of oppression. Instead of reading 2-3 chapters per week, you'll be investing the same amount of time into reading online articles, cartoons and watching short videos. I've chosen materials that will give you the best chance to apply what you learn in this class to your real life because I follow a popular-education philosophy. My goal is to give you materials that you feel confident with and that come close to your everyday experience.

Course Description

Examines homophobia's and transphobia's relationship with racism, colonialism, sexism, ableism, classism and other forms of oppression. Introduces key concepts, histories, and political frameworks within Lesbian, Gay, Bisexual, Transgender, and Queer political movements in the United States. Explores activism and scholarship related to queer and transgender politics and identities.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Demonstrate literacy in key terms and concepts within Queer Studies.

- Analyze issues of systemic power, privilege, and oppression.
- Analyze contemporary Queer movements and politics.
- Apply learning to contexts outside the classroom.
- Explain how difference is socially constructed.
- Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
- Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Difference, Power, and Discrimination Learning Outcomes

This course fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core (at Oregon State University). The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operation of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of the DPD course material will enhance meaningful democratic participation in our diverse community and our increasingly multicultural U.S. society.

Upon completion of this DPD course, participants should be able to:

- Explain how difference is socially constructed.
- Using historical and contemporary examples, describe how perceived difference, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
- Analyze ways in which the interactions of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability and age are related to difference, power and discrimination in the United States. (Matches OSU requirements as of August 2019).

Class Policies

Behavior and Expectations

You are held accountable to the [Student Code of Conduct](#), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

We'll be talking about some of the worst parts of humanity: the ways we systematically

choose to hurt each other. I'll be working hard to keep this manageable and help you process what you're seeing. You're probably going to be sad and hurt by some of the topics we discuss, and I'll try to prepare you and help you move forward as we talk about how to interrupt cycles of oppression. Since we'll be discussing many different oppressions, it's very likely that you'll sometimes be understanding the concepts from the oppressed side, and sometimes from the oppressor side. I can't promise you a "safe space", but we'll work at getting comfortable with discomfort. We'll be working with a LOT of popular culture materials; they will be the majority of the at-home "lectures". Most of them will be using everyday language, and some of them may have some words that you may consider to be "strong". If this is difficult for you, please feel ABSOLUTELY comfortable talking to me about it and I'll try to accommodate you.

Guidelines for communication

The way you participate in our class conversations is really important. We'll be talking about issues that can be emotionally difficult and we are likely to have disagreements. Please be careful to be very respectful when you disagree with each other, and please let me know if you are feeling uncomfortable in the classroom. Keep your identities in mind as you're speaking: if the conversation is about one of the oppressions that doesn't hurt you, it's important that you sit back more and leave space for the folks who are hurt by it to speak. In those situations, keep away from getting defensive, and bring yourself back to trusting, believing and curiosity. Sharing airtime is an important part of social justice; powerful groups are given more access to the microphone and are used to having their opinions valued. Pay close attention to how much time you're speaking/sharing and try to allow more space for folks with less privilege to speak. If you're one of the folks that has a hard time speaking up, we'll actively be trying to give you a comfortable space in which to share your experience. This is a great space for you to get validation and support as you get used to talking about YOUR oppression, we'll truly welcome your perspective.

Attendance/Tardiness Policy

Attendance at our weekly Zoom meetings is mandatory and graded.

If something is throwing you off, if you haven't been able to keep up or if something in your life is really messing with you, it's important that you check in with me RIGHT away. Every term I have about 10-20 students going through a major life crisis and they often put off talking to me. The earlier we talk, the sooner we can look for a workaround. If I don't hear from you until week 6, it may be too late to find a solution.

Testing

FINAL: December 5th, 2023 4pm-6:50pm on Zoom

Grading

The grade for this class isn't based on traditional exams, quizzes or essays, so you'll want to use a different strategy than in other classes. For this class, be sure to set a bit of time aside each week to do your class-prep and response. There are no BIG deadlines, which means there's a lot of little ones (always the night before class and Friday evenings). You might set up an alarm on your phone if you're having trouble remembering to stay up-to date on the work. I've found that students don't realize that missing a couple of weekly assignments has a big impact on their grades! I can't give you credit for unanswered questions, so don't leave them blank! Keep an eye on the guidelines for each of the questions. Each prompt gives you an idea of how many sentences to write, make sure to keep an eye on that guideline!

Your final grade for this course is comprised of the following categories:

1. Attendance - 30%
2. Weekly Assignments - 60%
3. Final Project - 10%

Final Grade Calculation:

- A = 90-100% Excellent Work
- B = 80-89% Good Work
- C = 70-79% Average Work
- D = 60-69% Poor Work
- F = 0-59% Failing Work

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work
B	80-89%	Good Work
C	70-79%	Average Work
D	60-69%	Poor Work
F	0-59%	Failing Work

Late Assignment Policy

All assignments must be turned in by the due date unless prior approval from the instructor has been granted. COMMUNICATE BEFORE YOU ARE LATE TURNING IN ASSIGNMENTS.

College Policies

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email

communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Disability and Access Statement

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through Accessibility Resources and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with Accessibility Resource, please visit their website at www.linnbenton.edu/accessibilityresources for steps on how to apply for services. Online course accommodations may be different than those for face to face courses, so it is important that you make contact with Accessibility Resources as soon as possible.

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

[Equal Opportunity and Non-Discrimination Policy](#)

Academic Integrity

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College's academic integrity policy.

Title IX Reporting Policy

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](#) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

Public Safety/Emergency Resources:

In an emergency, call 911. Also, call [LBCC Public Safety and Loss Prevention Office](#) at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a public safety app available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

Campus Resources

The Library: Equipment rental & remote services

For students in need of equipment such as laptop rentals, webcam or mic rentals, internet hotspots, or free/low-cost internet, they should check out the [LBCC Library's remote services](#) webpage.

Student Help Desk: Technology questions & troubleshooting

The [Student Help Desk](#) assists students with most computer software-related issues and other technology problems or questions, such as login problems related to LBCC's online systems to questions about course-related instructional software.

The Student Help Desk can also help students with temporary laptop rentals or provide assistance to anyone using library equipment such as the library's 3D printer, scanners, printers, photocopiers, etc.

Other Resources

[First Resort](#) (registration questions, campus resources, getting started)

[The Advising Center](#) (career coaching, navigating academic pathway, mental health)

[Roadrunner Resource Center](#) (childcare, transportation, emergency funding)

[Admissions and Registration](#) (transcripts, enrollment, graduation)

[High School Partnerships](#) (early college enrollment, dual credit, activities)

Tips for Success in this Class

We'll be using a flipped-classroom strategy. That means that you'll be getting the "lecture" at home, through videos, cartoons, memes and online articles. This frees up the class time to really get into the harder work. The most important part of the class is the time we have together, so everything is set up to make the best of it. While we're together you'll be collaborating in small groups to solve problems, work on real-life

scenarios and apply the concepts you learned in your prep-work. It is important to stay on top of deadlines in order to be fully prepared for our in-class discussions.

Changes to the Syllabus

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

Class Session Schedule - Fall 2023

Week	Date	Time	Location (Same Zoom link all term)
1	September 26th	4pm - 6:50pm	Zoom Link
2	October 3rd	4pm - 6:50pm	Zoom Link
3	October 10th	4pm - 6:50pm	Zoom Link
4	October 17th	4pm - 6:50pm	Zoom Link
5	October 24th	4pm - 6:50pm	Zoom Link
6	October 31st	4pm - 6:50pm	Zoom Link
7	November 7th	4pm - 6:50pm	Zoom Link
8	November 14th	4pm - 6:50pm	Zoom Link
9	November 21st	4pm - 6:50pm	Zoom Link
10	November 28th	4pm - 6:50pm	Zoom Link
FINALS*	December 5th	4pm - 6:50pm	Zoom Link

*Final: ****Attendance is mandatory!**** Tuesday, December 5th, 2023. 4pm - 6:50pm on Zoom. Please communicate with me AS SOON AS POSSIBLE if you have other Finals scheduled at the same time

Assignment Schedule

All assignments must be turned in through Moodle before the stated due date.

Week	Topic	Item	Due Dates
1	Welcome	Power Map	Friday by 11:59 pm
2	Communication & Language	Prep Qs Discussion Board Post + Replies	Monday by 11:59 pm
		Post Class Discussion Board Post + Replies	Friday by 11:59 pm
3	Gender Identity	Prep Qs Discussion Board Post + Replies	Monday by 11:59 pm
		Post Class Discussion Board Post + Replies	Friday by 11:59 pm
4	Orientations	Prep Qs Discussion Board Post + Replies	Monday by 11:59 pm
		Post Class Discussion Board Post + Replies	Friday by 11:59 pm
5	Roots of Hatred	Prep Qs Discussion Board Post + Replies	Monday by 11:59 pm
		Post Class Discussion Board Post + Replies	Friday by 11:59 pm
6	Pleasure & Relationships	Prep Qs Discussion Board Post + Replies	Monday by 11:59 pm
		Post Class Discussion Board Post + Replies	Friday by 11:59 pm
7	Ableism	Prep Qs Discussion Board Post + Replies	Monday by 11:59 pm
		Post Class Discussion Board Post + Replies	Friday by 11:59 pm
8	Families & Kinship	Prep Qs Discussion Board Post + Replies	Monday by 11:59 pm
		Post Class Discussion Board Post + Replies	Friday by 11:59 pm
9	Agent, Ally, Accomplice	Prep Qs Discussion Board Post + Replies	Monday by 11:59 pm
		Post Class Discussion Board Post + Replies	Friday by 11:59 pm
10	Transformative Justice	Prep Qs Discussion Board Post + Replies	Monday by 11:59 pm
		Post Class Discussion Board Post + Replies	Friday by 11:59 pm
Final	Project Presentations!	FINAL PROJECT Essay + Artifact + Presentation	DETAILS ON MOODLE

