

## Term Information

Effective Term Summer 2017  
*Previous Value* Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Adding a Distance Learning offering for this course.

**What is the rationale for the proposed change(s)?**

In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offerings of WGSST courses.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

None.

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts  
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2282  
Course Title Introduction to Queer Studies  
Transcript Abbreviation Intro Queer Study  
Course Description Introduces and problematizes foundational concepts of the interdisciplinary field of queer studies, highlighting the intersections of sexuality with race, class, and nationality.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Less than 50% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima

## Prerequisites and Exclusions

### Prerequisites/Corequisites

Exclusions Not open to students with credit for 282 or English 2282 (282).

## Cross-Listings

Cross-Listings Cross-listed in English

## Subject/CIP Code

Subject/CIP Code 05.0207  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore

## Requirement/Elective Designation

General Education course:  
Culture and Ideas; Social Diversity in the United States  
The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Understand the historical and theoretical emergence of gender and sexuality, the challenge of queer studies to identity politics, and the "queer of color critique."
- Trace the histories, legacies, and contemporary manifestations of colonial logics and their relationship to social norms.
- Enhance awareness, respect, and appreciation of diversity in society.
- Analyze and critique contemporary politics and culture through the lens of queer theory.
- Collectively imagine new formations of governance, resistance, and community.

### [Previous Value](#)

### Content Topic List

- Homonormativity
- Gender imitation
- Postmodernism
- History of sexuality
- Queer discourses

**COURSE CHANGE REQUEST**  
2282 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/17/2017

**Attachments**

- 2282 Kolenz Syllabus (DL SU17).docx: Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- WGSSTEnglish 2282.pdf: Technical Feasibility Review from ASCTech  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- WGSST English 2282 GE Assessment Plan.docx: 2282 DL GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Stotlar, Jacqueline Nicole)*
- 2282 DL English Approval.pdf: Email from English  
*(Concurrence. Owner: Stotlar, Jacqueline Nicole)*
- 2282 English Concurrence Approval.pdf: Final approval from English  
*(Concurrence. Owner: Vankeerbergen, Bernadette Chantal)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	02/08/2017 01:38 PM	Submitted for Approval
Approved	Winnubst, Shannon	02/08/2017 01:59 PM	Unit Approval
Approved	Heysel, Garrett Robert	02/13/2017 09:23 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	02/13/2017 09:23 PM	ASCCAO Approval

## WGSST/ENGLISH 2282: Introduction to Queer Studies

### Summer Session 2: June 6 – July 28, 2017

Instructor: Kristen Kolenz

Email: [kolenz.1@osu.edu](mailto:kolenz.1@osu.edu)

Skype ID: kristen.kolenz

Office: 0037 University Hall

Office Hours: TBD and by appointment. I will hold regular office hours online (Skype, Google Hangout, CarmenConnect) and take appointments on the Columbus campus.

### Course Description

This course uses interdisciplinary feminist tools of inquiry and analysis to explore the past, present, and future of queer studies. By focusing on the intersections of race, class, and nationality with sexuality, the course introduces the foundations of queer studies with the histories and legacies of colonialism at the center. We will theorize queerness from the experiences of those most marginalized because of gender and sexual identities, behaviors, and practices. In doing so, the course challenges the universality of settler colonial logic, neoliberal politics, and social norms.

**Course learning outcomes:** By the end of the course the student should successfully be able to:

1. Understand the historical and theoretical emergence of gender and sexuality, the challenge of queer studies to identity politics, and the “queer of color critique.”
2. Trace the histories, legacies, and contemporary manifestations of colonial logics and their relationship to social norms.
3. Enhance awareness, respect, and appreciation of diversity in society,
4. Analyze and critique contemporary politics and culture through the lens of queer theory.
5. Collectively imagine new formations of governance, resistance, and community.

### General Education

This course fulfills the general education requirements for **(1) Culture and Ideas** and **(2) Diversity in the U.S.** Introduction to Queer Studies fulfills the Cultures and Ideas GE requirement by engaging students in critical listening, reading, seeing, thinking, writing and experiencing of cultural productions and expressive and aesthetic forms. Students are exposed to arguments and ideas from diverse authors with varied experiences and required to use this new knowledge to critically analyze social norms in politics, culture, and society. This course also fulfills the Social Diversity in the U.S. GE requirement by interrogating and analyzing the varied ways gender, race, class, sexuality, ethnicity, and nationality affect institutions, society and culture in the United States. Students learn the history and evolution of social categories and use this new knowledge to critique injustice and promote awareness and acceptance. See the end of the syllabus for more information.

## Cultures and Ideas

*Goals:* Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

### *Expected Learning Outcomes*

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

## Diversity: Social Diversity in the U.S.

*Goals:* Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### *Expected Learning Outcomes*

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

## Course Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours> and support for urgent issues is available 24x7. Self-service and chat support are available at: <http://ocio.osu.edu/selfservice>. The contact information for technology support is:

Phone: 614-688-HELP (4357)

Email: [8help@osu.edu](mailto:8help@osu.edu)

TDD: 614-688-8743

## Carmen

Carmen will be the primary tool of delivery of instruction. [Technical Support](#).

## PowerPoint, Prezi & Audio

2 course lectures per week will be posted to Carmen Modules every weekend. These will lectures will be PowerPoints with audio recordings that students must download and linked Prezi lectures including links to supplemental media accessible online. Students must have an internet connection, computer, audio, and PowerPoint to access the lectures. Microsoft Office is free to OSU students, [click here for more information](#). To use Prezi, you will simply follow the link posted on Carmen, [click here for Prezi support](#).

## Necessary software

Microsoft Office 365 ProPlus All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.

- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

### Virtual Office Hours

Students may request in person meetings at the Columbus campus. Students are also encouraged to attend virtual office hours via Skype ([Technical support](#), [Privacy Policy](#), [Accessibility](#)), Google Hangouts ([Technical support](#), [Privacy Policy](#), and [Accessibility](#)) or Carmen Connect ([Resource center](#)). All of these services are free and available for download.

### Required Texts

*Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law* by Dean Spade (ISBN 978-0-8223-6040-7). Please be sure to acquire the version published in 2015.

All additional reading will be posted on Carmen. Students will be required to access these readings as indicated by the attached schedule of assignments and readings. Students are encouraged to read on computers, tablets, or by printing hard copies. Reading on a smart phone is not encouraged.

### Course Requirements and Grading

- Attendance and Participation 30%
- 5 Reading Responses 25%
- Pop culture assignment 10%
- Quizzes 15%
- Final Exam 20%

### Attendance and Participation 30%

Active participation is essential to your learning experience in this course.

We will explore controversial, complicated, and polarizing topics through the semester. It is important that we respect each other's needs, values, and view. The class is only successful when we all take time to thoughtfully prepare, participate in discussion, and create conditions for other to participate. Everytime you write an assignment, I expect that you have completed all assigned readings and lectures until that point.

Many of the topics this semester will engage with our personal opinions about social issues. While these opinions are important and welcome in discussion, they do not take the place of understanding the scholarly material in the course. This does not mean that you must embrace all the viewpoints represented, but it does mean that you must read the assigned material, think critically, and participate in discussions about it.

With this in mind, respect for ourselves and each other is crucial. Disagreement and discussion is important for learning, but we must do so with respect. I reserve the right to remove posts and/or address students individually if I determine such action is necessary.

### Online Participation

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**  
Be sure you are logging in to the course in Carmen at least twice each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL AND FLEXIBLE**  
All scheduled events for the course, including my office hours, are optional. All presentations are recordings that you can access at any time. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.  
Every week you are required to participate in two ways: (1) You must post a response to the assigned readings and pose one question related to your response and the reading. (2) You must respond to a classmate's question.

Between Monday at noon and Tuesday at 5:00pm EST: Group 1 (groups to be determined after enrollment is finalized) will post responses and questions. Group 2 must respond to the questions by Wednesday at 5:00pm EST.

Between Wednesday at noon and Thursday at 5:00pm EST: Group 2 (groups to be determined after enrollment is finalized) will post responses and questions. Group 1 must respond to the questions by Friday at 5:00pm EST.

Further information will be provided on Carmen. See the assignments section for a detailed description of the schedule, requirements, expectations, and grading rubric.

Students who fail to post within the allotted time will be marked "absent" for the day and lose three participation points. Students who miss more than six postings will automatically fail the course.

All postings are expected to reflect engagement with course readings and lectures. If you post but do not reference these materials, you will receive half or no credit for attendance that day.

### **Reading Responses 25%**

Beginning in Week 2, you are required to turn in 5 readings responses throughout the semester. You may choose when to submit your responses, but may not submit more than one response per week. Typed, double-spaced response papers of at least 500 words and no more than 700 words that address at least one of the week's readings are due in Carmen Assignments by 8:00am EST the day the readings will be discussed. For example, a response to an assigned reading due Monday-Tuesday by 5:00pm will be due Monday by 8:00am EST.

These assignments should summarize and critically engage the readings. This means going beyond personal opinions to think critically about the texts. You should include direct references to the text in every response. Students who fail to submit at least three papers will automatically fail the

course. See Carmen Assignments for a detailed description of the requirements, expectations, and a rubric for grading.

### **Pop Culture Assignment 10%**

After Week 4, students should begin thinking about the ways the course material relates to media in popular culture. For this assignment students must choose a recently released piece of media such as a song, episode of a T.V. show, mainstream article about politics, YouTube video, etc. (I am open to other kinds of media, but alternatives must be approved). Then students will “remix” the piece of media using course materials. Students may choose to rewrite the lyrics to a song, suggest an alternative sequence of events or dialogue for a T.V. show, record their own revised video, etc. All submissions must have a creative component (the “remix”) and a 350-500 word typed explanation of how the course readings and lectures led them to revise their media. Creative submissions are encouraged! See Carmen Assignments for a detailed description, expectations, and rubric for grading.

The assignment is due by Friday, July 21 at midnight EST via Carmen Assignments.

### **Quizzes 15%**

Three quizzes (after week 2, week 4, and week 6) will be posted to Carmen throughout the semester. The questions will be mostly multiple choice with one short answer/extended response. I will post the quizzes on Wednesday of the indicated week and they must be completed by Sunday at midnight before the new week begins. Students will have one opportunity to take the quiz and a time limit of 45 minutes. The questions will cover the two weeks of material preceding the quiz.

### **Final Exam 20%**

On Monday, July 23 at 8:00am EST, I will post a PDF with 3 extended response questions. For the final exam, students must respond to 2 of the questions in 2 separate 500-750 word essays. Students are expected to work independently and are not required to take the exam in person. Essays must be typed and double-spaced with professional formatting and turned in by Friday, July 28 at midnight. A rubric for grading will be posted to Carmen Assignments.

### **Extra Credit**

Throughout the semester, I will make extra credit assignments available to students. I will use the Announcements feature on Carmen to make the opportunities available. Possibilities may include attending an event, viewing a film, or reading extra articles about current events and turning in a written response.

### **Grading**

All assignments have a corresponding detailed description of requirements, expectations, and a grading rubric posted on Carmen under Assignments (with the exception of the discussion board postings which will be posted under Files → Course Documents). Please reference these documents to ensure you are correctly completing the assignments and contact me as soon as possible with additional questions. Students will be graded using the following scale:

<b>A (100-95); A- (94-90); B+ (89-88); B (87-85); B- (84-80); C+ (79-78); C (77-75); C- (74-70); D (69-65); E= 64&lt;</b>
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## Course Policies

### University Document Disabilities:

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

Additionally, I understand that we all come to educational environments with different needs and I strive to do what I can to make this class accommodating for a variety of needs and learning styles. Contact me as soon as possible if you need accommodations for documented disabilities or other reasons. Please note that the only way to guarantee accommodations for disabilities is to work through Student Life Disability Services.

### Course content and safe space

Most of the content that we will discuss in class is politically charged and may touch us in personal and unexpected ways. While these conversations may be uncomfortable or challenging at times, students are expected to remain respectful of others and use discussions as a learning tool. The online classroom is designed to be an encouraging, respectful, and welcoming environment for all students in order to facilitate collective, productive learning. I welcome feedback and encourage students to speak with me privately about course materials or discussions that do not facilitate the environment I describe. We will strive collectively to create a safe space for intellectual dialogue while recognizing that we can never guarantee such a space. Participation in this course requires a mutual commitment to respect on the part of the instructor and students.

### Assignment Submission

All assignments will be submitted using the Assignments feature on Carmen except for discussion board posts which will use the Carmen Discussions feature. Be sure you are familiar with Carmen before the semester begins.

### Late Assignments

I do not accept late assignments without prior permission or a clear reason. I encourage you to mark deadlines on your calendar.

### Email Etiquette and Responses

The most efficient way to contact me is by email. Responses can be expected within 24 hours Monday through Friday. Students may only turn in assignments by email if the Dropbox on Carmen is out of service. All email communication with me must include the following:

- Subject formatted as follows: "2282: *Phrase indicating message's content*" (or use the Carmen email feature)
- Greeting (ex. Hi Kristen, Dear Kristen)
- Message in the body with proper grammar and spelling
- Closing (ex. Sincerely, Best wishes, etc.)

### Instructor Feedback and Response Time

I am providing the following to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

#### **Grading and feedback**

For large weekly assignments, you can generally expect feedback within **7 days**.

#### **E-mail**

I will reply to e-mails within **24 hours Monday through Friday**.

#### **Discussion board**

I will check and reply to messages in the discussion boards every **24 hours Monday through Friday**.

### Writing Center

I am available to assist you with assignments and to help you improve your work. The university also provides a dynamic writing resource with the University Writing Center. The Writing Center allows you to make appointments to get assistance from trained writing tutors. Writing is a large part of this course and the Writing Center is a valuable resource to assist students who are new to writing abstracts and/or longer papers. To utilize this university sponsored service, contact the Writing Center at (614) 680-4291 or visit their website at <https://cstw.osu.edu/writing-center>.

### Resources for Students: Academic Advising

From the [Academic Advising website](#): Undergraduate academic advising at Ohio State (Columbus campus) is provided by the colleges and/or the departments that offer the programs—the degree(s), the major(s), the minor(s)—a student is pursuing. Where a student should go, therefore, to seek academic advice will vary by student and by academic program; Columbus campus does not have a central academic advising office for

students to seek advice. Even within a single program, a student may have multiple advisors, and a student with multiple programs could have four or more advisors. This distribution of responsibilities ensures that a student receives advice from someone who knows a program well, rather than “generically,” knows the “ins and outs” of requirements and the particularities of courses. Advisors have a significant role in student-success and often serve as a single point of contact in helping students navigate the university.

Follow this link for more information about student services offered by the University: <http://ssc.osu.edu/>

### Plagiarism and Academic Integrity

Students must maintain complete academic integrity. Please carefully read and familiarize yourself with the Ohio State policy on academic integrity:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

### Additional policies on academic integrity

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow a consistent style (you may choose MLA, APA, Chicago) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

### Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### Skills and Technology

Skills required for online classes in general:

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills for this specific course:

- Post on Carmen Discussions
- Listen to recorded PowerPoint presentations

Necessary Equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Access to PowerPoint

Optional Equipment: Necessary if students choose to use video chat for office hours

- Webcam: Built-in or external webcam fully installed
- Microphone: Built-in or external

### What do in case of a technical issue

I provided links to the technical support sites for the technology we will use in class. While I will do my best to help students, the support information and staff from the services we use will likely be the most efficient method to resolve any accessibility issues. If Carmen is down when an assignment is due, you may email your submission to me.

### Deadlines

Firm deadlines include:

- Weekly Discussion Posts. See Carmen Files → Course Documents for the breakdown of deadlines by group
- Quizzes. List Dates
- Pop Culture Assignment. List Date
- Final Exam. List Date

Flexible deadlines include:

- Reading responses. You may choose what five weeks you will submit a reading response but you may not submit more than one per week.

### Course Plan

Week	Dates	Topics, Readings, Assignments, Deadlines
1	June 6-9	<p><b>1: Tools for inquiry and analysis</b> Reading due by Friday, June 9 at 5:00pm:</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• Judith Lorber “The Social Construction of Gender” 141-144</li> <li>• Peggy McIntosh “White Privilege and Male Privilege” 1-5</li> <li>• Evin Taylor “Cisgender Privilege” 268-272</li> <li>• Vivian May “Intersectionality” 155-172</li> <li>• Audre Lorde “There is no Hierarchy of Oppression”</li> <li>• Chela Sandoval, Selections from <i>Methodology of the Oppressed</i></li> </ul> </div> <p>Lecture 1: See Carmen link in modules</p> <p>Discussion requirement: Response to introduction questions (in lecture 1) due by Friday, June 9 at 5:00pm.</p>

<b>2</b>	<b>June 12-16</b>	<p><b>2.1: Introducing Queer Studies</b> Reading due by Tuesday, June 13 at 5:00pm:</p> <ul style="list-style-type: none"> <li>• Michael Warner “Fear of a Queer Planet” 3-17</li> <li>• Eve Kosofsky Sedgwick “Queer and Now” 1-19</li> <li>• E. Patrick Johnson “<i>from</i> BLACK SQUARE STUDIES or Almost Everything I Know About Queer Studies I Learned from My Grandmother” 120-121</li> </ul> <p>Lecture 2.1: See Carmen link in modules</p> <p>Discussion: Group 1 must post by Tuesday, June 13 at 5:00pm. Group 2 must respond by Wednesday, June 14 at 5:00pm.</p> <p><b>2.2: Histories of Queer Studies</b> Reading due by Thursday, June 15 at 5:00pm:</p> <ul style="list-style-type: none"> <li>• Combahee River Collective <i>A Black Feminist Statement</i> 40-44</li> <li>• Adrienne Rich “Compulsory Heterosexuality and Lesbian Existence” 631-660</li> <li>• Gloria Anzaldúa “La Conciencia de la Mestiza”</li> </ul> <p>Lecture 2.2: See Carmen link in modules</p> <p>Discussion: Group 2 must post by Thursday, June 15 at 5:00pm. Group 1 must respond by Friday, June 16 at 5:00pm.</p> <p>QUIZ 1: Posted on Carmen Quizzes by Wednesday at 5:00pm; Due Sunday, June 18 by midnight.</p>
<b>3</b>	<b>June 19-23</b>	<p><b>Week 3.1: Gender, sexuality, and colonialism</b> Reading due by Tuesday, June 20 at 5:00pm:</p> <ul style="list-style-type: none"> <li>• María Lugones “Heterosexualism and the Colonial/Modern Gender System” 186-209</li> <li>• Anibal Quijano, Excerpts from “Coloniality of Power”</li> </ul>

		<ul style="list-style-type: none"> <li>• Siobhan Somerville “Scientific Racism and the Invention of the Homosexual Body” 60-76</li> </ul> <p>Lecture 3.1: See Carmen link in modules</p> <p>Discussion: Group 1 must post by Tuesday, June 20 at 5:00pm. Group 2 must respond by Wednesday, June 21 at 5:00pm.</p> <p><b>Week 3.2: Gender, sexuality, and colonialism</b></p> <p>Reading due by Thursday, June 22 at 5:00pm:</p> <ul style="list-style-type: none"> <li>• Andrea Smith “Heteropatriarchy and the Three Pillars of White Supremacy” 56-73</li> <li>• Gloria Anzaldúa “The Homeland/Aztlán” 59-71</li> </ul> <p>Lecture 3.2: See Carmen link in modules</p> <p>Discussion: Group 2 must post by Thursday, June 22 at 5:00pm. Group 1 must respond by Friday, June 23 at 5:00pm.</p>
4	June 26-30	<p><b>Week 4.1: Living queer lives</b></p> <p>Reading due by Tuesday, June 27 at 5:00pm:</p> <ul style="list-style-type: none"> <li>• Cathy Cohen “Punks, Bulldaggers, and Welfare Queens” 1-30</li> <li>• Audre Lorde “The Master’s Tools Will Never Dismantle the Master’s House” 10-13</li> </ul> <p>Lecture 4.1: See Carmen link in modules</p> <p>Discussion: Group 1 must post by Tuesday, June 27 at 5:00pm. Group 2 must respond by Wednesday, June 28 at 5:00pm.</p> <p><b>Week 4.2: Living queer lives</b></p> <p>Reading due by Thursday, June 29 at 5:00pm:</p> <ul style="list-style-type: none"> <li>• Dean Spade <i>Normal Life</i> Introduction-Chapter 2</li> </ul> <p>Lecture 4.2: See Carmen link in modules</p> <p>Discussion: Group 2 must post by Thursday, June 29 at 5:00pm. Group 1 must respond by Friday, June 30 at 5:00pm.</p> <p>QUIZ 2: Posted on Carmen Quizzes by Wednesday at 5:00pm; Due Sunday,</p>

		July 2 by midnight.
5	July 3-7	<p><b>Week 5.1: Living queer lives</b> Reading due by Tuesday, July 4 at 5:00pm:</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• Dean Spade <i>Normal Life</i> Chapters 3-5</li> <li>• Kai Cheng Thom “Not Born this Way: On Transitioning as a Transwoman Who Has Never Felt “Trapped in the Wrong Body””</li> </ul> </div> <p>Lecture 5.1: See Carmen link in modules</p> <p>Discussion: Group 1 must post by Tuesday, July 4 at 5:00pm. Group 2 must respond by Wednesday, July 5 at 5:00pm.</p> <p><b>Week 5.2: Living queer lives</b> Reading due by Thursday, July 6 at 5:00pm:</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• Excerpts Roderick Ferguson “Queer of Color Critique, Historical Materialism, and Canonical Sociology” 1-29</li> <li>• Jose E. Muñoz “Performing Disidentifications” 1-34</li> </ul> </div> <p>Lecture 5.2: See Carmen link in modules</p> <p>Discussion: Group 2 must post by Thursday, July 6 at 5:00pm. Group 1 must respond by Friday, July 7 at 5:00pm.</p>
6	July 10-14	<p><b>Week 6.1: Queer travels</b> Reading due by Tuesday, July 11 at 5:00pm:</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• Michael J. Bosia and Meredith L. Weiss “Political Homophobia in Comparative Perspective” 1-29</li> <li>• Cricket Keating “On the Interplay of State Homophobia and Homoprotectionism” 246-254</li> </ul> </div> <p>Lecture 6.1: See Carmen link in modules</p>



		<p>Discussion: Group 1 must post by Tuesday, July 11 at 5:00pm. Group 2 must respond by Wednesday, July 12 at 5:00pm.</p> <p><b>Week 6.2: Queer travels</b> Reading due by Thursday, July 12 at 5:00pm:</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• Amy Lind and Cricket Keating “Navigating the Left Turn: Sexual Justice and the Citizen Revolution in Ecuador” 515-533</li> </ul> </div> <p>Lecture 6.2: See Carmen link in modules</p> <p>Discussion: Group 2 must post by Thursday, July 12 at 5:00pm. Group 1 must respond by Friday, July 14 at 5:00pm.</p> <p>QUIZ 3: Posted on Carmen Quizzes by Wednesday at 5:00pm; Due Sunday, July 15 by midnight.</p>
<b>7</b>	<b>July 17-21</b>	<p><b>Week 7.1: Queer futures</b> Reading due by Tuesday, July 18 at 5:00pm</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• Audre Lorde “Uses of the Erotic” 53-59</li> <li>• Treva B. Lindsey “Searching for Climax: Black Erotic Lives in Slavery and Freedom” 169-195</li> </ul> </div> <p>Lecture 7.1: See Carmen link in modules</p> <p>Discussion: Group 1 must post by Tuesday, July 18 at 5:00pm. Group 2 must respond by Wednesday, July 19 at 5:00pm.</p> <p><b>Week 7.2: Queer futures</b> Reading due by Thursday, July 20 at 5:00pm</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• María Lugones “El Pasar Discontinuo de la Cachapera/Tortillera del Barrio a la Barra al Movimiento/The Discontinuous passing of the Cachapera/Tortillera from the Barrio to the Bar to the Movement” 167-182</li> </ul> </div> <p>Lecture 7.2: See Carmen link in modules</p> <p>Discussion: Group 2 must post by Thursday, July 20 at 5:00pm. Group 1 must respond by Friday, July 21 at 5:00pm.</p> <p>POP CULTURE ASSIGNMENT DUE by Friday, July 21 at midnight.</p>

<b>8</b>	<b>July 24-28</b>	<p><b>Week 8: Course conclusion and final exam</b></p> <p>No new reading. Use this time to review course readings.</p> <p>Lecture 8.1: See Carmen link modules</p> <p>No discussion posting</p> <p>FINAL EXAM posted by Monday, July 24 at 8:00am and DUE by Friday, July 28 at midnight.</p>

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** WGSST/English 2282

**Instructor:** Kristen Kolenz

**Summary:** 8 Week Online Course Offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			<p>The learning objectives and competencies are supported by the course tools used in the following ways.</p> <ul style="list-style-type: none"> <li>• Weekly readings</li> <li>• Topic based weekly discussion board posts</li> <li>• Online quizzes</li> <li>• Weekly lecture videos</li> <li>• Pop culture project</li> <li>• Critical listening</li> <li>• Experience cultural productions</li> </ul>
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will use the following tools to engage with the course materials and instructor to promote active learning.</p> <ul style="list-style-type: none"> <li>• Carmen LMS</li> <li>• Microsoft Office 365</li> <li>• Prezi</li> <li>• Skype, Google Hangout, Carmen Connect</li> </ul>
6.3 Technologies required in the course are readily obtainable.	✓			<p>All technologies being used for this course are readily obtainable through the Carmen LMS and/or a standard web browser. The “Necessary software” section of the syllabus provides the students the needed information to obtain all technologies required for the course.</p>
6.4 The course technologies are current.	✓			<p>All technologies being used for this course are current and accessible through the Carmen LMS and/or a standard web browser.</p>
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			<p>Recommend that links be provided in the “Necessary software” section of the syllabus to the privacy policies for the following external tools being used for this course.</p> <ul style="list-style-type: none"> <li>• Skype</li> <li>• Google Hangouts</li> </ul>
<b>Standard - Learner Support</b>				

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			Links have been provided in the "Course technology" section of the syllabus for the technical support offered for all tools being used in this course.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			c
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			Recommend that links be provided in the "Course technology" section of the syllabus to the accessibility statements for all third-party tools being used in this course. <ul style="list-style-type: none"> <li>• Skype</li> <li>• Google Hangouts</li> </ul>
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through an standard web browser.

**Reviewer Information**

- Date reviewed: 1/19/2017
- Reviewed by: Mike Kaylor

## Notes

<sup>a</sup>The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

## The Department of Women's, Gender and Sexuality Studies General Education Assessment Plan for WGSST/English 2282: Introduction to Queer Studies, Distance Learning Offering

### I. Summary of the assessment plan

The Departments of Women's, Gender and Sexuality Studies and English hope to offer a distance learning offering of our cross listed course WGSST/English 2282: Introduction to Queer Studies during Summer Term 2017. WGSST/English 2282 carries with it two General Education goals: Cultures and Ideas, and Social Diversity in the U.S. In order to comply with the ASC Curriculum and Assessment Committee's request that all new distance learning courses provide a GE assessment plan, the departments have worked with faculty instructors to develop two pre- and post- questionnaires aimed at directly and indirectly assessing the learning outcomes for these two GEs. The pre- and post- questionnaires, featuring questions relevant to each of the GE ELOs offered, will be issued via a Qualtrics survey to students at the beginning and end of the term. These will then be evaluated by the individual instructor of the section and tabulated for evaluation of the course across sections. As indirect measure, each courses' GE ELOs were evaluated by the students enrolled in each section. Students will be asked to evaluate the degree to which sections provided opportunities to meet ELOs. These assessment measures, along with faculty reflection on the class and the assessment process, will produce both quantitative and qualitative data for the department to review.

### II. Assessment plan details for Women's, Gender and Sexuality Studies/English 2282: Introduction to Queer Studies

#### a. Brief description of the course included in the report

Introduces and problematizes foundational concepts of the interdisciplinary field of queer studies, highlighting the intersections of sexuality with race, class, and nationality. Students will learn the historical and theoretical emergence of "queer" and "queer of color" critique and will use queer theory as a lens for the analysis of identity, politics and social norms. Cross-listed in English. Not open to students with credit for 282 or English 2282 (282). GE: Cultures and Ideas; GE Diversity: Social Diversity in the U.S.

#### b. Summary of assessment data to be collected for each GE Expected Learning Outcome (ELO) the course should achieve.

**DIRECT MEASURES****Pre and Post Course Questionnaires****Culture and Ideas**

**ELO1:** Students analyze and interpret major forms of human thought, culture, and expression.

Q1) Identify and define two norms of contemporary concepts of the human condition that are grounded in sexuality.

	Excellent	Good	Fair	Poor	Total
Beginning					
End					

**ELO2:** Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Q2) How has the history of sexuality affected other forms of human behavior?

	Excellent	Good	Fair	Poor	Total
Beginning					
End					

**Social Diversity in U.S.**

**USDiv1:** Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

Q3) Identify and explain how sexuality has shaped and been shaped by at least two of the following categories: race, gender, disability, class, ethnicity, nationality, religion.

	Excellent	Good	Fair	Poor	Total
Beginning					
End					

**USDiv2:** Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Q4) How does a “queer” sexuality challenge the values of tolerance and equality?

	Excellent	Good	Fair	Poor	Total
Beginning					
End					

**INDIRECT MEASURES**

**Q1) Cultures and Ideas, ELO1:** Students analyze and interpret major forms of human thought, culture, and expression.

Please rate your agreement or disagreement with the following statement: this course provided opportunities for me to meet this outcome.

Strongly Agree	Agree	Disagree	Strongly Disagree	Total

**Q2) Cultures and Ideas, ELO2:** Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Please rate your agreement or disagreement with the following statement: this course provided opportunities for me to meet this outcome.

Strongly Agree	Agree	Disagree	Strongly Disagree	Total

### Social Diversity in U.S.

**Q3) Social Diversity in U.S. USDiv1.** Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

Please rate your agreement or disagreement with the following statement: this course provided opportunities for me to meet this outcome.

Strongly Agree	Agree	Disagree	Strongly Disagree	Total

**Q4) Social Diversity in U.S. DivGS2.** Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Please rate your agreement or disagreement with the following statement: this course provided opportunities for me to meet this outcome.

Strongly Agree	Agree	Disagree	Strongly Disagree	Total

- c. How will the evidence be communicated and shared (e.g., with faculty, students, advisors)?



Reports will be shared via email to all faculty, relevant instructors, and advisors. Year-end reports will be discussed at faculty meetings as deemed relevant by the Undergraduate Studies Committee Chair. Past reports will be stored via a shared electronic filing system (Box) for future reference. Tabulated data and collected reflections remain on file in the department for future study.

- d. What actions will taken based on the evidence to improve student learning and achievement of GE ELOs?

While we do not have data concerning the GE learning outcomes for WGSST/English 2282 at this time, we are prepared to review any future data as a task of the Undergraduate Studies Committee. After the data has been assessed, the Undergraduate Studies Committee will provide recommendations on further actions to the faculty for approval. Should any further actions be necessary to better meet the GE goals, work will be divided between the Undergraduate Studies Committee and the department's Graduate Teaching Fellow.

**From:** [Lowry, Debra](#)  
**To:** [Stotlar, Jackie](#)  
**Subject:** English/WGGST 2282 Online  
**Date:** Wednesday, October 19, 2016 8:33:54 AM

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Hi Jackie,

Thanks for phoning yesterday regarding your unit's proposal to develop an online version of 2282. I've consulted with Clare Simmons, our Director of Undergrad Studies, and we are on board. We appreciate you doing the heavy-lifting on this initiative, which we fully support. When you have a draft syllabus and are ready to share a proposed online version with us we'll take it to the UGSC for review and formal approval of the cross-list, but I foresee no obstacles at all.

Let me know if there's anything I can do to help with development of the proposal.

All the best,  
Deb

Debra Lowry  
Associate Director, Curriculum & Assessment  
Scheduler & Enrollments Manager  
Ombudsman, 1st and 2nd Year Writing Programs  
Department of English  
The Ohio State University  
441 Denney Hall  
167 West Annie & John Glenn Avenue  
Columbus, Ohio 43210  
Phone: 614-292-3812  
Fax: 614-292-7816

## Stotlar, Jackie

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**From:** Simmons, Clare  
**Sent:** Friday, February 17, 2017 8:18 AM  
**To:** Stotlar, Jackie  
**Cc:** Lowry, Debra; Warhol, Robyn  
**Subject:** Concurrence from English

Dear Jackie:

This is to confirm that the Department of English Undergraduate Committee has reviewed the proposal from WGSST for online delivery of 2282, and that we concur. You're welcome to use this email as part of the concurrence process, but if you need the concurrence in a more official form, please let me know.

The one thing that we'd pass along is that the syllabus we received doesn't use the standard grading scale where an A is 93%; this would put it out of line with other online courses that we have seen.

Wishing you all the best as you move through the approval process,

Clare Simmons  
Director of Undergraduate Studies  
Department of English