

Term Information

Effective Term Autumn 2021
Previous Value Spring 2020

Course Change Information

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

- 1) Add two GE designations: Cultures and Ideas, Social Science - Human, Natural, and Economic Resources
- 2) Adding a distance learning offering to the course.

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

- 1) The course was originally intended to have a GE, but instructor was unable to meet GE requirements for initial offering. Prior to installation of new GE, WGSS would like to have this course approved for former GE to continue robust enrollments. This course is anticipated to fit into our new GE offerings as well.
- 2) 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 2260
Course Title Queer Ecologies: Gender, Sexuality, & the Environment
Transcript Abbreviation Queer Ecologies
Course Description Queer ecologies seek to disrupt the gendered and heterosexual assumptions embedded in how we understand the environment, nature, and bodies (human and animal). From animal studies, queer and feminist social movements for environmental justice, trans*natures, and sexual politics, Queer Ecologies will articulate a commitment to new thinking about the challenges of planetary and climate change.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 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
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 |

Prerequisites and Exclusions

| | |
|----------------------------|----|
| Prerequisites/Corequisites | |
| Exclusions | |
| Electronically Enforced | No |

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
Culture and Ideas; Human, Natural, and Economic Resources

Previous Value

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

- Identify the key components of queer ecologies and ecofeminism.
- Understand the contributions of feminist materialism to women's, gender and sexuality studies.
- Articulate a queer ecologies analysis of environmental studies through a range of examples, each examining gender, sexuality, race, and colonialism.
- Students will provide a queer ecology analysis to peers on a group field excursion on campus.
- GE goals and outcomes for Cultures and Ideas
- GE goals and outcomes for Social Science - Human, Natural, and Economic Resources
- *Identify the key components of queer ecologies and ecofeminism.*
- *Understand the contributions of feminist materialism to women's, gender and sexuality studies.*
- *Articulate a queer ecologies analysis of environmental studies through a range of examples, each examining gender, sexuality, race, and colonialism.*
- *Students will provide a queer ecology analysis to peers on a group field excursion on campus.*

Previous Value

Content Topic List

- Definition of queer ecology
- History of the term, history of sexuality and gender in ecology and evolutionary theory
- Colonialism and its legacies on evolutionary theory
- Feminist political ecology
- Visual and discursive representations of heterosexist and colonial ecology and evolution in museums
- Definition of ecofeminism and examples
- Defining a queer ecofeminism
- Defining the role of settler colonialism in US environmental degradation
- Introduction of animal studies and defining a queer ecologies approach to animal studies
- Introduction of trans studies in queer ecology
- Illustrations of how to apply queer ecologies and ecofeminism to environmental social movements, including those addressing climate change and the Anthropocene

Sought Concurrence

Yes

Attachments

- 2260 Thomas Syllabus AU21 with old GE categories.docx: Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- 2260 GE request.docx: GE Justification
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)
- 2260 GE assessment plan (IP only).docx: GE assessment plan
(GEC Course Assessment Plan. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 Anthropology Concurrence.pdf: Anthropology Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 ASC SBS and NSM Concurrence.pdf: SBS & NMS Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 Business Concurrence.pdf: Business Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 CFAES Concurrence.pdf: CFAES Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 Comparative Studies Concurrence.pdf: Comp Studies Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 Engineering Concurrence.pdf: Engineering Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 Geography Concurrence.pdf: Geography Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 Law Concurrence.pdf: Law Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 Public Health Concurrence.pdf: Public Health Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 SENR Concurrence.pdf: SENR Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 SP20 DL with GE categories.docx: DL syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- WGSST 2260 ASC Tech Review.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)

Comments

- Returned for Jackson to make some changes. *(by Vankeerbergen, Bernadette Chantal on 01/08/2021 08:21 AM)*

COURSE CHANGE REQUEST
2260 - Status: PENDING

Last Updated: Haddad,Deborah Moore
01/09/2021

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Stotlar,Jacqueline Nicole | 12/21/2020 12:33 PM | Submitted for Approval |
| Approved | Winnubst,Shannon | 12/21/2020 01:00 PM | Unit Approval |
| Approved | Haddad,Deborah Moore | 12/26/2020 10:09 AM | College Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 01/08/2021 08:21 AM | ASCCAO Approval |
| Submitted | Stotlar,Jacqueline Nicole | 01/08/2021 05:24 PM | Submitted for Approval |
| Approved | Winnubst,Shannon | 01/09/2021 03:50 PM | Unit Approval |
| Approved | Haddad,Deborah Moore | 01/09/2021 04:20 PM | College Approval |
| Pending Approval | Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal | 01/09/2021 04:20 PM | ASCCAO Approval |



WGSST 2260

QUEER ECOLOGIES: GENDER, SEXUALITY, AND THE ENVIRONMENT

AUTUMN 2021 (FULL TERM / 3 CREDITS / ONLINE)

Course overview

Classroom Information

Format of instruction: Lecture

Synchronous Meeting Days/Times: Tuesday/Thursday, 9:35AM - 10:55AM

Instructor

Instructor: Dr. Mary Thomas

Email address: thomas.1672@osu.edu

Office hours: Tuesdays 11am-noon or by appointment

Course description

This course introduces students to the field of study called 'queer ecologies.' Queer ecologies seek to disrupt the gendered and heterosexual assumptions embedded in how we understand the environment, nature, and bodies (human and animal). The course begins with the most basic assumption of all: that biological reproduction is "naturally" heterosexual based on a binary relation between the social designations of male and female. How is evolution itself assumed to be based on a natural ordering of male and female, and how have these ideas become embedded in a whole range of scientific, cultural, and political practices, from the study of plants to the funding of research? What role does colonialism play in evolution and its study? The course will then go on to introduce ecofeminism, and we will work to learn how to apply a queer ecology and ecofeminist analysis to examples from our everyday world. This exercise will include a trip to the Ohio History Center to consider how exhibits are designed and represented through gender binaries, heterosexual norms, and race. Core to our course is the consideration of the central roles that colonialism, settler colonialism, and racialization play in the ways that animal life, "nature," and the environment are sexualized and gendered.

By queering ecology and environment – by changing the heterosexual and gendered foundations of how we think about nature and the body – a range of other concepts about nature and the environment, and even the planet, will come into view. From animal studies, queer and feminist social movements for environmental justice, trans*natures, and sexual politics, Queer Ecologies will articulate a commitment to new thinking about the challenges of planetary and climate change. The class will culminate in group projects and presentations examining local environments through a queer ecologies lens.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Identify the key components of queer ecologies and ecofeminism.
- Understand the contributions of feminist materialism to women's, gender and sexuality studies.
- Articulate a queer ecologies analysis of environmental studies through a range of examples, each examining gender, sexuality, race, and colonialism.
- Students will provide a queer ecology analysis to peers on a group field excursion on campus.

General Education

GE Category: 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.

This course will satisfy these outcomes by introducing students to the core role that heterosexuality and gender binaries play in predominant Western imaginaries, frameworks, and epistemologies of nature and the environment. Students will gain tools to identify and analyze heteronormativity and gender binaries in cultural displays of nature and human/animal evolution, in political discourses within environmental justice movements and the norms which guide them, and in the organization of and communication about everyday local landscapes. Students will begin to practice new terminology for representations of nature and the environment that do not perpetuate heterosexual norms and gender binaries.

GE Category: Social Science - Human, Natural, and Economic Resources

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

This course will satisfy these outcomes by introducing students to the ways that the social scientific study of nature and the environment relies on frameworks organizing human and animal life through heterosexuality and gender binaries. The course also introduces students to the predominant ways that social scientific inquiries understand human reproduction and evolution through social and cultural stereotypes of heterosexuality and gender binaries. Students will learn how to identify the normative assumption that the environment exists for human resource use, especially for future heterosexual family formations. Students will gain tools for identifying the ways that environmental policy and justice movements assume human and animal life to be priorities in times of ecological crisis. Finally, students will gain new tools to study, formulate, and communicate alternative policies seeking environmental justice and more sustainable resource use.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is a synchronous online course. You must attend classes over CarmenZoom. There are no required sessions when you must be logged in to Canvas at a scheduled time, other than class times when we meet on Zoom.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Your attendance is required for our scheduled class time. Otherwise, the following is a summary of students' expected participation online:

- **Participating in online activities other than class meeting times: AT LEAST ONCE PER WEEK**

You are expected to log in to the course in Carmen every week. (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**
All live, scheduled events for the course, including my office hours, are optional.

Participating in discussion forums: 6 TIMES PER SEMESTER

As part of your course assignments, you will post discussion entries on Canvas six times this semester. Deadlines for online discussion forums are posted on Canvas.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Course materials

Required

Mortimer-Sandilands, C. and Erickson, B. (2010) *Queer ecologies: Sex, Nature, Politics, and Desire*. Bloomington: University of Indiana Press. Available at the OSU bookstore.

Note: Referred to as *Queer ecologies* on reading schedule below.

Other readings will be available on the course's Carmen website, linked in the Modules and uploaded to Files.

Grading and instructor response

Grades

| Assignment or category | Points |
|--|--------|
| Six Discussion Postings, 5 points each, see Carmen for due dates | 30 |
| Essay One due Sept 19 | 15 |
| Essay Two (Show and Tell analysis) due Oct 21 | 15 |
| Narrated Presentation or Documentary Video | 20 |
| Attendance and Participation | 20 |
| Total | 100 |

See course schedule, below, for due dates.

Discussion postings. Posts form a significant aspect of our course because they help me evaluate your progress and comprehension and because they help you interact and learn from one another. Six times over the semester, you are be required to introduce the reading material for the week and to launch discussion about the text. You will develop several discussion questions for the week, identify main themes, vocabulary, and concepts from the texts as well. Each Post should be 250-350 words. Please refer to Carmen for further instructions and due dates.

Essays. You will write two creative, analytic essays, each about 1000 words in length. I will provide a prompt for each (noted on the class schedule below) at least one week in advance of their due date, along with detailed instructions. The assignments are due as listed on the course schedule on Carmen and will lose 5% for each day they are late. I will not accept essays later than 3 days after the due date.

Final Project: narrated presentation or video. You will do a creative project examining a familiar ecology from a queer perspective. You may do a campus tour, an analysis of a national park, or even a project on your own backyard. Detailed instructions will be posted on Carmen, and we will discuss this exercise and prepare together in class. We will also view and discuss these in class at the end of the semester.

Late assignments

The assignments are due as listed on the course schedule on Carmen and will lose 5% for each day they are late. I will not accept essays later than 3 days after the due date.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

Contact Preference

Please contact me via email. See guidelines below.

Grading and feedback

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

E-mail

Professional email etiquette is a key skill for being taken seriously. I will only respond to emails that follow these formatting standards:

1. Includes a subject line (**Please include WGSS 2250 in the subject line of each email**).
2. Opens with a salutation (such as “Hi Dr. Thomas” or “Dear Mary”).
3. Ends with a closing statement, i.e. “Sincerely,” “Thank you,” “Best wishes,” etc.
4. Uses proper grammar and spelling.

****NOTE:** *If you email me with a question and the answer is clearly delineated in the syllabus or course materials on Carmen, please don't expect a reply.* I will reply to e-mails within 24 hours on school days.

Attendance, participation, and discussions

Student participation requirements

The quality of your learning experience will be heavily reliant on your thoughtful and regular participation. Please arrive to our Zoom meetings promptly, complete readings before class

meetings, participate actively in discussions and break-outs, and provide thoughtful engagement with lectures, readings, discussion topics, and other class materials. Excessive absences will result in a failing participation grade (no more than 3 missed classes).

You must log into Carmen at least twice a week to check Announcements and Discussion activities.

Discussion and communication guidelines

I care deeply about creating a learning environment that is built on shared respect and a desire to learn together well and with academic rigor. Please, let all of us remember that there are very likely survivors of violence in our class, and people who have experienced the effects of racism, sexism, homophobia, transphobia, and ableism – all topics we will discuss in class. I cannot guarantee that this class is a safe space, but I can work hard with you all to help us create a space of respect and learning. A feminist and queer analysis relies on all of us reflecting on how systems of oppression affect ourselves and others who are different from ourselves, so be ready to be challenged and open for the task of thinking about the world in a new way!

Course schedule

| Date | Topics, Readings, Assignments, Deadlines |
|--------------|---|
| Tues Aug 24 | <p>What is queer ecology?</p> <p>Catriona Mortimer-Sandilands, “Unnatural Passions?: Notes Toward a Queer Ecology,” in <i>Invisible Culture. An Electronic Journal for Visual Culture</i>, Issue 9, 2005. http://www.rochester.edu/in_visible_culture/Issue_9/title9.html</p> |
| Thur Aug 26 | <p>The history of queering ecology</p> <p>Catriona Mortimer-Sandilands and Bruce Erickson, “A Genealogy of Queer Ecologies.” In <i>Queer Ecologies</i></p> |
| Tues Aug 31 | <p>Race, colonialism, and queer ecology</p> <p>Gosine, Andil. (2010). Non-white reproduction and same-sex eroticism: queer acts against nature. In <i>Queer ecologies</i>.</p> |
| Thurs Sept 2 | <p>Feminist political ecology</p> <p>Mollett, Sharlene and Faria, Caroline. (2013). Messing with gender in feminist political ecology. <i>Geoforum</i>, 45: 116-125.</p> |

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|---------------|---|
| Tues Sept 7 | <p>READ this interview with Anne Fausto-Sterling in “Method: Science in the Making” with Azeen Ghorayshi.</p> <p>CASE STUDY: Exhibiting heteropatriarchies</p> <p>Haraway, Donna. 1989. “Teddy Bear Patriarchy. Taxidermy in the Garden of Eden, New York City 1908-1936.” In <i>Primate Visions. Gender, Race and Nature in the World of Modern Science</i>. London: Routledge, p. 26-58.</p> <p>Essay One prompt posted on Carmen.</p> |
| Thurs Sept 9 | No class – I have a conference. |
| Tues Sept 14 | <p>Ecofeminism</p> <p>Merchant, Carolyn. (2013) Introduction and Chapter 1: Gaia: Ecofeminism and the Earth. <i>Earthcare: Women and the Environment</i>.</p> |
| Thurs Sept 16 | <p>Ecofeminism con’t</p> <p>No new reading</p> <p>ESSAY ONE DUE on Carmen Sunday, Sept 19 by 11:59pm</p> |
| Tues Sept 21 | Merchant, Carolyn. (2013) Chapter 9: The ecological self. <i>Earthcare: Women and the Environment</i> . |
| Thurs Sept 23 | <p>Queering ecofeminism</p> <p>Great Gaard. (1997) "Toward a queer ecofeminism." <i>Hypatia</i> 12.1: 114-137.</p> |
| Tues Sept 28 | <p>Toxicity</p> <p>Giovanna Di Chiro. (2010) “Polluted politics? Confronting toxic discourse, sex panic, and eco-normativity,” in <i>Queer ecologies</i>.</p> |
| Thurs Sept 30 | In class video: <i>Goodbye Gauley Mountain – An Ecosexual Love Story</i> (Dirs Beth Stephens and Annie Sprinkle, 2013) |
| Tues Oct 5 | <p>Settler colonialism</p> <p>Greta Gaard, “Indigenous Women, Feminism, and the Environmental Humanities,” <i>Resilience: A Journal of the Environmental Humanities</i> 1, no. 3 (2014)</p> |
| Thurs Oct 7 | Transanimality and Trans*natures |

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|----------------------|---|
| | Hayward, Eva. (2008) More Lessons from a Starfish: Prefixial Flesh and Transspeciesed Selves. <i>Women's Studies Quarterly</i> . 36(3):64. |
| Tues Oct 12 | Queer Sex, Queer Animality Alaimo, Stacy. (2010) "Eluding Capture: The Science, Culture, and Pleasure of Queer Animals." In <i>Queer ecologies</i> . Show and Tell Assignment instructions posted to Carmen. |
| Thurs Oct 14 | Autumn Break – no class |
| Tues Oct 19 | Queer Animality con't Noel Sturgeon. (2010) "Penguin Family Values: The Nature of Planetary Environmental Reproductive Justice." In <i>Queer ecologies</i> . |
| Thurs Oct 21 | In Class Show and Tell ESSAY TWO DUE on Carmen by 11:59pm |
| Tues Oct 26 | Queering Environmental Politics Hogan, Katie. (2010). "Undoing Nature: Coalition Building as Queer Environmentalism." In <i>Queer ecologies</i> . |
| Thurs Oct 28 | Queering Environmental Politics con't Ingraham, Gordon Brent. (2010). "Fragments, Edges, and Matrices: Retheorizing the Formation of a So-called Gay Ghetto through Queering Landscape Ecology." In <i>Queer ecologies</i> . |
| Tues Nov 2 | Desiring Nature and Queer Attachments "Biophilia, Creative Involution, and the Ecological Future of Queer Desires." (2010). In <i>Queer ecologies</i> . |
| Thurs Nov 4 | Queer and Feminist Perspectives on Climate Change Donna Haraway. 2016. "Making Kin. Anthropocene, Capitalocene, Plantationocene, Chthulucene" in: <i>Staying with the Trouble. Making Kin in the Chthulucene</i> . Duke University Press, p. 99-103. Final projects due on Carmen, Sunday, November 7 by 11:59pm. |
| Tues Nov 9 | Final projects. |
| Thurs Nov 11 | Veteran's Day – no class |
| Nov 16 through Dec 7 | Final projects. |

Other course policies and information

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

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)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

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.

Accommodations for accessibility

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Student Support Policies and Resources

Diversity. The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from

them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

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SYLLABUS: WGSST 2260

QUEER ECOLOGIES: GENDER, SEXUALITY, AND THE ENVIRONMENT

AUTUMN 2021

Course overview

Classroom Information

Format of instruction: Lecture

Meeting Days/Times: Tuesday/Thursday, 9:35AM - 10:55AM

Location: 056 University Hall

Instructor

Instructor: Dr. Mary Thomas

Email address: thomas.1672@osu.edu

Office hours: Tuesdays 11am-noon or by appointment

Course description

This course introduces students to the field of study called 'queer ecologies.' Queer ecologies seek to disrupt the gendered and heterosexual assumptions embedded in how we understand the environment, nature, and bodies (human and animal). The course begins with the most basic assumption of all: that biological reproduction is "naturally" heterosexual based on a binary relation between the social designations of male and female. How is evolution itself assumed to be based on a natural ordering of male and female, and how have these ideas become embedded in a whole range of scientific, cultural, and political practices, from the study of plants to the funding of research? What role does colonialism play in evolution and its study? The course will then go on to introduce ecofeminism, and we will work to learn how to apply a queer ecology and ecofeminist analysis to examples from our everyday world. This exercise will include a trip to the Ohio History Center to consider how exhibits are designed and represented through gender binaries, heterosexual norms, and race. Core to our course is the consideration of the central roles that colonialism, settler colonialism, and racialization play in the ways that animal life, "nature," and the environment are sexualized and gendered.

By queering ecology and environment – by changing the heterosexual and gendered foundations of how we think about nature and the body – a range of other concepts about nature and the environment, and even the planet, will come into view. From animal studies, queer and feminist social movements for environmental justice, trans*natures, and sexual politics, Queer Ecologies will articulate a commitment to new thinking about the challenges of planetary and climate change. The class will culminate in-group field excursions on campus examining local environments through a queer ecologies lens.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Identify the key components of queer ecologies and ecofeminism.
- Understand the contributions of feminist materialism to women's, gender and sexuality studies.
- Articulate a queer ecologies analysis of environmental studies through a range of examples, each examining gender, sexuality, race, and colonialism.
- Students will provide a queer ecology analysis to peers on a group field excursion on campus.

General Education

GE Category: 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.

This course will satisfy these outcomes by introducing students to the core role that heterosexuality and gender binaries play in predominant Western imaginaries, frameworks, and epistemologies of nature and the environment. Students will gain tools to identify and analyze heteronormativity and gender binaries in cultural displays of nature and human/animal evolution, in political discourses within environmental justice movements and the norms which guide them, and in the organization of and communication about everyday local landscapes. Students will begin to practice new terminology for representations of nature and the environment that do not perpetuate heterosexual norms and gender binaries.

GE Category: Social Science - Human, Natural, and Economic Resources

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

This course will satisfy these outcomes by introducing students to the ways that the social scientific study of nature and the environment relies on frameworks organizing human and animal life through heterosexuality and gender binaries. The course also introduces students to the predominant ways that social scientific inquiries understand human reproduction and evolution through social and cultural stereotypes of heterosexuality and gender binaries. Students will learn how to identify the normative assumption that the environment exists for human resource use, especially for future heterosexual family formations. Students will gain tools for identifying the ways that environmental policy and justice movements assume human and animal life to be priorities in times of ecological crisis. Finally, students will gain new tools to study, formulate, and communicate alternative policies seeking environmental justice and more sustainable resource use.

Course materials

Required

Mortimer-Sandilands, C. and Erickson, B. (2010) *Queer ecologies: Sex, Nature, Politics, and Desire*. Bloomington: University of Indiana Press. Available at the OSU bookstore.

Note: Referred to as *Queer ecologies* on reading schedule below.

Other readings will be available on the course's Carmen website, linked in the Modules and uploaded to Files.

Grading and instructor response

Grades

| Assignment or category | Points |
|--|--------|
| Six Discussion Postings, 5 points each, see Carmen for due dates | 30 |
| Essay One (Field Trip analysis) due Sept 19 | 15 |
| Essay Two (Show and Tell analysis) due Oct 21 | 15 |
| Group Project: Queer Ecology Excursion on Campus | 15 |
| Group Project Self-Assessment due Dec 8 | 5 |
| Attendance and Participation | 20 |
| Total | 100 |

See course schedule, below, for due dates.

Discussion postings. Posts form a significant aspect of our course, because they help me evaluate your progress and comprehension and because they help you interact and learn from one another. Six times over the semester, you are be required to introduce the reading material for the week and to launch discussion about the text. You will develop several discussion questions for the week, identify main themes, vocabulary, and concepts from the texts as well. Each Post should be 250-350 words. Please refer to Carmen for further instructions and due dates.

Essays. You will write two creative, analytic essays, each about 1000 words in length. I will provide a prompt for each (noted on the class schedule below) at least one week in advance of their due date, along with detailed instructions. The assignments are due as listed on the course schedule on Carmen and will lose 5% for each day they are late. I will not accept essays later than 3 days after the due date.

Group presentations, including an individual assessment. You will do a creative group project. Each group will conduct a queer ecologies field excursion on campus. Attendance is MANDATORY for all group excursions. Detailed instructions will be posted on Carmen, and we will discuss this exercise and prepare together in class.

Late assignments

The assignments are due as listed on the course schedule on Carmen and will lose 5% for each day they are late. I will not accept essays later than 3 days after the due date.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

Contact Preference

Please contact me via email. See guidelines below.

Grading and feedback

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

E-mail

Professional email etiquette is a key skill for being taken seriously. I will only respond to emails that follow these formatting standards:

1. Includes a subject line (**Please include WGSS 2250 in the subject line of each email**).
2. Opens with a salutation (such as “Hi Dr. Thomas” or “Dear Mary”).
3. Ends with a closing statement, i.e. “Sincerely,” “Thank you,” “Best wishes,” etc.
4. Uses proper grammar and spelling.

****NOTE:** *If you email me with a question and the answer is clearly delineated in the syllabus or course materials on Carmen, please don't expect a reply.* I will reply to e-mails within 24 hours on school days.

Attendance, participation, and discussions

Student participation requirements

The quality of your learning experience will be heavily reliant on your thoughtful and regular participation. Please arrive promptly, complete readings before class meetings, participate

actively in discussions, and provide thoughtful engagement with lectures, readings, discussion topics, and other class materials. Excessive absences will result in a failing participation grade (no more than 3 missed classes).

Discussion and communication guidelines

I care deeply about creating a learning environment that is built on shared respect and a desire to learn together well and with academic rigor. Please, let all of us remember that there are very likely survivors of violence in our class, and people who have experienced the effects of racism, sexism, homophobia, transphobia, and ableism – all topics we will discuss in class. I cannot guarantee that this class is a safe space, but I can work hard with you all to help us create a space of respect and learning. A feminist and queer analysis relies on all of us reflecting on how systems of oppression affect ourselves and others who are different from ourselves, so be ready to be challenged and open for the task of thinking about the world in a new way!

Course schedule

| Date | Topics, Readings, Assignments, Deadlines |
|--------------|---|
| Tues Aug 24 | <p>What is queer ecology?</p> <p>Catriona Mortimer-Sandilands, “Unnatural Passions?: Notes Toward a Queer Ecology,” in <i>Invisible Culture. An Electronic Journal for Visual Culture</i>, Issue 9, 2005. http://www.rochester.edu/in_visible_culture/Issue_9/title9.html</p> |
| Thur Aug 26 | <p>The history of queering ecology</p> <p>Catriona Mortimer-Sandilands and Bruce Erickson, “A Genealogy of Queer Ecologies.” In <i>Queer Ecologies</i></p> |
| Tues Aug 31 | <p>Race, colonialism, and queer ecology</p> <p>Gosine, Andil. (2010). Non-white reproduction and same-sex eroticism: queer acts against nature. In <i>Queer ecologies</i>.</p> |
| Thurs Sept 2 | <p>Feminist political ecology</p> <p>Mollett, Sharlene and Faria, Caroline. (2013). Messing with gender in feminist political ecology. <i>Geoforum</i>, 45: 116-125.</p> |

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|--------------|--|
| Tues Sept 7 | <p>READ this interview with Anne Fausto-Sterling in “Method: Science in the Making” with Azeen Ghorayshi.</p> <p>CASE STUDY: Exhibiting heteropatriarchies</p> <p>Haraway, Donna. 1989. “Teddy Bear Patriarchy. Taxidermy in the Garden of Eden, New York City 1908-1936.” In <i>Primate Visions. Gender, Race and Nature in the World of Modern Science</i>. London: Routledge, p. 26-58.</p> <p>Essay One prompt posted on Carmen</p> |
| Thurs Sept 9 | No class – we will meet Saturday instead (if you cannot go on Saturday, you will need to find another time that you can go independently of class) |
| Sat Sept 11 | <p>FIELD TRIP</p> <p>Class will meet at Ohio History Center at 10am</p> <p>I-71 & 17th Avenue (Exit 111), Columbus, OH 43211</p> |
| Tues Sept 14 | <p>Ecofeminism</p> <p>Merchant, Carolyn. (2013) Introduction and Chapter 1: Gaia: Ecofeminism and the Earth. <i>Earthcare: Women and the Environment</i>.</p> |

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|---------------|--|
| Thurs Sept 16 | <p>Ecofeminism con’t</p> <p>No new reading</p> <p>ESSAY ONE DUE on Carmen Sunday, Sept 19 by 11:59pm</p> |
| Tues Sept 21 | Merchant, Carolyn. (2013) Chapter 9: The ecological self. <i>Earthcare: Women and the Environment</i> . |
| Thurs Sept 23 | <p>Queering ecofeminism</p> <p>Great Gaard. (1997) "Toward a queer ecofeminism." <i>Hypatia</i> 12.1: 114-137.</p> |
| Tues Sept 28 | <p>Toxicity</p> <p>Giovanna Di Chiro. (2010) “Polluted politics? Confronting toxic discourse, sex panic, and eco-normativity,” in <i>Queer ecologies</i>.</p> |
| Thurs Sept 30 | In class video: <i>Goodbye Gauley Mountain – An Ecosexual Love Story</i> (Dirs Beth Stephens and Annie Sprinkle, 2013) |

| | |
|--------------|---|
| Tues Oct 5 | <p>Settler colonialism</p> <p>Greta Gaard, "Indigenous Women, Feminism, and the Environmental Humanities," <i>Resilience: A Journal of the Environmental Humanities</i> 1, no. 3 (2014)</p> |
| Thurs Oct 7 | <p>Transanimality and Trans*natures</p> <p>Hayward, Eva. (2008) More Lessons from a Starfish: Prefixial Flesh and Transspeciated Selves. <i>Women's Studies Quarterly</i>. 36(3):64.</p> |
| Tues Oct 12 | <p>Queer Sex, Queer Animality</p> <p>Alaimo, Stacy. (2010) "Eluding Capture: The Science, Culture, and Pleasure of Queer Animals." In <i>Queer ecologies</i>.</p> <p>Show and Tell Assignment posted to Carmen.</p> |
| Thurs Oct 14 | Autumn Break – no class |
| Tues Oct 19 | <p>Queer Animality con't</p> <p>Noel Sturgeon. (2010) "Penguin Family Values: The Nature of Planetary Environmental Reproductive Justice." In <i>Queer ecologies</i>.</p> |
| Thurs Oct 21 | <p>In Class Show and Tell</p> <p>ESSAY TWO DUE on Carmen by 11:59pm</p> |
| Tues Oct 26 | <p>Queering Environmental Politics</p> <p>Hogan, Katie. (2010). "Undoing Nature: Coalition Building as Queer Environmentalism." In <i>Queer ecologies</i>.</p> |
| Thurs Oct 28 | <p>Queering Environmental Politics con't</p> <p>Ingraham, Gordon Brent. (2010). "Fragments, Edges, and Matrices: Retheorizing the Formation of a So-called Gay Ghetto through Queering Landscape Ecology." In <i>Queer ecologies</i>.</p> |
| Tues Nov 2 | <p>Desiring Nature and Queer Attachments</p> <p>"Biophilia, Creative Involution, and the Ecological Future of Queer Desires." (2010). In <i>Queer ecologies</i>.</p> |
| Thurs Nov 4 | <p>Queer and Feminist Perspectives on Climate Change</p> <p>Donna Haraway. 2016. "Making Kin. Anthropocene, Capitalocene, Plantationocene, Chthulucene" in: <i>Staying with the Trouble. Making Kin in the Chthulucene</i>. Duke University Press, p. 99-103</p> |
| Tues Nov 9 | Group projects in class worktime |

| | |
|------------------------------------|---|
| Thurs Nov 11 | Veteran's Day – no class |
| Tues Nov 16 and Thurs Nov 18 | Group projects in class worktime |
| Nov 30 – Dec 7 | Class group presentations – queer field excursions on campus |

Other course policies

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

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)

Accommodations for accessibility

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student Support Policies and Resources

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Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

Proposals must include the following:

1. The appropriate Course Request Form via curriculum.osu.edu
2. A course syllabus that follows the ASC syllabus template guidelines. [Included]
3. A GE rationale that discusses how each individual GE expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components. The key is to discuss each GE expected learning outcome separately so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

GE Category: 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.

Syllabus Rationale: This course will satisfy these outcomes by introducing students to the core role that heterosexuality and gender binaries play in predominant Western imaginaries, frameworks, and epistemologies of nature and the environment. Students will gain tools to identify and analyze heteronormativity and gender binaries in cultural displays of nature and human/animal evolution, in political discourses within environmental justice movements and the norms which guide them, and in the organization of and communication about everyday local landscapes. Students will begin to practice new terminology for representations of nature and the environment that do not perpetuate heterosexual norms and gender binaries.

Evidence:

(a) the course objectives:

The course description in the syllabus and the ELOs for the course lay out the Culture and Ideas GE objectives in the following ways: the description encourages students to understand the course objective as primarily to question assumptions about “scientific, cultural, and political practices” that gird fundamental understandings of “the environment, nature, and bodies (human and animal).” The course description prompts students to begin questions the cultural bias of heteronormativity and gender binary when thinking about biological reproduction. Heterosexism as embedded in ideas about reproduction is one of the most fundamental of all cultural beliefs in the world, because it buttresses social organizations, familial roles, lifecourse patterns, religious beliefs, scientific inquiry, one’s own understanding of own’s own body as an agent of reproduction and evolution, relations to animal life, and human engagements with nature. The third ELO for the course ensures that successful students will be able to both evidence and contest the predominant cultural idea of heteronormativity and binary gender as impacting their understandings across a range of examples. Students will be able to practice new cultural fluency in the ideas of queer ecologies by speaking about the human body, reproduction, and relations to nature that do not assume the gender binary and heterosexuality. Students will read about ecofeminism as a counter-knowledge and counter-cultural practice, and consider how to queer ecofeminism toward more inclusive and radical environmental politics and beliefs.

(b) the readings:

The first reading is Catriona Mortimer-Sandilands, “Unnatural Passions?: Notes Toward a Queer Ecology.” She writes that ecofeminists and environmental justice advocates “argue that sexism and racism are systematic forms of oppression that negatively influence human beings’ relationship with the natural world, and also that ideas and institutions of nature are important sites in which sexism and

racism are organized." She also adds sexuality toward this argument, as she develops the definition of queer ecology. Students will consider these questions with the opening reading for the course:

- How did sexuality come to be thought of as a "natural" identity, when, and by whom?
- How was the development of the US national parks system based in gender and sexual norms?
- How was the science of evolution structured by heteropatriarchy?
- What is a "repro-centric" environmental position?
- Can you relate the history of ecology as a science to modern environmentalism?

From that beginning, students will read about colonialism's role in perpetuating the Western cultural ideas about human bodies to the rest of the world. Thus, we will analyze the racist cultural beliefs embedded in the gender binary and heterosexism, eg, through the third reading [Gosine, Andil. (2010). Non-white reproduction and same-sex eroticism: queer acts against nature, see syllabus for full reference.] Students will also read about other cultural beliefs like feminist Indigenous relations to the land, eg through the reading, Greta Gaard, "Indigenous Women, Feminism, and the Environmental Humanities," *Resilience: A Journal of the Environmental Humanities* 1, no. 3 (2014). There are also several readings at the end of the semester on animal life and the culture of queer animals, eg, readings by Alaimo, Sturgeon, and Hayward.

(c) the topics:

Science studies study of how science is done, how it has developed, how it has become organized into certain fields. Science studies argues that science is a social and cultural activity. Cultural and social differences matter to what questions get asked, what methods are developed, and what knowledge is discovered.

The course considers the gender binary, its relation to sex, and the ways that the binary greatly misrepresents the wide array of people's experiences of and cultural beliefs about their bodies and sexualities. But binary thinking impacts not just gender identity but also numerous other structures of thinking, particularly in Western traditions. For instance, the binary distinction between nature and science has been a part of the Western tradition since the Enlightenment. Feminist science studies scholars argue that oftentimes "nature" has been thought of as "feminine" and science as "masculine." Thus the binary between nature/science relates to other binaries like female/male, emotional/rational, subjective/objective. In fact, the binary between female/male determined the science of medicine and anatomy. What method for determining sex became the norm in these fields, and why? Science did not develop the best methods for measuring sex, but rather started with a culturally-biased assumption of a binary between female/male and diagnosed people as deviant if they did not fit the binary.

(d) the written assignments:

Students will write two creative essays to evidence their understanding of the GE and course ELOs, the first through an analysis of museum practices after a class field trip to the Ohio History Center in Columbus and the second a 'show and tell' analysis of an object of which they must offer a new cultural idea explaining queer ecologies (a natural object, a pet, a food item, an archival object, a lively object, etc). Written assignments will be required to illustrate the effective outcomes of the goals as well as altered understandings of prior beliefs using new terminology. The "Culture and Ideas" GE will be assessed through the first essay on museum displays.

(e) other course components:

For the in person course, students will visit the Ohio History Connection on a field excursion to examine how the museum situates plant, human, and animal life through heteronormative natures and binary gender. Students will work in groups to design and implement “queer ecological excursions on campus” to introduce the natural context of OSU with their new tools of analysis and new terminologies. These will culminate in queer ecological campus tours.

For the DL course, students will create a final project and present these to peers. These will be either videos or narrated presentations that ‘queer’ a familiar ecology or environment, like one’s own backyard, a national park, or even our own campus.

GE Category: Social Science - Human, Natural, and Economic Resources

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

Syllabus Rationale: This course will satisfy these outcomes by introducing students to the ways that the social scientific study of nature and the environment relies on frameworks organizing human and animal life through heterosexuality and gender binaries. The course also introduces students to the predominant ways that social scientific inquiries understand human reproduction and evolution through social and cultural stereotypes of heterosexuality and gender binaries. Students will learn how to identify the normative assumption that the environment exists for human resource use, especially for future heterosexual family formations. Students will gain tools for identifying the ways that environmental policy and justice movements assume human and animal life to be priorities in times of ecological crisis. Finally, students will gain new tools to study, formulate, and communicate alternative policies seeking environmental justice and more sustainable resource use.

Evidence:

(a) the course objectives:

Students will be guided through the social science GE through the following course-specific questions:

- *What methods of inquiry in social science perpetuate heterosexism and the gender binary as they relate to the environment, human and animal life, and resource use?* This question maps smoothly onto the first ELO for the GE, “Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.”
- *How do feminist and queer perspectives alter the knowledge that is produced in science research and political decisions about environmental policies, including those regulating animal life and the sovereign claims of indigenous people?* This question addresses both the second and third ELO for the GE by analyzing the “enforcement” of environmental policy and relations through the gender binary and heteronorms around family formation, social priorities, and the powerful actors who sculpt policy according to their own views and prejudices about gender and sexuality. Finally, students will gain the tools to understand that oppression carried out through policy, economy, and regulation is unsustainable; oppression damages the planet, animal life,

and the human body in all its gendered and sexual diversities. Colonialism and imperialism are also perpetuated through sexism and binaried biases.

- *Whose body or bodies set the standard in much of scientific and environmental research?* Students will learn that all policy and economic decision-making stem from subjective experiences of sexuality, gender, and androcentrism. "Individual" decisions, as the ELO states, enforce similarities through sexism and heteronormativity and discourage a proliferation of genders and sexual practices and identities.
- *What impacts can you imagine for a wider acceptance of feminist and queer approaches to science and environmental research, dissemination, and justice movements?* Ecofeminism and feminist political ecology will offer students alternative social scientific and economic viewpoints to encourage sustainability and to fight planetary destruction.

(b) the readings

By reading one interview with Anne Fausto-Sterling (an important feminist science scholar), students will be able to answer the following questions and consider the following information:

How does Dr. Fausto-Sterling describe her feminist perspective as imprinting on her research in biology and embryology?

According to her, the "prevailing ideas about gender became unconsciously woven into biological knowledge" - consider why, then, it matters so much who participates in science research, development and teaching!

Do scientists mostly appreciate feminist perspectives these days?

She teaches us that "science as usual" can perpetuate knowledge structures that are incorrect, biased, and harmful.

This reading (and others) directly address the GE ELOs through the following ways: Students will understand that medical institutions go to great lengths to preserve the gender binary through genital surgeries (as covered in Fausto-Sterling); that the extraction of "natural resources" are capitalist and geared toward future never-ending economic expansion and human evolutionary expansion with dire costs to the planet (Giovanna Di Chiro, Carolyn Merchant), indigenous people (Great Gaard) and to animal life (Eva Hayward).

Other key readings that address this GE are by *Donna Haraway*, who guides readers on how to understand the ways that natural history museums perpetuate methods and knowledge about how to view, categorize, and distinguish social formations through heterosexism and the gender binary, as well as whiteness and American forms of imperialism; the feminist political ecologists Sharlene Mollett and Caroline Faria, who show how the social sciences prioritize environmental analysis through heterosexism and capitalist relations to nature (resource extraction); and Carolyn Merchant, who offers a new relation to Earth away from resource depletion and conquest.

(c) the topics

Science studies typically asks, how does any field of science work? Who frames research priorities? Who designs scientific inquiry? How has the history of any scientific field developed - were people excluded from its development? Who benefited over time from this history?

Feminist and queer science studies offers an analytic viewpoint that focuses on: issues of inclusion in science (who can participate, who has been and continues to be excluded?); the oppressive effects of scientific study on particular people and non-human others like animals (to whose benefit does science work, who is harmed by research, how does the business of science and the profit motive affect research and development?); the potential insights of intersectional feminisms on science. This course asks, how would a different method and a different approach lead to a different knowledge of bodies and subjects?

Environmental justice movements seek protection from pollution, food insecurity, public health dangers, climate change, industrial waste, poor air quality (and on and on) in their communities. Communities of color and indigenous people in North America, and poor communities in the Global South, are more likely to face the impacts of a wide range of environmental problems than those wealthy and privileged enough to move, migrate, or avoid areas of environmental contamination and degradation

(d) the written assignments

In the six discussion postings that students will do for the class, they will directly confront the GE ELOs through course material as outlined above. The GE assessment plan for this particular Social Science GE will examine the last two discussion postings of the semester.

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

See the GE assessment document.

GE: Culture and Ideas

GE Assessment Plan and Rubric

WGSS 2260: Queer Ecologies

This scoring rubric is designed to assess the ELOs for the GE: Culture and Ideas in the course Queer Ecologies. The rubric will be completed for each student for the two essay assignments.

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.

Syllabus Rationale: This course will satisfy these outcomes by introducing students to the core role that heterosexuality and gender binaries play in predominant Western imaginaries, frameworks, and epistemologies of nature and the environment. Students will gain tools to identify and analyze heteronormativity and gender binaries in cultural displays of nature and human/animal evolution, in political discourses within environmental justice movements and the norms which guide them, and in the organization of and communication about everyday local landscapes. Students will begin to practice new terminology for representations of nature and the environment that do not perpetuate heterosexual norms and gender binaries.

Assignment: The prompt describes the assignment goals and embeds GE language into requirements so that the instructor may assess the ELOs straightforwardly. Specifically, the prompt includes the following two paragraphs:

“Remember that our typical Museum visitor is unlikely to understand how predominant **ideas** about human culture **influence their beliefs, perceptions of reality, and the norms which guide human behavior**. You will need to write in a way that allows them to see why a queer ecological perspective is an important tool in the fight against oppressive systems of binary gender, heteronormativity, colonialism, and racism.

Please illustrate in at least one of your exhibits how the **major form of thought** about human evolution has led to harmful **interpretations** of nonbinary people and sexual minorities.”

Because the assignment hardwires the GE goals into its requirements, assessment will be able to reflect whether students *exceeded, met, or did not meet* the ELOs. As the essay is graded, the rubric will be ticked so that every student submission is assessed to exceed, meet, or not meet the two ELOs.

WGSS 2360: Queer Ecologies
Essay One Prompt

DUE DATE: Sunday, September 19 by 11:59pm

Welcome to the Jobs Portal at the Museum of Queer Ecologies. Our mission here at the Museum is to tell stories and display artifacts of vast diversity of human experiences of nature, animal and plant life, and the environment. Our exhibits describe and illustrate a wide range of feminist and queer ideas and movements that struggle to counter the impact of oppressive systems of domination. We seek to promote cultural, social, and political feminist understandings of gender, sexuality, race, ethnicity, indigeneity, and embodiment. We seek to promote approaches to the land, nature, and the environment that will minimize harm to others, including nonhuman others, and to the planet itself.

We are hiring a curator for a special exhibit on the effects of binary gender and heterosexism on how we understand human evolution and animal life. We will call this exhibit: "Queering Ecologies for Sustainability."

Your job will be to design three different entries for this exhibit. Entries should include visual design and textual descriptions (300-350 words) to accompany the visual materials (photos, drawings, collage). These themes might help you decide on entries:

- Human evolution
- Animal sociality
- Human family formation
- Climate change
- Woodland or Wetland ecology
- Geology
- Land settlement and use
- Resource use

Remember that our typical Museum visitor is unlikely to understand how predominant ideas about human culture influence their beliefs, perceptions of reality, and the norms which guide human behavior. You will need to write in a way that allows them to see why a queer ecological perspective is an important tool in the fight against oppressive systems of binary gender, heteronormativity, colonialism, and racism.

Please illustrate in at least one of your exhibits how the major form of thought about human evolution has led to harmful interpretations of nonbinary people and sexual minorities.

You may find that offering stories, visuals, or very brief text boxes set apart from the main description provide visually engaging displays. Your description should be accessible to anyone age 18 or older. Remember that each description needs a title!

Good luck with your application materials. This job posting closes at midnight on September 19, and you should hear whether you are invited for an on-site interview about a week after that date. Thank you for your interest in the Museum of Queer Ecologies.

Essay One Scoring Rubric

| | | | |
|---|----------------------------|--------------------------|----------------------------------|
| <p>GOAL: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.</p> | <p>Exceeds Expectation</p> | <p>Meets Expectation</p> | <p>Does Not Meet Expectation</p> |
| <p>LEARNING OUTCOME: Students analyze and interpret major forms of human thought, culture, and expression.</p> | | | |
| <p>LEARNING OUTCOME: Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.</p> | | | |

GE: Social Science - Human, Natural, and Economic Resources

GE Assessment Plan and Rubric

WGSS 2260: Queer Ecologies

This scoring rubric is designed to assess the ELOs for the GE: Social Science - Human, Natural, and Economic Resources in the course Queer Ecologies. The rubric will be completed for each student for two discussion prompt assignments, one on the theme “Toxicity” and one on “Queering Environmental Politics”.

Toxicity Prompt, to be posted on Carmen Discussions

In the reading “Polluted politics? Confronting toxic discourse, sex panic, and eco-normativity,” author Giovanna Di Chiro encourages us to reconsider environmental policy and justice movements. In at least 250 words, explain how a queer ecologies approach can provide help in providing a “more inclusive” vision of ecopolitics (page 200). First, describe how you would conceptualize and measure “inclusivity” when it comes to environmental policy and decisions about resource use. What are the trade-offs as you see them between any individual’s choices and social needs and priorities when it comes to environmental justice, and how can queer ecologies mitigate these across different contexts? Provide at least two examples to illustrate that your points can lead to a more sustainable approach to society’s commitment to protect the environment.

This prompt integrates the GE expected outcomes by explicitly asking students to address the basis of what they know and the methods informing that knowledge (ELO #1), the trade offs between individual decisions and social systems of policy design and enactment (ELO #2), and how sustainability relates to real life decision practices of both individuals and social policy, economic, and environmental practices.

Queering Environmental Politics, to be posted on Carmen Discussions

Katie Hogan powerfully illustrates the connections between homophobia and transphobia and racism in “Undoing Nature: Coalition Building as Queer Environmentalism.” When, for example, homosexuality is said to “be against nature”, eugenics thinking comes into play. Eugenics, as we have discussed in class, theorizes that the most fit should be encouraged to procreate and thrive, while those seen as less fit should be discouraged from parenting and existing. In this way, queers, trans people, gay people, lesbians, the disabled, and those racialized and denigrated in a white supremacist society might all share a common interest in forming a coalition. In no less than 250 words, describe how this coalition building has a powerful potential for environmental politics. How can underlying biases about the value of life and the human body be overturned in environmental policy from a queer ecologies coalitional politics? How might this politics address resource use specifically? Provide at least one example.

This prompt integrates the GE expected outcomes through the example of eugenics: one theory of social science that maintains a horrifying hold on our society today through the denigration of the disabled, homosexuals, trans people, queer people, and racial and ethnic minorities in the US who are considered “less” American or deserving of care by society as a whole. Students will illustrate the benefits of a coalition which undoes the ‘theories and methods’ of racist/homophobic/sexist/ableist social science traditions (ELO #1), realize that the enforcement of these norms about the value of a life and body shape policy to the disadvantage of a thriving world and environment (ELO #2), and comprehend the social and

economic horrors of resource use directed at advancing the few in the normative minority (straight, white, wealthy).

Discussion Prompt “Toxicity” Scoring Rubric

| <p>GOAL: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources..</p> | <p>Exceeds Expectation</p> | <p>Meets Expectation</p> | <p>Does Not Meet Expectation</p> |
|--|----------------------------|--------------------------|----------------------------------|
| <p>LEARNING OUTCOME: Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.</p> | | | |
| <p>LEARNING OUTCOME: Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.</p> | | | |
| <p>LEARNING OUTCOME: Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.</p> | | | |

Discussion Prompt “Queering Environmental Politics” Scoring Rubric

| <p>GOAL: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources..</p> | <p>Exceeds Expectation</p> | <p>Meets Expectation</p> | <p>Does Not Meet Expectation</p> |
|--|----------------------------|--------------------------|----------------------------------|
| <p>LEARNING OUTCOME: Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.</p> | | | |
| <p>LEARNING OUTCOME: Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.</p> | | | |
| <p>LEARNING OUTCOME: Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.</p> | | | |

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: WGGST 2260

Instructor: Dr. Mary Thomas

Summary: Queer Ecologies: Gender, Sexuality and the Environment

| Standard - Course Technology | Yes | Yes with Revisions | No | Feedback/Recomm. |
|---|-----|--------------------|----|---|
| 6.1 The tools used in the course support the learning objectives and competencies. | X | | | <ul style="list-style-type: none"> • Carmen • Office 365 |
| 6.2 Course tools promote learner engagement and active learning. | X | | | <ul style="list-style-type: none"> • Zoom • Carmen discussion board postings |
| 6.3 Technologies required in the course are readily obtainable. | X | | | All materials are available free of charge. |
| 6.4 The course technologies are current. | X | | | All technologies are web based and updated regularly. |
| 6.5 Links are provided to privacy policies for all external tools required in the course. | X | | | No external tools are used. |
| Standard - Learner Support | | | | |
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. | X | | | Links to 8HELP are provided. |
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services. | X | | | 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. | | X | | Please include statement 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. | | X | | Please include statement c |
| Standard – Accessibility and Usability | | | | |
| 8.1 Course navigation facilitates ease of use. | X | | | The ASC DL template is used. There is a new version of the template out that you may want to consider using, but it is not required. |
| 8.2 Information is provided about the accessibility of all technologies required in the course. | X | | | No external tools are used. |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | X | | | Recommend that resources be developed to address any requests for alternative means of access to course materials. |
| 8.4 The course design facilitates readability | X | | | 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. | X | | | All assignments and activities that use the Carmen LMS with |

| | | | | |
|--|--|--|--|--|
| | | | | <p>embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.</p> |
|--|--|--|--|--|

Reviewer Information

- Date reviewed: 12/22/2020
- Reviewed by: Ian Anderson

Notes: It is unclear if this class is supposed to be 100% online or Hybrid. If it is 100% online, then the field trip to the Ohio Historical Society cannot be a part of the class unless extra accommodations are made to provide the material from the trip to students who are unable to attend.

^aThe following statement about disability services (recommended 16 point font):
 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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd 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>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>