



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2020

Course Code: SDS 450R/ GSJ 472

Course Title: Queer and Trans Studies

Class Times/Location: Remote/ Online

Instructor: Margaret (Meg) Gibson

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Course Description

Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

- A. Understand the ways that dominant ideas about gender, sexuality, and relationships structure the contemporary social context in North America/ Turtle Island.

- Describe and define different identities, terms, and oppressions relating to sexuality and gender, particularly those relating to 2SLGBTQ+ communities.
 - Analyze the impact of dominant systems such as heteronormativity, cisnormativity, patriarchy, capitalism, and colonialism on everyday experiences, intellectual and institutional practices, socio-political activities, and cultural representations.
- B. Critically assess the impact of larger histories and social relations that regulate gender, sexuality, and kinship on 2SLGBTQ+ people and others.
- Articulate how colonialism and other social relations of dominance have shaped and regulated ideas and practices of kinship, gender, and sexuality, in the Canadian nation state and beyond.
 - Describe examples of how people have responded to and resisted dominant frameworks and regulations, and propose strategies to nurture social justice.
- C. Understand, integrate, and apply knowledge of core theories and strategies from queer and trans studies.
- Articulate central claims and tensions in queer and trans studies as applied to a range of topics.
 - Describe, compare, and apply the approaches found in key contributions within queer and trans studies.

Required Text

- Barker, Meg-John and Scheele, Julia. (2016). *Queer: a graphic history*. London, UK: Icon Books.
- Halberstam, Jack. (2018). *Trans*: a quick and quirky account of gender variability*. Oakland, CA: University of California Press.
- Bornstein, Kate & Bergman, S. Bear, Eds. (2010). *Gender outlaws: The next generation*. Berkeley, CA: Seal Press.

NOTE: Any edition (including the electronic version) of the texts is acceptable. Texts can be ordered through the University of Waterloo Bookstore website.

Readings Available on LEARN

- All other course readings and other materials are available either through course reserve or posted on the course LEARN site. Please

contact the teaching assistant or instructor if you have trouble accessing them. Check on LEARN regularly for weekly communication and additional learning materials.

- Books on electronic reserve through the Renison Library for this course (to access multiple chapters):

Gibson, M. F. (Ed.). (2014). *Queering motherhood: Narrative and theoretical perspectives*. Toronto, ON: Demeter Press.

Simpson, Leanne Betasamosake. (2017). *As we have always done: Indigenous freedom through radical resistance*. Minneapolis, MN: University of Minnesota Press.

- **A note on readings:** As a seminar, students are expected to participate in the class having read the required materials and supplemented with recommended materials according to their needs and interests.
- For weeks with student-led discussions, all other students in the class are still expected to have read the materials to be discussed.
- While some readings may be challenging to students, when students read carefully and note questions, uncertainties, disagreements, and connections, this allows all members of the class to participate in and learn from the seminar format.

Course Requirements and Assessment

Information on course requirements and assessments.

Assessment	Date of Evaluation (if known)	Weighting
Application Paper	Due Friday, October 23, 5 pm EDT. Submit online through Dropbox.	20%
Student-Led Discussion (Groups of 2-4)	Variable (Weeks 4-11) **Sign up for a group by 5 pm, Friday September 17. See link on LEARN.**	25%
Proposal + Final Assignment	Proposal: Due Friday, October 30, 5 pm EDT. Submit through Dropbox. Final assignment: Due Thursday, December 3, 5	3.5% (proposal) + 31.5 (final assignment) = 35%

Assessment	Date of Evaluation (if known) pm EST. Submit through Dropbox.	Weighting
Participation	There will be a space for people to share their creative assignments on the discussion boards. (Optional) Weekly.	20%
	2-page self-evaluation due Friday, December 4, 5 pm EST through Dropbox.	
Total		100%
Notes on the various assessments		

Assessment 1

Application Paper: weighted 20%

Length: 6-8 pages (12 point font, 1 inch margins, double-spaced)

Select an encounter/event/exchange from your everyday life that relates to the topics and ideas of the first half of the course. This can be a brief conversation or exchange that you were a part of, or something you witnessed, overheard, or participated in. There can be many people involved or just you, but focus on what has been a part of your experience and not on the content of what someone else recounted to you. Please do not initiate interactions or engage in observation for the purpose of the assignment. Memories from years ago are fine. You can choose any moment or memory that, to you, relates to theoretical or topical elements of the course, but try to keep it focused to a particular moment (e.g. one or two things that were said or done, not years of a relationship). Please try to respect confidentiality of others as far as possible and do not use real names.

Attach a short description of the encounter (max. 2 pages). The summary does not count toward the page total.

Using ideas and tensions explored in weeks 1-5 of the course, answer the following questions, using specific examples wherever possible:

- i) How are dominant ideas about sexuality and gender reproduced

and/or challenged in this encounter?

ii) How are white supremacy and colonialism reproduced and/or challenged in this encounter?

iii) Select at least 2 concepts or tensions/debates from the first half of the course that inform your analysis. Explain how these concepts or tensions influence your reflections, and what questions they encourage you to explore.

Meaningfully reference at least 6 course readings in this paper (can include any of the recommended materials listed). Cite using APA format.

References do not count toward the page limits.

Due Friday, October 23, 5 pm EDT, Week 6. Submit on LEARN through Dropbox.

Assessment 2

Student-Led Discussion: weighted 25%

Groups of 2-4

****Sign up for a slot through link on LEARN by 5 pm on Friday, September 17. If you do not sign up by then, you may be assigned to a group.****

Submissions will be displayed through PebblePad, which all students will be registered on – please use the link through the course LEARN site.

For weeks 4-11, groups will present and lead discussion of the week's "Student-Led discussion" readings/ visuals. Presentations will be asynchronous and online, presenting blog-style content and links that include no more than 30 minutes of videos/ audio recordings.

While all students will be expected to have read/viewed the materials, the presenting groups will have done some additional research and thinking about the context and content of the reading(s). For example, when were they written/created and in the context of which socio-historical events and debates? Who were the creators and who/ what were they responding to? What larger tensions and commitments are identified and what may be missing? Groups are encouraged to guide the class in close readings/ close visual analyses of selected passages/visual elements and to offer explanations of potentially confusing concepts, terms, or references.

Students are asked to use a creative, organized, and engaging format to further their colleagues' understanding of the selected readings/ images and to facilitate a meaningful exchange of ideas. Groups can include slides (with or without audio narration), audio or video clips (original or imported), links to other online resources, visuals/graphics, and interactive elements (e.g. online quizzes or debates). All sources must be appropriately credited/ referenced. It is not enough to simply post the elements – you need to explain to the class why each link/ clip/ etc. is important and relevant to the week's reading and topic. Group members should look at any lecture materials as well as the required and recommended readings for the week to promote consistency and avoid duplication.

Groups must end with 3-5 central discussion questions and/or experiential activities to encourage deeper exploration and further exchange. Questions should connect to larger themes of the course and encourage reflection and analysis on the part of the class – they should not be "right/ wrong" kinds of questions. Group members will be responsible for responding to class members' contributions on that week's designated discussion board. This can be accomplished through: responding respectfully and appropriately to questions (including by opening these up for others to discuss), encouraging participation from a range of students and perspectives, summarizing emerging themes or tensions, proposing possible applications, and/or asking further questions to encourage further discussion.

Due: The blog must be "live" and visible to the class on PebblePad by Sunday, 11:59 pm (Eastern/Waterloo time) at the beginning of the selected week. Group members should respond to the class members' comments within 24 hours Monday-Friday on the LEARN discussion board. The responsibility to respond and facilitate discussion should be shared amongst group members – that is, not all group members need to respond every day!

Assessment 3

Proposal plus Final paper/ Creative project: weighted 35%

Students will be given a choice of either writing a longer paper (10-12 pages) or producing a creative work accompanied by a shorter paper (3-5 pages).

Proposal: weighted 3.5%

Students must submit a proposal specifying their selected topic, planned list of resources, and intended format. For all proposals, be sure that you read and address the assigned questions listed below for the final assignment.

i) If the intended format is a longer paper, this proposal should include a 1 page abstract/ outline (around 250 words). Identify which cultural work you intend to focus on (e.g. film, book, poem, television episode). Try to limit the scope of your selected cultural item. That is, instead of examining an entire television series, focus on a particular episode/ plot event and then bring in information from the larger series as relevant to inform the analysis.

Attach a list of 8-10 relevant references you anticipate using for your paper, mindful of the requirements to include items from the course but looking beyond as well. You are encouraged to include several that analyze the same type of cultural forms you intend to examine, particularly if others have done critical readings of the same or related texts (e.g. critical race and queer theory analysis of the selected film). Please contact the instructor and/or TA if you would like suggestions or guidance on this.

ii) If the intended format is a creative project, the proposal should include a 1 page description (around 250 words) of what medium and process the student intends to use, with what overall intention/ goal. Be sure to consider the two framing questions in the assignment description below.

Attach a list of 5-7 relevant resources (creative and/or academic). Consider works that can also inform your use of the creative medium you select. For example, if you plan to write poetry, you may include references to other poetic works that support your own process, as well as course materials, paintings, films, etc. Please be mindful of requirements to include some course materials but also go beyond to support your particular project.

Possibilities can include, but are not limited to: painting, video, poetry, comic/ graphic, textile work, sculpture, script, story, play, podcast, music. Please plan how to hand in your work through a digital format.

Please also consider whether you think this is a project that you will be willing to share online with the rest of the class – this is encouraged but not

required.

If your creative work will involve the contributions of others (e.g. other students), you will need to ask for their permission while informing them of the educational audiences/ anticipated uses of the creative work. Written consent may be required – please ask the instructor or TA for further guidance.

Proposal: Due Friday, October 30, by 5:00 pm. Submit on LEARN through Dropbox. Worth 10% of the final assignment (weighted to 3.5% of your total grade). Full points will be awarded for completion of all components, including resource list, submitted by the due date.

Final assignment: weighted 30%

A. Long paper format

10-12 pages, double-spaced, references in APA format

For the paper-only format, please select a cultural work (e.g. novel, artwork, comic strip, film, television episode, comedy special, etc.) that relates to the topics covered in this course. Start with a brief description/ synopsis of the cultural work (just enough so that I can follow your paper even if I am not familiar with the selected work).

Explore and analyse how the ideas, events, and tensions explored in this course relate to this selected work. Consider the following:

- i) How the work might illustrate and/ or extend some ideas/materials from the course.
- ii) How ideas/ materials from the course might challenge or show something that is missing from the cultural work, or might suggest a different interpretation or audience for it.
- iii) How the cultural work might challenge or show something that is missing from ideas/ materials in the course.

Throughout, be specific about the texts you are referencing. Please don't write "according to trans studies" or the equivalent – use the work of specific authors that were assigned or recommended, and, as needed, feel free to read beyond the provided materials. You are expected to reference at least

10 items from the course, plus any additional materials.

The course texts (Barker & Scheele, Halberstam) only count as 1 item each even across multiple sections/ chapters. Cite using APA format. References do not count toward the page limits.

B. Creative format, PLUS short paper.

Paper component 3-5 pages, double-spaced, references in APA format

For the creative format, you are asked to illustrate and/or communicate key learning from the course through a medium other than academic writing. The format is open, subject to approval at the proposal stage. The guiding questions for the project are:

- i) What part of your learning from this course holds particular significance for you?
- ii) How does the material from the course relate to other experiences, commitments, or relationships that matter to you?

There must be a relationship between the ideas of the course and your process/ product. You will explain this relationship in a shorter paper that describes your initial intention in this project, how the intention connects to course ideas and materials, and your thoughts/ feelings upon its completion. This paper should pay attention to both the process and the product of your creative work. You are expected to cite at least 3 items from the course, and can include references from outside if you choose.

Different chapters/ entries in the course texts by Barker & Scheele and by Halberstam only count as 1 item each. Chapters from Bornstein and Bergman count as separate items since they have different authors. Cite using APA format. References do not count toward the page limits.

Note: you will not be graded on the basis of artistic accomplishment.

Final Assignment (either format): Due Thursday, December 3, by 5 pm.
Submit in Dropbox on LEARN.

Note: Final assignments will be weighted at 31.5% to account for 3.5% from the proposal.

Assessment 4

Participation: weighted 20%

As a seminar course, this class depends on extensive and consistent participation from all members. Learning happens when we encounter ideas and experiences that are new to us, or that have been newly articulated and integrated. We should all expect that there will be challenges to our previous ways of thinking and understanding, and that these will come from discussions with our colleagues as well as from course materials and the instructor/ TA.

Respectful, clear, and thoughtful communication is a key element of learning and community building. People can have strong disagreements and passionate beliefs while avoiding unwarranted assumptions, generalizations, and personal attacks. At the same time, sometimes even a respectful disagreement can feel upsetting or threatening, depending on how it connects to our other experiences and to dominant social dynamics.

All of us are encouraged to think about how we offer critiques and challenges to others, and to strive to engage with each other in a way that promotes learning. Consider speaking from your own position and experience where possible. Think about how your ideas and experiences engage with broader discussions, contexts, and power relations. All of us are also encouraged to think about how we will invite and respond to critique and difference, particularly on topics where we have not been targeted by historical, ongoing, and systemic oppressions. We can all reflect upon the limitations of our particular range of experience and knowledge, and seek out added resources as needed. Please contact the instructor and/or TA if you would like suggestions for such resources.

Given the remote format, this participation can take several different ways, such as:

i) Staying up-to-date with all assigned readings, lectures, student discussions, and other course materials. It also helps if you develop your awareness of current events and community developments, as well as relevant books, music, films, websites, shows, etc. These activities will be important precursors to all other forms of participation; they will support your ability to offer vibrant and meaningful contributions to our discussions.

Plus, these activities will enhance the depth of your learning and deepen your analysis of social, political, and cultural issues more generally – and could even be fun! NOTE: Students are encouraged to complete the readings and view/listen to the lecture materials by end of day Tuesday of the assigned week to allow time for the asynchronous discussions to occur.

ii) Reflecting on the readings and taking the time to think about what connections, echoes, tensions, and disruptions you encounter. Challenging your previous assumptions, reconsidering previously subjugated understandings, drawing disparate conversations into relation, and/or applying concepts to different texts or experiences can all be important elements of learning. Such practices take time and intention.

iii) Initiating threads on weekly discussion boards. Students are encouraged to initiate threads that show knowledge of assigned course materials. A new thread can clarify, expand upon, apply, express reactions to, offers examples and experiences related to, or otherwise engage with the course materials and topics, especially when posts encourage contributions from others. It helps to end with a question. It also helps to connect your thread to other threads or topics from the course, or events/ shows/ books/ experiences others might be familiar with – with links/ references in case they aren't. NOTE: Students are asked to initiate threads by end of day Wednesday of the selected week in order to give peers a chance to respond.

iv) Posing questions to the instructor and/or TA for the benefit of the larger class while being mindful of what others have already asked (and the information that course materials provide). This can occur asynchronously in written format under Ask the Instructor discussion board or as part of an Office Hour discussion (to be recorded and posted for others). It can also include letting the instructor/ TA know when there is a problem accessing any course materials, and/ or contacting Learn Help if there is a technical glitch (learnhelp@uwaterloo.ca). Please allow at least 48 hours for a response from the instructor/TA.

v) Suggesting relevant resources and informing others of events, providing links and/or pdfs and/or references to the class.

vi) Responding to threads and questions from classmates and/or the instructor and/ or the TA, both in regular weekly discussion boards and in the student-led discussion boards. Students are encouraged to go beyond “Yes! I agree!”, “I disagree”, or “I don't know either” styles of response. Why do you agree or disagree? Do you have examples from the text or other events/ texts/ materials/ lived experiences that inform your opinion? If you are not sure about something, can you think of possible explanations, or

specify which aspect is confusing or uncertain, or pose questions to others that might clarify the issue/concept? Why may certain types of knowledge be unfamiliar and/or challenging to you (and perhaps be more familiar or accessible to others)? Responses should show that you have taken the time to read the previous posts carefully and to reflect on your own. Students are also encouraged to consider the range of voices represented and how their voice contributes. NOTE: Students are encouraged to respond to posts from others by end of day Friday of the given week, to give other students a chance to read and benefit from their reflections – although it is understood that some particularly engaging conversations may continue beyond this time frame.

At the end of the course, students will be asked to write a 2 page reflection paper on their participation, and to give themselves a grade out of 20. This evaluation and paper should consider:

- i) how you contributed to the class’s learning
- ii) how you challenged yourself to participate in different ways
- iii) what takeaway thoughts you have on your own participation

Please note: The instructor/ TA will adjust this grade as they deem appropriate.

Written reflection and self-assessed grade: Due Friday, December 4, 5 pm through Dropbox.

Course Outline

Note: The first items listed under each week are required readings. ‘Student-Led Discussion’ items must be reviewed by everyone but will be the focus of the presentations/ blogs by the week’s group. ‘Recommended’ items are optional, but may support your own understanding of the primary readings and/or your assignments.

Additional resources, including links to videos, will be posted on LEARN and may be required. The course materials may be changed during the term. Please check weekly announcements on LEARN and lectures for details.

Week	Date	Topic	Readings Due
	Sept 7	Labour Day (Holiday)	

Week	Date	Topic	Readings Due
1	Sept 8-11	Introduction	<p>Barker and Scheele: 3-16; 59-62; 84-92</p> <p>Halberstam: Chapter 1, Trans*: What's in a name? (pp. 1-21)</p> <p>Recommended Readings:</p> <p>Bauer, G.R., Scheim, A. I. & Trans PULSE Team. (2015). Transgender people in Ontario, Canada: Statistics from the Trans PULSE Project to inform human rights policy. http://transpulseproject.ca/wp-content/uploads/2015/06/Trans-PULSE-Statistics-Relevant-for-Human-Rights-Policy-June-2015.pdf</p> <p>Egale Canada. (2017). Glossary of Terms. https://egale.ca/wp-content/uploads/2017/03/Egales-Glossary-of-Terms.pdf</p> <p>Statistics Canada. (2017). Same-sex couples and sexual orientation... by the numbers. https://www.statcan.gc.ca/eng/dai/smr08/2015/smr08_203_2015#a3</p>
2	Sept 14-18	Queer Studies, Queer Lives	<p>Barker and Scheele: 17-31; 48-58, 63-83; 93-97.</p> <p>Lorde, Audre. (2007 [1977]). The transformation of silence into language and action. In <i>Sister outsider: Essays and speeches</i>, pp. 40-44. New York, NY: Crossing Press, Random House.</p> <p>Butler, Judith. (1993). Critically queer. <i>GLQ</i>, 1, 17-32. Read through page 24.</p> <p>Videos (links on LEARN):</p> <p>The Fruit Machine. https://www.tv.o.org/video/documentaries/the-fruit-machine</p> <p>Trailers from Common Threads: Stories from the</p>

Week	Date	Topic	Readings Due
			<p>Quilt (1989) and A litany for survival: The life and work of Audre Lorde (1995).</p> <p>#blackpoetspeakout. Audre Lorde’s A Litany for Survival read by Lauren G. Parker. https://www.youtube.com/watch?v=2I7NVhWp_jk</p> <p>Judith Butler on The Big Think: https://www.youtube.com/watch?v=Bo7o2LYATDC https://www.youtube.com/watch?v=3VqvCndtYCG&feature=emb_rel_err</p> <p>Recommended Readings:</p> <p>Rights of LGBTI people in Canada. https://www.canada.ca/en/canadian-heritage/services/rights-lgbti-persons.html</p> <p>Sedgwick, Eve Kosofsky. (1991). How to bring your kids up gay. <i>Social Text</i>, 29, 18-27.</p> <p>Warner, Michael. (2012). Queer and then? <i>The Chronicle of Higher Education</i>, 58.18.</p>
3	Sept 21-25	Trans Studies, Trans* Lives	<p>Bergman, S. Bear. (2013). Dear parents who have written to me. In <i>Blood, marriage, wine and glitter</i>, pp. 83-92. Vancouver, BC: Arsenal Pulp Press.</p> <p>Halberstam: Chapter 3, <i>Becoming Trans*</i> (pp. 45-62).</p> <p>PLUS read at least 2 chapters from <i>Gender Outlaws</i>.</p> <p>Suggestions: Al-Walid, Zev. (2010). Pilgrimage. In Kate Bornstein and S. Bear Bergman, Eds., <i>Gender outlaws: The next generation</i>, pp. 261-267. Berkeley, CA: Seal Press. Smith, Gwendolyn Ann. (2010). We’re all someone’s freak. In Kate Bornstein and S. Bear</p>

Week	Date	Topic	Readings Due
			<p>Bergman, Eds., <i>Gender outlaws: The next generation</i>, pp. 26-30. Berkeley, CA: Seal Press.</p> <p>Serano, Julia. (2010). Performance piece. In Kate Bornstein and S. Bear Bergman, Eds., <i>Gender outlaws: The next generation</i>, pp. 85-88. Berkeley, CA: Seal Press.</p> <p>Tokawa, Kenji. (2010). Why you don't have to choose a white boy name to be a man in this world. In Kate Bornstein and S. Bear Bergman, Eds., <i>Gender outlaws: The next generation</i>, pp. 207-212. Berkeley, CA: Seal Press.</p> <p>Recommended Readings: Barker & Scheele, pp. 140-146.</p> <p>Stryker, S. (2004). Transgender studies: Queer theory's evil twin. <i>GLQ</i>, 10(2), 212-215.</p>
4	Sept 28-Oct 2	Settler Colonialism and Indigenous Resurgence	<p>Simpson, Leanne Betasamosake. (2017). Indigenous queer normativity. In <i>As we have always done: Indigenous freedom through radical resistance</i>, pp. 119-144. Minneapolis, MN: University of Minnesota.</p> <p>Student-Led Discussion 1:</p> <p>Tallbear, Kim. Making love and relations beyond settler sex and family. In, Clarke, A. and Haraway, D. (Eds.), <i>Making kin not population</i>, pp. 145-164. Durham, NC: Duke University Press.</p> <p>Recommended Reading: Simpson, Leanne Betasamosake. (2017). 'The attempted dispossession of kwe' and 'The sovereignty of Indigenous people's bodies' In <i>As we have always done: Indigenous freedom through radical resistance</i>. Minneapolis, MN: University of Minnesota. (on electronic reserve through the Renison library)</p>

Week	Date	Topic	Readings Due
5	Oct 5-9	Black Feminist and Trans/ Queer of Colour Theory	<p>Ware, Syrus Marcus. (2017). All Power to All People? Black LGBTTI2QQ Activism, Remembrance, and Archiving in Toronto. <i>TSQ: Transgender Studies Quarterly</i> 4, no. 2, 170-180. https://read.dukeupress.edu/tsq/article/4/2/170/84689/All-Power-to-All-People-Black-LGBTTI2QQ-Activism</p> <p>Barker & Scheele: pp. 42-47, 126-135.</p> <p>Student-Led Discussion 2:</p> <p>Ahmed, Sara. (2017). Chapter 5: Being in question. In <i>Living a feminist life</i>, pp. 115-134. Durham, NC: Duke University Press.</p> <p>Recommended Readings:</p> <p>Brockenbrough, Edward. (2015). Queer of color agency in educational contexts: Analytic frameworks from a queer of color critique. <i>Educational Studies</i> 51(1): 28-44.</p> <p>Lorde, Audre. (1997 [1982]). The uses of anger. <i>Women's Studies</i>, 25(1/2) 278-285.</p>
	Oct 12	Thanksgiving (Holiday	
	Oct 13- 16	Reading Week	
6	Oct 19- 23	Embodiment and Disability	<p>Barker & Scheele, pp. 164-5.</p> <p>Halberstam, Chapter 2, <i>Making Trans* Bodies</i>, pp. 22-44.</p> <p>Student-Led Discussion 3:</p> <p>Clare, Eli. (2017). Chapter 10: Promise of Cure. In <i>Brilliant imperfection: grappling with cure</i>, pp. 173-187. Durham, NC: Duke University Press.</p> <p>Recommended Reading:</p>

Week	Date	Topic	Readings Due
			McRuer, Robert. (2006). Introduction: compulsory able-bodiedness and queer/disabled existence. In <i>Crip theory: Cultural signs of queerness and disability</i> , pp. 1-32. New York, NY: NYU Press.
7	Oct 26-30	Science, Research, and Power	<p>Barker & Scheele, pp. 110-117. Review pp. 64-72.</p> <p>Foucault, Michel. The Repression hypothesis. From <i>The History of Sexuality, Part 1</i>. In Paul Rabinow, (ed.) <i>The Foucault Reader</i>, pp. 301-329. New York, NY: Vintage/ Random House.</p> <p>Student-Led Discussion 4: Snorton, C. Riley. (2017). Anatomically speaking: Ungendered flesh and the science of sex. <i>Black on both sides: a racial history of trans identity</i>, pp. 17-53. Minneapolis, MN: University of Minnesota.</p> <p>Recommended Reading: Gibson, M. F. & Douglas, P. (2018). Disturbing behaviors: Ole Ivar Lovaas and the queer history of autism science. <i>Catalyst: Feminism, Theory, Technoscience</i>, 4(2), 1-28. http://www.catalystjournal.org.</p>
8	Nov 2-6	Art, Popular Culture, and Audience	<p>Barker & Scheele, 98-109.</p> <p>Halberstam: Chapter 5, Trans* Representation, pp. 84-106.</p> <p>Videos: Queer (Self) Portraits: Syrus Marcus Ware. https://www.youtube.com/watch?v=MMsr6ukWKB</p> <p>Student-Led Discussion 5: Kent Monkman, Paintings: http://www.kentmonkman.com/painting. The group can select 1-3 images to focus on.</p> <p>Recommended Readings:</p>

Week	Date	Topic	Readings Due
			<p>Munoz, Jose Esteban. (1999). Introduction: performing disidentifications. <i>Disidentifications: queers of color and the performance of politics</i>, pp. 1-34. Minneapolis, MN: University of Minnesota Press.</p> <p>Pugh, Tison & Wallace, David. (2006). Heteronormative heroism and queering the school story in J.K. Rowling's Harry Potter Series, <i>Children's Literature Association</i> 31(3), 260-281.</p>
9	Nov 9-13	Strategies and Divisions	<p>Barker & Scheele: pp. 48-54, 147-163</p> <p>Halberstam: Chapter 4, Trans* Generations, pp. 63-83 & Chapter 6, Trans* Feminism, pp. 107-128.</p> <p>Video: Dean Spade: Why the law is not enough. https://www.youtube.com/watch?v=bH_3v9nU75M</p> <p>Student-Led Discussion 6:</p> <p>Stanley, Eric A., Spade, Dean & Queer (In)Justice. (2012). Queering prison abolition, now? <i>American Quarterly</i>, 64(1), 115-127.</p> <p>Recommended Readings:</p> <p>Cohen, Cathy. (1997). Punks, bulldaggers and welfare queens: the radical potential of queer politics. <i>GLQ</i>, 3(4): 437-465.</p> <p>Duggan, Lisa & Munoz, Jose Esteban. (2009). Hope and hopelessness: a dialogue. <i>Women and Performance</i>, 19(2), 275-283.</p>
10	Nov 16-20	Family and Kinship	<p>Gibson, M. F. (2014). Introduction: Queering motherhood in narrative, theory, and the everyday. In Gibson, M. F. (Ed.) <i>Queering motherhood: narrative and theoretical perspectives</i>, (pp. 1-16). Toronto, ON: Demeter Press. (Available through the Renison Library).</p>

Week	Date	Topic	Readings Due
			<p>Student-Led Discussion 7:</p> <p>Garner, T. (2014). <i>Becoming Papa: From daughter to dad</i>. In Gibson, M. F. (Ed.) <i>Queering motherhood: narrative and theoretical perspectives</i>, (pp. 169-182). Toronto, ON: Demeter Press. (Available through the Renison Library).</p> <p>Recommended Readings:</p> <p>Lorde, Audre. (2007 [1977]). <i>Man Child: A Black Lesbian Feminist response</i>. From <i>Sister Outsider: essays and speeches</i>, pp. 72-80. New York, NY: Crossing Press, Random House.</p> <p>Butler, Judith. (2004). <i>Is kinship always already heterosexual?</i> In <i>Undoing gender</i>, (pp. 102-130).</p>
11	Nov 23-27	Postcolonialism and Homonationalism	<p>Barker & Scheele, Review pp. 131-134.</p> <p>Student-Led Discussion 8:</p> <p>Puar, J. (2013). <i>Rethinking homonationalism</i>. <i>International Journal of Middle Eastern Studies</i>, 45(2), 336-339.</p> <p>Recommended Reading:</p> <p>Alexander, M. J. (2005). <i>Transnationalism, sexuality, and the state: Modernity's traditions at the height of empire. Pedagogies of crossing: meditations on feminism, sexual politics, memory, and the sacred</i>, pp. 181-254. Durham, NC: Duke.</p>
12	Nov 30-Dec 4	Solidarity and Resistance	<p>Barker & Scheele, pp. 166-173.</p> <p>Halberstam, <i>Conclusions: Making and un-making bodies</i>, pp. 129-136.</p>

Late Work

Instructor's policy on late work.

Information on Plagiarism Detection

Description of software used to detect plagiarism.

Attendance Policy

Instructor's policy on attendance.

Final Examination Policy

For Fall **2020**, the established examination period is **Dec 9-23**. The schedule will be available early in the fall. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [Final Examniation Schedule](https://uwaterloo.ca/registrar/final-examinations) <https://uwaterloo.ca/registrar/final-examinations>)

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity \(https://uwaterloo.ca/academic-integrity\)](https://uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-](https://uwaterloo.ca/secretariat-general)

[counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties](#)).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo's policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department's administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals](#) (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72>).

Academic Integrity Office (uWaterloo):
<http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)

- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)
 Download [UWaterloo and regional mental health resources \(PDF\)](#)
 Download the [WatSafe app](#) to your phone to quickly access mental health support information.

A respectful living and learning environment for all

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.