

GSWS 8001: Feminist and Queer Studies

W 3pm-5:30 pm

GH 448

Instructor: Prof. Heath Fogg Davis

Office: GH 455 + AH 819

Email: hfd@temple.edu (preferred mode of contact)

Office Hours: Via Zoom by appointment.

Course Description

This course offers an advanced introduction to students interested in the interdisciplinary field of Gender, Sexuality and Women's Studies as well as in applying feminist and queer methods of research, analysis and practice in their own disciplines and professional development. This is a rigorous graduate course designed for Ph.D. and M.A. students pursuing the Graduate Certificate in Gender, Sexuality and Women's Studies.

Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

Learning Goals:

1. Use the knowledge of the historical evolution of feminist and queer studies to apply to your own academic/professional discipline.
2. Practice communicating effectively to a variety of audiences.
3. Practice offering and receiving constructive critical feedback.
4. Create a pedagogical product that can be shared with others.

My wishes for you are that we will learn from one another, make mistakes and learn from them, encounter obstacles and problem solve our way around and through them, have some fun, and build a community wherein we practice collegiality and collaboration.

Course Requirements

In this course, you will have a series of assignments that will culminate in a pedagogical product such as a syllabus for a course you might teach in the future, or a professional training that you might deliver as you launch or enhance your career.

1. Presentation 1: Conceptual Focus

As you read the assigned texts for the week assigned to you, look for one concept that draws your attention. Prepare a shareable presentation (15-25 minutes long) that answers the following questions:

- a. Identify and state the concept (*e.g., difference feminism, intersectional oppression, trans misogyny*).
- b. How does the author define this concept (paraphrase as much as possible)?
- c. In your view, is it central or peripheral to the author's main argument?
- d. How, if at all, does the concept show up in the other texts assigned for the week?

- e. How does the concept apply to your own discipline/profession?
- f. Share a cultural artifact that you see as connected to the concept. This could be a video clip, a poem, a work of art, or any artifact. Be creative!
- g. Briefly explain the connection between the chosen artifact and the concept

Use Voice Thread or PowerPoint to assemble this presentation and share it via Canvas by Thursday 7pm. I will take on the first week of readings and model what I am asking you to do, and we will discuss options for variations on what your presentation looks like.

2. Offering and Receiving Feedback

Criticism isn't always easy to receive, especially when it is given in ways that don't feel constructive. Together, we'll discuss both how to provide critical feedback that is helpful, and how to receive and respond to constructive critical feedback.

For each weekly presentation, you are asked to offer one constructive criticism using Voice Thread. Please post your VT feedback by 10 am on Tuesday.

3. Annotated Sources by the Decade

Choose 4 time periods from our reading schedule. You may choose any time period, but you must submit your work by the deadlines listed below. For each time period, select one feminist/queer studies text/artifact (not already listed on our syllabus) from your own discipline that was published/created during the same time period. Do the following for each source:

- a. Provide bibliographic information
- b. Briefly describe in your own words what the text/artifact is about (*i.e.*, main argument)
- c. Briefly say what you believe are the feminist/queer studies implications of it for your particular discipline.
- d. Briefly say what you believe are the more general feminist/queer studies implications of it.

Assignment due dates:

Annotated source 1: 9/23
 Annotated source 2: 9/30
 Annotated source 3: 10/7
 Annotated source 4: 10/14

4. Teaching to Different Audiences

Effective teachers, public speakers and performers know the importance of "reading the room," and making adjustments accordingly. To meet this learning goal, you are asked to reflect upon and articulate a plan for how you would teach one of your annotated sources in 1 of the following scenarios. We will spend some of our meeting time discussing this assignment.

A. *Teaching to a Hostile Audience:*

Most of us seek out audiences for our feminist and queer scholar-activism that share our points of view or are at least open to them. We tend to avoid audiences we presume will be hostile to

our points of view. It's hard to bridge these chasms. But what if you tried? How, for instance, would you teach Iris Marion Young's concept of "gynocentrism" to an audience you read as hostile? Imagine and name this audience. (100 words)

B. Teaching to our Peers:

We may feel more of a sense of comfort with our peers. But how might you "stir the pot" to disrupt the complacency that can come with this comfort with the goal of generating a more interesting and productive learning experience? (100 words)

C. Teaching across Generations:

Choose an age cohort different from your own--either younger or older. (100 words)

Due date: 10/21

5. Pedagogical Product

For your final assignment, you are asked to create a pedagogical product such a syllabus or a training that focuses in some way on feminist and queer studies. The main goal for this assignment is for you to create something that will be useful to you as you launch/enhance your careers. To that end, I invite you to think about what this might be and welcome your creativity in the form it might take. You will present this to our seminar in the final weeks. You may choose whatever format you like, so long as it is deliverable via Zoom.

Incorporation of previous assignments:

- Include the concept you discussed in Presentation 1: Conceptual Focus
- Tell us how you revised it in light of the constructive critical feedback you received.
- Incorporate your 2 annotated sources.
- Submit your pedagogical product
- Give a 10-minute presentation

Draft Pedagogical Product due: 10/28

Peer Review due: 11/4

You will receive constructive critical feedback from your peers and me. Please use this feedback to revise your pedagogical product.

Your revised pedagogical product is due on 12/10

Grading Breakdown

Presentation 1: Conceptual Focus	20%
Annotated Sources by the Decade	20%
Teaching to Different Audiences	10%
Presentation 2: Pedagogical Product	20%
Peer Feedback	10%

Revised Pedagogical Product	20%
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Letter Grade Equivalencies

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

Office Hours

All of my office hours will be via Zoom this semester. Please email me to schedule an appointment.

Required Texts

All texts will be made available via Canvas. I have added links to all readings in our modules. You can also access all readings via the “course reserves” tab in the Canvas menu.

As you read and contemplate our course materials, please keep three categories of critique in mind:

1. **Form:** What kind of writing is it? (e.g. dramatic dialogue, formal essay, book chapter, primary/secondary source, journalistic article, etc.) Why do you think the author chose the form? Is it effective, and to what end? What is your reaction to the author’s writing style? For example, does he/she use writing tools such as metaphor, social scientific data, personal narrative, and/or anecdote effectively? What are the benefits and limits of specific writing formats? What is your evaluation of the writing style? Is it “well written,” and what is the basis of your evaluation?

2. **Content:** What is the main argument (thesis)? Do you agree or disagree with it? Why or why not? Could the thesis be strengthened? If so, how? What other arguments does the author make to support his/her main argument? Are these supporting arguments effective in your view?

3. **Resonance:** Does the text “speak” to you? Is it relevant to your perception of our contemporary political world? Why or why not? If the text does resonate, then *how* does it resonate? If it does not resonate, then why not?

Course Policies

All [Temple University Academic Policies](#) will be upheld.

Attendance Protocol and Your Health

Instructors are required to ensure that attendance is recorded for each in-person or synchronous class session. The primary reason for documentation of attendance is to facilitate contact tracing, so that if a student or instructor with whom you have had close contact tests positive for COVID-19, the university can contact you. Recording of attendance will also provide an opportunity for outreach from student services and/or academic support units to support students should they become ill. Faculty and students agree to act in good faith and work with mutual flexibility. The expectation is that students will be honest in representing class attendance.

Student Support Services

The following academic support services are available to support you:

- Student Success Center University Libraries
- Undergraduate Research Support
- Career Center
- Tuttleman Counseling Services
- Disability Resources and Services

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry and the Temple University Emergency Student Aid Program are in operation as well as a variety of resources from the Office of Student Affairs.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a request outlining their needs using the Student Emergency Aid Fund form. The University will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

Note that some software is available for free download on the ITS Academic Support page. Other specialty software may be available for remote access through ITS.

Course Minimum Grade

Although D- is a passing grade, a minimum grade of C- is required in many programs, and courses required by the major.

For more information, please see [Temple University's Academic Policies on Grades and Grading](#).

Incomplete

A student will be eligible for a grade of “Incomplete” only if they: 1) have completed at least 51% of the work at a passing level, 2) are unable to complete the work for a serious reason beyond his or her control, and 3) file a signed agreement with the instructor outlining the work to be completed and the time-frame in which that work will be completed. The student is responsible for initiating this process and all incomplete forms must be sent to the Senior Vice Dean for Academic Affairs prior to the start of study days in that semester.

Please refer to the following for further details: [Temple University’s Incomplete Policy](#) (Policy #02.10.13).

Withdrawal from the Course

If a student wishes to withdraw from a course, it is the student’s responsibility to meet the deadline for the last day to withdraw from the current semester

See [Temple University's Academic Calendar](#) for withdrawing deadlines and consult the [University policy on withdrawals](#) (Policy # 02.10.14).

Statement on Academic Rights and Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on [Student and Faculty Academic Rights and Responsibilities](#) (Policy #03.70.02).

Academic Honesty

According to the University Student Code of Conduct, students must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor’s authorization. Violations may result in failing the assignment and/or failing the course, and/or other sanctions as enumerated in the [University Code of Conduct](#).

If you plagiarize in this course, you will receive an F for the course.

Netiquette

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Our differences, some of which are outlined in the [University's nondiscrimination statement](#), will add richness to this learning experience. Please consider that sarcasm and humor can be

misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course atmosphere.

Disability Disclosure Statement

Any student who has a need for accommodation based on the impact of a documented disability should contact [Disability Resources and Services](#) (DRS), Ritter Annex 100, (215) 204-1280 or 215-204-1786 (TTY) or drs@temple.edu, to make arrangements. Students requesting accommodations should meet with the instructor as soon as possible after the start of classes to discuss their needs and to provide documentation from DRS. Accommodations are not retroactive.

Technical Support

For a listing of technical support services available to Temple University students, see the [Tech Support page](#).

Continuity of Instruction in Event of Emergency

Students are to register for the TUAAlert System to be made aware of University closures due to weather or other emergency situations and follow all additional university-wide emergency instruction. Students can register for this system on the [Campus Safety Services website](#). In the event of an emergency, class materials/instructions will be provided in a web-based format via Canvas or Zoom. Students registered for the class will be alerted to any alternate testing procedures and submission of assignment requirements from the instructor via email.

Course Schedule

Reading assignments are to be completed for the day listed. I reserve the right to alter reading assignments but will always give you fair warning.

Week	Date	Reading Assignment
1	8/25	None
2	9/1	<ul style="list-style-type: none"> ▪ Rich ▪ Lorde ▪ Anzaldua ▪ Young ▪ Mackinnon
3	9/8	<ul style="list-style-type: none"> ▪ Riley ▪ Chauncey ▪ Butler ▪ Crenshaw
4	9/15	<ul style="list-style-type: none"> ▪ Brown ▪ Berlant and Warner

		<ul style="list-style-type: none"> ▪ Halberstam
5	9/22	<ul style="list-style-type: none"> ▪ Munoz ▪ Brito ▪ Cvetkovich
6	9/29	<ul style="list-style-type: none"> ▪ Serrano ▪ Beauchamp ▪ Tuana
7	10/6	<ul style="list-style-type: none"> ▪ Edin and Kefalas ▪ Ridgeway ▪ Abbate
8	10/13	<ul style="list-style-type: none"> ▪ Kafer ▪ Osman ▪ Ward
9	10/20	<ul style="list-style-type: none"> ▪ Davis, G ▪ Fuentes ▪ Murib
10	10/27	<ul style="list-style-type: none"> ▪ Kramer ▪ Eisenstadt ▪ Davis, H
11	11/3	<ul style="list-style-type: none"> ▪ Clare ▪ Manne ▪ Ahmed ▪ Nash
12	11/10	Project presentations
13	11/17	Project presentations
14	11/24	No Class Meeting
15	12/1	Project presentations

Bibliography

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Video

- Afghan Star
- Boys Don't Cry
- Disclosure
- Farewell my Combine
- How to Survive a Plague
- Miss Representation
- No mas bebes
- The Life and Death of Marsha P. Johnson
- Mrs. America
- The Out List
- Paris is Burning
- Stonewall
- Tongues Untied
- The Watermelon Woman