




Title of Course: Queer Theory & Queer Pedagogy SCFE 5315 SEC 001 CRN 27230		
Semester: Spring I 2023		
Credits: 3	Class Hours: 3	
Day/Time:		
<ul style="list-style-type: none"> ➤ Course is from January 17 -March 6, 2023 (February 24 is last day to withdraw with a “W”) ➤ Course is fully online and asynchronous ➤ Course requires completion of weekly assignments at specific dates and times 		
Instructor Information:		Louis Fratino, <i>Beach at Night</i>, 2017. Courtesy of the artist and Thierry Goldberg Gallery.
Name: Dr. Leanna Lucero (she, her, hers)		
Email: allucero2@utep.edu		
Office Hours : Email for a virtual appointment		

Course Description: This course explores queer theory and queer pedagogy. It focuses on political, epistemological, theoretical, and pedagogical concerns as they speak to the significance of queer theory in education. By critically examining the research on queer theory and pedagogy in education, this course helps students to have the knowledge base needed to take transformative action to modify educational practice, programs, and policies using ideas from queer theory and pedagogy.

Course Format Information: This course will be conducted **fully online** [there are no in-person/campus-based class meetings]. This is a fast-paced, intense 7-week course that covers the content typically taught in a 15-week semester. Course work is due on at specific day and time; however, you are NOT required to be online at any specific time. The standard recommendation in higher education is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, each week you can expect to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus VERY carefully, understand in advance what you need to do and when you need to do it, and then plan your time accordingly. If at any time you do not understand what to do or when to do it, contact me (Dr. Lucero) immediately at (allucero2@utep.edu).

Course Objectives:

- Identify key tenets and issues of queer theory and queer pedagogy;
- Understand major historical influences and scholars in the development of queer theory;
- Demonstrate knowledge of the research on queer theory in education;

- Outline transformative action to modify educational practice, programs, and policies using queer theory and queer studies in education.

COURSE SPECIFIC STANDARDS SCFE 5315 students will be able to:		Measurements (means of assessing student learning outcomes listed in first column)
1.	Identify key tenets and issues of queer theory and queer pedagogy.	Discussion board, peer feedback, formative assessment, final paper.
2.	Understand major historical influences and scholars in the development of queer theory.	Discussion board, peer feedback, formative assessment, final paper.
3.	Demonstrate knowledge of the breadth and depth of research on queer studies in education.	Discussion board, peer feedback, formative assessment, final paper.
4.	Outline transformative action to modify educational practice, programs, and policies using queer theory and queer studies in education.	Discussion board, peer feedback, formative assessment, final paper.

Required Course Text:

Barker, M-J, & Scheele, J. (2016). *Queer: A graphic history*. London: Icon Books Ltd. ISBN 978-1-78578-071-4

Required Readings on Blackboard:

Brockenbrough, E. (2016). Becoming queerly responsive: Culturally responsive pedagogy for Black and Latino urban queer youth. *Urban Education, 51*(2), 170-196.

Coll, L., & Charlton, E. (2018). Not yet queer, here and now for sexualities and schooling. *Sex education, 18*(3), 307-320.

Martino, W., & Cumming-Potvin, W. (2019). ‘Effeminate arty boys and butch soccer girls’: investigating queer and trans-affirmative pedagogies under conditions of neoliberal governance. *Research Papers in Education, 34*(2), 131-152.

Meyer, E.J. (2007) “But I’m not gay”: What straight teachers need to know about queer theory. In William Pinar and Nelson Rodriguez (eds.) *Queering straight teachers: Discourse and identity in education* (pp 15-29). Peter Lang: New York.

Nemi Neto, J. (2018). Queer pedagogy: Approaches to inclusive teaching. *Policy Futures in Education, 16*(5), 589-604.

Pendelton, Jiménez, K.P. (2009). Queering classrooms, curricula, and care: Stories from those who dare. *Sex Education, 9*(2), 169-179.

Pérez, E. (2003). Queering the borderlands : The challenges of excavating the invisible and the unheard. *Frontiers, 24*(2/3), 122-131.

Revilla, A. T., Nuñez, J., Santillana Blanca, J.M., Gonzalez, S. A. (2022). Radical Jotéria-Muxerista love in the classroom: Brown queer strategies for social transformation. In E. G. Murillo, Jr., D. Delgado Bernal, S. Morales, L. Urrieta, Jr., E. Ruiz Bybee, J. Sánchez Muñoz, V. Sáenz, D. Villanueva, M. Machado-Casas, K. Espinoza (Eds.), *Handbook of Latinos and education: Theory, research, and practice* (2nd ed.). New York: Routledge.

Shlasko, G. D. (2005). Queer (v.) pedagogy. *Equity & Excellence in Education, 38*(2), 123-134.

Required Media:

TED Talks:

(February 2020). *The gender-fluid history of the Philippines*.
https://www.ted.com/talks/france_villarta_the_gender_fluid_history_of_the_philippines#t-636884

(March 2020). *Jo Micheal Rezes: A playful exploration of gender performance*.
https://www.ted.com/talks/jo_michael_rezes_a_playful_exploration_of_gender_performance

(December 2018). *A short history of trans people’s long fight for equality*.

https://www.ted.com/talks/samy_nour_younes_a_short_history_of_trans_people_s_long_fight_for_equality
(May 2015). *A powerful poem about what it feels like to be transgender.*

https://www.ted.com/talks/lee_mokobe_a_powerful_poem_about_what_it_feels_like_to_be_transgender
(November 2015). *Why we need gender neutral bathrooms.*

https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms

Kanopy:

(2015). *“El canto del colibri”*

COURSE ASSIGNMENTS: The following is a description of course assignment categories: a) participation, b) formative assessment, and c) final paper with detailed directions and grading rubrics for all assignments for each category. To complete assignments, you will need to access weekly content folders in our online course site in Blackboard. **No late work will be accepted.**

PARTICIPATION, the first category of course assignments, is one major way in which learning occurs in this course. Participation is comprised of three main areas: **preparation**, **contribution**, and **reflection**. **Preparation** requires students to thoughtfully complete all assigned readings and watch all assigned media. **Reflection** requires students to think deeply about the course content and to pay close attention to their learning process, their level and quality of written responses, their willingness to grow intellectually, and their comportment in creating a thriving, robust, and rigorous intellectual online class learning community. **Contribution** requires students to advance their own learning and the learning of their peers through relevant and thoughtful insights, observations, and questions. Since we do not actually meet in person, participation in this course occurs through discussion board posts and responses in our course site on Blackboard. The following are assignments for participation:

- **Self-introduction:** You will post a Self-introduction (SI) to the SI Discussion Board. The purpose of the Self-introduction is for you to introduce yourself to all of us. Your SI should:
 - a) be at least **300 but no more than 500 words**
 - b) include word count at the bottom of your SI post
 - c) include your preferred pronouns
 - d) include description of how you self-identify, i.e., ethnically, racially, gender or non-binary, languages, and so on
 - e) describe your educational and professional background
 - f) present your initial ideas and thoughts on what queer theory and queer pedagogy might be about
 - g) describe your prior engagement or experiences with queer theory and queer pedagogy
 - h) describe why you are taking this course
 - i) describe why it is important for you to learn about queer theory and queer pedagogy

The following rubric will be used to evaluate the SI:

3 pts.	0 pts.
Student addressed all components (a-i) of the SI = 2 pts.	Student did not address all components of the SI= 0 pt.
Student’s SI was well-written, free of grammatical and spelling errors, and well organized=1 pt.	Student’s SI was not well-written, included grammatical and spelling errors, and was not well organized=0 pt.

- **Discussion Board Response (DBR):** On designated weeks (see course schedule), you will compose and post a DBR to the discussion board prompt. You will find the prompt in the corresponding folder (see course schedule for dates). Your DBR must (see rubric for additional requirements):
 - a) be in your own words

- b) **not include** direct quotes (**paraphrase**)
- c) be based on the relevant readings and media
- d) clearly **reference** readings and media
- e) represent a critical and intellectual engagement with course content, not your personal opinions or evaluation, i.e., no statements like, “I like....” Or “I agree with” (unless that reflects the prompt), rather, acceptable statements include for example, “the author demonstrates the following...” or the “main idea is that ...” and so on
- f) be at least **450 but must not exceed 600 words**
- g) include the total word count at the end of your response.

The following rubric will be used to evaluate each DBR:

1-5 pts.	0 pts.
Student responded directly to DB prompt= 1 pt.	Student did not respond directly to DB prompt= 0 pt.
Student provided a thorough and thoughtful response to the DB prompt, paraphrasing ideas and examples from the reading and media content to support their responses =1 pt.	Student did not provide a thorough and thoughtful response to the DB prompt and did not paraphrase ideas and examples from the reading and media content to support their response =0 pt.
Student’s response demonstrated an understanding of main arguments and concepts in readings and media content as evidenced in the appropriate use of examples and accurate representation of ideas, concepts, points made in the readings and media content =1 pt.	Student’s response did not demonstrate an understanding of main arguments, and concepts in readings and media content as evidenced in the lack of use of appropriate examples and inaccurate representation of ideas, concepts, points made in the readings and media content =0 pt.
Student’s response contributed to building a robust, rigorous, and thriving intellectual class community=1 pt.	Student’s response did not contribute to building a robust, rigorous, and thriving intellectual class community=0 pt.
Student’s response was well-written, free of grammatical and spelling errors, well organized, within word count, which was included=1 pt.	Student’s response was not well-written, included grammatical and spelling errors, was not well organized, and was not within the word count or word count was not included=0 pt.

- **Feedback to peer discussion board (FPDB)** is your feedback to a peer’s response on a designated DB (see course schedule for exact details). You will read all DB posts and then select a different peer to respond to each time a FPDB is due. In other words, you will rotate who you respond to and so, you will never respond to the same person, although you will read all posts. The purpose of peer feedback is to advance the conversation on course topics. Thus, your feedback should engage with the ideas expressed in your peer’s DBR. For example, if your peer interpreted a reading or an idea differently than you did, you might post a response that addresses how your interpretation is different. You might also comment on how their interpretation helps you to think differently about an idea in the readings, or how their response raises a specific question for you about a course topic. As is clear in these suggestions, the objective is to build intellectual discourse around course topics to extend the limits of current thinking. Thus, this is not the space to post comments, like, “great job on your response,” or “I like what you wrote.” Your response needs to be substantive. It is also critically important that responses remain respectful, analytical, intellectual, helpful, and supportive. Constructive criticism is an important form of communication in learning communities and should be provided where appropriate. Disparaging, discriminatory, hostile, rude and other related forms of communication will not be allowed. In addition, this activity requires you to craft and post responses that are grounded in analysis of course texts and

media not based on opinion. Please contact me if you are unclear on what this means and or entails. For the FPDB, you must (see rubric for additional requirements):

- a) **read all peer responses each time** (this will expand your understanding of course content)
- b) select one new peer to review (see below)
- c) post feedback to peer
- d) rotate peer feedback, do not repeat the same peer for each time that you are required to provide feedback (keep track of who you respond to)
- e) be no less than 200 and no more than 300 words
- f) include word count for your FPDB.

The following rubric will be used to evaluate each FPDB:

1-5 pts.	0 pts.
Student read all peer responses to DB and responded to one new peer DB= 1 pt.	Student did not read all peer responses to DB and did not respond to one new peer DB= 0 pt.
Student provided a thoughtful, respectful, and scholarly response to peer DB, paraphrasing ideas and examples from the reading and media content to support their responses =1 pt.	Student did not provide a thoughtful, respectful, and scholarly response to peer DB, did not paraphrase ideas and examples from the reading and media content to support their responses =0 pt.
Student's responses contributed to building a robust, rigorous, and thriving intellectual class community as evidenced by responding directly to the content in peer DB=1 pt.	Student's responses did not contribute to building a robust, rigorous, and thriving intellectual class community because response did not respond directly to the content in peer DB=0 pt.
Student's response to the peer DB was no less than 200 and no more than 300 words, total word count was included=1 pt.	Student's response to the peer DB was less than 200 or more than 300 words, total word count was not included=0 pt.
Student's response was well-written, free of grammatical and spelling errors, and well organized=1 pt.	Student's response was not well-written, contained grammatical and spelling errors, and was not well organized=0 pt.

FORMATIVE ASSESSMENT (FA) is the second category of course assignments. The purpose of the FA is to help you and I to know more about your understanding of course content through a short, timed, forced completion quiz style assessment. The FA will be multiple choice (see course schedule exact dates and times for FA). The FA will be based on the readings and the media for that designated week. You must be sure to read and view the weekly readings and media prior to taking the FA. You will have 90 minutes to complete the FA from the minute you begin it. For the FA, you must:

- a) **complete all readings and media for that designated week prior to taking the FA**
- b) complete the FA in **one sitting**, you will have **90 minutes** to complete it (you cannot save it and then later return to complete it)
- c) complete it by the date and time designated on the course schedule (it will be available for the entire week that it is scheduled but once you open it, you must complete it).
- d) You will be evaluated based on whether you answered the question correctly or not.

FINAL PAPER (FP), the third course assignment category, is an opportunity for you to reflect on, synthesize, and extend the knowledge you gained from the course content. The final paper will address a specific topic related to queer theory and queer pedagogy. I recommend that you choose a topic that will help you prepare for your final thesis paper. The final paper involves multiple assignments (outlined below). Although there are multiple

assignments leading up to the FP, it is imperative that you have a solid understanding of final FP requirements from the outset, this will help you build a strong and relevant basis for your FP. Below is a description of each FP assignment.

- **FP outline (FPO)**, the first assignment for the FP category, is an opportunity for you to (a) identify your research topic, and (b) develop a preliminary outline and reference list for your FP. For the FPO, you must (see rubric for additional requirements):
 - a) provide a working title
 - b) provide a numbered outline that includes I) a thesis statement, II) argument with two key ideas (concepts) which will support the argument (a-c), III) a conclusion statement that summarizes argument (thesis) and supporting evidence (two ideas) and provides a recommendation for how to connect the topic to a specific transformative education action, IV) a reference list with a total of six references, four from the course and two additional resources from your own research
 - c) adhere to APA (7th edition) guidelines and.

Here is an example of an outline for the final paper:

Title: Queering High School Proms

- I. **Introduction:** definition and background on high school proms as a heteronormative ritual in high school in the United States.
- II. **Thesis statement:** queering high school proms disrupts heterosexual norms and gender binaries.
- III. **Three ideas from literature to support thesis:**
 - (a) schooling and the heterosexual matrix
 - (b) gender trouble
- IV. **Conclusion:** gender trouble provides a theoretical lens to inform subversive action, like queering proms to disrupt the hegemonic effects of the heterosexual matrix on identities, practices, and discourses made available in traditional high school rituals.

The following rubric will be used to evaluate the FPO:

1-5 pts.	0 pts.
Student addressed all components in the outline (I-IV plus reference list)= 1 pt.	Student did not address all components in the outline (I-IV plus reference list)= 0 pt.
Student's outline represents a coherent and logical roadmap for a short research paper on a course related topic and how it connects to transformative education action=1 pt.	Student's outline does not represent a coherent and logical roadmap for a short research paper on a course related topic or it does not include a statement connecting the topic with transformative education action=0 pt.
Student's outline and reference list are fully formatted according to APA guidelines (7 th edition)=1 pt.	Student's outline and reference list are not fully formatted according to APA guidelines (7 th edition)=0 pt.
Student's reference list includes a minimum of six references, four from the course and two from additional references=1 pt.	Student's reference list does not include a minimum of six references, four from the course and two additional references=0 pt.
Student's outline is free of grammatical and spelling errors =1 pt.	Student's outline is not free of grammatical and spelling errors =0 pt.

- **A full draft of the final paper (DFP)**, the second assignment for the FP category, is a full draft of the final paper. The DFP must (see rubric for additional requirements):
 - a) include all required components a) title page, b) introduction of topic, b) thesis statement, c) argument with two ideas to support argument, d) conclusion with summary of thesis and evidence, and a developed description of how topic connects with or informs transformative education action, and e)

- reference list
- b) be a fully developed research paper
- c) be no less and no more than 4 pages double-spaced plus title page and reference page
- d) paraphrase ideas from the literature, no direct quotes will be permitted
- e) adhere to final paper requirements (see final paper requirements and rubric)
- f) adhere to APA (7th edition) formatting
- g) reference a minimum of four sources from course readings, and two additional resources
- h) be free of grammatical and spelling errors
- i) represent a coherent and logical research paper
- j) be well-organized and well-written

The following rubric will be used to evaluate the DFP:

1-5 pts.	0 pts.
Student addressed all components in the full draft of FP (a-e)= 1 pt.	Student did not address all components in the full draft of FP (a-e)= 0 pt.
Student's full draft of FP represents a coherent and logical research paper=1 pt.	Student's full draft of FP does not represent a coherent and logical research paper=0 pt.
Student's full draft of FP is formatted according to APA guidelines (7 th edition)=1 pt.	Student's full draft of FP is not formatted according to APA guidelines (7 th edition)=0 pt.
Student's references a minimum of six references, four from the course and two additional references=1 pt.	Student's does not reference a minimum of six references, or does not reference four from the course and two additional references=0 pt.
Student's first full draft is well-written, well-organized, 4 double-spaced pages, includes no direct quotes, and is free of grammatical and spelling errors =1 pt.	Student's first full draft is not well-written, not well-organized, is more than or less than 4 double spaced pages, uses direct quotes, and or is not free of grammatical and spelling errors =0 pt.

- **Peer feedback on draft of final paper (PFBDFP)**, the third assignment in the FP category, is written feedback on an assigned peer's DFP. I will assign you a peer for peer review. For this assignment, you will use the rubric provided in PFBDFP DB on Blackboard to provide feedback to your assigned peer's draft of their final paper. You will complete and upload the rubric with your feedback to PFBDFP DB (see DFP DB on Blackboard for additional guidelines, see course schedule for exact dates).

The following rubric will be used to access your feedback

1-3 pts.	0 pts.
Student completed all sections of the feedback form= 1 pt.	Student did not complete all sections of the feedback form= 0 pt.
Student provided constructive and helpful feedback on each component in the feedback form=1 pt.	Student did not provide constructive and or helpful feedback on each component in the feedback form=0 pt.
Student's feedback was clear, used explanation to support suggestions, well-written, and free of grammatical and spelling errors =1 pt.	Student's feedback was not clear, did not use explanation to support suggestions, was not well-written, and was not free of grammatical and spelling errors =0 pt.

- **Final paper (FP)**, the fourth and final assignment in the FP category, is the final version of your final paper, which should include revisions based on feedback from your peer and me (see course schedule for specific date and time).

The following rubric will be used to evaluate the FP:

Component	Exceeds Standard 100-90	Meets Standard 89-70	Does not Meet Standard 69-0
Title Page	The title clearly references what the research paper is about=8-10 pts	The title isn't clearly connected to the focus of the paper=5-8 pts	The title is generic, such as "Final Paper"=5-0 pts
Introduction	The introduction introduces the topic, provides a definition of the topic, and offers background on the topic so that the reader has a clear understanding of the topic=13-15 pts	The introduction gives a partial definition of the topic and background, but it is not explicit or sufficiently developed for the reader to have a good sense of the topic=11-14 pts	The introduction doesn't clarify the definition of and or background on the topic, so the reader does not have a clear sense of the focal topic of the paper=11-0 pts
Thesis Statement	There is a clear thesis statement that explicitly states the overarching claim that the paper will make=13-15 pts	The thesis statement is there, but it's implicit. The reader must guess what the thesis is=11-14 pts	There is no thesis statement, implicit or explicit=11-0 pts
Argument	The main body of the paper is a coherent and logical argument that explicitly connects to the topic and supports ("proves") the thesis statement. The evidence and explanation used to support the thesis statement are based on two ideas that come from the literature on queer theory and queer pedagogy. These two ideas are explicitly named and explained in terms of how they support the thesis statement. =17-20 pts	The main body of the paper is a partially coherent and logical argument that partially connects to the topic and supports ("proves") the thesis statement. The evidence and explanation used to support the thesis statement are based on two ideas that come from the literature queer theory and queer pedagogy. These two ideas are partially named and explained in terms of how they support the thesis statement. =14-18 pts	The main body of the paper is not a coherent and logical argument that explicitly connects to the topic and or does not support ("prove") the thesis statement. The evidence and explanation used to support the thesis statement are not based on two ideas or the ideas do not come from the literature on queer theory or queer pedagogy. These two ideas are not sufficiently named or explained in terms of how they support the thesis statement. =14-0 pts
Conclusion	The conclusion provides a clear and succinct summary of the thesis and argument, followed by an argument on how the thesis and argument can be leveraged to create transformative	The conclusion provides a summary of the thesis and argument, but it is not entirely clear and or succinct. It is followed by an argument that mostly addresses how the thesis and argument can be	The paper just ends, with no conclusion. Or the paper ends with either no summary of thesis and argument, or no argument for transformative action=10-0 pts

	action to modify educational practices, programs, and or policies =14-15 pts	leveraged to create transformative action to modify educational practices, programs, and or policies=10-15 pts	
References	There are a minimum of six references, four from the course and two additional resources. All references are listed according to APA (7 th edition) guidelines=15 pts	There are a minimum of six references, four from the course and two additional resources. At least four of the references are listed according to APA (7 th edition) guidelines but two are not =13 pts	There is not a minimum of six references, and or, there is not two additional resources. More than four of references are not listed according to APA (7 th edition) guidelines=13-0 pts
Mechanics	The paper is 4 double-spaced pages plus title page and references, well-organized, well-written, and free from grammatical and spelling errors=10 pts	The paper is 4 double-spaced pages plus title page and references, mostly well-organized, mostly well-written, and is free from grammatical and spelling errors= 6-7 pts	The paper is less or more than 4 double-spaced pages, not well-organized, not well-written, and is not free from grammatical and spelling errors=5-0 pts

Summary of course grade categories with assignments and weights:

CATEGORY AND ASSIGNMENTS	WEIGHT
PARTICIPATION (SI, DB, PFDB)	35%
FORMATIVE ASSESSMENT	35%
FINAL PAPER (FPO, DFP, PFBDFP, FP)	30%

Please note that there will be no late assignments. Account in advance for unexpected events in your professional and personal life. Stuff happens! Any assignment that is submitted late will not be graded. No exceptions.

Please note that the schedule is subject to change. Any changes will be communicated in advance.

COURSE SCHEDULE			
WEEK	DATES	TOPIC	COURSEWORK DUE
1	Jan 17-Jan 24	Introduction to Queer Theory	Week One Read: <ul style="list-style-type: none"> Meyer Barker & Scheele (pages 3-53) Week One Media: <ul style="list-style-type: none"> <i>"The gender-fluid history of the Philippines"</i> Week One Assignment: <ul style="list-style-type: none"> Self-introduction (due by 11:45 PM, MT, Jan 24) DB 1 (due by 11:45 PM, MT, Jan 24)

2	Jan 24-Jan 31	Queer Theory: A Historical Overview	<p>Week Two Read:</p> <ul style="list-style-type: none"> • Barker & Scheele (pages 54-173) <p>Week Two Media:</p> <ul style="list-style-type: none"> • <i>“Jo Michael Rezes: A playful exploration of gender performance”</i> <p>Week Two Assignment:</p> <ul style="list-style-type: none"> • Read all peer Self-introductions (due by 11:45 PM, MT, Jan 31) • Post Peer Response to DB 1 (due by 11:45 PM, MT, Jan 31) • Complete FA 1 (due by 11:45 PM, MT, Jan 31)
3	Jan 31-Feb 7	Decolonizing Queer Theory	<p>Week Three Read:</p> <ul style="list-style-type: none"> • Pérez • Revilla et al. <p>Week Three Media:</p> <ul style="list-style-type: none"> • <i>“El canto del colibrí”</i> <p>Week Three Assignment:</p> <ul style="list-style-type: none"> • Post Response to DB 2 (due by 11:45 PM, MT, Feb 7)
4	Feb 7-Feb 14	Introduction to Queer Pedagogy	<p>Week Four Read:</p> <ul style="list-style-type: none"> • Shlasko • Coll & Charlton <p>Week Four Media:</p> <ul style="list-style-type: none"> • <i>“A short history of trans people’s fight for equality”</i> <p>Week Four Assignment:</p> <ul style="list-style-type: none"> • Post Peer Response to DB 2 (due by 11:45 PM, MT, Feb 14) • Complete FA 2 (due by 11:45 PM, MT, Feb 14)
5	Feb 14-Feb 21	Pedagogies & Queer Student Identities	<p>Week Five Read:</p> <ul style="list-style-type: none"> • Martino & Cumming-Potvin • Brockenbrough <p>Week Five Media:</p> <ul style="list-style-type: none"> • <i>“A powerful poem about what it feels like to be transgender”</i> <p>Week Five Assignment:</p> <ul style="list-style-type: none"> • Final Paper Outline (FPO) (due by 11:45 PM, MT, Feb 21) • Post Response to DB 3 (due by 11:45 PM, MT Feb 21)

6	Feb 21-Feb 28	Queering Classrooms & Teaching	<p>Week Six Read:</p> <ul style="list-style-type: none"> • Jiménez • Nemi Néto <p>Week Six Media:</p> <ul style="list-style-type: none"> • “Why we need gender neutral bathrooms” <p>Participation:</p> <ul style="list-style-type: none"> • Post Peer Response to DB 3 (due by 11:45 PM MT, Feb 28) • Complete FA 3 (due by 11:45 PM, MT Feb 28)
7	Feb 28-Mar 3	Final Paper	<p>Week Seven Assignment:</p> <ul style="list-style-type: none"> • First Draft of Final Paper (due by 11:45 PM, MT, Mar 1) • Peer Feedback on Draft of Final Paper (due by 11:45 PM, MT, Mar 2) • Final Paper (due by 11:45 PM, MT, Mar 3)

COURSE NORMS AND RELATED RESOURCES:

Texas Senate Bill 212: Many of the course readings and media with which we engage in this course present explicit examples of compulsory and hegemonic heterosexual ideologies and practices. Students may find the content disturbing, upsetting, and troubling. Content might also trigger or resonate with students’ own personal experiences of gender violence, assault, or harassment, particularly for queer or non-gender conforming students. If you think that the content of this course will be too difficult for you to engage with at a theoretical and intellectual level, please contact me immediately Dr. Lucero [allucero2@utep.edu]. Also, it is important for you to know that as a UTEP employee, I am obliged to comply with Texas Senate Bill 212. You might also be obliged to comply with this policy if a peer shares with you an experience of sexual violence, assault, or harassment. Texas Senate Bill 212 (2019), which took effect on January 1, 2020, requires all employees at a public or private post-secondary institution to report any knowledge of sexual assault, sexual harassing, dating violence committed by or against a student or an employee of the institution at the time of the incident (source). The law which, resulted from studies showing that one in five female students experienced assault as college students (Senate Research Center, 2019), aimed to ensure that victims and witnesses of sexual violence had access to a reporting structure that was safe and reliable. The UTEP Title IX operates with extreme caution when it comes to incidents of gender violence, assault, or harassment. Consequently, there are some instances in which incidents that took place prior to enrollment at UTEP have also been reported. This information is meant to inform students of mandatory reporting. In addition, students who have experienced sexual violence, assault, or harassment can seek support through the following services:

- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Standards of academic integrity: Students are expected to uphold the highest standards of academic Integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed

to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with Dr. Lucero [allucero2@utep.edu] to set up a phone meeting.

Course Values:

The values guiding this course are based on the Principles of Civility for the National Endowment of Humanities (NEH) Seminars. All discussion board posts, interactions, and assignments should be:

- Firmly grounded in rigorous scholarship and thoughtful analysis;
- Represent an ethos of respect and openness;
- Conducted without partisan advocacy;
- Respectful of divergent views;
- Free of ad hominem commentary;
- Devoid of ethnic, racial, gender, disability, or religious bias.

Writing Style:

All assignments, including discussion board posts must be free of error, and should conform to the style and reference notation format found in the seventh edition of the *Publication Manual of the American Psychological Association* (APA). The University Writing Center (UWC) is located in UTEP Library Building, Rm.227; phone: 915.747.5112. The UWC provides online consultations to all UTEP students at no cost. They also have walk-in services if you are local. It is a terrific resource. If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a judgement – it's intended to help you. Another useful resource accessible online is the Purdue Owl Website: <https://owl.english.purdue.edu/owl/resource/560/01/>

UTEP Academic Resources:

UTEP provides a variety of student services and support, including the resource below.

UTEP Library: You can access to a wide range of resources, including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. Here are some tutorials to help you with using the UTEP library:

- Intro to the UTEP Library: <https://www.youtube.com/watch?v=YFdIEZPxQ-U>
- Searching the Library on MinerQuest (this one will cover basic searching): <https://www.youtube.com/watch?v=9riDTsv3gvE>
- Find Scholarly Articles Using MinerQuest (this one will break down advanced searching):

https://www.youtube.com/watch?v=S_Jo9yTJ5Oo

- Find Full Text Articles: <https://www.youtube.com/watch?v=-7oNJra4qM8>
- Get Library Resources from Home: <https://www.youtube.com/watch?v=bbxnRMAMJg>
- InterLibrary Loan (ILL): <https://youtu.be/KPN-gtmNFFQ>

Guide to Online Etiquette:

As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

A. You are expected to actively engage in the learning community of this class.

This includes completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit you if ask your question) and exhibiting professional courtesy during interactions with peers/ your instructor. Class participation includes but is not limited to engaging in in-class activities and writing, answering questions, and sharing completed and thoughtful assignments with your peers.

B. You are expected to exhibit appropriate behavior for a higher learning environment.

Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to fully participate in all activities possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment (please note exceptions under Texas Senate Bill 212).
- You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page. Also, please note the obligation of mandatory reporting under Texas Senate Bill 212).
- Do not use inappropriate language, all capital letters, or language short cuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
- When responding to someone else's ideas, whether in agreement or disagreement, address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

C. You are expected to exhibit high level time management skills and turn your work in ON TIME.

As previously mentioned, this is a fast-paced, intensive course that requires you to devote significant time to complete the required readings, discussions and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week to focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e., your peers rely on you to do your readings early in the week and contribute to the discussion on time for them to be able to post

feedback later in the week). Therefore, no late work will be accepted. All online assignments are due by the due date and time listed in the course schedule. After the scheduled due date and time for each assignment, you will not be able to access the link to upload your assignment. Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule your time accordingly.

Failure to complete three assignments will result in your automatically failing this course, regardless of any points earned.

Note: Exceptions may be made in the case of *extreme emergency* with supporting documentation. I will not accept ANY late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation prior to the due date of the assignment. Without prior notice, late assignments will NOT receive any credit.

If Blackboard is down and you cannot get into our course site to post work by the required due date:

ALL coursework should be posted in our online course site in the corresponding folder. If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular e-mail at allucero2@utep.edu IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, you will not receive credit for your work or if Blackboard was not in fact down during the time you indicated then you will not receive credit for your work.

D. You work is expected to be your own.

Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think, so use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct WILL be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.

E. You are expected to contact me for help if needed throughout the semester.

My office hours for this course are by appointment. Please email me to set up a day/time for a phone or Zoom meeting.

My email is allucero2@utep.edu. Please include your first and last name and the title of the course you are taking with me in the body of your message. You can expect a response from me within 24 hours (usually sooner) for any email communication you send.

If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE!!! I am here for you (email, phone, Zoom). I *strongly* encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.