

WINONA STATE UNIVERSITY  
GENERAL EDUCATION PROGRAM APPROVAL FORM

W655  
Course 374

Routing form for General Education Program Course approval.

<b>Department Approval</b>		
<u>Jan B</u> Department Chair	<u>3-4-14</u> Date	<u>tberg@winona.edu</u> e-mail address
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>M. Gaud</u> Dean of College	<u>3-5-14</u> Date	
*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.		
<b>GEPS Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	_____
Chair, General Education Program Subcommittee	Date	
<b>A2C2 Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	
Chair of A2C2	Date	
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	
President of Faculty Senate	Date	
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	
Academic Vice President	Date	
<b>Decision of President</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____	_____	
President	Date	
Please forward to Registrar.		
Registrar	_____	Please notify department chair via e-mail that curricular change has been recorded.
	Date entered	

WINONA STATE UNIVERSITY  
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Women, Gender, & Sexuality Studies Date 3-4-14  
W6SS 374 Course No. Queer Theories and Politics Course Name 3 Credits  
Prerequisites Engl 111, W6SS 148, 220 or 233

GEP Goal Area(s):\*

CORE GOAL AREAS

- Goal 1: Communication
- Goal 3: Natural Science
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

\* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

Intensive:

- 1. Writing
- 2. Oral Communication
- 3a. Mathematics/Statistics
- 3b. Critical Analysis

Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a *General Education Program Approval Form*.

Department Contact Person for this Proposal:

Mary Jo Klinker  
Name (please print)

457-2791  
Phone

mKlinker@winona.edu  
e-mail address

[Revised 9-6-11]

## OUTLINE OF MAJOR CONTENT AREAS

- 1) Histories of Sexuality
  - a) Examine differences and commonalities in the theories of women's, gender, and sexuality studies
  - b) Intersectional histories of oppression
  - c) Feminist Analyses "Compulsory Heterosexuality" and "Uses of the Erotic"
  - d) Behavior and identities
- 2) Queer Theoretical Frameworks
  - a) Deconstructing binaries
  - b) Queering popular culture texts
  - c) Corporeality
- 3) Queer Temporalities and Futurities
  - a) Queering childhood
  - b) Time, space, and sexuality
- 4) Politics of Neoliberalism
  - a) HIV/AIDS activism
  - b) Cultural, economic, and political shifts in LGBTQ activism
  - c) Homonormativity
  - d) Anti-assimilationist resistance
- 5) Sexualities in a Transnational Context
  - a) Homonationalism
  - b) Queer migrations

### Assignments (Writing Assignments are Highlighted):

#### **Class Attendance and Participation (50 points)**

**Double-Entry Journal and/or Quizzes (100 points):** You will keep a journal in which you write an entry for each assigned reading and then skip the parallel page. Each journal should begin with a paraphrased statement of the main argument. The purpose of this journal is to identify key terms, insights, and critiques of the readings, to record questions you have, and to connect the readings to other concepts we have discussed. After each class period you will then respond to your original entry with any new insights that have developed after our discussion. I will collect the journals periodically and evaluate the entries with a letter grade (see my evaluation notes below).

**Co-Teaching Article Presentation and Paper (50 points):** You will present a summary and then several questions to lead a discussion on one of the assigned texts. A three-page, double-spaced summary of the text's main ideas, applications, connections to class and list of questions are due the day of the reading in class.

**Midterm Exam (75 points):** There will be a midterm exam (essay and fill in the blank) as an overview of feminist theories and histories.

**Final Paper (225 points):** 8-10 page final paper examining queer theory in relation to current issue.

**250 Word Abstract & Conference Submission:** February 27 (25 points)

**Annotated Bibliography:** April 1 (30 points)

**Rough Draft Writing Workshop:** May 1 (20 points)

**Final Paper and Presentation:** May 8 (150 points)

**Total (500 points)**

## Final Paper Instructions

*Women's and Gender Studies 374: Final Paper Abstract, Annotated Bibliography, and Assignment (225 points)*

- 250 Word Abstract:** (25 points)
- Utilizing the library and resources effectively**
- Annotated Bibliography:** (30 points)
- Rough Draft Writing Workshop:** (20 points)
- Final Paper and Presentation:** (150 points)

### The intent of the final paper:

The purpose of the final essay is to bridge your own intellectual curiosity with the theoretical and historical frameworks analyzed in class. Your task is to write a cohesive, well-written 8-10 page **argument (an original claim)** that utilizes a **queer theoretical framework**.

### The Preliminary work:

**250 Word Abstract & Conference Submission** (25 points)

#### Conference Submission

You will submit your paper abstract to a regional conference, in order to gain experience with presenting Women's, Gender, and Sexuality Studies scholarship.

#### What is an abstract?

An abstract is a proposal for a paper you want to write (approximately 250 words). It should help you as you develop your research topic and determine whether you have a good subject with adequate sources to write a successful paper.

**What should be in the abstract?** Approximately a paragraph for each of these questions and be sure to utilize course language.

- Why is this topic important – what current issue does it address?
- What is the argument that will be examined?
- How will you examine intersections?
- How are course materials tied to the topic?

**Annotated Bibliography:** TWO scholarly sources cited with annotations **(30 points)**.

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150-200 words) descriptive paragraph (annotation). The purpose of the annotation is to inform the reader of the relevance and quality of the sources cited.

Presentation: Introduction of new scholarship and your original argument in under 5-7 minutes	/20
<b>Introduction and Theoretical Framework:</b> explicitly states an original and concise thesis statement. This thesis statement should be derived from your own research and an original argument. The thesis should be supported with a theoretical lens that we have explored in this course.	/30
<b>Body:</b> You should show the ability to examine topics intersectionally, rather than as a universal (i.e. you can not discuss compulsory heterosexuality without considering the impacts of classism/racism/ableism). The paper should show evidence that course materials/discussions/lectures inspired new ways of examining social issues. At least <b>two assigned readings</b> should be cited in the paper.	/30
<b>Research:</b> Identifying and including in your discussion the <b>relevant perspectives</b> from <b>three out-of-class scholarly sources</b> , <u>Complete citation format is required (including a work cited)</u> . (MLA, APA, Chicago-See this website or the citation formats available on e-learning under handouts for help: <a href="http://www.diannahacker.com">www.diannahacker.com</a> )	/50
<b>Writing coherence and convention;</b> 12 point, Times New Roman, double space, 8-10 pages. Proofread for spelling and grammar errors. You will be graded on the quality of writing a clear and concise paper that makes an original argument.	/20
<b>Total:</b>	<b>/150</b>

Writing Intensive Outcome	How Met in Course	Assessment Plan
Practice the processes and procedures for creating and completing successful writing in their fields	In this course, as described in the sample syllabus, students earn 45% of their grade from a processed-research and writing project. Other graded assignments help students build their writing and analytical skills so that they have appropriate evidence.	Multiple writing assignments; grading rubric includes an evaluation of writing and analysis.
Understand the main features and uses of writing in their fields	Students will use written communication as a means to express arguments and WGSS analyses: <ul style="list-style-type: none"> <li>• Professionalization through abstract submission</li> <li>• Researched argumentation</li> <li>• Utilization of a theoretical framework</li> </ul>	Multiple writing assignments; grading rubric includes an evaluation of writing and use of a theoretical framework and understanding.
Adapt their writing to the general expectations of readers in their fields	Students will submit their abstract to a regional conference, practice peer-revision, and present their papers in a mock conference setting.	Students will receive both instructor and peer-feedback of abstracts and papers, as well as a response regarding their participation in a regional conference.
Make use of the technologies commonly used for research and writing in their fields	Students will explore important research in the field and required library visits and research will ensure an understanding of research in WGSS.	Assignments require use of scholarly sources and research at the library.
Learn the conventions of evidence, format, usage, and documentation in their fields	Assignments require use of scholarly sources and proper citation methods.	Rubrics will include an evaluation of documentation and use of scholarly sources.