WRTG 3020: Queer Rhetorics

Fall 2004, TR 9:30 - 10:45 a.m., KITCH-234
Instructor: Geoffrey Bateman

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Course Description

Welcome to "Queer Rhetorics" and service learning. In this course, we will develop a critical understanding of queer theory, queer communities, and various queer discourses. The course will begin with a general introduction to queer theory and move to explore various issues that currently confront queer writers, activists, and community members. Our readings will come from a number of discourses, including critical theory, personal narratives, journalism, sociology, and political science. To enrich our sense of the term "queer"—and everything it aspires to represent and speak for—we will forge connections between our work in the classroom and the work of a number of queer community organizations. Through service learning, we will deepen our understanding of the political and community contexts of queer rhetorics, as well as strengthen our critical thinking and writing skills.

Course Objectives

✓ Develop a keen understanding of queer theory;
✓ Identify and understand the key issues facing queer writers;
✓ Hone skills in rhetorical analysis;
✓ Craft compelling arguments about queer issues;
✓ Present these arguments effectively through various writing assignments;
✓ Forge relationships with community organizations to strengthen knowledge of queer contexts;
✓ Connect classroom reading and writing to work outside the academy.

Required Texts

✓ Queer Theory: An Introduction, Annamarie Jagose (*)
✓ The Trouble with Normal, Michael Warner (*)
✓ Essays on e-reserve (Go to http://ucblibraries.colorado.edu and click on "Find Course Reserves," and then click on "Reserve Lists by Instructor." Use "Bateman" to search for course material.) You must make a hard copy of each e-text to use for class discussion.
(*) Both these books are available at Word is Out Bookstore, which is located at 2015 10th Street in Boulder.

Course Requirements (Please note, failure to complete any one of these assignments could result in an F in the course.)

- Attendance & Participation 10%
- Essay #1 15%
- Essay #2 15%
- Essay #3 30%
- Service Learning Project & Journal 30%

Automatic Drop Policy
Students who miss two classes during the add/drop period will be dropped automatically from the course.

Attendance Policy and Participation
Regular and prompt attendance is extremely important for your success in this class. You are expected to read each day’s assignment prior to class, take time to reflect critically on it, and come to class prepared to discuss it. On writing workshop days, it is also very important that you come to class with completed drafts and are prepared to work closely with your classmates. You are allowed three unexcused absences before your final grade is adversely affected. After that your grade will be lowered one-third of a grade for every day missed. If you miss more than six class sessions you may fail the course. If you miss class, it is your responsibility to find out the assignment for the next session. Do not rely on the syllabus as it may change.

Writing Assignments
There will be three major writing assignments for this class. In addition, there will be numerous in class writing activities and a journal.

- Essay #1 Analysis of queer terms (3 pages)
- Essay #2 Coming out story (4-5 pages)
- Essay #3 Queer inquiry project based on service learning (12-15 pages)
- Journal Service learning updates and responses to bi-weekly “queries”. There are seven scheduled due dates for journals; each submission should contain at least 2 pages of writing.

Service Learning Projects
In the first week of classes, you will sign up for an organization to volunteer with for the course of the semester. You will be required to spend 1-2 hours a week or 6-8 hours a month working with your chosen organization. Throughout the semester, you will submit “Service Learning Reports” that will
document the amount of time you have spent volunteering and use your journal to write about your service learning experiences.

**Academic Dishonesty**
The University of Colorado at Boulder requires the highest standards of intellectual honesty from its students and faculty and does not tolerate plagiarism or other forms of academic dishonesty. Attempting to present someone else's work for your own may lead to an F on the assignment or the course, as well as suspension or expulsion from the university. I expect students to be familiar with and uphold the CU Boulder Honor Code and will report violations of this code to the Honor Council. If at any time you have questions about what constitutes plagiarism, do not hesitate to ask me directly. For more information, see [http://www.colorado.edu/academics/honorcode/Codel.html](http://www.colorado.edu/academics/honorcode/Codel.html).

**Students with Disabilities**
If you qualify for accommodation because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. For more information, see [http://www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices), call 303-492-8671, or visit Disability Services in Willard 322.

**Religious Obligations**
I will make reasonable accommodations for student with serious religious obligations that conflict with scheduled assignments or other required attendance, provided that you notify me at least one week in advance of the scheduled conflict. For more information, see [http://www.colorado.edu/policies/fac relig.html](http://www.colorado.edu/policies/fac relig.html).

**Course Schedule** (subject to change)

T Aug 24    Introduction to course, to rhetoric, to queer, and to service learning; introduce organizations and sign up for semester projects.
R Aug 26    Read Jagose, *Queer Theory*, pp. 1-43; start contacting organizations and set up meetings.
T Aug 31    Read Jagose, pp. 43-85; hand out assignment for essay #1.
R Sept 2     Read Jagose, pp. 86-132; journal #1 query.
T Sept 7     Writing Workshop: bring 4 copies of first draft to class.
R Sept 9    Service Learning Report #1: JOURNALS DUE.
T Sept 14    Read Piercy, "Personal Narrative Strategies," coming out stories (see handout), and selections from *Revolutionary Voices* (e-reserve).
R Sept 16  Finish selections from Revolutionary Voices and read
Lisa Lusero, "Impossible Body," (e-reserve); Guest
Speaker: Lisa Lusero; ESSAY #1 DUE AT THE BEGINNING OF
CLASS.

T Sept 21  Read Warner, "What's Wrong with Normal," pp. 41-80;
hand out assignment for essay #2; journal #2 query.
R Sept 23  Service Learning Report #2: JOURNALS DUE.

T Sept 28  Writing Workshop: bring 4 copies of first draft to
class.
R Sept 30  NO CLASS: FALL BREAK

T Oct 5   Read Warner, "Beyond Gay Marriage," pp. 81-148;
journal #3 query.
R Oct 7   Service Learning Report #3: JOURNALS DUE.

T Oct 12  Read Sullivan, "Here Comes the Groom: A (Conservative)
Case for Gay Marriage," (e-reserve); in class debate
on gay marriage; ESSAY #2 DUE.
R Oct 14  Read Agigian, "Transforming the Means of
Reproduction," (e-reserve); hand out assignment for
essay #3.

T Oct 19  Read Sedgwick, "How to Bring Your Kids Up Gay," (e-
reserve); Guest Speaker: PFLAG; journal #4 query.
R Oct 21  Bring ideas/prospectus for essay #3; Service Learning
Report #4: JOURNALS DUE.

T Oct 26  Read Feinberg, selections from Queer and Loathing (e-
reserve); and Warner, "The Politics of Shame and HIV
R Oct 28  No class, BUT via email turn in working thesis and
bibliography for essay #3.

T Nov 2   Read Belkin & Embser-Herbert, "A Modest Proposal," (e-
reserve); journal #5 query.
R Nov 4   Writing Workshop: bring 3 copies of first draft to
class.

T Nov 9   Service Learning Report #5: JOURNALS DUE.
R Nov 11  Read Butler, "Contagious Word: Paranoia and
'Homosexuality' in the Military," (e-reserve).

T Nov 16  Read Kostembaum, "The Queen's Throat" (e-reserve); or
Attinello, "Authority and Freedom," (e-reserve);
journal query #6.
R Nov 18  Service Learning Report #6: JOURNALS DUE.

T Nov 23  Writing Workshop: bring 3 copies of second draft to
class.
R Nov 25  NO CLASS: THANKSGIVING HOLIDAY
T Nov 30  No class, BUT schedule appointment for conference.
R Dec  2  NO class, BUT schedule appointment for conference.

T Dec  7  FCQs; watch "Tongues Untied"; ESSAY #3 IS DUE AT THE BEGINNING OF CLASS.
R Dec  9  Reflections on course; JOURNALS DUE.