WRTG 3020-026: Queer Rhetorics  
Fall 2005, MWF 2:00 – 2:50 p.m., MCOL E186  
Instructor: Geoffrey Bateman

Office Location: ENVD 1B30D  
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Course Description

This course presumes that the best way to learn how to write is by writing—by engaging frequently and intensively in the arts of composition. We will do so by immersing ourselves in the exciting ideas of queer theory and LGBTQ studies and in the local Boulder LGBTQ community, which will provide the context for our practice to become effective and adept writers. Throughout the semester, we will survey a number of different types of queer writing—including history, theory, coming out stories, journalism, political activism, and academic research—and will use this writing to generate thoughtful discussion and analysis of queer rhetorical contexts and to help us develop our own voices as writers. To help us hone our skills as writers and rhetoricians, we will also spend about one-third of our class doing “service-learning.” That is, we will explore the LGBTQ communities in Boulder, volunteer time at a few organizations, and develop our own queer service-learning projects. (Please note: you do not have to identify as queer, or as any other such non-normative sexual/gender identity, to take or succeed in this class; you do need to maintain an open mind to the intellectual and critical possibilities of queerness.)

This course is reading and writing intensive and requires that you actively participate in making our specific queer community a safe, interesting, engaged, and enjoyable class. We will generate about five pages of writing each week through in-class assignments, short response papers, and more formal essays. Together, we will develop and practice effective writing strategies that will help us discover what we think about a subject and how to organize our ideas clearly and persuasively. We will also work together as a community of writers to practice revision strategies that will help us all uncover new possibilities in our subjects and refine our writing for our readers. At times, we will use class as a writing workshop, sharing our writing in pairs or small groups to give and receive feedback. At other times, we will meet as a seminar, sharing our critical responses to various readings with the class as a whole. Throughout the semester, we will work hard to become a community of writers and thinkers who actively contribute our insights and beliefs to the larger group, engaging in thoughtful discussion of issues that we may not always agree upon. It is my hope that we will learn to challenge each other respectfully and learn much from each other in the process, as well as becoming exceptional writers with a unique perspective on the world.
Course Objectives

✓ Develop a keen understanding of queer theory and writing;
✓ Identify and understand the key social and political issues facing queer writers
  and how they address them through their writing;
✓ Hone skills in rhetorical analysis and acquire rhetorical sensitivity by learning to
  adapt your writing to the needs of your readers, to a specific context and situation,
  and for an identifiable purpose;
✓ Craft compelling arguments about queer issues;
✓ Present these arguments effectively and provocatively through various writing
  assignments;
✓ Explore the connections between our work in the classroom and other queer
  contexts outside the academy;
✓ Develop a queer service-learning project.

Required Texts

✓ *The Trouble with Normal*, Michael Warner (* *)
✓ *Homocons*, Richard Goldstein (* *)
✓ Essays on e-reserve: Go to [http://ucblibraries.colorado.edu](http://ucblibraries.colorado.edu) and click on “Find Course Reserve,” and then click on “Reserve Lists by Instructors.” Use
  “Bateman” to search for course material, and then find our course number. **You must make a hard copy of each e-text to bring to class for discussion.**

(*) Both these books are available at Word is Out Bookstore, which is located at 2015 10th Street Boulder.

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

✓ Attendance & Participation (active discussion & workshops) 10%
✓ Short Assignments (short analysis, response, reflection) 10%
✓ Essay #1—Queer definition essay (3-4 pages) 10%
✓ Essay #2—Coming out story (4-5 pages) 15%
✓ Essay #3—Persuasive queer inquiry essay (10-12 pages) 25%
✓ Service-Learning Project & Journal (10-15 pages) 30%

Service-Learning

This course is requires that you participate in a “service-learning” component, which is
integral to the overall course objectives. To this end, I have devoted almost every Friday
to some aspect of service-learning. In the first month, we will be visited by a number of
community-based organizations and speakers who will help us become familiar with
Boulder’s LGBTQ communities and their histories. Then we will volunteer as a class at a
few of these organizations. In the final third of the course you will work in small groups
and develop your own queer service project. Throughout the semester you will be
required to keep a service learning journal and submit it at the end of the term. More details for all these requirements will be provided throughout the course.

**Attendance Policy and Participation**

Regular and prompt attendance is extremely important for your success in this class. For every class you attend on time, you earn 10 points. At the beginning of every class, you need to sign in to receive this credit, and it is your responsibility to remember to do so. If you are extremely late (more than 10 minutes), you earn 7 points. At the end of the semester, these points will be used to calculate your final attendance grade. If you miss class for any reason, you cannot make these points up, nor can you turn in any short assignments due that day for credit, although I recommend completing them to prepare for the formal essays. If you are absent, it is your responsibility to find out what material was covered and what the next reading and writing assignments are. Do not rely on the syllabus as it may change. Please note: Missing more than six class sessions may result in failing the course or a severe penalty.

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. Failure to attend and participate actively in workshops will result in a lowering of the final paper grade, as will turning in drafts late to the instructor. Late papers will not be accepted unless you have contacted me at least five days prior to its due date to work out an alternative arrangement.

**Automatic Drop Policy**

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

**Students with Disabilities**

If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, or www.Colorado.EDU/disabilityservices.

**Religious Holidays**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you must notify me one week in advance of such obligations to excuse your absence. See policy details at http://www.colorado.edu/policies/fac_relig.html.

**Classroom Behavior**
Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in which students express opinions. See policies at http://www.colorado.edu/policies/classbehavior.html and http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

**Discrimination and Sexual Harassment**

The University of Colorado at Boulder policies on Discrimination and Harassment, Sexual Harassment, and Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information: http://www.colorado.edu/odh.

**Honor Code**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information on the Honor code may be found at http://www.colorado.edu/policies/honor.html and http://www.colorado.edu/academics/honorcode/

**Course Schedule**

Please note that due dates for assignments are subject to change and that short assignments may be added. Reading and assignments are to be completed for the date listed.

**M Aug. 22**  Introduction to the course and to each other.

**W Aug. 24**  Read D’Emilio, “After Stonewall” (e-reserve).


**M Aug. 29**  Read Duggan, “Making It Perfectly Queer” (e-reserve) and Sedgwick, “What’s Queer?” (e-reserve).

F Sept. 2  Read Warner, The Trouble with Normal, pp. 41-80; Guest Speaker: Boulder County AIDS Project.

M Sept. 5  No Class: Labor Day Holiday
W Sept. 7  **Writing Workshop:** Bring 3 copies of Essay #1 to class.
F Sept. 9  Guest Speaker: Boulder Pride

W Sept. 14  Finish Coming Out Stories; Read Piercy, “Personal Narrative Strategies” (e-reserve).
R Sept. 15  **DATE CHANGE:** PFLAG Meeting: 7:00 – 9:00 p.m.; Location TBA
F Sept. 16  No Class

M Sept. 19  Read Lusero, “Impossible Body” (e-reserve); Guest Speaker: Lisa Lusero; **Essay #1 due.**
W Sept. 21  **Writing Workshop:** Bring 3 copies of Essay #2 to class.
F Sept. 23  Guest Speakers: Speaking Out Panel

F Sept. 30  Service Learning: Volunteer at BCAP

M Oct. 3  Read excerpts from Gay Dads (e-reserve) and Dominus, “Growing Up with Mom and Mom” (e-reserve); Essay #2 due.
F Oct. 7  Service Learning: Volunteer at Boulder Pride

W Oct. 12  Library Research Seminar; **Research Proposal Worksheet due.**
F Oct. 14  No Class: Fall Break Holiday

M Oct. 17  Read Goldstein, Homocons, pp. 1-29.
W Oct. 19  **Writing Workshop:** Bring 3 copies of research proposal to class.
F Oct. 21  No Class: Service Learning Project Team Meeting.

M Oct. 24  Read Goldstein, Homocons, pp. 30-83.
W Oct. 26  Read Goldstein, Homocons, pp. 84-113.
F Oct. 28  Service Learning Project Team Meeting.

M Oct. 31  Read Vaid, excerpt from Virtual Equality (e-reserve).
W Nov. 2  Read SLDN, “Conduct Unbecoming,” **Formal Research Proposal due.**
F Nov. 4  Service Learning Project Team Meeting.
M Nov. 7      Read Belkin, “Don’t Ask, Don’t Tell” (e-reserve) and CSSMM Mission Statement (online).
W Nov. 9      Read Belkin & Embser-Herbert, “A Modest Proposal” (e-reserve); Working Bibliography due.
F Nov. 11     No Class: Service Learning Project Team Meeting.

M Nov. 14     Workshop: Bring 3 copies of Annotated Bibliography to class.
W Nov. 16     View Soldier’s Girl.
F Nov. 18     View Soldier’s Girl.

M Nov. 21     Finish viewing Soldier’s Girl.
W Nov. 23     Writing Workshop: Bring 3 copies of Essay #3 to class.
F Nov. 25     No Classes: Thanksgiving Holiday

M Nov. 28     No Class: Writing Conferences
W Nov. 30     No Class: Writing Conferences
F Dec. 2      No Class: Writing Conferences

M Dec. 5      Queer Service Project Presentations; Essay #3 due.
W Dec. 7      Queer Service Project Presentations; Service Learning Journals due.