**MEMORANDUM**

**TO:** Committee on Academic Programs

**FROM:** Steering Committee

**RE:** Sexuality and Queer Studies Minor

**DATE:** February 5, 2014

**Background:**

The Department of Women’s and Gender Studies has proposed a new minor in Sexuality and Queer Studies. The accompanying proposal provides a description of and rationale for the minor. The proposal has been approved by both the Humanities and Social Sciences Curriculum Committee and Dean Rifkin.

**Charge:**

CAP should determine if all academic units that might be affected by creation of the minor have been consulted. If so, it can prepare a final recommendation without seeking further testimony.

**Timeline:**

CAP should complete its work on this charge this semester.

**TCNJ Governance Processes**

**Step #1 -- Identifying and reporting the problem:** When a Standing Committee receives a charge from the Steering Committee, the first responsibility is to clearly articulate and report the problem to the campus community. The problem may have been set out clearly in the charge received from the Steering Committee, or it may be necessary for the Standing Committee to frame a problem statement. The problem statement should indicate the difficulties or uncertainties that need to be addressed through new or revised policy, procedure, or program. The problem statement should be broadly stated and should include a context such as existing policy or practice. Problem statements may include solution parameters but should not suggest any specific solutions. Clearly stated problems will lead to better recommendations.

**Step #2 -- Preparing a preliminary recommendation:** Once the campus community has received the problem statement, committees can begin to collect data needed to make a preliminary recommendation. Committees should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups. When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community through regular updates and the Governance website. At this point, committees typically receive input or testimony through committee membership, formal testimony, and open comment from affected individuals and all stakeholder groups. Committees must be proactive in inviting stakeholder groups (including Student Government, Staff Senate and Faculty Senate) to provide formal testimony. In cases where testimony results in significant and substantive changes to the preliminary recommendation, the new recommendation will be considered to be in step #2.

**Step #3 -- Making a final recommendation:** Committees must use sound judgment to give the campus adequate time to review the preliminary recommendation before making their final recommendation. Again, committees are expected to be proactive in receiving feedback on the preliminary recommendation. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community. When, in the best judgment of the committee, the campus community has responded to the proposed resolution of the issue, the committee shall send its final recommendation (with documentation) to the Steering Committee. That final recommendation should include a suggested implementation date. Accompanying the final recommendation shall be a report of how testimony was gathered, the nature of that testimony, and how the Committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

**Testimony**

The presenting of testimony, prior to both the preliminary and final recommendations, is central to the concept of shared governance. All stakeholder groups will have an opportunity to provide input into governance issues through direct membership as well as invited testimony. Individuals appointed or elected to the governance system are expected to take a broad institutional perspective relative to issues being considered. In contrast, invited testimony will reflect the stakeholder perspective on the issue being considered. Committees are expected to be proactive in inviting stakeholder groups to provide testimony at both steps # 2 and #3 of the process. Committees need to identify stakeholder groups that are interested in each particular issue and invite their testimony at scheduled Committee meetings or hearings. Committees should report in their transmittal memos which groups were targeted as stakeholders, how testimony was invited, the form of the testimony (written, oral, etc.), and the substantive content of the testimony.

To see the Steering Committee’s guidelines for gathering testimony and making a final recommendation, see the “Governance Toolbox” at <http://academicaffairs.pages.tcnj.edu/college-governance/a-governance-toolbox/>

**Minor in Sexuality and Queer Studies**

**Sponsoring Faculty:** Nelson M. Rodriguez, Women’s and Gender Studies

**Sponsoring Department:** Women’s and Gender Studies

1. **Requirements:** Five courses/five units total: Two courses selected from “Required” and three courses selected from “Options”

***Required*:**

2 courses selected from existing courses below:

The two required courses will provide students with sociocultural, historical, political, and theoretical foundations in LGBTQ and Sexuality Studies:

1. **WGS 240:** Introduction to LGBTQ Studies (offered annually)
2. **WGS 241:** Introduction to Sexuality Studies (offered annually) or **WGS 343:** Queer Studies

***Options*:**

3 courses selected from existing courses below:

1. **WGS 250:** Politics of Sexuality
2. **WGS 306/CLS 325:** **Sex and Gender in Greco-Roman Antiquity**
3. **WGS 307/MUS 355:** **Gender, Sexuality, and Pop Music in the 1980’s**
4. **WGS 340/HIS 397: Gay and Lesbian History**
5. **WGS 341/LIT 313: Gay and Lesbian Literature**
6. **WGS 342:** LGBTQ Issues in K-12 Education
7. **WGS 344:** Transgender Studies
8. **PSY 354:** Self & Identity (When topic is Sexuality)
9. **LIT 499:** Seminar in Research & Theory (When topic is: Queer Theory; Lesbian Novel; Queer Poetics; Transgender Theory; Young Adult Gay & Lesbian Theory)

**Courses Planned for Development Beyond Fall 2013:**

* Critical Heterosexual Studies (to be submitted for approval, spring 2014)
* LGBTQ and Popular Culture (to be submitted for approval, spring 2014)
* Global Sexualities (to be submitted for approval, spring 2014)
* Art and Homosexuality (to be submitted for approval, fall 2014)
* Critical Methods in Sexuality and Queer Studies (to be submitted for approval, fall 2014)
* Contemporary Gay Male Writers (to be submitted for approval, fall 2014)

**N.B.** It is anticipated that faculty associated with the Sexuality and Queer Studies minor will contribute to the ongoing development of its curriculum by way of creating new courses across a broad range of LGBTQ and sexuality topics.

1. **Description of and Need for the Sexuality and Queer Studies Minor:**

***Description*:** Queer Studies courses and scholarship can be found across the disciplines within the humanities and social sciences. For purposes of organizing the minor conceptually, “queer studies” is utilized as an umbrella category referencing lesbian, gay, bisexual, transgender, and intersex categories, as well as work specifically in queer theory arising out of the postmodern turn in sexuality studies. From this perspective, the minor in Sexuality and Queer Studies provides students with a broad interdisciplinary education in the sociocultural, historical, political, and theoretical foundations of LGBTQ studies. In addition, the minor provides avenues for the study of sexualities more generally, engaging students in critical analyses of the existing organization and social meaning of sexual identities and sexual practices and their intersections with other constituted axes of social difference. Finally, housed within the Department of Women’s and Gender Studies, courses across the Sexuality and Queer Studies minor will be informed by a broad constellation of feminist discourses. ***Need*:** LGBTQ social, cultural, and political issues have become a defining feature of twenty-first century life, transforming on a global scale any number of societal institutions. Situated within the context of these wide-ranging transformations, the minor provides students with a much-needed educational grounding in “queer epistemologies” in order to participate as politically engaged and informed citizens and intellectuals on the subject of LGBTQ as students move across space and time, both while at TCNJ and well beyond. In addition, within the context of changing demographics at TCNJ, the minor meets a growing demand among students for more courses in LGBTQ and sexuality studies. Finally, developing a Sexuality and Queer Studies minor will make TCNJ more competitive in relation to the many other regional and national colleges and universities that either already have a similar minor or are in the process of developing one. In short, the minor in Sexuality and Queer Studies will help to “sell the College” (as well as to help sell the School of Humanities and Social Sciences and the Department of Women’s and Gender Studies).

1. **Performance Goals and Outcomes:**
* Students will gain exposure to a broad range of knowledge about the histories, experiences, (sub)cultures and practices, politics, and identities associated with the categories of sexuality and of LGBTQ. In this way, students will acquire depth and breadth of understanding of the complex topics of sexuality and of LGBTQ by way of an interdisciplinary set of intellectual resources. **(Aligned with WGS Program Learning Outcomes #1 and 2.)**
* Students will be able to identify central authors and texts—as well as explain key concepts, theories, and debates—associated with the ongoing intellectual history of LGBTQ and Sexuality Studies. **(Aligned with WGS Program Learning Outcomes #1, 2 and 4.)**
* Students will explorethecategories of LGBTQ, as well as sexuality more generally, as they intersect with other constituted categories of social difference, such as race, ethnicity, gender, class, nation-state, ability, religion, age, and geography. **(Aligned with WGS Program Learning Outcome #3.)**
* Students will analyze academic discussions of sexualities and of LGBTQ in relation to unfolding popular/public controversies and debates. **(Aligned with WGS Program Learning Outcome #5.)**
* Students will study how LGBTQ identities and practices—as well as genders and sexualities more generally—are entangled in relations of power, privilege, oppression, and resistance. **(Aligned with WGS Program Learning Outcome #5.)**
* Students will critically consider sexuality and LGBTQ issues in multicultural, global, and comparative terms. **(Aligned with WGS Program Learning Outcome #2.)**
* Students will cultivatea theoretically informed activist position regarding LGBTQ and sexuality politics. **(Aligned with WGS Program Learning Outcome #6.)**
* Students will developskills in close reading and critical analysis and discussion across all courses in the Sexuality and Queer Studies minor. **(Aligned with WGS Program Learning Outcome #7.)**
* Students will be well-positioned to pursue further study—including graduate level work—in LGBTQ and Sexuality Studies.
* In addition to being aligned with the WGS Program Learning Outcomes, the Sexuality and Queer Studies minor is aligned with the learning goals/outcomes and mission statement of the School of Humanities and Social Sciences (e.g. respect for diversity; ethical reasoning and compassion; and preparation to participate in civic life).
1. **Faculty:**

\***Nelson M. Rodriguez**, Coordinator of Sexuality and Queer Studies Minor, Women’s and Gender Studies

\***Alan Amtzis**, Education

\***Juda Bennett,** English

**\*Tabitha Dell’Angelo**, Education

\***Alvin Figueroa**, World Languages and Cultures

\***Ellen G. Friedman**, English and Women’s and Gender Studies

\***Janet Gray**, English and Women’s and Gender Studies

\***Wayne Heisler**, Music

\***Mary Lynn Hopps**, Women’s and Gender Studies and Director of W.I.L.L. Program

\***Marla Jaksch**, Women’s and Gender Studies

\***John C. Landreau**, English and Women’s and Gender Studies

\***Emily Meixner**, English

\***Ann Marie Nicolosi**, History and Women’s and Gender Studies

\***Shaun Wiley**, Psychology

1. **Library Collections (Journals and Books):**

**Journals:**

\**GLQ: Journal of Lesbian and Gay Studies* (Duke University Press)

\**Journal of Homosexuality* (Routledge)

\**Journal of Sex Research* (Routledge)

\**Journal of the History of Sexuality* (University of Texas Press)

\**Gay and Lesbian Issues and Psychology Review* (The Australian Psychological Society Limited)

\**The Gay and Lesbian Review* (Harvard Gay & Lesbian Review, Inc.)

\*When the journal officially launches sometime in 2013, I recommend adding to our list of queer studies journals, *QED: A Journal of GLBTQ Worldmaking* (Michigan State University Press)

\*When the journal officially launches on January 2014, I recommend adding to our list of queer studies journals, *TSQ: Transgender Studies Quarterly* (Duke University Press)

**Books:** (The TCNJ Library has a fairly significant list of scholarly titles in the area of LGBTQ and Sexuality Studies. Below is a sample of a cross-section of that list organized by most recent date of publication.)

* *Queer masculinities : a critical reader in education* / John C. Landreau, Nelson M. Rodriguez, editors. Publisher: Dordrecht ; New York : Springer Science+Business Media B.V., c2012.
* *Flagrant conduct : the story of Lawrence v. Texas : how a bedroom arrest decriminalized gay Americans* / Dale Carpenter. Publisher: New York : W. W. Norton, c2012.
* *The declining significance of homophobia : how teenage boys are redefining masculinity and heterosexuality* / Mark McCormack. Publisher: Oxford ; New York : Oxford University Press, c2012.
* *Pray the gay away : the extraordinary lives of Bible belt gays* / Bernadette Barton. Publisher: New York : New York University Press, c2012.
* *Safe spaces : making schools and communities welcoming to LGBT yout*h / Annemarie Vaccaro, Gerri August, and Megan S. Kennedy ; foreword by Barbara M. Newman. Publisher: Santa Barbara, Calif. : Praeger, c2012.
* *Out in Africa : LGBT organizing in Namibia and South Africa* / Ashley Currier. Publisher: Minneapolis : University of Minnesota Press, 2012.
* *Introducing the new sexuality studies* / edited by Steven Seidman, Nancy Fischer and Chet Meeks. Publisher: Abingdon, Oxon ; New York : Routledge, 2011.
* *Gay rights and moral panic : the origins of America's debate on homosexuality* / Fred Fejes. Publisher: New York : Palgrave Macmillan, 2011.
* *Over the rainbow : queer children’s and young adult literature* / edited by Michelle Ann Abate and Kenneth Kidd. Publisher: Ann Arbor : University of Michigan Press, c2011.
* *Gay Latino studies : a critical reader* / edited by Michael Hames-García and Ernesto Javier Martínez. Publisher: Durham, NC : Duke University Press, 2011.
* *Time binds : queer temporalities, queer histories* / Elizabeth Freeman. Publisher: Durham [N.C.]: Duke University Press, 2010.
* *Mad for Foucault : rethinking the foundations of queer theory* / Lynne Huffer. Publisher: New York : Columbia University Press, c2010.
* *Finding out : an introduction to LGBT studies* / Deborah T. Meem, Michelle A. Gibson, Jonathan F. Alexander. Publisher: Los Angeles : Sage, c2010.
* *The Greenwood encyclopedia of LGBT issues worldwide* / edited by Chuck Stewart. Publisher: Santa Barbara, Calif. : Greenwood Press, c2010.
* *Queer ecologies [electronic resource] : sex, nature, politics, desire* / edited by Catriona Mortimer-Sandilands and Bruce Erickson. Publisher: Bloomington, Ind. : Indiana University Press, c2010.
* *Feminism is queer : the intimate connection between queer and feminist theory* / Mimi Marinucci. Publisher:mLondon ; New York : Zed Books, 2010.
* *The right to be out : sexual orientation and gender identity in America’s public schools* / Stuart Biegel. Publisher: Minneapolis : University of Minnesota Press, c2010.
* *The politics of sexuality in Latin America : a reader on lesbian, gay, bisexual, and transgender rights* / edited by Javier Corrales and Mario Pecheny. Publisher: Pittsburgh, Pa: University of Pittsburgh Press, c2010.
* *From the closet to the courtroom [electronic resource] : five LGBT rights lawsuits that have changed our nation* / Carlos A. Ball. Publisher: Boston : Beacon Press, c2010.
* *“You’ve changed” : sex reassignment and personal identity* / edited by Laurie J. Shrage. Publisher: Oxford ; New York : Oxford University Press, 2009.
* *Unlimited intimacy : reflections on the subculture of barebacking* / Tim Dean. Publisher: Chicago ; London : The University of Chicago press, 2009.
* *Hetero : queering representations of straightness* / edited by Sean Griffin. Publisher: Albany, NY : SUNY Press, c2009.
* *Cruising utopia : the then and there of queer futurity* / José Esteban Muñoz. Publisher: New York : New York University Press, c2009.
* *The Ashgate research companion to queer theory* / edited by Noreen Giffney, Michael O'Rourke. Publisher: Farnham, Surrey, England ; Burlington, VT : Ashgate, c2009.
* *Gay shame* / [edited by] David M. Halperin & Valerie Traub. Publisher: Chicago : University of Chicago Press, 2009.
* *Out in public : reinventing lesbian/gay anthropology in a globalizing world* / edited by Ellen Lewin and William L. Leap. Publisher: Chichester, U.K. ; Malden, MA : Wiley-Blackwell, 2009.
* *Gay families and the courts : the quest for equal rights* / Susan Gluck Mezey. Publisher: Lanham, Md. : Rowman & Littlefield Publishers, c2009.
* *Heterosexual Africa?: the history of an idea from the age of exploration to the age of AIDS* / Marc Epprecht. Publisher: Athens : Ohio University Press ; Scottsville, South Africa : University of KwaZulu-Natal Press, 2008.
* *Queer America : a GLBT history of the 20th century* / Vicki L. Eaklor. Publisher: Westport, Conn. : Greenwood Press, 2008.
* *Tomboys : a literary and cultural history* / Michelle Ann Abate. Publisher: Philadelphia : Temple University Press, 2008.
* *Beyond straight and gay marriage [electronic resource] : valuing all families under the law* / Nancy D. Polikoff. Publisher: Boston : Beacon Press, 2008.
* *Faeries, bears, and leathermen : men in community queering the masculine* / Peter Hennen. Publisher: Chicago : University of Chicago Press, 2008.
* *Sin, sex, and democracy : antigay rhetoric and the Christian right* / Cynthia Burack. Publisher: Albany : State University of New York Press, c2008.
* *Long before Stonewall : histories of same-sex sexuality in early America* / edited by Thomas A. Foster ; with an afterword by John D'Emilio. Publisher: New York : New York University Press, c2007.
* *Creating safe environments for LGBT students : a Catholic schools perspective* / Michael J. Bayly, editor. Publisher: New York : Harrington Park Press, c2007.
* *Creating safe environments for LGBT students : a Catholic schools perspective* / Michael J. Bayly, editor. Publisher: New York : Harrington Park Press, c2007.
* *Queering straight teachers : discourse and identity in education* / edited by Nelson M. Rodriguez & William F. Pinar. Publisher: New York : Peter Lang, c2007.
* *Queer phenomenology : orientations, objects, others* / Sara Ahmed. Publisher: Durham : Duke University Press, c2006.
* *Becoming two-spirit : gay identity and social acceptance in Indian country* / Brian Joseph Gilley. Publisher: Lincoln : University of Nebraska Press, c2006.
* *Queering gay and lesbian studies* / Thomas Piontek. Publisher: Urbana : University of Illinois Press, c2006.
* *Crip theory : cultural signs of queerness and disab*ility / Robert McRuer ; foreword by Michael Bérubé. Publisher: New York : New York University Press, c2006.
* *God hates fags : the rhetorics of religious violence* / Michael Cobb. Publisher: New York: New York University Press, c2006.
* *Gay TV and straight America* / Ron Becker. Publisher: New Brunswick, N.J. : Rutgers University Press, c2006.
* *Queer images : a history of gay and lesbian film in America* / Harry M. Benshoff and Sean Griffin. Publisher: Lanham, Md. : Rowman & Littlefield, c2006.
* *Black queer studies : a critical anthology* / E. Patrick Johnson and Mae G. Henderson, editors. Publisher: Durham, NC : Duke University Press, 2005.
* *Queer theory, gender theory : an instant primer* / Riki Wilchins. Publisher: Los Angeles, [Calif.] : Alyson Books, 2004.
* *Henry James and queer modernity* / Eric Haralson. Publisher: Cambridge ; New York : Cambridge University Press, 2003.
* *A critical introduction to queer theory* / Nikki Sullivan. Publisher: New York : New York University Press, 2003.
* *The queerest art : essays on lesbian and gay the*ater / edited by Alisa Solomon and Framji Minwalla. Publisher: New York : New York University Press, c2002.
* *Queer families, queer politics : challenging culture and the state* / edited by Mary Bernstein and Renate Reimann. Publisher: New York : Columbia University Press, c2001.
* *A genealogy of queer theory* / William B. Turner. Publisher: Philadelphia : Temple University Press, 2000.
* *Queer theory and social change* / Max Kirsch. Publisher: London ; New York : Routledge, 2000.
* *Queering elementary education : advancing the dialogue about sexualities and schooling* /edited by William J. Letts IV and James T. Sears. Publisher: Lanham, Md. : Rowman & Littlefield, c1999.
* *Queer theory : an introduction* / Annamarie Jagose. Publisher: New York : New York University Press, 1996.
1. **Equipment, Laboratory Support, Computer Support, and Facilities:**

The Sexuality and Queer Studies minor is well served by the College’s existing equipment and facilities. No costs will be incurred at the Departmental, School, or College-wide levels as a result of the implementation of the Sexuality and Queer Studies minor.

1. **Course Descriptions:**

**WGS 240: Introduction to LGBT Studies**

 This course examines a broad range of texts about LGBT experience, culture, politics, and identities. We will take an interdisciplinary approach to LGBT studies; indeed, we will draw promiscuously from a number of academic fields, including sociology, philosophy, history, English studies, gender and sexuality studies, education, media and cultural studies, political science, and art. The scope of our study will also be wide-ranging in terms of themes covered, which include the following: (1) LGBT history and history of activism; (2) the nature/nurture debate; (3) inclusion and equality; (4) queer diversities; (5) intersectionalities; (6) LGBT literature and the arts; (7) queer transgressive aesthetics/ideas; (8) censorship/moral panic; (9) religion and familial homophobia; (10) “reparative therapy”; and (11) LGBT popular culture and alternative media.

**WGS 241: Introduction to Sexuality Studies**

 This course serves as an introduction to an examination of sexuality from a social perspective. In this way, we will engage in critical analyses of the existing organization and social meaning of sexuality, sexual identities, and sexual practices (as opposed to discussing merely descriptive accounts of doing sex). Sexuality Studies brings together a variety of intellectual perspectives from the humanities and social sciences; thus, our exploration of “the social construction of sexuality” will draw from scholarly fields as diverse as literature, history, religion, anthropology, law, sociology, psychology, and education, in addition to feminist, queer, and media studies. Topics covered will also be diverse and include: sexual bodies and behaviors; intimacies; sexual identities; sexual institutions and sexual commerce; sexual cultures; sexual regulation and inequality; and global and transnational sexualities, among other topics. Through a discussion of and critical engagement with a variety of texts, materials, and representations, the course provides students with an opportunity to immerse themselves in the study of the multifaceted sociocultural dimensions of sexuality.

**WGS 250: Politics of Sexuality**

The political nature of personal life is a central critical concept of Women’s and Gender Studies.  Politics of Sexuality introduces students to implications of this concept through the study of contested topics concerning sexuality, such as gendered sexual socialization, sexual violence, family structures, poverty and welfare, sexual identities, transgenderism, commodification, risky sexual behaviors, AIDS, sexual exploitation, pornography, prostitution, and the traffic in women.  Students learn how social norms, political currents, economic practices, and state policies construct their lived realities, governing choices they may have considered natural, private, and individual. They learn to articulate what is at stake in these issues from a variety of standpoints as preparation for making their own informed judgments.

**WGS 306/CLS 325:** **Sex and Gender in Greco-Roman Antiquity**

This course will examine the topic of ancient sexuality both for its own sake, as historical knowledge, and as it relates to our own attitudes, values, and practices, as a sort of “dialogue” between past and present.  We will consider a variety of sources that highlight ancient ways of thinking about gender and sexuality:  Literary, legal, and medical texts; art including ancient graffiti; architecture; and inscriptions.

**WGS 307/MUS 355:** **Gender, Sexuality, and Pop Music in the 1980’s**

The focus of this course is on the ways in which select music artists who were in the popular spotlight in the 1980s constructed, conformed to, problematized, critiqued, and/or subverted traditional categories of gender and sexuality. Major themes include the presentation (and representation) of masculinities, misogyny, compulsory heterosexuality, articulations of feminism(s), queer(ing) strategies, and the intersection of race, gender, and sexuality. Our primary texts will be album releases, music videos, and live performance footage from the 1980s, drawn from an array of artists: Pat Benatar, Bon Jovi, the Eurythmics (featuring Annie Lennox), the Go-Go’s, Whitney Houston, Michael Jackson, Cyndi Lauper, L.L. Cool J, Madonna, the Pet Shop Boys, Poison, Prince, Queen Latifah, Salt ‘N Pepa, Bruce Springsteen, and Tina Turner. These sources will be supported by academic, critical, and popular writings that enrich understanding of the musical, historical, socio-cultural, and political contexts of 80s popular music

**WGS 340/LIT 313: Gay and Lesbian History**

This course looks at the history of gay men and lesbians.  It also considers the unique ways in which gays and lesbians have contributed to the history and culture of their region and national identity while maintaining a diverse subculture.  The course explores the different historical and social roles of gays and lesbians and how they survived under oppressions that ranged from the denial of civic and civil rights to execution.  At the completion of this course, students will have expanded the traditional historical narrative by recognizing the presence and agency of gays and lesbians.

**WGS 341/HIS 397: Gay and Lesbian Literature**

Gay and Lesbian Literature primarily reflects on “literary” texts (novels, poems, and plays), considering the aesthetics, politics, and history of gay and lesbian literary production and consumption.  With recent advances in cultural studies and queer studies, this course will also embrace works that are sometimes situated outside of traditional definitions of “literary” (children’s books, movies, and pulp fiction), with an examination of the course theme from a variety of literary methodologies, such as reader response criticism and discourse analysis.

**WGS 342: LGBTQ Issues in K-12 Education**

 This course examines LGBTQ issues within the context and concerns of K-12 schooling and education. Specifically, we will focus on several themes: heterosexism in schools; homophobic and transphobic forms of bullying and violence; the history of LGBTQ educational struggles; emerging legal rights of LGBTQ students and teachers; the coming out process in high school; LGBTQ and teacher education; queer pedagogies; the politics of gay-straight alliances; the politics of queer youth (sub)cultures and online media; and LGBTQ activism in schools. Overall, students will gain an intellectual foundation for thinking critically about the complexity of LGBTQ issues in K-12 schooling/education, a foundation that will foster various informed (teacher) practices carried out as part of a broader project/goal of education for social justice.

**WGS 343: Queer Studies**

This course examines the interdisciplinary field of queer studies, an approach to thinking about sexuality that emerged in academic and activist contexts in the early 1990s as a critique of normative models of sex, gender, and sexuality. From this perspective, the concept “queer” challenges any number of normalizing tendencies—e.g., “clear cut” identity categories (such as gay or heterosexual), sex and gender binaries (such as male/female, masculine/feminine), and assimilationist forms of politics, to name a few—that limits how we can think about questions of gender and sexuality, as well as other categories of social difference. This semester we will survey a cross section of queer thought, ranging from some of its earliest expressions by writers such as Michel Foucault, Eve Kosofsky Sedgwick, and Judith Butler to some of its contemporary manifestations and innovations (e.g., J. Jack Halberstam’s *Gaga Feminism: Sex, Gender, and the End of Normal*). As we trace the emergence and ongoing development of queer studies as a field of scholarship, we will encounter along the way a constellation of concepts, theories, lines of argument, and political commitments showcasing the variety of work that constitutes the terrain of queer studies as this work arises out of multiple disciplinary and geographical locations.

**WGS 344: Transgender Studies**

This course examines the interdisciplinary field of transgender studies. It provides an overview of major concepts, terms, and debates, as well as a cross-section of recent scholarly work and a snapshot of emerging trends, within this rapidly evolving field of study. One general focus of the course is to examine the ongoing development of the concept of transgender as it is situated across historical, social, cultural, legal, biomedical, and political contexts and discussions within the scholarly literature and beyond. Questions raised during the semester include: What is transgender studies and how does it differ from other forms of scholarship within gender and sexuality studies? In what complex ways is the concept of transgender “remapping” the relationship among biological sex, gender, and sexuality, as well as reconstituting the meanings of these categories? How does trans politics relate to feminist politics, to queer politics, and to anti-racist politics? Is the term transgender useful in describing non-Western embodiments? By way of a discussion of and critical engagement with a variety of texts, materials, and representations, the course provides students with an opportunity to immerse themselves in transgender studies as they consider the complex ways the category of transgender describes a broad range of social identities, a global political movement, and a community that has become increasingly visible since the 1990s both within and beyond academia.

**PSY 354: Self and Identity**

The purpose of this course is to explore themes surrounding questions of identity by comparing identity models, empirical findings, and applications to students' and others' personal lives.  Topics might include identity and gender, sexuality, lifespan development, health and psychotherapy, and racial, ethnic, white, multiple, national, or environmental identities.

**LIT 499: Seminar in Research & Theory**

Small classes that focus on specific topics in literary or linguistic research and theory. Formal seminar presentations and several papers, including completion of a major research essay.

**Specific Topics:**

**Queer Poetics**: Is there a distinct and discernible queer poetics? If so, how does theme or authorship relate to this elusive poetics? We will consider camp, intertextuality, linguistic erotics, and subversive subtexts in the poetry of writers such as Allen Ginsberg, Frank O’Hara, and Anne Carson.

**Transgender Theory**: Employing a range of approaches, such as cultural studies, discourse analysis, and transgender theory, we will explore representations of transgender identity through a wide range of mostly contemporary texts, such as memoir, youtube video, journalism, film, children’s books, and websites.

**Young Adult Gay & Lesbian Lit**: In this seminar, we will examine representations of LGBTQ youth in (mostly) contemporary young adult literature using a variety of theoretical approaches including gender, post-structural, postmodern, and queer theory. Additionally, the course will explore the variety (and limitations) of available LGBTQ YA narratives as well as trends in current YA LGBTQ scholarship. Intermediate/middle level as well as young adult texts will be considered. Authors may include: Francesca Lia Block, Lauren Myra-cle, David Levithan, John Green, James Howe, Jacqueline Woodson, Bill Konigsberg, Emily Danforth, Alex Sanchez, Malinda Lo, Julie Anne Peters, and Cris Beam.

**Queer Theory**: “If there is one thing that marks us as queer,” writes Robert Reid-Pharr, “it is undoubtedly our relationship to the body.” In this class we will explore Queer Theory’s relationship to African American Studies, Feminism, and Gay and Lesbian Studies. Students are expected to have already read Toni Morrison’s *Beloved*, watched at least one video of Lady Gaga, heard of Langston Hughes, read Shakespeare’s sonnet #20, and viewed at least one episode of *Glee*.