

Transgressive Identities: Queer Theories/Critical 'Race' Theories
Summer III 2007; WS 5253-50; 75% online via Blackboard

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trans·gress Function: *verb*

Etymology: Middle French *transgresser*, from Latin *transgressus*, past participle of *transgredi* to step beyond or across, from *trans-* + *gradi* to step

Date: 1526

transitive senses

1 : to go beyond limits set or prescribed by : **VIOLATE** <*transgress* divine law>

2 : to pass beyond or go over (a limit or boundary)

intransitive senses

1 : to violate a command or law : **SIN**

2 : to go beyond a boundary or limit

trans·gres·sive / *adjective-*

trans·gres·sor / *noun*

Merriam-Webster's Online Dictionary, 10th Ed.

Language and testimony are both means of critically and vigilantly interpreting and reinterpreting our relationships and the boundaries of ourselves, and the means of circumscribing our limits and performing the labor of the negative. The relation between love and language brings with it a strong ethical obligation to speak and to listen to others. The obligation to speak and to listen opens a public space for love. And, it is this public space that makes love ethical and political.

---Kelly Oliver

Sticks and stones may break our bones, but words--words that evoke structures of oppression, exploitation, and brute physical threat--can break souls.

---Kwame Anthony Appiah

For me there aren't little cubbyholes with all the different identities—intellectual, racial, sexual. It's more like a very fine membrane—sort of like a river, an identity is sort of like a river. It's one and it's flowing and it's a process. By giving different names to different parts of a single mountain range or different parts of a river, we're doing that entity a disservice. We're fragmenting it. I'm struggling with how to name without cutting it up.

---Gloria E. Anzaldúa

Do I contradict myself? / Very well then I contradict myself, / (I am large, I contain multitudes.)

---Walt Whitman

Course Description: This reading-intensive, transdisciplinary seminar explores feminist/womanist interventions into recent developments in Critical 'Race' Theories and Queer Theories, focusing primarily on the paradoxical issue of passing (racial/sexual/gender impersonation, masquerade, and drag) and its implications for identity. Through readings, film viewings, and discussion, we will examine some of the ways passing challenges, deconstructs, and/or reinforces stable identity categories and social formations.

Course Goals/Student Learning Outcomes: Students who successfully complete this course will obtain the following: 1) An increased understanding of feminist/womanist theorizing, critical 'race' studies, queer theories, models of identity formation, the history of racialized/gendered identity formation in the United States, and the relationship between discursive and material interventions into existing social and identity structures; 2) an increased ability to think relationally and holistic-critically; 3) an increasingly nuanced understanding of the ways commonalities, similarities, and differences work together.

Required Texts:

- Richard Delgado & Jean Stefancic: Critical Race Theory: An Introduction
- Donald E. Hall: Queer Theories (Cited as QT in syllabus)
- Langston Hughes: The Ways of White Folks* (Cited as WWF in syllabus.)
- Nella Larson: Quicksand and Passing
- Joan Nestle, Riki Wilchins, Clare Howell: GenderQueer: Voices from Beyond the Sexual Binary (Cited as GQ in syllabus)
- Carol Queen & Larry Schimel: Pomosexuals: Challenging Assumptions About Gender & Sexuality
- George Schuyler: Black No More
- Thandeka: Learning to be White: Money, Race, and God in America
- Patricia Williams: Alchemy of Race and Rights: Diary of a Law Professor
- Valdes, McCristal, & Harris: Crossroads, Directions, and a New Critical Race Theory (Cited as CD & NCRT)
- Morty Diamond: From the Inside Out: Radical Gender Transformation, FTM and Beyond (Cited as FIO in syllabus)

Recommended/Required Text(s): Becoming a Visible Man (Jamison Green); The Testosterone Files: My Hormonal and Social Transformation from Female to Male (Max Wolf Valerio); Revealing Whiteness: The Unconscious Habits of Racial Privilege (Shannon Sullivan); Read My Lips: Sexual Subversion and the End of Gender (Riki Wilchins); Self-Made Men: Identity, Embodiment and Recognition Among Transsexual Men (Henry Rubin); Gender Outlaw: On Men, Women and the Rest of Us (Kate Bornstein); Racism on Trial: The Chicano Fight for Justice (Ian Haney López); The Rodrigo Chronicles: Conversations about America and Race (Richard Delgado); Look Both Ways: Bisexual Politics (Jennifer Baumgarten); Finding the Real Me: True Tales of Sex and Gender Diversity (O'Keefe & Fox); Wrapped In Blue: A Journey of Discovery (Donna Rose); She's Not the Man I Married: My Life with a Transgender Husband (Helen Boyd); Beautiful Bottom, Beautiful Shame: Where "Black" Meets "Queer" (Kathryn Bond Stockton); Sex Changes: The Politics of Transgenderism (Patrick Califia)

Films (might include): Illusions; The Question of Equality; Looking for Langston; Outlaw; Paris Is Burning; You Don't Know Dick

Articles (These articles are available through Course Documents in Blackboard, as indicated in the syllabus.): Mary Coombs: "LatCrit Theory and the Post-Identity Era: Transcending the Legacies of Color and Coalescing a Politics of Consciousness;" Adrian Piper: "Passing for White, Passing For Black;" Richard Dyer: "White;" John Hartigan Jr.: "Establishing the Fact of Whiteness;" George Lipsitz: "The White 2K Problem;" Walter O. Bockting & Charles Cesaretti: "Spirituality, Transgender Identity, and Coming Out;" Richard A. Posner: "Narrative and Narratology in Classroom and Courtroom;" Derrick Bell: "The Power of Narrative;" Daniel G. Solórzano & Tara J. Yosso: "Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research;" Richard Delgado: "Two Ways to Think About Race;" Angela P. Harris: "Building Theory, Building Community;" Katrina Roen: "Transgender Theory and Embodiment;" Richard Delgado: "Derrick Bell's Toolkit: Fit to Dismantle That Famous

House?"; Judith Butler: "Gender Is Burning;" bell hooks: "Is Paris Burning?"; Elisa Glick: "Sex Positive: Feminism, Queer Theory, and the Politics of Transgression;" Charlotte Perkins Gilman: "The Yellow Wall-Paper;" john a. powell: "Whiteness: Some Critical Perspectives: Dreaming of a Self Beyond Whiteness and Isolation;" john a. powell: "Whites Will Be Whites: The Failure to Interrogate Racial Privilege;" Reginald Leamon Robinson: "Race, Myth and Narrative in the Social Construction of the Black Self;" Reginald Leamon Robinson: "Human Agency, Negated Subjectivity, and White Structural Oppression: An Analysis of Critical Race Practice/Praxis"

Course Packet (CP): Lisa Duggan "Making It Perfectly Queer;" James Baldwin: "On Being 'White' and Other Lies;" Judith Butler: "Gender Is Burning;" Gilroy "Race Ends Here;" Angela P Harris: "Building Theory, Building Community;" bell hooks: "Is Paris Burning?;" Fran Peavey: "Strategic Questions Are Tools for Rebellion;" David Roediger: "The White Question." (**Note:** You'll find these articles in "Course Documents.")

Online Course Expectations *

Internet-based courses have unique challenges in terms of participation and interaction. Because my courses foreground dialogue (rather than lecture), I find the challenge especially striking. While a conventional face-to-face course is synchronous and includes a shared time-and-space (regular meetings in the same physical space), Internet-based courses do not. I have tried to structure assignments in ways that will facilitate discussion; however, ultimately the quality of our virtual time-space is up to you. The more thought, time, and care you put into your questions, comments, and responses, the more rewarding this course will be—for all of us.

Other than two face-to-face meetings (one on the first Saturday of the semester and one on the last), we will not meet as a group in the same physical space at the same time. (Unless someone has a party at a specific time/location and we all show up!) Our meetings will occur in the "virtual space" represented by the Blackboard system. In addition, most if not all of our responses will be asynchronous (written, posted, and read at different times). While it's possible to engage in some synchronous interaction (such as through the Java-based chat room available to our class), the bulk of our interaction will be asynchronous. In short, our interaction will be text-based and posted electronically. A positive feature of this method, however, is that our contributions do not just move into our memories' ambiguous, amorphous space after we verbalize them, as would be the case in a regular course. We have a record of our conversation and can later build on our ideas. Perhaps more importantly, all students (no matter how shy or reticent) will have an opportunity (or should I say requirement?) to share their thoughts, reactions, and ideas with the group. The Internet-based format enables us all to contribute to this course and react to others' contributions in a more thoughtful and carefully considered fashion. (Perhaps "Think before you write!" should be our motto.) Since our primary communication medium will be through the use of words, the written word attains a premium over what would occur in physical space, where other cues such as body language are normally available. Therefore, I expect responses by each of us to be self-reflective, thoughtful, careful, and considered. All responses should reflect sustained thought and attention both to what you say AND to how you say it. Responses should also be well-written (few or no typographical or grammatical errors).

In order to create as much dialogue as possible, your instructors will interact with your postings. Please do not take our interactions as judgments or attempts to force you to change your views. Instead, please view our comments as attempts to expand the dialogue and open our conversation up to multiple perspectives. Sometimes, we might play devil's advocate or

* Borrowed & adapted from Dr. Jim Williams' SOCI 6103 syllabus (Fall 2002).

trickster. I will also include space for anonymous assessment on Blackboard and, at various points during the semester I will ask you to comment on the quality/quantity of my interaction.

Time Management: Research indicates that a distance education course will require a greater time commitment from students than a traditionally structured course. Please do not underestimate the time commitment you will need in order to be successful in this class. If WS 5353 were a traditional course we would meet for more than three hours each week. You should expect to devote at least twice this much time each week to reading, reflecting, writing, working on your projects, and posting. Distance education courses require a unique commitment in terms of time management. Because you will not be attending regular class meetings, you won't have the typical pressures of class meetings, face-to-face interaction, and contact with the instructor to motivate you to complete assignments on time and to keep up with your readings. All we can do is virtual nagging, and it's not probably not as effective as looking you in the eyes and asking you if you've completed the readings. Consequently, you will have to exercise a greater degree of self-discipline than you would otherwise. Because we're not meeting in a regular face-to-face format with the rest of the class, it can be tempting to postpone or procrastinate (for example, by telling yourself that you can complete an assignment later, or that you can wait until the last minute to complete your readings, responses, or papers). Be very clear with yourself that while there are unique benefits to a distance education course there are also unique challenges, and you must resolve to accommodate them if you wish to be successful. In order to facilitate your success, I have tried to be consistent with due dates and times. Assignments, postings, etc. are due at 9 p.m. on Wednesdays, Fridays, and Saturdays. (One discussion question due each Wednesday at 9 p.m.; responses due Fridays at 9 p.m.; reading notes or additional responses due Saturdays at 9 p.m.) I strongly encourage you to post your work ahead of time!

Grades

I have decided to try something rather different from conventional grading practices. Instead of assigning letter grades, or even points, to your various activities, discussions, and assignments, I begin with the assumption that you all signed up for this course, which is an elective, because you are interested in and eager to learn about Transgressive Identities. Let's liberate our learning! I assume that you will do "A" work and will receive an "A" for this course. (For those of you who find grades a useful form of feedback, rest assured! You will receive feedback. In addition to offering comments on your Reading Notes and other activities, every week or so, if you're slipping in your "A" grade, we will let you know! You are also welcome to contact me at any point during the semester.) Here's how I define an "A":

1. Attendance: Our class meets twice in person during the semester on the following Saturdays: June 9 and August 4. I expect you to arrive on time and stay for the entire session.

2. Participation: Participation entails engaged, respectful listening/reading, speaking, and responding to postings. In an online environment, "listening" also includes reflective reading. Please do not be too rushed in your Blackboard replies; take time to think about your fellow students' postings. I expect your participation to be thoughtful, thought-provoking, thorough, and well-written (no typographical or grammatical errors). I expect you to revise and carefully proofread all Blackboard postings. Participation also requires that you make your postings in a timely fashion. (Posting before the deadline is greatly appreciated!) I understand that you might have to miss due dates because of travel plans or for other extremely good reasons. Let me know ahead of time so that we can modify due dates. For additional information on course expectations for dialogue, please see the handout titled "Dialogue: Some of My Presuppositions," filed under Course Information.

3. As You Read: WS 5253 is a graduate-level course, and I expect all students to follow graduate-level academic practices: 1) I expect you to read the material thoughtfully and in an engaged manner (underline/take notes, reflect, reread, etc.); 2) I expect you to read all endnotes, footnotes, and acknowledgments; and 3) I expect you to seek out definitions for

terminology you don't know. This reading-intensive course takes a dialogic approach. Interact with the authors! Dig beneath their literal statements and speculate about the implications of their words and ideas. We'll be asking the following questions, so please think about them as you read: How do the authors define identity? What aspects of identity do they emphasize? What aspects do they seem to ignore? What are the implications of these emphases and blank spots? How would you describe the relationship between language, personal/collective identities, and material reality? What impact can storytelling and other forms of language have on material reality (that is, on the ways we see ourselves and others, live our lives, and act)? What roles can storytelling play in changing individual and collective consciousness and in other ways bringing about progressive social change? What is the relationship between self and other? How can CRT (Critical Race Theory) and QT (Queer Theory) be used in the service of social justice? All readings assigned for a specific date must be completed by the date listed in the syllabus.

4. Student-Generated Discussion Questions: Each week, you will design one discussion question (a question about one or more of that week's required readings which you would like to discuss with your peers) and post it on the Discussion Board Wednesdays at 9 p.m. A discussion question can deal specifically with one of the assigned readings or it can be a bit broader and engage several readings. Discussion questions will significantly guide our conversations; they will serve at least three additional purposes:

- They offer opportunities for students to reflect more deeply on the assigned readings and, through this reflection, to deepen their learning.
- They enhance student accountability and give students more control over the course.
- They allow us to assess student interests, learning, and concerns.

Question Format Instructions: If you ask a question about a specific passage, please provide the quotation and page number(s); if you ask a question about an issue found on specific pages, please include the page numbers. (There is no need to provide full bibliographical information for these questions.) Do not ask definition-based or other easily researched questions (for instance: "What does 'transgender' mean?" or "What is a mulatto?"). Do not ask Yes/No questions (for instance: "Do you agree with the author's definition of queer?"). Please proofread your questions!

Instructions for Posting BB Discussion Questions: Each week I will set up a forum on the Discussion Board for that week's questions. Begin a separate thread for your discussion question. In the subject heading, include a title that informs us about your question; your title should mention both the topic and the specific reading(s). (For instance: "Passing in Hughes's 'Rejuvenation by Joy,'" or "Identity in Schuyler and Thandeka.")

5. Discussion Board Responses: All responses must be at least 250 words. Often, they should be more. Responses take five forms:

- 1) Responses to your peers' discussion questions. Each week, you should respond to at least three of your peers' discussion questions. These responses are due on or before 9 p.m. Friday of each week.
- 2) Replies to your peers' responses to your discussion question. You should respond in a thoughtful manner to each response made to your discussion question. (These responses do not need to be 250 words, but they should be at least 50.) Whenever possible, these responses are due by Saturday of that week.
- 3) On the weeks when Reading Notes are due, you should respond to at least two of your peers' Reading Notes. Your response is due on or before 9 p.m. Saturday of that week.
- 4) Responses to my biweekly discussion questions. Every other week (that is, on the weeks when you don't have Reading Notes), I will post a discussion question. I expect everyone to respond to my discussion question. Your response is due on or before 9 p.m. Saturday of that week.
- 5) Responses to periodic freewrite exercises: On several occasions throughout the semester we will post freewrite exercises. We will ask you to summarize your discoveries on a Discussion Board forum.

6. Reading Notes Handouts: Biweekly, you will read and report on selected texts. As part of your report, you will a) prepare a short handout about your text; b) post the handout to the Discussion Board; and c) guide an e-dialogue on your essay.

GenderQueer (Week Two); Pomosexuals (Week Four); From the Inside Out (Week Six); Crossroads, Directions, and a New Critical Race Theory (Week Eight); Book-length Text (Week Nine)

For further instructions see below. These Reading Notes serve several purposes, including the following: 1) they allow us, as a class, to cover more material; 2) they enable students to work on holistic-critical thinking, reading, and writing skills. You will choose texts in class on 6/9. If you feel strongly about a specific text and want to put “dibs” on it, I’ve set up a forum under “Express Yourself! Discussions, Questions, Suggestions.”

7. Final Project: A self-reflective essay (seven to twelve pages, double-spaced) exploring what you’ve learned in “Transgressive Identities.” (Of course, I hope that you’ve learned so much that twelve pages seems too short. If so, be selective: discuss the most important insights you have acquired.) Some areas you might discuss include: identity formation, identity labels, QT, CRT, theory and theorizing, GLBT identities, “race,” “whiteness,” critical ‘race’ studies and queer studies as interdisciplinary fields; the history of racialized identity formation in the U.S.; the relationship between discursive and material interventions into existing social and identity structures; the ways commonalities, similarities, and differences work together. You must use at least seven course texts to support your assertions. Throughout the course we will use BB announcements, email, and the Discussion Board to suggest freewrites which will be very useful as you develop this essay. We will ask you to summarize what you learned on your freewrites on the Discussion Board.

Suggestions: Reflect on the course content (discussions, readings, freewrites, your journal entries, and films) and chart the shifts in your views. After reflecting on the course, develop a thesis statement, which can be something simple—along the lines of: “Before taking this course, I believed ____; however, I now recognize ____;” or “In Transgressive Identities’ I learned X things: ” or “I learned a number of things in this course, most importantly ____.” If, in fact, you learned nothing in this course, you could have a thesis statement like the following: “While I learned nothing new in ‘Transgressive Identities,’ I was especially struck by ____.” I would really appreciate it if you’d answer honestly, rather than attempt to write something that you believe I’d like to hear. In other words: Don’t write to please me! Write to reflect on what you’ve really learned. I realize that this type of assignment is tricky, because of the immense temptation to resort to flattery. However, it’s worth the risk because self-reflective essays can also be a useful self-learning tool for students.

Please follow the “Guidelines for Written Work” (posted on BB Course Information).

Additional Blackboard Information **

Blackboard (BB) Format: If you are registered for this course, you should be enrolled in Blackboard (BB) for this course, as long as you have opened up a Pioneer Portal account. BB is the University’s software program for course support and distance learning. You will find all course handouts on the BB location for this course. I will also use BB for posting announcements, reminders, useful websites, and/or changes in the schedule. You will be required to submit discussion questions, Reading Notes, and engage in discussions with other students in the class via the Discussion Board. You can log into BB through the TWU Portal or

** Thanks to Dr. Claire Sahlin for allowing me to borrow from and modify portions of the following information from her WS 5663-01 Summer 2005 syllabus.

at <http://twu6.blackboard.com/>. For information about how to log into and use BB, see the following site: <http://www.twu.edu/dl/orientation/blackboard.htm>. For information about the minimum technical requirements needed to use BB successfully, see http://www.twu.edu/dl/orientation/what_you_need.htm. For technical assistance, contact the TWU Helpdesk (940-898-3971) or helpdesk@twu.edu. You can also go to the Mega Lab on the 2nd floor of the MCL. Make sure that the email address listed for you in BB (in Personal Information) is the email address that you use and check regularly. Your Pioneer Portal email account is the default email address in Blackboard. You may forward Portal to another account, if you wish. You will be responsible for checking and reading emails sent to you through Blackboard and to your Pioneer Portal Account. Please check Blackboard regularly (4 times per week or more) for updates or additional information and to post or read messages on the Discussion Board. Please read and follow the “Do’s” and “Don’ts” of “Netiquette” on the following site: <http://www.twu.edu/dl/orientation/netiquette.htm>.

Guidelines for “Reading Notes” Handouts/Discussions

As explained above, on Weeks Two, Four, Six, Eight, & Nine you will be required to prepare a summary and handout of selected articles and one book. Please try not to exceed the maximum page length (see below). Do not try to write a short essay. Instead, use bullets and, where appropriate (for example in the summary), paragraphs. Please be sure to include full bibliographical information, in MLA format, at the top of the first page.

Reading Notes for Narratives in GenderQueer, Pomosexuals, & From the Inside Out. Your handout should be one to two pages, single-spaced. (To maximize your wordcount, you may use 11-inch Arial font). Please include the following information and bolded headings in your Reading Notes:

- **Summary:** Summarize the narrative, including the main points you believe the author to be making.
- **Intersections:** In what ways (if any) does the author represent gender, ‘race,’ class, sexuality, & (if appropriate) other identity categories? Please discuss each of these four categories as well as any others you see (religion, region, etc.). (For ‘race’ be sure to include ‘whiteness,’ and remember: even if an author does not overtly mention ‘whiteness’ or ‘race,’ s/he might be enacting/revealing things about it. Same thing for class. Dig beneath the surface and share your insights.)
- **Transgressions:** Discuss the ways that this author seems to transgress and/or reinforce conventional identity categories. Does s/he seem to stereotype various identity components? Refer to authentic identities? Reify identity? Again: dig beneath the surface and share your insights.
- **Exemplary Quotation(s):** Select at least one key quotation that seems best to illustrate the article. In three to five sentences, explain why/how these quotations illustrate the text.
- **Related Course Readings:** What other readings from this course does this piece resemble? In three to five sentences, explain why.
- **Question-Quotation:** Select a quotation or idea that you found particularly provocative and use it to develop a discussion question for your classmates. (Please avoid yes/no questions like “Do you agree with.....?” At the very least, follow up this type of question with “Why/not?”)

Reading Notes for the essays in Crossroads: Your handout should be two to three single-spaced pages. (To maximize your wordcount, you may use 11-inch Arial font). Please include the following information and bolded headings in your Reading Notes:

- **Summary/Interaction:** Summarize the essay, including the main argument and the writing style (storytelling, academic style, hybrid, etc.). In an additional three to five sentences, explain why you did or did not find the article persuasive and compelling.
- **Intersections:** In what ways (if any) does the author represent gender, 'race,' class, sexuality, & (if appropriate) other identity categories? Please discuss each of these four categories as well as any others you see (religion, region, etc.). (For 'race' be sure to include 'whiteness,' and remember: even if an author does not overtly mention 'whiteness' or 'race,' s/he might be enacting/revealing things about it. Same thing for class. Dig beneath the surface and share your insights.)
- **Outline:** Outline the essay structure (include page numbers for each section).
- **Exemplary Quotation(s):** Select one or two key quotations that seem best to illustrate the article. In three to five sentences, explain why/how these quotations illustrate the text.
- **Related Course Readings:** What other readings from our course does this piece resemble? In three to five sentences, explain why.
- **Question-Quotation:** Select a quotation or an idea that you found particularly provocative and use it to develop a discussion question for your classmates. (Please avoid yes/no questions like "Do you agree with.....?" At the very least, follow up this type of question with "Why/not?")

Reading Notes for Book-Length Text: Your handout should be four to six single-spaced pages. (To maximize your wordcount, you may use 11-inch Arial font). Please make copies of this Reading Notes for your classmates and bring to our August class. Include the following information and bolded headings in your Reading Notes:

- **Summary/Interaction:** Summarize the book, including the main argument and the writing style (storytelling, academic, hybrid, etc.). Explain what, if anything, you learned from this book. Explain why you did or did not find the argument persuasive and compelling.
- **Outline:** In five to ten sentences (if possible), summarize each chapter.
- **Exemplary Quotation(s):** Select two or three key quotations that seem to best illustrate the book. In three to five sentences (per quotation), explain why/how the quotation illustrates the text.
- **Related Course Readings:** What other readings from our course does this piece resemble? In three to five sentences, explain why.
- **Reviews:** Did you find reviews (in professional journals and/or on the Internet)? on this book? If so, summarize and assess the reviewers' critiques.
- **Question-Quotation:** Select a quotation or idea that you found particularly provocative and use it to develop a discussion question for your classmates. (Please avoid yes/no questions like "Do you agree with.....?" At the very least, follow up this type of question with "Why/not?")

Additional Course Policies

Disability Support Services: “If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.”

Academic Dishonesty: “Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries at

http://www.twu.edu/library/res/res_plagiarism.htm.” Plagiarism is a serious offense and could result in a failing grade for the assignment and the course. In brief, plagiarism is a combination of lying and theft! It involves presenting ideas or words from other sources (including the Internet, other students’ papers, books, journals, etc.) as your own. To ensure that you do not plagiarize, you must always indicate when you have borrowed words and/or ideas from other sources. Generally, you will indicate this borrowing through the use of quotation marks, block quotes, and/or by acknowledging your sources with proper citations (parenthetical notes), even when you are summarizing someone else’s ideas in your own words. For all writing assignments, be careful to properly document quotations and paraphrases from other sources. If you aren’t sure what constitutes plagiarism, you may find the following websites to be helpful:

<http://www.lib.duke.edu/libguide/plagiarism.htm/>

<http://www.twu.edu/as/engspfl/Plagiarism.ppt>

Please feel free to consult with me as well.

Incompletes: I do not give incompletes except barring dire and unusual circumstances.

Freewriting Activities: Throughout this course, I will request that you complete a series of freewriting exercises. During these activities, which will generally last for ten minutes, you should write for the entire time. (Keep your pen or fingers [if typing] moving even if you feel that your logical mind has nothing to say!) Please date and save all of your freewriting exercises. They will be useful as you write your final essay.

Cell phones: Cell phones should be turned off during our two in-class sessions. Please remind me to turn off my cell phone!!!

SCHEDULE OF READINGS, POSTINGS, & ASSIGNMENTS*

Week One (June 4 through 10)

- 6/1 **Due** by 9 p.m. tonight (Mon.): Go to the “Express Yourself!” forum in the Discussion Board, click on “Introductions,” & introduce yourselves.
- 6/6 **Due** by 9 p.m. tonight (Wed.): One discussion question over the following readings: Nestle, Wilchins, Howell: “Introductions: Three Voices” (GQ 3-22); Wilchins: “It’s Your Gender, Stupid!” (GQ 23-32); Queen & Schmiel: “Introduction” (Pomosexuals 19-25); Hall: “Introduction” (QT 1-19); Monty Diamond: “Introduction: Breaking the Gender Mold” (FIO 7-9); Bell: “The Power of Narrative” (R)**
- Recommended:** Delgado: “Two Ways to Think About Race” (LN)***
- 6/8 **Due** by 9 p.m. tonight (Fri): Responses to at least three of your peers’ discussion questions.
- 6/9 We are meeting from 12 to 4 p.m. in HDB 105. For this meeting, please be sure to **read** the following: Fran Peavey: “Strategic Questions Are Tools for Rebellion” (CP);****
Posner: “Narrative and Narratology in Classroom and Courtroom” (R)
Film: You Don’t Know Dick, A Question of Equality
Come prepared to make your selections for all five (5) of our Reading Notes: GenderQueer, Pomosexuals, Crossroads, Directions, and a New Critical Race Theory, From the Inside Out, and your recommended/required book. (I’ve set up a forum on the Discussion Board for you to request specific texts, should you so desire.)

*This schedule is tentative; please check your email & BB regularly.

**“R” designates articles accessed via a folder titled “Readings” in BB’s Course Documents. If you can’t access the articles via the link, use the bibliographical information and access them through the TWU library’ databases.

***“LN” designates articles available on LexisNexis the TWU library. For instructions accessing these documents, go to the syllabus folder in BB’s Course Documents.

****CP designates articles accessed via a folder titled “Course Packet” in BB’s Course Documents.

Week Two (June 11 through 17)

- 6/13 **Due** by 9 p.m. tonight (Wed.): One discussion question over the following readings: Delgado & Stefancic's Critical Race Theory; Hughes: "Passing" (WWF 51-57)
Recommended: Glick: "Sex Positive: Feminism, Queer Theory, and the Politics of Transgression" (R); Reginald Leamon Robinson: "Human Agency, Negated Subjectivity, and White Structural Oppression: An Analysis of Critical Race Practice/Praxis" (LN)
- 6/15 **Due** by 9 p.m. tonight (Fri.): Reading Notes on GenderQueer.
Also Due by 9 p.m. tonight: Responses to at least three of your peers' discussion questions.
- 6/16 **Due** by 9 p.m. tonight (Sat.): Responses to at least two of your peers' Reading Notes.

Week Three (June 18 through 24)

- 6/20 **Due** by 9 p.m. tonight (Wed.): One discussion question over Hall: "The Social Construction of Queer Theories" (QT 12-111)
Recommended: Charlotte Perkins Gilman: "The Yellow Wall-Paper" (R); Hall: "The Queerness of 'The Yellow Wallpaper'" (QT 115-29).
- 6/22 **Due** by 9 p.m. tonight (Fri.): Responses to at least three of your peers' discussion questions.
- 6/23 **Due** by 9 p.m. tonight (Sat.): Response to instructors' discussion question.

Week Four (June 25 through July 1)

- 6/27: **Due** by 9 p.m. tonight (Wed.): One discussion question over the following readings: Thandeka: Learning to be White; Hughes: "Cora Unashamed" (WWF 3-18)
Recommended: Hartigan: "Establishing the Fact of Whiteness;" Bockting & Cesaretti: "Spirituality, Transgender Identity, and Coming Out" (R)
- 6/29 **Due** by 9 p.m. tonight (Fri.): Reading Notes on Pomosexuals. Responses to at least three of your peers' discussion questions.
- 6/30 **Due** by 9 p.m. tonight (Sat.): Responses to at least two of your peers' Reading Notes.

Week Five (July 2 through 8)

- 7/4 **Due** by 9 p.m. tonight (Wed): One discussion question over the following readings: Coombs: "LatCrit Theory and the Post-Identity Era" (LN); Duggan: "Making It Perfectly Queer" (CP); Christina: "Loaded Words" (Pomosexuals 29-35); Dyer: "White;" Bornstein: "Queer Theory and Shopping" (Pomosexuals 13-17); John A. Powell: "Whiteness: Some Critical Perspectives: Dreaming of a Self Beyond Whiteness and Isolation" (LN); Montoya: "Celebrating Racialized Legal Narratives" (CD & NCRT 243-50); Stone: "Suggested Rules for Non-Transsexuals Writing about Transsexuals, Transsexuality, Transsexualism, or Trans _____": <http://sandystone.com/hale.rules.html>
Recommended: Romany: "Critical Race Theory in Global Context" (CD & NCRT 303-09); Reginald Leamon Robinson: "Race, Myth and Narrative in the Social Construction of the Black Self" (LN)
- 7/6 **Due** by 9 p.m. tonight (Fri.): Responses to at least three of your peers' discussion questions.
- 7/7 **Due** by 9 p.m. tonight (Sat.): Response to instructors' discussion question.

Week Six (July 9 through 15)

- 7/11 **Due** by 9 p.m. tonight: One discussion question over the following readings: Schuyler: Black No More; Michael M. Hernandez: "Transgressive Lust" (FIO 11-19); Cooper Lee Bombardier: "The Conversation" (FIO 27-29); Juan-Alejandro Lamas: "Genderfusion" (FIO 113-22)
Recommended: Solórzano & Yosso: "Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research" (CP)
- 7/13 **Due** by 9 p.m. tonight (Fri.): Reading Notes on From the Inside Out.
Also Due by 9 p.m. tonight: Responses to at least three of your peers' discussion questions.
- 7/14 **Due** by 9 p.m. tonight (Sat.): Responses to at least two of your peers' Reading Notes.

Week Seven (July 16 through 22)

- 7/18 **Due** by 9 p.m. tonight (Wed.): One discussion question over the following readings: Riki Wilchins: Three essays (GQ 33-63); Patricia Williams: Alchemy of Race and Rights (1-51) and one additional chapter of your choice; Posner: "Narrative and Narratology in Classroom and Courtroom" (R) (Yes! I'm asking you to reread this article. We also read it during Week One.)
Recommended: Delgado: "Derrick Bell's Toolkit: Fit to Dismantle That Famous House?" (LN)
- 7/20 **Due** by 9 p.m. tonight (Fri.): Responses to at least three of your peers' discussion questions
- 7/21 **Due** by 9 p.m. tonight (Sat.): Response to instructors' discussion question.

Week Eight (July 23 through 29)

- 7/25 **Due** by 9 p.m. tonight (Wed.): One discussion question over the following readings: Gilroy: "Race Ends Here" (CP); Baldwin: "On Being 'White' and Other Lies" (CP); Hughes: "Rejuvenation Through Joy" (WWF 69-98); Lipsitz: "The Y2K White Problem" (R)
Recommended: Harris: "Building Theory, Building Community;" Roen: "Transgender Theory and Embodiment: The Risk of Racial Marginalisation" (R); john a. powell: "Whites Will Be Whites: The Failure to Interrogate Racial Privilege" (LN)
- 7/27 **Due** by 9 p.m. tonight (Fri.): Reading Notes on Crossroads, Directions, and a New Critical Race Theory.
Also Due by 9 p.m. tonight: Responses to at least three of your peers' discussion questions.
- 7/28 **Due** by 9 p.m. tonight : Responses to at least two of your peers' Reading Notes.

Week Nine (July 30 through August 5)

- 8/1 **Due** by 9 p.m. tonight (Wed.): One discussion question over the following: Larsen: Passing; Deborah McDowell: "Introduction." (**Note:** Please don't read Deborah McDowell's introduction until after you've read Passing.)
Recommended: Piper: "Passing for White, Passing For Black" (R)
- 8/3 **Due** by 9 p.m. tonight (Fri.): Responses to at least three of your peers' discussion questions.
- 8/4 **Meet** from 12 to 4 today (Saturday) in HDB. For this meeting, please **read:** hooks: "Is Paris Burning?" (CP); Butler: "Gender Is Burning" (CP)
Due: Reading Notes on Selected Book. (Please bring copies for the entire class.)
Film: Paris Is Burning

Week Ten (August 6 through 10)

- 8/8 **Due** by 9 p.m. tonight (Wed.): Final essay. (You should email this essay to Dr. Keating at zami11@verizon.net.)
Also due by 9 p.m. tonight (Wed.): Post a summary of your essay (at least 400 words) on Discussion Board.
- 8/10 **Due** by 9 p.m. tonight (Fri.): Responses to at least three of your classmates' summaries.
Also due by 9 p.m. tonight (Fri.): Response to instructors' discussion question