

**Departments of Gender and Women's Studies
Lakehead University
WOME 2111 WDE**



- Keith Haring, *Installation*

Term: Winter 2022

Instructor: Dr. Miranda Niittynen

Email: mniitty1@lakeheadu.ca

Meeting Time: Zoom (Synchronous) Course

Pre-recorded Lectures Posted Fridays before lecture

Online-class Discussion on Wednesdays, 7:00-10:00pm

Office Hours: Virtual Office Hours,
by appointment only

Teaching Assistants:

Sara Khalighi

skhaligh@lakeheadu.ca

Bronwyn McIlroy

bmmcilro@lakeheadu.ca

Course Description:

In *WOME 2111: Queer Activisms*, students will be introduced to the history of queer activism past and present. Acquiring the language and tools of queer, transgender, sexuality, critical race, and disability studies, students will learn of the challenges and achievements of queer political life. Students will learn about a range of historical and contemporary contexts as they relate to the definition of 'queer' -- as a theoretical concept that diverged from the historical scholarship of gay and lesbian studies. We will examine the archive of queer activism through documentary, films, art, protest, and memoir, troubling the traditional and normative beliefs about, and representations of, gender, sex, desire, and sexuality. We will discuss the experimental aesthetics of 'queer' as a provocative (anti-)representational tool that disorients, blurs, questions, and *twists* (as the etymology of the word suggests). Students will be encouraged to critically engage with the course materials and examples, which include archival footage of activist movements, educational videos, photographs, film and television clips, music videos, installations, paintings, theatrical, and drag performances.

Student Evaluation:

1. Attendance / Participation (Wednesdays):	20%	ongoing
2. Online Posts (4x10%):	40%	Due Sundays
3. Activist Teaching Handout (2 pages):	10%	March 2
4. Final Exam:	30%	TBA

Required Texts:

- All course readings, videos, and other materials (including lectures) will be available on the shared D2L course website
- Please get used to checking the course website regularly to see any updated materials/videos posted

Course Evaluation:**1. Seminar Attendance/Participation: 20% of overall course grade.**

Students are expected to review all virtual classes, read class readings, screen video materials, and participate in class discussion. Without a valid reason, student's absences will be reflected on their final grade. Completing the readings and screening videos/lectures for each week are essential for participation and attendance.

Due Date: Participation/attendance will be **ongoing** throughout the course term.

2. Online Discussion Posts (4 posts total): 40% of overall course grade.

Students will be graded on their participation and engagement with course materials (readings, lectures, videos, art examples) in the virtual classroom via the submission of online discussion posts. Weekly posts are graded out of 10, making up 40% of students' final grade (from weeks 2-6; 8-12). All online posts are due on the Sunday (before 11:59pm) after the weekly seminar. Each week, students will respond to class materials. All posts should be under 800 words. In every post, students are required to demonstrate their engagement with the weekly readings and course materials and are encouraged to share other materials including art examples, news articles, blog posts, and audio/visual material such as films and YouTube videos to the online classroom. Posts should not simply summarize but pose questions and showcase critical arguments. You can support your argument with examples or (short) passages from the course readings or by pulling in outside research and examples from scholarly sources. Posts should be comprehensible, edited before posting, and should be written within the allotted word limits. Style, grammar, and punctuation should be considered.

ALL POSTS WILL BE SUBMITTED ON D2L UNDER 'DISCUSSIONS'

Due Date: Online Posts are due **Sundays before midnight after class** on the D2L forum.

Note: Assignment guidelines and rubrics will be posted on D2L.

***Remember: You are only required to complete **four** online posts – any posts exceeding the four requirement will not be graded. The decision is yours of what four topics you will post on throughout the course.*

3. Teaching Handout: 10% of overall course grade

Each student will create a **2 page** teaching handout that will summarize and present a student's chosen activist example. Your chosen topic is entirely your choice and can cover any aspect of the topic of Queer Activism. In the handout, you will highlight a topic of interest related to Queer Activism and will provide a teaching handout that conveys information about your chosen

example; including research, resources, examples, photographs, etc. This example can be historical or contemporary or can incorporate / highlight your own activist work. Historical or artistic photographs (with proper citation) should be included on the teaching handout (if relevant). All teaching handouts must be emailed to me directly and will also be posted on our shared D2L website.

Due Date: Teaching Handouts will be due **March 2**

ALL HANDOUTS WILL BE EMAILED TO ME IN DOCX FORMATTING

Please send handouts with document title: Last Name, First Initial – Assignment Title (ex., Niittynen, M – Teaching Handout)

Note: Assignment guidelines and rubrics will be posted on our shared D2L.

4. End-of-Term Exam: 30% of overall course grade.

Students will be tested through a formal End-of-Term Exam on the lectures, course readings, videos, and other materials discussed throughout the term. Students will be tested on their comprehension and understanding of the course concepts related to Queer Activisms. The final exam will test students on material cumulative of the term. An exam review and study preparation will be posted on D2L.

Due Date: The End-of-Term Exam **TBA**.

Note: Exam review will be scheduled and notifications will take place prior to the scheduled exam.

Reading Schedule:

W1/Jan 12: Introduction: Queer Activisms

Course Syllabus

Introduction to *Queer Visual Culture*

W2/Jan 19: What is Queer?

Required Readings:

- Fabio Cleto – “Processing the Queer”
- Michael Warner – “Fear of a Queer Planet”

Video Clips:

- Tyler Ford Defines “Queer”
- Billy Porter Gives a Brief History of Queer Political Action

W3/Jan 26: Activist Histories I: Crime, Politics, and Surveillance

Required Readings:

- Gary Kinsman and Patrizia Gentile – “Queering National Security, the Cold War, and Canadian

History: Surveillance and Resistance”

- Chris Roulston – “The Revolting Anne Lister: The UK’s first Modern Lesbian”

Video Clips:

- *The Fruit Machine*: Canada’s Cold War Gay Purge (2018)
- *The Three Trials of Oscar Wilde* (2017) [Requires LU Login]
- *Life and Times of Harvey Milk* [Requires LU Login]
- *Milk* (2008)
- *Colette* (2018)
- *Gentleman Jack* (2019 – present)

W4/Feb 2: Activist Histories II: Remembering Stonewall*Required Readings:*

- Sebastian Buckle – “The Death and Life of Marsha P. Johnson”
- Daniel Reynolds – “What Would Marsha P. Johnson Do?”
- Marc Stein – “Stonewall”

Video Clips:

- *The Death and Life of Marsha P. Johnson* (2017)
- Angelica Ross defines “Transgender”
- *Before Stonewall* [Requires LU Login]
- *Stonewall Uprising* [Requires LU Login]
- *After Stonewall* [Requires LU Login]

W5/Feb 9 AIDS Crisis I: The Birth of Activist Art*Readings:*

- *A History of AIDS in North America and the World*
- Ann Cvetkovich – “Video, AIDS, and Activism”
- Robert Sember and David Gere – “‘Let the Record Show...’: Art Activism and the AIDS Epidemic”

Video Clips:

- ACT UP New York – DIVA TV (Damned Interfering Video Activist Television)
- *Zero Patience* (1993)
- *How to Survive a Plague* (2012)
- *United in Anger* (2012) [Requires LU Login]

W6/Feb 16 AIDS Crisis II: its Aftereffects*Readings:*

- Darius Bost – “The 1980s Black Gay Cultural Renaissance”
- Deborah B. Gould – “Life During Wartime: Emotions and the Development of ACT UP”

Video Clips:

- Marlon Riggs – *Non, Je Ne Regrette Rien (No Regret)* (1993) [Requires LU login]
- Derek Jarman – *Blue* (1993) [Requires LU Login]
- *Still Around* (2011) [Requires LU Login]
- John Greyson – *Fig Trees*

W7/Feb 23: Winter Reading Week

Rest and catch up on reading ☺

W8/Mar 2: Queer Visual Culture: Documentary, Biography, and ‘The Closet’*Required Readings:*

- Jane Campbell and Theresa Carilli – “Revisiting Vito Russo’s *The Celluloid Closet*”
- Greg Youmans – Introduction to *Word is Out: Some Stories of our Lives*

Video Clips:

- *The History of Homosexuality in Film*
- *The Celluloid Closet* (1995)
- *Word is Out* (1997)
- *When We Rise* (TV Miniseries, 2017)

Teaching Handout Due**W9/Mar 9: The Colours of the Flag: Queer Intersections***Required Readings:*

- Cheryl Chase – “Mapping the Emergence of Intersex Political Activism”
- Astrid Fellner, Ingrid Hotz-Davies, Georg Vogt, Franziska Bergmann – “Camping Indigeneity: The Queer Politics of Kent Monkman”
- Victoria Ann Lewis – “Crip”
- Susan Stryker – “Transgender Activism”

Video Clips:

- *Bedding Andrew*
- Geo Neptune defines “Two-Spirit”
- Elana Rubin defines “Pansexual”
- Jacob Tobia defines “Genderqueer”
- Kent Monkman – *The Casualties of Modernity*
- Maria Tridas defines “Intersex”
- Intersexion [Requires LU Login]

W10/Mar 16: Queer Dance and Performance as Resistance*Required Readings:*

- Mark Edward and Stephen Farrier Batty – Introduction to *Contemporary Drag Practices and Performers: Drag in a Changing Scene*
- Jacob Evoy – “‘Aren’t You Worried about What People Might Say? What People Might Do?’ Lady Gaga and the ‘Heeling’ of Queer Trauma”
- Channing Gerard Joseph – “The First Drag Queen Was a Former Slave”
- George Pierpoint – “Is Bisexual Lighting A New Cinematic Phenomenon?”

Video Clips:

- Trixies Mattel defines “Drag”
- *Paris is Burning* (1990) [Will need LU Login]
- The Hidden History of Paris is Burning
- *BPM (Beats Per Minute)* (2017)
- Academy Conversations: BPM (Beats Per Minute)
- *Queer as Folk* (2000-2005)
- Janelle Monae – “Make Me Feel”

W11/Mar 23: Queer Ecology and Environmental Activisms*Required Readings:*

- Stacey Alaimo – “Eluding Capture: The Science, Culture, and Pleasure of ‘Queer’ Animals”
- Andil Gosine – “Pink Greens: Ecoqueers Organize in Toronto”
- Jennifer MacLachy – “Lesbian Rangers on a Queer Frontier”

Video Clips:

- Shawna Dempsey and Lorri Millan – “Lesbian National Parks and Services”
- The Ecopolitics Podcast: “Ecofeminism and Queer Ecology”

W12/March 30: Queer Youth and Futures*Required Readings:*

- Wendy Gay Pearson, Veronica Hollinger, and Joan Gordon – “Queer Universes”
- Brenna Munro and Gema Pérez-Sánchez – “Thinking Queer Activism Transnationally”

Guest Lecture: Bronwyn McIlroy, “Understanding Queer Pedagogy as an Act of Resistance”*Video Clips:*

- *XXY* (2007)
- *Pariah* (2011)

W13/Apr 6:**Exam Review**

Online exam schedule TBA

Course Policies:

Active Online Participation/Zoom Attendance: Students are expected to attend all Zoom classes in addition to viewing recorded lectures, read all readings, and screen/view artistic/video examples before classroom discussion. Expectation is that students will critically engage with all assigned course materials before scheduled class date.

If a student is absent for more than 20% of virtual class attendance (without a valid reason or accommodation) the professor is not permitted to pass the student in the course.

As per Lakehead University's Regulation VIII, part (d):

(d) A student is required to attend the courses of instruction and the examinations in all subjects prescribed. A student whose *attendance* at lectures and laboratories is deemed to be unsatisfactory by the Senate may have her/his registration in that course cancelled at any time.

Academic Integrity: Students are expected to know Lakehead University's policy on plagiarism and academic dishonesty. Lakehead University's policy on academic dishonesty can be found at the following url: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies/academic-dishonesty-regulations>

Policy on Missed/Late Assignments: Students are required to submit all assignments on the assigned due date. If accommodations are needed for an assignment, students should make arrangements with the instructor ahead of time otherwise late assignments will be penalized 2% for each day (including weekends) that the assignment is late.

- Late work will not be accepted after two weeks from the due date unless there are extreme extenuating circumstances.
- Arrangements can be made for accessibility needs regarding due dates. Please make sure to sort out arrangements with the instructor prior to the due date

Email Etiquette:

All correspondence should be polite, respectful, and professional. Email inquiries must include:

- a salutation (i.e. "hello", "dear", "To", etc.) and **the course code WOME 2111**
- a detailed question, or polite request
- a signature (i.e. your name). Emails that do not follow this format will be discarded.
- *Before* you email a question, be sure to read the course syllabus to see if you can find the answer there.
- If you have to discuss an in-depth issue, please email the instructor and make an appointment during office hours or request a meeting time that works for both you and the instructor.

Every effort will be made to respond to emails within 48 hours (excluding weekends). If you have not received a response after 48 hours, please send a polite reminder as sometimes emails can get lost in the shuffle.

Copyright

© Instructor-generated course materials (e.g., lectures, audio lecture, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

As the university policy stipulates:

“In the course *Queer Activisms, WOME 2111 WDE*, in the context of remote instruction and participation, video, and audio recordings of class activities will be made to ensure students' and instructors' easy and comprehensive access to those activities. The recordings are confidential and are intended only for the use of the course students and instructors. They may otherwise not be used or disclosed. During recording, to protect others' privacy, each student should ensure that no one else is present in the location where they are being recorded without that non-student's consent. The recordings are made under the authority of sections 3 and 14 of *The Lakehead University Act, 1965*. Questions about the collection of the images and sounds in the recordings may be directed to Dr. Elizabeth Birmingham the Dean of Social Sciences and Humanities, BB 1072D, Lakehead University Campus, (807) 343-8167.”

Submitting Assignments:

All assignments that are submitted by email must include the students name and be in docx formatting (Microsoft word). Please send essays with document title: Last Name, First Initial – Assignment Name (ex., Niittynen, M – Teaching Handout).

Lakehead University Resources:

Lakehead University offers a number of resources for students who need additional accessibility and resources for their individual learning. “Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible.” For more information on these services contact Student Accessibility Services.

Student Accessibility Services:

<http://studentaccessibility.lakeheadu.ca>

Office: SC0003

Tel., 343-8047

Email: sas@lakeheadu.ca

Other LU Resources:

Student Success Centre:

<https://www.lakeheadu.ca/current-students/student-success-centre>

Academic Support Zone / Writing Tutors:

<https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone>

Tutoring and Peer Assistant Learning:

<https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone/>

Student Health and Counselling:

<https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness>

Aboriginal Cultural and Support Services:

<https://www.lakeheadu.ca/current-students/student-services/tb/aboriginal-services>

Pride Central:

<http://pride.lusu.ca/>

Gender Equity Centre:

<http://gic.lusu.ca/>