

Course Information

Course Number: ENGL/WGST 333 500
Course Title: LGBTQIA+ Literatures
Hours and Location: MWF 8:00 - 8:50 am / SCTS 216

Instructor Details

Instructor: Professor Hanna Cho
Office: LAAH 310
Office Hours: MW 9:00 – 10:00 am & by appointment
E-Mail: kixhlsh@tamu.edu
(Please allow 24 hours for email responses; 48 over the weekend)

Course Description

In this course, we will survey, explore and relish various LGBTQIA+ literature, including theoretical texts, fiction, and cultural/visual texts that identify, address, formulate and represent diverse understandings of “queer(ness).” Through close reading, critical analysis, oral and written reflections, we will also attempt to make a connection and participate in the ongoing representations/conversations concerning queerness.

Course Learning Outcomes

At the end of the semester, students will be able to do the following:

- Analyze and provide close readings of various forms of texts
- Formulate a research question, a thesis, and a detailed outline of a research project
- Communicate clearly and persuasively to demonstrate critical thinking about principal themes and ideas in various LGBTQI literatures
- Synthesize research, cite, and document ideas and sources ethically in all forms of presentation about literature

Core Curriculum (**KLPC + ICD**) Objectives

- *Critical Thinking Skills (CTS)*: The course will enhance critical thinking skills through regular reading, class discussion, and writing assignments focused on key ideas about persuasive discourse.
- *Communication Skills (CS)*: The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings; through regular practice in persuasive forms of writing.
- *Social Responsibility (SR)*: The course enhances intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- *Personal Responsibility (PR)*: The course teaches personal responsibility by enhancing students’ understanding of how to use sources ethically while composing a persuasive argument or answer to an essay question; the course teaches personal responsibility by regular practice in teams and group discussion about ideas and issues.

Assessment of Core Objectives

- CTS: The assessment of critical thinking skills will be based on written work, exams, oral presentations, and/or participation in class discussions.
- CS: The assessment of communication skills will be based on written work, exams, oral presentations, and/or participation in class discussions, individually and/or in teamed groups.
- SR: The assessment of communication skills will be based on written work, exams, oral presentations, and/or participation in class discussions, individually and/or in teamed groups.
- PR: The assessment of personal responsibility will be based on assignments in which students are expected ethically to cite another person's work in composing an oral presentation and/or written research essay.

Required Texts

James Baldwin, *Giovanni's Room* (1956)

Jackie Kay, *Trumpet* (1998)

All shorter readings and videos will be available on Canvas/Kanopy, etc.

Grading Policy

Attendance/Participation: 10%
10 Response Papers (5% each): 50%
Research Proposal Draft (10%) + Peer
Review (5%): 15%
Final Research Paper Proposal: 25%

Grading Scale:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: Below 60%

Please keep in mind that the syllabus is subject to verbal or written revision.

Attendance/Participation: 10%

You are expected to complete assigned readings before class and bring reading materials in class as well as to actively participate in classroom activities and discussions. Your participation and attendance are crucial for collaborative learning experiences. I expect everyone (including me) to be on time, attend every class, have done the reading, and bring thoughts to share with your colleagues. If you face a situation that you must miss any classes, you are responsible for notifying me by email prior to any absence. Any student in excess of 3 unexcused absences is eligible to be reported for excessive absences.

10 Response Papers (5% each): 50%

During the semester, there are approximately 30 materials/sessions/occasions for you to write 1-2 page (approx. 400-800 words) response papers on the assigned material. By the end of the term, you will have had to write **10**. The papers should be double-spaced, written with 12pt Times New Roman font and with 1-inch margins, and **properly cited (MLA/APA)**. During the first half of the semester, there are **3 sessions for which a required response paper** has been scheduled. Failure to hand in a response for these dates will result in a 0/F for this portion of the assignment. You can decide yourself when

you hand in the remaining response papers, but I recommend you plan ahead and balance it out. While you are welcome to make connections to the texts we've read earlier in class, or texts you know from outside the class, the focus of each response paper must be on material that has been scheduled for the session when the response is due.

Response papers should **not entirely be** a summary of the assigned week's reading but display your close reading/engagement/analysis of specific passage(s). It could begin from what topic/passage/language etc. caught your attention and asking yourself and the text "why" (ask questions and feel free to be argue against). RPs **are due before class**, since they also prep you for the class discussions.

Research Paper Proposal Rough Draft + Peer Review (15%) + Final Research Proposal (25%) = 40%

Research proposals are detailed outlines of your research paper. This proposal should be 5-8 pages (approx.. 1500-2400 words), double-spaced, written with 12pt Times New Roman font and with 1-inch margins, and properly cited (MLA/APA). Before writing a research proposal, you must have thought of a research question and done some initial research and thinking on your topic. A research proposal should include a research question, a thesis and an outline of your project. The proposals will be graded on quality of research, coherence, and originality. You will be required to submit a rough draft and go through a peer-review process (peer-review rubric will be provided) before submitting a final draft.

Email Communication

Approach correspondence with your instructor in a professional manner. **All emails to the instructor should include the course and section number in the subject line.** Your emails should address your instructor by their title unless otherwise indicated, should contain your own name as sign-off at the end, and should be formatted as a professional piece of correspondence. If you're unsure, refer to the **sample email format** included in Week 1 Slides.

If you have a question about the course, you should first visit the course syllabus, website, and previous emails from your instructor to see if you already have the answer. If you cannot answer the question using these materials, you should feel free to email your instructor at their listed TAMU email address or to stop by during office hours with your question. Emails will be responded to within 24 hours on weekdays and 48 hours on weekends; please allow plenty of time for your instructor to respond if your question is time sensitive.

Attendance Policy

The university views class attendance and participation as individual student responsibility. Students are expected to attend class and to complete all assignments. Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Make-up Policy

You must have a university-approved excuse in order to make up a missed course activity or turn in any other assignments without a penalty. You are responsible for providing evidence to substantiate "authorized absences." If you must miss time in the course and its activities, it is your

responsibility to inform your instructor. This is the rule but contact your instructor for specific instructions.

Late Paper Policy (unexcused absences)

The Late Paper Policy for this course follows the guidelines described in the University Student Rules, "Section 7. Attendance" (<http://student-rules.tamu.edu/rule07>).

As a rule, course activities will not be accepted late. For all assignments, you will lose 10% of the total possible grade for every day past the due date.

All 4 paragraph practices, and revised drafts of both the mid-term paper and the final project are eligible for flexible deadline extensions. Contact your instructor for specific instructions.

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

***NOTE:** Faculty associated with the main campus in College Station should use this Academic Integrity Statement and Policy. Faculty not on the main campus should use the appropriate language and location at their site.*

English Department Gen-AI (ChatGPT) Statement

Writing has always incorporated tools as well as the voices and ideas of other people. GenAI can be a powerful tool in any writer's arsenal, but its use is not without risk. While GenAI's ability to convincingly string words together has a place in the writing process, it also risks introducing factual inaccuracies and, more importantly, risks making invisible the important connections between writing and thinking we are cultivating in this class.

Given these risks and the importance I place on writing as your thought process, **the use of GenAI in this class will be treated as plagiarism.** As such, any usage of GenAI will be subject to the university's academic integrity policy, which may include, but is not limited to, failing the assignment and/or disciplinary action.

University Writing Center

The mission of the University Writing Center (UWC) is to help you develop and refine the communication skills vital to success in college and beyond. Currently, you can choose to work with a trained UWC peer consultant via web conference or email. You can schedule an appointment to discuss any kind of writing or speaking project, including research papers, lab reports, application essays, or creative writing. Our consultants can work with you at any stage of your process, whether you're deciding on a topic or reviewing your final draft. You can also get help with public speaking, presentations, and group projects. To schedule an appointment or to view our handouts, videos, or interactive learning modules, visit writingcenter.tamu.edu. Questions? Call 979-458-1455 or email uwc@tamu.edu.

You can choose to work with a trained UWC peer consultant in person or via web conference or email. Consultants can help with everything from lab reports to application essays and at any stage of your process, from brainstorming to reviewing the final draft. You can also get help with public speaking, presentations, and group projects. UWC's main location is on the second floor of Evans Library; there's also a walk-in location on the second floor of the Business Library & Collaboration Commons. To schedule an appointment or view our helpful handouts and videos, visit writingcenter.tamu.edu or call 979-458-1455.

Copyright Statement

All materials produced for this course are protected by federal copyright law. These materials can include, but are not limited to, this syllabus, class handouts, course notes, PowerPoint slides, slides or information printed on paper or provided virtually using any or all other software, course packets, and content on Canvas. You may not sell, lend, make publicly available, or copy these materials. Distribution of these materials in any way, including digital versions of documents and information, may constitute a violation of copyright law, the Texas A&M University Student Code of Conduct as described in Student Rule 24, and/or the Aggie Honor Code as described in Student Rule 20.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible.

NOTE: Faculty associated with the main campus in College Station should use this Americans with Disabilities Act Policy statement. Faculty not on the main campus should use the appropriate language and location at their site.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#). Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

NOTE: Faculty associated with the main campus in College Station should use this Title IX and Statement on Limits of Liability. Faculty not on the main campus should use the appropriate language and location at their site.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. on weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

Classroom Discussion and Engagement Guidelines

This class embraces academic freedom to support learning objectives and promote educational excellence. Throughout this semester, we will explore new and sometimes controversial ideas. It is possible that discussions of these topics will reveal diverse but legitimate differences of opinion. Such differences are not only likely but can be desirable, as they can be essential to the promotion of a dynamic and informative learning environment for us all. As we embark on a journey of learning with and from one another, it is important to remember that the introduction of challenging topics is not only a faculty responsibility but a crucial component of your education. Discussions that reveal divergence of opinion are not introduced in this course to influence your values and beliefs but to provoke thought and foster a deeper understanding of complex subjects.

Here are discussion guidelines embraced in this course to help us all engage one another respectfully and productively, honoring the Aggie Core Values of respect and excellence. These guidelines apply equally to students and the instructor:

1. Listen Actively and Respectfully: Understanding begins with listening. Whether it's a peer's comment or an instructor's lecture, strive to comprehend the rationale behind differing viewpoints. This mutual respect for dialogue enhances our collective learning.

2. Engage One Another Constructively: Focus your responses on the arguments, not the individuals presenting them, whether these ideas come from classmates or the instructor. This approach ensures our discussions remain respectful and centered on educational growth.

3. Base Arguments on Evidence: Support your viewpoints with reasoned analysis and be open to considering the validity of responses you receive. This practice not only deepens your grasp of the subjects but also upholds the academic integrity of our debates.

4. Embrace Diversity of Thought and Experiences: A variety of perspectives not only enriches our discussions but also deepens our collective understanding. Challenge your own preconceptions by engaging with the diverse ideas presented in this classroom and expect the same openness from others.

5. Maintain Civility: Respect, an Aggie Core Value, must anchor our interactions, especially during passionate debates. Upholding standards of civility and composure ensures that our class promotes a supportive environment for open and honest discourse.

6. Embrace Challenge as a Learning Tool: Encountering ideas that challenge your perspectives can be a crucial part of education. Respectful engagement with difficult concepts, whether they originate from you or others, can lead to significant personal and intellectual development. View these moments as opportunities to critically assess and refine your perspectives.

Reading Schedule

Week	Date	Tasks and Readings
1	Warming up	
	1/13	Syllabus
	1/15	Introductions
	1/17	<i>The Watermelon Women</i> (1996)
2	It all began gay	
	1/20	Halperin, "Is there a History of Sexuality?" (1989) Thesis Exercise Assignment; Do not submit RP
	1/22	D'Emilio, "Born Gay?" (2002)
	1/24	<u>In-Class Screening</u>



3	Compulsory (Hetero)sexuality and Its Discontents	
	1/27	Rich, "Compulsory Heterosexuality and Lesbian Experience" (1980)
	1/29	McRuer, "Compulsory Heterosexuality and Queer/Disabled Experience" (2010) Required RP
	1/31	Chen, "Compulsory Sexuality and (Male) Asexual Existence" (2020)
4	Eros's Use	
	2/3	<i>Funeral Parade of Roses</i> (1969)
	2/5	Lorde, "Uses of the Erotic" (1978) Required RP
	2/7	Rubin, "Thinking Sex" (1984)
5	Sex, Kids, Future: Queer Temporality	
	2/10	Edelman, <i>No Future</i> (2004), pp 1-31 Required RP
	2/12	Edelman Continued
	2/14	Muñoz, <i>Cruising Utopia</i> (2009), pp 1-18 Halberstam, <i>In a Queer Time and Place</i> (2005), chap 1
6	Trans, Drag and Queer Art	
	2/17	<i>The Queen</i> (1968)
	2/19	<i>Paris is Burning</i> (1990)
	2/21	Muñoz, <i>Disidentifications</i> (1999), pp. 1-34
7	Troubling Gender	
	2/24	Butler, <i>Gender Trouble</i> (1990), pp 1-34
	2/26	Butler Continued
	2/28	Butler Continued



8	3/3	Spring Break (No Class)
	3/5	
	3/7	
9	Gay, Nation, Race and His/tory: Queer Negativity	
	3/10	Baldwin, <i>Giovanni's Room</i> (1956), part 1
	3/12	Baldwin, <i>Giovanni's Room</i> , part 2, 1-3
	3/14	Baldwin, <i>Giovanni's Room</i> , part 2, 4-5
10	3/17	Bersani, "Is Rectum a Grave?" (1987)
	3/19	Kushner, <i>Angels in America</i> (2003), part 1
	3/21	Kushner, <i>Angels in America</i> , part 2
11	Female Masculinity and Lesbian Experiences	
	3/24	Halberstam, <i>Female Masculinity</i> (1998), pp. 1-34
	3/26	Halberstam Continued
	3/28	Halberstam Continued
12	3/31	<i>The Aggressives</i> (2012)
	4/2	Kay, <i>Trumpet</i> , pp. 1-44 Topic Proposal Due
	4/4	Kay, <i>Trumpet</i> , pp. 45-100
13	4/7	Kay, <i>Trumpet</i> , pp. 101-158
	4/9	Kay, <i>Trumpet</i> , pp. 159-208
	4/11	Kay, <i>Trumpet</i> , pp. 209-278
14	4/14	<i>The Handmaiden</i> (2016) Research Proposal Rough Draft Due



	4/16	<i>Moonlit Winter</i> (2019) Peer Review Due
	4/18	Reading Day (No Class)
15	Queer(ing) Friendship	
	4/21	Foucault, "Friendship as a Way of Life" (1984) Roach, <i>Friendship as a Way of Life</i> (2012), Introduction
	4/23	<i>Happy Together</i> (1997)
	4/25	<i>Adolescence of Utena</i> (1999)
16	4/28	No class; Final Research Paper Proposal Due