# QUEER STUDIES IN EDUCATION

# (FOUN 7970)

# Summer 2020

Instructor: Kamden K. Strunk, Ph.D. Phone: (334) 844-3084 [Not recommended]

Class hours: Wednesdays, 4P-8P Email: kks0013@auburn.edu

Office hours: By Appointment Office Address: 4018 Haley Center

## **COURSE OVERVIEW:**

## **COURSE OBJECTIVES:**

1. To understand and apply queer theory to the critical analysis of education.
2. To engage in analysis using queer theoretical frames of intersections of race, gender, ability, and sexual orientation in education.
3. To develop an integrated synthesis of the existing empirical literature in an applied area of queer studies.
4. To review the queer studies literature across K-12 and higher education.

## **COURSE MATERIALS:**

Course readings are available via DOI links in the reading schedule or are posted on Canvas as PDFs. To download the articles via the DOI links, it may be necessary to be on campus or to log in to the library website.

Students will also need to select one book to read from the listed book studies. Most are available via the Auburn library, or students may purchase a personal copy.

Students will also need access to the *Publication Manual of the American Psychological Association*, 7th edition.

## **COURSE ASSIGNMENTS:**

1. **Paragraph and Question Posts:** Each week, students will prepare one P&Q paper for each required reading. These papers involve 1) summarizing the reading in one paragraph (e.g., writing up the ‘elevator speech’ or ‘take-home message’ from each piece), and 2) posing questions about the piece that might be used to guide discussion in class. Students are **strongly encouraged** to respond to the reading reflections of others in the class. As a result, these P&Q papers are due on Monday nights, to allow time for others to read and reflect, but students should submit these as early as possible, and make time to discuss their peers’ reflections. These are submitted via the Canvas discussion board tool. There is a discussion ‘post’ for each week of the course. You will post each your P&Q posts as a “reply” to that post. This means many weeks you’ll post multiple times to the same discussion board. Each week’s P&Q posts are worth up to 22 points.
2. **Book Study:** Students will select one book from the book studies listed in the weekly course schedule. Students cannot select the same book as another student unless all books have been claimed. Students will be assigned a random order for selecting their book study. Students will write a book review of that book of approximately 1,500 words (no more than 2,000 words). Students are encouraged to read book reviews published in journals such as *Educational Studies*, *Educational Review*, and *Teacher’s College Record* to familiarize themselves with the format of a book review. Typically, the reviews will include some form of synopsis of the books content, sometimes organized by topic and sometimes by sections of the book. The review will also include synthesis of the themes, how they compare to other work, and implications of the book. Students are encouraged to, after feedback and revision, submit their book review for publication.
3. **Project:** The major project for this course is a synthesis paper of 1,900 to 2,000 words, not including the title page, references, and any tables or figures, as well as a 120 word abstract. The title should be no more than 15 words. This paper will focus on an application of or area of queer studies in education. Specific topics will be discussed in class with colleagues and the instructor. It will be completed in stages as described in the Project Assignment document posted in Canvas. Students are *strongly encouraged* to submit their finished paper to the AERA Queer Studies SIG as a graduate student work-in-progress. Those submissions receive expert feedback from leading scholars in the field of queer studies. Directions for submitting to AERA will be given in class. The paper should include the following sections:
	1. Purpose
	2. Theoretical framework
	3. Mode of inquiry or method
	4. Data sources
	5. Conclusions
	6. Significance

## **GRADING STRUCTURE/REQUIREMENTS:**

There are a total of 1000 points in the course, which means you can take your total points and divide by ten to determine your percentage grade in the course. The grading structure is as follows:

|  |  |
| --- | --- |
| **Assignment Type** | **Total Points Possible** |
| P&Q Posts | 200 |
| Book Review | 150 |
| Project | 650 |
| **TOTAL POINTS** | **1000 points** |

The course is graded as follows: A = 1000-900, B = 899.9-800, C = 799.9-700, D = 699.9-600, F < 600.

## **CLASS PREPAREDNESS:**

Students are expected to arrive to class on time and prepared for required coursework. Students should complete all assigned reading, take careful notes, and be prepared to engage in deep discussion of the materials.

## **CLASS ATTENDANCE:**

Class attendance is a key component of success in graduate-level coursework. As allowed by university policy, it is possible to earn course grade of failing due to excessive absences. Students with more than two absences (other than university-approved excused absences) will receive a grade of failing due to excessive absences, regardless of scores on course assignments. Refer to the university attendance policy for information on attendance requirements and university-approved excused absences. Retain all documentation of university-approved excused absences – this documentation will only need to be turned in if you exceed three total absences.

## **LATE WORK POLICY:**

Late work is not acceptable in graduate work. However, if you find that you are falling behind in your coursework, it is of the utmost importance that you immediately contact your instructor. As soon as you know there is any problem, immediately contact the course instructor. This is the best way to stay caught up with the course, and to achieve the highest possible grade.

If you find that you need to submit late work **it is required that you contact the instructor before submitting any late work.** Any late work submitted without first contacting the instructor to discuss the work and form a plan for getting caught up to date with coursework will not be accepted. This is to make sure that you receive all information you need about which assignments will take priority in getting caught up, and what, if any, credit can be given to late work before beginning. Communication is the key in getting caught up if you find yourself behind on work, so call, email, or stop by, whatever you need to do to get in contact!

If any late work is accepted following communication with the instructor and establishment of a written plan, it will be worth a maximum of 50% of its graded point value. The exact percentage will be established in the written plan you make with the instructor.

## **TENTATIVE COURSE CALENDAR:**

|  |  |  |
| --- | --- | --- |
| Week | Readings | Assignments |
| 15/20 | Anzaldua, G. (1987). The homeland, Aztlan, *Movimientos de rebeldia y las culturas que traicionan*. In G. Anzaldua, *Borderlands: La frontera: The new mestiza* (pp. 23-46). San Francisco, CA: Aunt Lute Books. [PDF on Canvas]Butler, J. (1988). Performative acts and gender constitution: An essay in phenomenology and feminist theory. *Theatre Journal, 40*(4), 519-531. [PDF on Canvas]Foucault, M. (1978). Scientia sexualis. In M. Foucault, *History of sexuality* (pp. 51-73). New York, NY: Pantheon Books. [PDF on Canvas]Sedgwick, E. K. (1990). Epistemology of the closet. In E. K. Sedgwick, *Epistemology of the closet* (pp. 67-90). University of California Press. [PDF on Canvas] | P&Q Post |
| 25/27 | Atkinson, E., & DePalma, R. (2009). Un-believing the matrix: Queering consensual heternormativity. *Gender and Education, 21*(1), 17-29. <https://doi.org/10.1080/09540250802213149>Coloma, R. S. (2006). Putting queer to work: Examining empire and education. *International Journal of Qualitative Studies in Education, 19*(5), 639-657. <https://doi.org/10.1080/09518390600886437> Lugg, C. A. (2003). Sissies, faggots, lezzies, and dykes: Gender, sexual orientation, and a new politics of education? *Educational Administration Quarterly, 39*(1), 95-134. <https://doi.org/10.1177/0013161X02239762> Shlasko, G. D. (2005). Queer (v.) pedagogy. *Equity and Excellence in Education, 38*(2), 123-134. <https://doi.org/10.1080/10665680590935098> Tierney, W. G., & Dilley, P. (1998). Constructing knowledge: Educational research and gay and lesbian studies. In W. F. Pinar (Ed.), *Queer theory in education* (pp. 49-71). Mahwah, NJ: Lawrence Erlbaum Associates. [PDF on Canvas]Book review:Halperin, D. M. (1995). *Saint=Foucault: Towards a gay hagiography*. Oxford, UK: Oxford University Press.  | P&Q PostProject Part 1 |
| 36/3 | Brockenbrough, E. (2015). Queer of Color agency in educational contexts: Analytic frameworks from a queer of Color critique. *Educational Studies, 51*(1), 28-44. <https://doi.org/10.1080/00131946.2014.979929> Duran, A. (2018). Queer and of Color: A systematic literature review on queer students of Color in higher education scholarship. *Journal of Diversity in Higher Education, 12*(4) 390-400*.* <https://doi.org/10.1037/dhe0000084> [PDF on Canvas]Kumashiro, K. K. (2001). Queer students of Color and antiracist, antiheterosexist education: Paradoxes of identity and activism. In K. K. Kumashiro (Ed.), *Troubling intersections of race and sexuality: Queer students of Color and anti-oppressive education* (pp. 1-26). Rowman and Littlefield. [PDF on Canvas]Book review:Puar, J. K. (2007). *Terrorist assemblages: Homonationalism in queer times.* Durham, NC: Duke University Press. Guest speaker:Dr. Antonio Duran, Auburn University | P&Q PostProject Part 2 |
| 46/10 | Andrzejewski, C. E., Baggett, H. C., & Askia, R. (2018). “No matter what personal feelings we have…”: Exploring the tension between preservice teachers’ personal ideologies about and professional responsibilities for LGBTQ students. In K. K. Strunk (Ed.), *Queering education in the Deep South* (pp. 15-29). Charlotte, NC: Information Age Publishing. [PDF on Canvas]Meyer, E. J., & Leonardi, B. (2018). Teachers’ professional learning to affirm transgender, non-binary, and gender-creative youth: Experiences and recommendations from the field. *Sex Education, 18*(4), 449-463. <https://doi.org/10.1080/14681811.2017.1411254>Shelton, S. A., & Lester, A. O. (2018). Finding possibilities in the impossible: A celebratory narrative of trans youth experiences in the Southeastern USA. *Sex Education, 18*(4), 391-405. <https://doi.org/10.1080/14681811.2017.1421920>Schey, R., & Blackburn, M. (2019). Queer ruptures of normative literacy practices: Toward visualizing, hypothesizing, and empathizing. *Research in the Teaching of English, 54*(1), 58-80. [PDF on Canvas]Whitlock, R. U. (2010). Getting queer: Teacher education, gender studies, and the cross-disciplinary quest for queer pedagogies. *Issues in Teacher Education, 19*(2), 81-104. [PDF on Canvas]Book review:Burack, C. (2008). *Sin, sex, and democracy: Antigay rhetoric and the Christian right.* Albany: State University of New York Press.Terry, J. (1990). *An American obsession: Science, medicine, and homosexuality in modern society.* Chicago, IL: University of Chicago Press.Guest speaker:Dr. Stephanie Anne Shelton, University of Alabama | P&Q PostProject Part 3 |
| 56/17 | Blount, J. M. (2000). Spinsters, bachelors, and other gender transgressors in school employment, 1850-1990. *Review of Educational Research, 70*(1), 83-101. <https://doi.org/10.3102/00346543070001083> Gilbert, J. (2014). Education as hospitality: Toward a reluctant manifesto. In J. Gilbert, *Sexuality in schools: The limits of education* (pp. 81-102). University of Minnesota Press. [PDF on Canvas]Graves, K. (2007). Doing the public’s business: Florida’s purge of gay and lesbian teachers, 1959-1964. *Educational Studies, 41*(1), 7-32. <https://doi.org/10.1080/00131940701308197>Woolley, S. W. (2017). Contesting silence, claiming space: Gender and sexuality in the neo-liberal public high school. *Gender and Education, 29*(1), 84-99. <https://doi.org/10.1080/09540253.2016.1197384>Book review:Howard, J. (1999). *Men like that: A Southern queer history.* Chicago, IL: University of Chicago Press.Sears, J. T. (1991). *Growing up gay in the South: Race, gender, and journeys of the spirit.* New York, NY: Routledge. Guest speaker:Dr. Susan Woolley, Colgate University | P&Q PostProject Part 4 |
| 66/24 | Asher, N. (2007). Made in the (multicultural) U.S.A.: Unpacking tensions of race, culture, gender, and sexuality in education. *Educational Researcher, 36*(2), 65-73. <https://doi.org/10.3102/0013189X07299188>Cisneros, J. (2018). Working with the complexity and refusing to simplify: Undocuqueer meaning making at the intersection of LGBTQ and immigrant rights discourses. *Journal of Homosexuality, 65*(11), 1415-1434. <https://doi.org/10.1080/00918369.2017.1380988> Driskill, Q. L. (2009). Doubleweaving two-spirit critiques: Building alliances between native and queer studies. *Journal of Lesbian and Gay Studies, 16*(1-2), 69-92. <https://doi.org/10.1215/10642684-2009-013> Book review:Driskill, Q. L., Finley, C., Gilley, B. J., Morgensen, S. L. (Eds.) (2019). *Queer indigenous studies: Critical interventions in theory, politics, and literature.* University of Arizona Press.Guest speaker:Dr. Jesus Cisneros, University of Texas at El Paso | P&Q PostProject Part 5 |
| 77/1 | No class – Fourth of July Holiday | None |
| 87/8 | Ahmed, S. (2016). An affinity of hammers. *Transgender Studies Quarterly, 3*(1-2), 22-34. <https://doi.org/10.1215/23289252-3334151>Bey, M. (2017). The trans\*-ness of Blackness, the Blackness of trans\*-ness. *Transgender Studies Quarterly, 4*(2), 275-295. <https://doi.org/10.1215/23289252-3815069> Nicolazzo, Z. (2017). Imagining a trans\* epistemology: What liberation thinks like in postsecondary education. *Urban Education*. <https://doi.org/10.1177/0042085917697203>Stewart, D. L. (2017). Trans\*versing the DMZ: A non-binary autoethnographic exploration of gender and masculinity. *International Journal of Qualitative Studies in Education, 30*(3), 285-304. <https://doi.org/10.1080/09518398.2016.1254302>Book review:Nicolazzo, Z. (2016). *Trans\* in college: Transgender students’ strategies for navigating campus life and the institutional politics of inclusion.* Sterling, VA: Stylus Publishing. Guest speaker:Dr. Z Nicolazzo, University of Arizona | P&Q PostProject Part 6 |
| 97/15 | Marine, S. B. (2011). “Our college is changing”: Women’s college student affairs administrators and transgender students. *Journal of Homosexuality, 58*(9), 1165-1186. <https://doi.org/10.1080/00918369.2011.605730>Renn, K. A. (2010). LGBTQ and queer research in higher education: The state and status of the field. *Educational Researcher, 39*(2), 132-141. <https://doi.org/10.3102/0013189X10362579> Talburt, S. (2000). Identity politics, institutional response, and cultural negotiation: Meanings of a gay and lesbian office on campus. In S. Talburt & S. R. Steinberg (Eds.), *Thinking queer: Sexuality, culture, and education* (pp. 61-84). Peter Lang. [PDF on Canvas]Book review:Talburt, S. (2000). *Subject to identity: Knowledge, sexuality, and academic practices in higher education.* Albany, NY: SUNY Press.  | P&Q PostProject Part 7 |
| 107/22 | Bailey, L. E., & Strunk, K. K. (2018). “A question everybody danced around”: Gay men making sense of their identities in Christian colleges. *Educational Studies, 54*(5), 483-504. <https://doi.org/10.1080/00131946.2018.1453513> Duran, A., & Nicolazzo, Z. (2017). Exploring the ways trans\* collegians navigate academic, romantic, and social relationships. *Journal of College Student Development, 58*(4), 526-544. <https://doi.org/10.1353/csd.2017.0041>Jourian, T. J., Simmons, S. L., & Devaney, K. (2015). “We are not expected”: Trans\* educators (re)claiming space and voice in higher education and student affairs. *Transgender Studies Quarterly, 2*(3), 431-446. <https://doi.org/10.1215/23289252-2926410>Book review:Coley, J. S. (2018). *Gay on God’s campus: Mobilizing for LGBT equality at Christian colleges and universities.* Chapel Hill, NC: University of North Carolina Press. | P&Q PostProject Part 8 |
| 117/29 | Project final presentations and discussion | Project Part 9 |

## **POSSIBLE CHANGES TO THE SYLLABUS:**

This syllabus is your contract for production in the course. If changes are made to it they will be posted on Canvas and announced in class or by email. No changes increasing requirements will be made.

## **ADDITIONAL INFORMATION AND POLICIES:**

Graduate study requires a high level of independence, accountability, and conscientiousness in order to achieve success both in their program and in careers that require graduate study. As such, a number of guidelines are helpful that make clear the expectations of graduate students.

1. The Student Policy eHandbook applies to this course. Please review the eHandbook at <http://www.auburn.edu/student_info/student_policies/>
2. Many people may go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone’s identity. They are simply a public way in which people are referred to in place of their name (e.g., “he” or “she” or “they” or “ze” or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.
3. Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin). If you wish to drop this course you may do so by the 10th class day with no grade assignment. From the 10th class day to mid-semester a W (withdrawn-passing) grade will be recorded in your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.
4. The Department of EFLT recognizes university policy regarding academic misconduct. Violations include, but are not limited to: plagiarism, unauthorized assistance during examinations, submitting another’s work product as your own, using another’s words as your own without appropriate citation, sharing unauthorized materials with another that contain questions or answers to examinations, altering or attempting to alter assigned grades. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the Tiger Cub publication for the current year for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the Code.
5. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. Students are expected to be in class for the entire class period every class meeting. If there is an unavoidable conflict (such as a professional conference that coincides with a class meeting) this should be communicated with the instructor as early as possible. In the event that you have a legitimate emergency that prevents you from attending class, you should: 1) contact the instructor by email immediately upon learning you will be unable to attend class (this should be before the class meets), 2) take appropriate steps to catch up with in-class learning opportunities, 3) ensure that all of your work that was due during that class meeting makes it to the instructor before the class meeting ends (email it, have a friend drop it by the office, etc.). Failure to be in class during an exam without agreement from and prior arrangements with the course instructor will result in a grade of zero on the exam.
7. Students are responsible for checking their student email account regularly for course announcements and course-related communications.
8. This course uses Canvas as a tool to manage course readings and other materials not included in the required texts for this course and for online course discussions. Students are expected to have a working knowledge of Canvas in order to access materials and participate in online course discussion.
9. My lectures and course materials, including power point presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright to those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials *publicly* (whether or not a fee is charged) without my express written consent. Similarly, you own copyright to your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.
10. Except in the case of an approved disability accommodation (see number 5 on this list), students **are not** **permitted** to audio or video record any portion of class. This policy, prohibiting the recording of class sessions, helps preserve an inclusive, friendly, and safe learning environment.