

SOCI 3803 CIN2: Queer Studies

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Syllabus

Course Overview

The primary objective of this course is to develop a critical awareness of the social character of sexualities. The course will provide a sociological examination of some of the following issues: the role of social movements in bringing about social change, the social construction of sexual identities, homophobia and heterosexism, and the intersection of the rainbow community with aging, sport, family, and so on.

The learning goals and objectives associated with this class include the following:

1. Increased development of critical thinking skills, especially as it relates to rainbow and queer communities.
2. You will become conversant in rainbow community and queer social issues and be able to articulate these.
3. To be able to explain and describe the historical, social, political and discursive context in which rainbow community social issues have developed.
4. To describe the dynamic relationship between lived experience and social relations, policy, the law, etc. at the intersection of sexuality.
5. A critical understanding of knowledge of sexuality as a social, cultural and discursive achievement and product and the ability to describe these.
6. A clear understanding of the sociopolitical context within which "homosexuality," rainbow community and queer social issues are produced. The ability to describe this context and issues.
7. An understanding of the limitations of extrapolating from your own experience and how the life experience of others may differ from your own. The ability to transfer this understanding to verbal and textual form.
8. Improved research skills on rainbow and queer issues that inform your continued understanding of the social world, particularly for rainbow community members.

Instructor

My name is Anthony (Toni) Roberts and I am the instructor for this class. My educational background is diverse including degrees in chemistry, philosophy, Women's Studies, Environmental Studies, Feminist Studies and the History and Philosophy of Education. I am currently completing a Ph.D. in Sociology at the University of New Brunswick focusing on how we use technology to perform gender. I am concurrently completing a Ph.D. program in Teaching Innovation at U of Sherbrooke. I have been teaching courses both online and face to face for approximately 15 years. Courses I have taught include Gender Relations, Sociology of Sex and Sexuality, Contemporary Sociological Theory, Third Wave Feminism, Sociology of the Body, and so on.

I grew up in rural New Brunswick and teach and work at Mount Allison University in Sackville, NB. I love the outdoor activities such as hiking, camping, sea kayaking and x-country skiing. One of my favourite trips was a 160km hike through the Swiss Alps I completed a few summers ago with three friends. Chocolate, beautiful scenery and good friends: Who could ask for more? Soon, I will be hiking across England.

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Contact Information:

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Course Materials

Auger, J.A.. & Krug, K. (Eds.). (2013). *Under the rainbow: A primer on queer issues in Canada*. Halifax and Winnipeg: Fernwood Publishing. ISBN: 978-1-55266-585-5

Other readings as found on ACORN.

See the [student handbook](#) for ordering information.

To access Library Articles and Journals from off-campus use [VPN](#) web service link for direct access.

Evaluation

It is generally expected that a student will complete a module every two weeks on average. Of course, this may vary greatly as this course is largely self-paced. This flexibility empowers you as students; however, please be careful with your time and plan accordingly. Learning is a personal, complex and varied process. You are expected to be fully engaged in this class and to learn throughout the term. It is assumed that you will be an active participant in your own learning. You have options for grading as outlined below. When your final grade is calculated, you will be assigned the option that results in the highest grade for you. This leverages your best work, while weighting other work slightly lower.

The following are the assignments required for this class.

1. Classroom Passport – With each module's readings and online lecture
2. Proposal – end of module 4
3. Annotated Bibliography or Assignment – end of module 8
4. Final Paper or Project – end of module 12

Grading Options

Option A Proposal

- Participation and professionalism (including classroom passport) 15%
- Proposal 10%
- Annotated Bibliography 15%
- Final Paper or Project – 60%

Option B

- Participation and professionalism (including classroom passport) 15%
- Proposal – 15%
- Annotated Bibliography – 20%
- Final Paper or Project– 50%

Option C

- Participation and professionalism (including classroom passport) 15%
- Proposal – 20%
- Annotated Bibliography – 25%

- Final Paper or Project– 40%

The assignments are delivered to the instructor via assignment drop-boxes. Please remember to put your name, student number, course number, and assignment number on the assignment and keep a copy in the event the original is lost.

Rubrics are used for grading. They also provide you with details about what is expected from your work. You can find the rubrics online in your course space. Refer to them to help guide your work. These rubrics will be completed and returned to you with your grade. Simple add up the points for your total.

Participation and Professionalism

Professionalism and participation include the classroom passport (see more below), listening to the online lectures, answering all questions within the lecture, keeping on track with your work, being respectful in communication with the professor and (if applicable) with other students, maintaining academic integrity and so on.

Online Introductions

This course employs continuous enrollment. Students will often be at different points in the course. However, it is still important that we introduce ourselves to one another. Your very first assignment for this course will be to introduce yourself in the online forum. Please add your name, major, year of study, interests, a picture or even a short video (if you can!) and anything else you would like to share.

Pedagogical Purpose of Participation and Professionalism

The purpose of the participation and professionalism is to:

1. Develop professional practice and attitude.
2. Keep you on task and on time.
3. Develop and encourage critical thinking.

Classroom Passport

For every week, students will develop a classroom passport to be uploaded to the wiki in ACORN. The passport consists of the following:

1. A question you develop stemming from the readings.
2. The most important thing you learned from the readings.
3. Something from the readings you would like to know more about.

The classroom passports are graded on a three point scale: 0 = not completed, 1 = acceptable and 2 = very good/excellent. At the end of the class, your passports will be tabulated. Your participation and professionalism grade includes your participation in the lecture questions, your passports and other components as described in the syllabus.

Student Handbook

You are responsible for becoming familiar with the contents of the Student Handbook. It contains important information about scheduling examinations (if applicable), applying for extensions, withdrawing from your course, ordering books, and computer and library services available to you. If you have questions about the policies outlined in the handbook (<https://courseware.acadiau.ca/openacadia/studenthandbook.html>), contact:

Open Acadia

- 21 University Avenue (Rhodes Hall)
- Wolfville, NS B4P 2R6
- Phone: 1-800-565-6568
- Fax: 1-902-585-1068
- Email: openacadia@acadiau.ca

Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise
- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

Honesty, integrity and trustworthiness are assumed and expected by all participants in all aspects of the class, whether face-to-face or online. Information about the policy on academic integrity can be found in the academic calendar.

If a student is found to have plagiarized, they will receive, at minimum, an automatic grade of zero for the paper, assignment, etc.

Course Schedule

You have 6 months to complete this course. You may set your own schedule, but if you intend to complete the course in less than 3 months, you should let me know so that we can arrange a schedule that suits your needs better.

Please do not leave all of your course work until a few weeks before your completion date. Although I will make every effort to accommodate your schedule within reason, I need time to grade assignments and mark exams.

Each module is expected to take 1 to 2 weeks. This gives you plenty of time to complete the work in 6 months.

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