

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____ (ENG 7000)

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: Sara Rutkowski

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Don Del Principe

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

College	Kingsborough Community College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	English 7000
Course Title	Queer Literature
Department(s)	English
Discipline	English
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	English 12
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	An introduction to the study of literature with a focus on sexuality and gender. Students will explore the relationships between these works and the larger historical, philosophical, political, and cultural contexts. The analysis of Queer literature will include discussion of local and global intersections among identity categories like race, class, ethnicity, nationality, and ability.
Special Features (e.g., linked courses)	N/A
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course
 revision of current course
 a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<p>Required Core</p> <p> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences </p>	<p>Flexible Core</p> <p> <input type="checkbox"/> World Cultures and Global Issues (A) <input type="checkbox"/> US Experience in its Diversity (B) <input type="checkbox"/> Creative Expression (C) <input type="checkbox"/> Individual and Society (D) <input type="checkbox"/> Scientific World (E) </p>
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Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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|--|---|
| | <ul style="list-style-type: none"> ● Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> ● Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
| | <ul style="list-style-type: none"> ● Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> ● Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> ● Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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|--|---|
| | <ul style="list-style-type: none"> ● Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none"> ● Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none"> ● Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none"> ● Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none"> ● Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none"> ● Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none">● Identify and apply the fundamental concepts and methods of a life or physical science. |
| | <ul style="list-style-type: none">● Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. |
| | <ul style="list-style-type: none">● Use the tools of a scientific discipline to carry out collaborative laboratory investigations. |
| | <ul style="list-style-type: none">● Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. |
| | <ul style="list-style-type: none">● Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. |

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

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|--|---|
| | <ul style="list-style-type: none">● Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">● Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">● Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none">● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| | <ul style="list-style-type: none">● Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| | <ul style="list-style-type: none">● Analyze the historical development of one or more non-U.S. societies. |
| | <ul style="list-style-type: none">● Analyze the significance of one or more major movements that have shaped the world's societies. |
| | <ul style="list-style-type: none">● Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |
| | <ul style="list-style-type: none">● Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

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| | <ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |
| | <ul style="list-style-type: none"> ● Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
| | <ul style="list-style-type: none"> ● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
| | <ul style="list-style-type: none"> ● Explain and evaluate the role of the United States in international relations. |
| | <ul style="list-style-type: none"> ● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
| | <ul style="list-style-type: none"> ● Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. |

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

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| | <ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
| | <ul style="list-style-type: none"> ● Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. |
| | <ul style="list-style-type: none"> ● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
| | <ul style="list-style-type: none"> ● Demonstrate knowledge of the skills involved in the creative process. |
| | <ul style="list-style-type: none"> ● Use appropriate technologies to conduct research and to communicate. |

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

The following five major assignments of the term map onto the Pathways Learning Outcomes and (D) Individual and Society Learning Outcomes.

A. Annotations on Hypothes.is

B. Discussion Board--Reader Response Post & Comments

C. Midterm Expanded Discussion Board Post

D. Autoethnography Final Essay

E. Autoethnography Final Presentation and Talkback

C. Midterm Expanded Discussion Board Post asks students to support their point of view with a class reading, their classmates' feedback, and an article from a news source. This piece is an expanded version of their weekly, low-stakes Discussion Board reflections, providing an opportunity to expand upon their initial ideas and incorporate additional sources to develop their argument. *(Midterm assessment; 800-words or more)*

D. Autoethnography Final Essay requires students to interrogate how their own perspective shapes their reading of a text. In addition, they will incorporate outside research from the KCC library databases to develop their argument. *End-of-term assessment; Draft 1: 600 words; Draft 2: 1100-1400 words)*

- Gather, interpret, and assess information from a variety of sources and points of view.

A. Annotations on Hypothes.is asks students to comment on texts that portray a spectrum of sexualities; they must critically evaluate what they read and engage with their classmates' ideas. *(Weekly assignment; 3-4 annotations on each page of the reading.)*

B. Discussion Board--Reader Response Post & Comments requires students to write one-page critical responses to the weekly readings, specifically, discussing how the characters' sexuality shapes the tone and purpose of the text. They must also assess and engage their peers' ideas. *(Weekly assignment; 350-word Post and two 150-word Comments to Peers.)*

E. Autoethnography Final Presentation and Talkback requires students to listen to their peers' presentations and provide immediate feedback in the form of questions or comments. *(End-of-term; 3 minute presentation and peer discussion)*

- Evaluate evidence and arguments critically or analytically.

A. Annotations on Hypothes.is ask students to make reasoned commentary about both the class readings **and** their peers' ideas. *(Weekly assignment; 3-4 annotations on each page of the reading.)*

B. Discussion Board--Reader Response Post & Comments require students to make a claim about a critical moment in the text. They must support their point of view with a close reading of a passage. *(Weekly assignment; 350-word Post and two 150-word Comments to Peers.)*

C. Midterm Expanded Discussion Board Post builds on students' earlier thinking in Discussion Board Posts and the feedback they received from

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>peers to develop their ideas at greater length and with additional evidence (<i>Midterm assessment; 800-words or more</i>)</p> <p>D. Autoethnography Final Essay requires students to interpret the course material and explain how their own subject position affects their reading of the text. They will use their own experience, the course readings, and outside information to develop their perspective. (<i>End-of-term assessment; Draft 1: 600 words; Draft 2: 1100-1400 words</i>)</p> <p>E. Autoethnography Final Presentation and Talkback asks students to make a presentation summarizing their point of view and providing targeted textual evidence. (<i>End-of-term; 3 minute presentation and peer discussion</i>)</p>	
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>D. Autoethnography Final Essay uses a specific qualitative research method as an interpretive lens for their readings over the course of the semester. The lens will allow them to understand their own subject position and the way it shapes their understanding of the various texts under consideration where individuals express diverse sexualities. In this paper, students will describe how their positionality affects their interpretation of the beliefs, practices, and experiences portrayed in the class texts. (<i>End-of-term assessment; Draft 1: 600 words; Draft 2: 1100-1400 words</i>)</p> <p>B. Discussion Board--Reader Response Post & Comments gives students an opportunity to apply the interpretive lenses presented in class to understand their readings, in particular, by engaging in a close reading of the text. They will reflect on how a characters' sexuality intersects with other identities like race, gender, class, and ability (<i>Weekly assignment; 350-word Post and two 150-word Comments to Peers.</i>)</p> <p>C. Midterm Expanded Discussion Board Post allows students to build upon their immediate weekly reflections on an individual's place in society and develop their position and thinking at greater length (<i>Midterm assessment; 800-words or more</i>)</p>	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
<p>A. Annotations on Hypothes.is require students to <i>comment on the ways sexuality positions subjects in a range of literary texts.</i> (<i>Weekly assignment; 3-4 annotations on each page of the reading.</i>)</p> <p>B. Discussion Board--Reader Response Post & Comments require students to <i>analyze the ways sexuality positions subjects in a range of literary texts.</i> Students will make connections between what individual characters express about their sexuality and their experience and roles in society. (<i>Weekly assignment; 350-word Post and two 150-word Comments to Peers.</i>)</p> <p>D. Autoethnography Final Essay allows students to interrogate their personal subject position relative to the characters' and speakers' experiences navigating their sexuality in contemporary society, allowing them to make social and cultural commentary about the readings. (<i>End-of-term assessment; Draft 1: 600 words; Draft 2: 1100-1400 words</i>)</p>	<ul style="list-style-type: none"> ● Examine how an individual's place in society affects experiences, values, or choices.
<p>B. Discussion Board--Reader Response Post & Comments requires students to analyze how the characters' and speakers' sexual orientation shape the way they are received by and can act in society. In addition, students will read the posts of their peers and assess and evaluate what they have written. (<i>Weekly assignment; 350-word Post and two 150-word Comments to Peers.</i>)</p>	<ul style="list-style-type: none"> ● Articulate and assess ethical views and their underlying premises.

<p>D. Autoethnography Final Essay requires students to examine how their personal biases and subject positions shape how they evaluate the points of view expressed in the class materials. This assignment gives students a lens through which to examine their own perspective and the perspective of others. <i>(End-of-term assessment; Draft 1: 600 words; Draft 2: 1100-1400 words)</i></p> <p>E. Autoethnography Final Presentation and Talkback requires students to articulate and assess their own ethical views from two perspectives: As presenters, they must present their philosophical and moral lens in regards to the readings; as audience members, they must engage and interrogate their peers' points of view. <i>(End-of-term; 3 minute presentation and peer discussion)</i></p>	
	<ul style="list-style-type: none"> ● Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> ● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
<p>E. Scientific World</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> ● Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> ● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> ● Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> ● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Kingsborough Community College | Department of English

English 7000: Queer Literature

Section XX/ CF# XXXXX; 3 credits/3 hours

Class meeting days; Class times; Room: TBD

Professor Name; lastname.firstname@kbcc.cuny.edu; 718-368-XXXX

Office hours: time and location

COURSE DESCRIPTION: An introduction to the study of literature with a focus on sexuality and gender. Students will explore the relationships between these works and the larger historical, philosophical, political, and cultural contexts. The analysis of Queer literature will include discussion of local and global intersections among identity categories like race, class, ethnicity, nationality, and ability.

REQUIRED TEXTS (any edition):

- Poetry and Spoken Word Packet (distributed in class)
- Baldwin, James. *Giovanni's Room*.
- Kushner, Tony. *Angels in America, Part One: Millennium Approaches*.
- Moraga, Cherrie L. *Loving in the War Years: Lo Que Nunca Paso por Sus Labios*.
- Lorde, Audre. *Sister Outsider: Essays and Speeches*.
- Wilchins, Riki, Joan Nestle and Clare Howell, eds. *Genderqueer: Voices from beyond the Sexual Binary*
- Maryam Keshavarz's *Circumstance* (Film -- shown in class)

LEARNING OUTCOMES:

- Recognize and describe the distinctive literary characteristics of literature in which sexuality is the central theme, and identify the cultural contexts that produced formal elements of specific works.
- Create arguments that provide textual evidence and scholarly sources to support critical analysis.
- Engage collaboratively in rigorous discussion that fosters reflection on the texts and their relation to personal experiences and society.

CLASS POLICIES:

Due Dates:

All assignments are **due on assigned dates**. If an essay is submitted after the deadline, two points will be deducted for each day it is late.

Participation:

Participation and preparedness are important. In order to *participate*, you must be *prepared* by having done the homework and by bringing the readings assigned to class. Students are to take part in all classroom activities, sharing thoughtful responses, taking notes and taking the work seriously.

In addition, showing respect for the opinions and backgrounds of everyone in the room is essential; if we disagree, we remain courteous and respectful. Any kind of harassment or derogatory speech will not be permitted.

Attendance:

Attendance and punctuality are key parts of your grading and your ability to pass the class. There is no "excused" absence. All absences are counted as absences.

Academic Integrity:

This course will include instruction on giving credit to your sources. If you copy other people's ideas/phrases/paragraphs/words into your assignments without giving credit, you will be asked to revise your work to earn a grade. Trust your own ideas, beliefs, and thoughts; do your own work!

Please see the college policy on academic integrity for further information about what constitutes academic dishonesty.

(https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html).

Course Assignments: Point Value

	Assignment	Point Value
A	Annotations of class readings on Hypothes.is	25
B	Discussion Board--Reader Response Post & Comments	25
C	Midterm Expanded Discussion Board Post	20
D	Autoethnography Final Essay	25
E	Autoethnography Presentation	5
	Total	100 points

ASSIGNMENT DESCRIPTIONS:

A. Annotations on Hypothes.is

To encourage deep reading and collaboration, we will be using Hypothes.is, an online annotation platform.

If you have a question or information to share about the reading, highlight the text and type in a comment. You can respond to classmates' annotations in threads, like on social media, or give a reaction to responses you find helpful. You can even mention classmates and they will be notified you interacted with their comment.

Grading Criteria for annotations:

Write **3-4 annotations for each page** of the reading. These annotations can include:

- responses to your peers
 - questions
 - points of agreement or disagreement
 - observations
 - personal connections
 - definitions
 - ideas to use in your essay
- Your annotations should encourage discussion, explain your thought processes, draw attention to key passages, and/or engage your peers.

B. Discussion Board--Reader Response Post & Comments

Each week, you will write a 300-word *Discussion Board--Reader Response Post* in response to the assigned readings. The focus of your post will be to analyze how the speaker's or character's sexuality shapes and affects their position in society. Focus on the text's themes, message, characters, and language and avoid summaries or personal experiences. Your goal is to develop your own critical insights.

You will also write *Discussion Board Comments* of 150 words or more each to **two** of your peers. Respond to their ideas; bring up points where your ideas agree or converge; ask clarifying questions.

This informal writing assignment will be graded based on your critical engagement with the texts and meeting the length requirements. Posts that simply summarize the reading or neglect to cite the text will only earn partial credit.

Grading criteria for Discussion Board Posts and Comments:

- Identify one key passage that illuminates how the speaker's or character's experiences with sexuality shape their position in society.
- Use relevant textual evidence, including quotations and paraphrases.
- Give credit to the source.
- Do more than summarize the text. Interact with/make a point about what you read.
- Write **one** Discussion Board--Reader Response Post of 300 words or more and **two** Comments of 150 words or more each to at least TWO of your classmates' posts
- Your Comments should engage your peers' ideas and do more than simply agree/disagree.

C. Midterm Expanded Discussion Board Post

At the midpoint of the semester, you will choose one of your *Discussion Board--Reader Response Posts* and expand it based on the *Comments* you received from your peers **and** one additional source you find from *The New York Times* or other reputable news source.

Your Midterm Expanded Discussion Post should develop your original ideas, comment on the feedback that your peers offered, and suggest whether your thinking has evolved based on your Discussion Board conversation and additional reading.

Grading criteria for Midterm Expanded Discussion Board Post

- Focus on social and cultural commentary about the texts. The paper should focus on the connection between what individual characters express about their sexuality and their experience and roles in society.
- To help develop your point about the reading, make a connection to one outside source you find using the *New York Times* or other reputable news source. (*NYT* access free through CUNY.)
- Shape your expanded post into the form of an essay, with an introduction, a body that develops your ideas, and a conclusion that wraps up the piece.
- Explain why the passages you chose are important.
- Proofread with care.
- LENGTH: 800 words or more

D. Autoethnography Final Essay

Autoethnography is a research method that uses a researcher's personal experiences to describe and interpret cultural texts, beliefs, practices, and experiences. It's a type of qualitative research that's used across a number of disciplines, including anthropology, education, and psychology. Autoethnography differs from traditional ethnography by connecting the researcher's experiences to socio-cultural and political contexts.

In the final essay of the term, you will write an autoethnography--specifically, an analysis of your own experiences and interactions with the topics and themes discussed this semester. This paper should be

written in the first person and should interrogate your subject position relative to the characters' and speakers' experiences navigating their sexuality in contemporary society.

In addition, you should incorporate one outside source found in the Kibbee Library databases to help develop your point of view.

To assist you, we will spend time looking at examples of different autoethnographies.

Your **first draft** of 600 words will receive feedback from me and your peers to prepare you to write the **final draft** of 1100-1400 words. This paper will include a close reading of two or more of the course readings as well as additional supporting information from the library databases.

Grading criteria for Autoethnography Final Essay

- Analyze how your experiences and beliefs shaped your reading of the texts/understanding of the characters.
- Cite directly from the texts to develop your point of view.
- Bring one outside text from the Kibbee Library databases into conversation with your point of view.
- Draft 1: 600 words; Draft 2: 1100-1400 words
- Proofread with care.

E. Autoethnography Final Presentation and Talkback

During the final exam period, you will make a three minute presentation to the class, summarizing the findings of your autoethnography. Your peers will have a chance to ask you questions about your work.

Your presentation should present one passage from the readings this semester that best exemplifies the point you made in your essay. We will read the passage together, and then you will have a few minutes to discuss how your experiences and/or beliefs worked to shape your reading of the text.

Your presentation will be evaluated on the extent to which you provide a concise overview of your major findings. Feel free to use handouts or a PowerPoint to help summarize your points.

You will also be assessed on your engagement with your peers. After each presentation, there will be a "talkback" where each student will make one observation about what they learned, noticed, or wondered.

Grading criteria for Autoethnography Presentation and Talkback

- AS A PRESENTER: Clearly summarize your findings, using one passage to help illustrate your claim.

- AS AN AUDIENCE MEMBER: Pose one thoughtful question or comment in response to your peer's ideas. Your comment should show that you were listening to their presentation.

Text Overview:

Weeks 1-2: Poetry and Spoken Word

Weeks 3-4: James Baldwin's *Giovanni's Room*

Weeks 5-6: Cherrie Moraga's *Loving in the War Years* and Audre Lorde's *Sister Outsider*

Week 7: Maryam Keshavarz's *Circumstance* (Film)

Weeks 8-9: Tony Kushner's *Angels in America*

Weeks 10-11: Riki Wilchins, Joan Nestle, and Clare Howell, eds. *Genderqueer*

Week 12: Drafting Autoethnography

Read and annotate the texts on Hypothes.is by the indicated due date

<p><u>Week 1:</u> Course introductions & Poetry</p>	<p>Tues. +Course Introduction +Syllabus Review</p> <p>Thurs. +Poetry and Spoken Word Packet (Includes selections by June Jordan, HD, Ericka Huggins, W.H. Auden, Nikki Finney, Adrienne Rich, Audre Lorde, Pat Parker, Cherrie Moraga, Richard Bruce Nugent, Mary Oliver, Walt Whitman, Kay Ryan, Langston Hughes, Joy Harjo, and Judy Grahn)</p> <p>+Discussion Board--Reader Response Post & Comments #1 Due</p>
<p><u>Week 2:</u> Poetry & Spoken Word</p>	<p>Tues. +Poetry and Spoken Word Packet (Includes selections by Allen Ginsberg, Chrystos, Sappho, Paula Gunn Allen, Frank O'Hara, Eileen Myles, Gloria Anzaludua, Mary Dorsey, Minnie Bruce Pratt, Emily Dickinson, G. Winston James, Elizabeth Bishop, Essex Hemphill, Muriel Rukeyser, Michelle Tea, William Carlos Williams, and Countee Cullen)</p> <p>Thurs. +Poetry and Spoken Word Packet (Includes selections by Andrea Gibson, Lenelle Moise, Athens Boy Choir, Kai Davis, Emanuel Xavier, Katastrophe, Climbing Poetree, Slanty Eyed Mama, Alysia Harris, Aysha El Shamayleh, Justin Vivian Bond, C.C. Carter, Staceyann Chin, J. Mase III, Julie Novak, Wazina Zondon, Terna Hamida Jahnjeh Tilley-Gyado, and Alix Olson)</p>

		+Discussion Board--Reader Response Post & Comments #2 Due
<u>Week 3:</u> James Baldwin, <i>Giovanni's Room</i>	Tues.	+James Baldwin, <i>Giovanni's Room</i> Part I, ch. 1-2
	Thurs.	+James Baldwin, <i>Giovanni's Room</i> Part I, ch. 3; Part II, ch. 1
		+Discussion Board--Reader Response Post & Comments #3 Due
<u>Week 4:</u> James Baldwin, <i>Giovanni's Room</i>	Tues.	+James Baldwin, <i>Giovanni's Room</i> Part II, ch. 2-3
	Thurs.	+ James Baldwin, <i>Giovanni's Room</i> Part II, ch. 4-5
		+Discussion Board--Reader Response Post & Comments #4 Due
<u>Week 5:</u> Cherrie Moraga's <i>Loving in the War Years</i>	Tues.	+ Cherrie Moraga's <i>Loving in the War Years</i> (Introduction to Edition" [first and second], "It is You, My Sister, Who Must Be Protected," " <i>La Dulce Culpa</i> ," "Pilgrimage," "Loving in the War Years," "Fear, A Love Poem," "Passage," " <i>La Guera</i> ")
	Thurs.	+Cherrie Moraga's <i>Loving in the War Years</i> , continued ("For the Color of My Mother," "It's the Poverty," "A Long List of <i>Vendidas</i> ," and "Out of Our Revolutionary Minds: Towards a Pedagogy of Revolt")
		+Discussion Board--Reader Response Post & Comments #5 Due
<u>Week 6:</u> Audre Lorde's <i>Sister Outsider</i>	Tues.	+Audre Lorde's <i>Sister Outsider</i> ("Poetry Is Not a Luxury," "The Transformation of Silence into Language and Action," "The Uses of the Erotic: The Erotic as Power," and "An Interview: Audre Lorde and Adrienne Rich")
	Thurs.	+Audre Lorde's <i>Sister Outsider</i> ("The Master's Tools Will Never Dismantle the Master's House," "Age, Race, Class, and Sex: Women Redefining Difference," "The Uses of Anger: Women Responding to Racism," and "Learning from the 60s")
		+Discussion Board--Reader Response Post & Comments #6 Due
<u>Week 7:</u> Maryam Keshavarz's	Tues.	+Maryam Keshavarz's <i>Circumstance</i> (Film)

<p><i>Circumstance</i> (Film)</p>	<p>Thurs. +Maryam Keshavarz's <i>Circumstance</i> (Film)</p> <p>+Discussion Board--Reader Response Post & Comments #7 Due</p>
<p><u>Week 8:</u> Tony Kushner's <i>Angels in America</i></p>	<p>Tues. +Tony Kushner's <i>Angels in America</i> Act I</p> <p>Thurs. +Tony Kushner's <i>Angels in America</i> Act II</p> <p>+Midterm Expanded Discussion Board Post</p>
<p><u>Week 9:</u> Tony Kushner's <i>Angels in America</i></p>	<p>Tues. +Tony Kushner's <i>Angels in America</i> Act III</p> <p>Thurs. +Conferences. +Meet in Computer Lab (room TBA)</p> <p>+Discussion Board--Reader Response Post & Comments #8</p> <p>Due</p>
<p><u>Week 10:</u> Riki Wilchins, Joan Nestle, and Clare Howell, eds. <i>Genderqueer</i></p>	<p>Tues. +Riki Wilchins, Joan Nestle, and Clare Howell, eds. <i>Genderqueer</i> ("Queens in Exile: The Forgotten Ones," Sylvia Rivera, "Vision" and "Scars," Aaron Link, "Dutch," Debbie Fraker, "Loving Outside Simple Lines," Sonya Bolus)</p> <p>Thurs. +Riki Wilchins, Joan Nestle, and Clare Howell, eds. <i>Genderqueer</i> ("Do It on the Dotted Line," Raven Kaldera, "Fading to Pink," Robin Maltz, "Passing Realities," Allie Lie, and "My Woman Poppa," Joan Nestle)</p> <p>+Discussion Board--Reader Response Post & Comments #9 Due + Autoethnography Proposal Due at the end of class today (meet in computer lab, room TBA)</p>
<p><u>Week 11:</u> Riki Wilchins, Joan Nestle, and Clare Howell, eds. <i>Genderqueer</i></p>	<p>Tues. +Riki Wilchins, Joan Nestle, and Clare Howell, eds. <i>Genderqueer</i> ("Transie," Ethan Zimmerman, "Story of a Preadolescent Drag King," L. Maurer, "Affronting Reason," Cheryl Chase, "A Safe Trip Home," Dawn Dougherty, "Wanting Men," Lionheart, and "Twenty Passings," Stacey Montgomery)</p>

		<p>+Sample Student Autoethnographies (Distributed in class; meet in computer lab, room TBA)</p> <p>Thurs. +Riki Wilchins, Joan Nestle, and Clare Howell, eds. <i>Genderqueer</i> ("Courage from Necessity," Mr. Barb Greve, "Whose Body Is This Anyway?," C. Jacob Hale, "Performing Translesbian," Nancy Nangeroni and Gordene MacKenzie, "Disorderly Fashion," Wally Baird, "This Butch Body," Kristen Walker, "Be a Man," Susan Wright, and "Transy House," Rusty Mae Moor)</p> <p>Due</p> <p>+Discussion Board--Reader Response Post & Comments #10</p> <p>+ Autoethnography Draft 1 Due at the end of class today (meet in computer lab, room TBA)</p>
<u>Week 12:</u> Conferencing & Drafting the Autoethnography	<p>Tues. + Drafting & Conferencing</p> <p>Thurs. +LAST CLASS</p> <p>+ Autoethnography Draft 2 Due (meet in computer lab, room TBA)</p>	
<u>Finals Week:</u>	Date TBA	+Autoethnography Presentation

COLLEGE STATEMENTS

CIVILITY:

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything that is said or discussed, though courteous behavior and responses are still expected. Therefore, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have the right to be in a safe, civil environment, free of disturbance.

INCLUSIVITY AND SAFETY:

The administration, faculty, staff, and students at Kingsborough Community College believe that the college is best served by having a campus that is truly diverse. We strive to create a campus where the voices, talents, and skills of all members of the college are valued and respected, and where all members of the college community can thrive. We maintain that a student body, faculty, staff, and administration that reflect the diversity of New York City is vital for the success of our community, allowing opportunities for people with different perspectives, abilities, and backgrounds to interact with and learn from each other. We at Kingsborough Community College believe that a focus on inclusive excellence – the proactive fostering of greater diversity, inclusion, and ultimately equity at every level of college life – will maximize success for all members of the college community.

PREFERRED GENDER AND PRONOUN NAME:

I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your preferred gender pronoun or if you do not have a pronoun. The gender-neutral bathrooms are located in the following places on campus: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to contact me.