**THE CITY UNIVERSITY OF NEW YORK**

**QUEENS COLLEGE**

**WOMEN AND GENDER STUDIES – SPRING 2024**

**ONLINE ASYNCHRONOUS**

**WGS 204-001 (33809): QUEER THEORIES**

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Pronouns: They/He

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Class Hours & Location: Online (no meetings)

Office Hours & Location: By appointment via Zoom

**Course Description**

This course will examine history of queer thought with a focus on twentieth-century intersectional and radical approaches in the United States. It will reposition marginalized social locations (i.e., race, class, gender, ethnicity, and nationality) in relation to dominant queer theoretical frameworks, including within feminist, critical race, postcolonial, and transnational perspectives. It also will make connections between theory and practice in contemporary social movements. You will learn that critical reflection is essential to social critique. You will engage in open discussion about social, political, cultural, and historical issues addressed in the works we will read. In addition, you will write analytical essays in which you interpret ideas and practices of sexuality for your own research project. This course fulfills a Women’s and Gender Studies requirement for the LGBTQ Minor.

**Catalog Description**

A study of the core texts and key debates that have shaped queer theory, considering the work in feminism, critical race studies, gay and lesbian studies, and poststructuralism out of which queer theory developed; emphasizing how queer theory provides a broad framework that designates non-normative modes of knowledge, cultural practices, and political activism; and examining the ways in which queer theory has recently been challenged to move in new directions. Students will encounter the classics of queer theory and also other more recent thinkers who were inspired by these earlier works. Students will examine how, for instance, Judith Butler's ideas about gender performativity have been reshaped by recent transgender and intersectional theorists.

**Required Texts**

All texts are on Blackboard.

**Course Objectives:**

• You will do close readings of texts, including summarizing and annotating, and understand social, political, cultural, and historical issues, contexts, and terms.

• You will create central arguments that include a clear topic, a solid stance, and provide support for your main ideas by quoting, paraphrasing, and analyzing passages from texts.

• You will recognize your writing processes, receive feedback from your peers, conference with me, and revise your major writing assignments.

• You will engage in rigorous discussion that fosters critical reflection about gender in your lives, the world, and the texts through collaborative interaction.

• You will write grammatically and mechanically correct papers and cite in MLA (or some other academic) format.

**Requirements:**

• An analytical paper, reflecting on a theme (i.e., queer performances and sanctions), using at least three texts we read in class, totaling approximately six to eight pages

•An argumentative research paper, researching a queer issue or movement of your choice (i.e., homonationalism and queer assimilation) that includes three scholarly peer-reviewed articles, goes through a revision process, and is approximately eight to ten pages

•A reader and peer response journal consisting of paragraph response to a topic in a reading and a peer’s response due as indicated on the Discussion Board on Blackboard

•Participation and discussion (introduction, peer review responses, and other informal writing)

**Grade Distribution:**

Analytical Paper 40%

Argumentative Research Paper 40%

Reader and Peer Response Journal (Responses) 10%

Participation (Discussion) 10%

**Writing Procedures:**

• You will engage in a process of composing (i.e., prewriting, drafting, revising, editing, and proofreading) for all writing assignments.

• You will receive a wealth of feedback on your drafts from your peers. You also will receive feedback from me. Before you submit your final drafts, you will produce several drafts for each essay, including for peer review and professor review. You must submit your work on time.

• You will have the opportunity to revise your drafts after your initial grade is recorded so long as you make the revisions I noted within a week. Other drafts also may be revised after the first revision, but again, only after you considered my feedback and submit within a week. Essentially, you have unlimited revision possibilities. Revisions have the possibility of replacing the previous grade, but only if substantial improvement is evident. In other words, simply changing mechanical errors (i.e., commas) in essays will not raise grades.

• You will be given ample feedback on each essay before the next draft is due. This feedback will allow you to learn from the comments and apply the comments to the next draft.

**Discussion Procedures:**

• You will be well-prepared for all class discussions by doing all the assigned reading and writing on time.

• You will demonstrate your understanding and analysis of the readings by being fully engaged in discussions.

• You will be respectful of your peers’ ideas and my ideas.

**Online Instructions:**

• All the information about the course, me, contacting me, the materials, syllabus, assignments, and discussion board are on the left menu of Blackboard once you log in.

• You will have to create a thread, copy and paste as well as attach your work in .docx or .pdf, and submit your work under the Discussion Board before Sundays at 11:59PM.

•I will post more instructions under the Announcements on Blackboard.

**Civility**

Queens College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for yourself and others is the foundation of educational excellence. Civility in the classroom and respect for diversity and the opinions of others are very important in an academic environment. It is likely you may not agree with everything said or discussed in the classroom, yet courteous, civil, empathetic, and respectful behavior and responses are expected. Acts of harassment and discrimination based on matters of race, ethnicity, class, gender, gender identity, sexuality, religion, and/ or ability, etc., are not acceptable. Here are some tips. Please be generous readers and commenters. Try to speak from your own experiences rather than speaking in absolutes or speaking on behalf of whole groups of people. Notice when you are talking a lot and hold back a bit, or notice when you have been quiet and challenge yourself to speak up. Ask for clarification when you did not understand what someone said before assuming the worst. Respect your colleagues’ pronouns. When you hurt someone, try to acknowledge the impact rather than focusing on your intent. If you are unsure how to phrase something productively, please ask. All students, faculty, or staff have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

**Diversity, Equity, and Inclusion**

Diversity at Queens College is the commitment to a community of equity and access to its academic and artistic promise through the acceptance of all aspects of human difference. This includes but is not limited to age, disability, race, ethnicity, gender, gender expression and identity, language heritage, national origin, sexual orientation, religion, socioeconomic status, status as a veteran and worldview. Through collaboration, creativity and inclusion, Queens College integrates various cultural and social perspectives to engender excellence in the arts and liberal arts and sciences. I strongly advocate for diversity, equity, and inclusion as well as uphold rights to affirmative action.

**Undocumented and Refugee Students**
I fully support the rights of undocumented and refugee students to an education and to live free from the fear of deportation. If you have any concerns, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. Furthermore, I am committed to making CUNY a sanctuary campus for undocumented immigrants and refugees.

**Names and Pronouns**

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 of your pronoun (i.e., she/her/hers, he/him/his, they/them/theirs, she/they, he/they, she/he/they, or others) or if you do not have a pronoun (i.e., name only). If you have any questions or concerns, please do not hesitate to contact me. For more information, please visit the following [site](https://www1.cuny.edu/mu/forum/2017/02/24/protecting-the-rights-of-transgender-and-gender-nonconforming-students/). In addition, if you are interested in gender and sexuality studies, please talk to me about the Women’s and Gender Studies Program [here](https://www.qc.cuny.edu/academics/wgs/).

**Accessibility**

CUNY Policy and the Americans with Disabilities Act of 1990 prohibit discrimination on the basis of disability. Queens College provides adaptive technologies and services for qualifying students. In addition, please consult with me if I can help meet your need for accommodations in this area. You may also contact the Office of Special Services for Students with Disabilities at QC.SPSV@qc.cuny.edu, 718-997-5870, or visit 171 Kiely Hall for more information about receiving additional support services and accommodations.

**Emergency Relief Funds**

CUNY has established the Chancellor’s Emergency Relief Grant Program in response to the serious financial hardships many CUNY students and their families face as a result of the COVID-19 emergency. Nearly half of CUNY’s 275,000 degree-seeking students work while in school and many now find their jobs and incomes eliminated, drastically reduced or otherwise imperiled. The program provides one-time $500 grants to qualifying CUNY students, including undocumented immigrants and student parents, to help cover their basic living expenses as the pandemic and its economic consequences continue to unfold. For more information, please visit [here](https://www.cuny.edu/emergencyfund/faq/).

### Food AccessThe Queens College Knights Table Food Pantry offers meals to CUNY families. For more information, visit the Student Union Building, Lower-Level, Room 29 or [here](https://www.qc.cuny.edu/sdl/food-pantry/). If you have difficulty affording groceries or accessing sufficient food to eat every day, or if you lack a safe and stable place to live, and you believe this may affect your performance in this course, please notify me if you are comfortable in doing so. This will enable me to work with you and also to provide any resources that I have.

### Mental Health ServicesThe Counseling, Health and Wellness Center seeks to support the physical, psychological, educational, and social well-being of Queens College students. Students can seek accommodations and support for their disabilities; consult a nurse and health educator about health, diet, and reproductive concerns; discuss academic and personal issues with licensed mental health professionals; receive pre-professional personal advisement for minority students; and learn about the peer support services program. All services are confidential.​ For more information, please visit [here](https://www.qc.cuny.edu/sl/counseling-health-wellness-center/).

**Writing Center**The Writing Center is an invaluable source for writing assistance and feedback. It has a staff of trained tutors who are familiar with the English curriculum. While I will not require you to go to the Writing Center, I strongly recommend making appointments to discuss your drafts. Its location is in Kiely Hall 229, email is qc.writing.center@qc.cuny.edu, and phone is 718-997-5676. To book an appointment, please visit [here](https://www.qc.cuny.edu/academics/wc/).

**Academic Integrity**

Plagiarism is the unacknowledged (intentionally or unintentionally) use of summary, paraphrase, direct quotation, language, statistics, or ideas from articles or other information sources, including the Internet. If you take more than two or three words directly from another source (and please do not use Wikipedia), you must cite the source according to MLA, Chicago, ASA, APA, or some other academic format. Cite in whatever style you choose (footnotes, end notes, or in-text parenthetical citations), but you must cite your work. If you are unsure whether citing is necessary, err on the side of caution and cite. If you are not sure how to cite work you have found on the internet, please review the MLA Guidelines provided by the [Purdue OWL](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html). If you are struggling in this class and you need some extra time due to an extenuating circumstance, it is okay to ask for an extension. If you plagiarize all or part of a writing assignment, you will fail the assignment. In addition, you may be subject to other disciplinary measures. Queens College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. For further information about avoiding plagiarism please visit [here.](https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/)

**Artificial Intelligence/ Chat GPT**

The use of artificial intelligence (AI) is strictly prohibited in all coursework and assignments. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a project or assignment. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to encourage critical thinking and creativity, and the use of AI detracts from this objective. Students are expected to use their own knowledge, research and analysis to complete coursework.

If you are not yet familiar with ChatGPT or its capabilities, you are now: this policy statement was generated by the ChatGPT AI engine based on the prompt “write a syllabus policy statement forbidding the use of AI.”

**Technical Support**

If you need technical support, email Helpdesk@qc.cuny.edu or call the Student Support Hotline at 718-997-3000.

**Emailing**

You are always welcome to email me with your thoughts about the course, the readings, etc. If, however, you have a question about the coursework, assignments, due dates, or any other technical or administrative issue, you should first check the following places for an answer: this syllabus, your email, your classmates, the Help Desk. If you have checked all of these places and have not found the information you need, please email me. I will reply within 24-48 hours, Monday – Thursday. I do not check my emails on the weekend.

**Blackboard**

• All the information about the course, me, contacting me, the materials, syllabus, assignments, and discussion board are on the left menu of Blackboard once you log in.

• You will have to create a thread, copy and paste as well as attach your work in .docx or .pdf, and submit your work under the Discussion Board.

To post assignments online, go to the main menu on the course page. Select the “Discussions” button. Select the name of your assignment listed for submission, i.e., “Reader Response – Week Two,” select “Create Thread,” and follow upload instructions. All assignments must be submitted as attachments using Microsoft applications, i.e., Word. Your file extension should read docx or .pdf. OTHER FILES CANNOT BE ACCESSED BY BLACKBOARD.

•I will occasionally post more instructions under the Announcements on Blackboard.

**Course Evaluations**

During the final weeks of the semester, you will be asked to complete an evaluation for this course by filling out an online questionnaire. Please remember to participate in these course evaluations. Your comments are highly valued, and these evaluations are an important service to fellow students and to the institution, since your responses will be pooled with those of other students and made available [online](https://apps.qc.cuny.edu/courses/). All responses are completely anonymous; no identifying information is retained once the evaluation has been submitted.

**Extra Credit**

I am organizing numerous events to celebrate Women’s History Month for the Women and Gender Studies Program. Most importantly, Susan Stryker will be delivering the Palmer keynote on March 4, 3:10-4:25 in QNS01 - RO-230 (Library). In addition, Valerie Fryer-Davis will be giving a talk on March 25, 3:10-4:25 in QNS01 - RO-230 (Library). Both of these talks focus on trans studies. I organized a student and faculty luncheon on March 13 during the free hour, 12:15-1:30pm in QNS01 - RO-525 (Library). I also organized a lecture by Bernardita Llanos on March 11, 3:10-4:25pm and an open mic on March 18 at 4:40-5:55PM in QNS01 - RO-525 (Library), both of which will be focused on feminist and queer issues. If you attend and write a short response to any of them, you will earn extra credit.

**Schedule of Assignments:** The following schedule is tentative and may change based on the needs of the class. All assignments must be done before the date on which they are scheduled in order to maximize engagement.

**Week One (1/29): Introductions and Resistances to Power**

Introductions and Syllabus Distribution

Read “Uses of the Erotic: The Erotic as Power” and “A Litany for Survival,” Audre Lorde (Blackboard)

**Introduce Yourself** (**Discussion Board before 11:59PM on Sunday, 2/4)**

**Week Two (2/5):** **Constructionism and Essentialism**

Read “The Social Construction of Sexuality,” Mimi Marinucci and

“Thinking about Homosexuality,” Anne Fausto-Sterling (Blackboard)

**Week Three (2/13): Histories, Contracts, and Queries of Sex/ Gender**

Read *The History of Sexuality, Volume I: An Introduction*, Parts I and II, Michel Foucault, “History of Technosexuality” Paul Preciado, “On the Social Contract,” Monique Wittiq, “Transgender Mirrors Queering Sexual Difference,” Chris Straayer, “An Introduction to Transgender Terms and Concepts,” Susan Stryker, “17 Things You Don’t Say to a Transsexual,” Riki Wilchins, and “Transgender Liberation: A Movement Whose Time Has Come,” Leslie Feinberg (Blackboard) - **Reader Response Journal Due** (**Discussion Board before 11:59PM on Sunday, 2/18)**

**Week Four (2/20): Ideology, Control, and Trauma**

Read “The Invention of Heterosexuality,” Jonathan Ned Katz, “Compulsory Heterosexuality and Lesbian Existence,” Adrienne Rich, “Sexual Orientation,” Sara Ahmed, and

“The Everyday Life of Queer Trauma,” Ann Cvetkovich (Blackboard)

**Week Five (2/26): Capitalism, Neoliberalism, and Globalization**

Read “A Question of Class,” Dorothy Allison, “Capitalism and Gay Identity,” John D’Emilio, and “Downsizing Democracy” and “Equality, Inc.,” Lisa Duggan (Blackboard)

**Week Six (3/4): Analytical Writing and Music**

Writing Workshop – **Rough Draft of Analytical Paper Due** (**Discussion Board before 11:59PM on Sunday, 3/10)**

Watch/Listen “Wild Wild West,” “Mulan,” and “Me Love You Long Time,”[Slanty Eyed Mama](https://slantyeyedmama.com/video)

(spoken word and music)

**Week Seven (3/11): Analytical Writing and Music**

Writing Workshop – Peer and Professor Review

–**Final Draft of Analytical Paper Due** (**Discussion Board before**

**11:59PM on Sunday, 3/17)**

**Week Eight (3/18): Herstory, History, and Theirstory**

Read “Butch-Femme Relationships: Sexual Courage in the 1950s,” Joan Nestle,

“‘They Was No One to Mess with’: The Construction of the Butch Role in the Lesbian Community of the 1940s and 1950s,” Elizabeth Lapovsky Kennedy & Madeline Davis, “Lesbianism: An Act of Resistance,” Cheryl Clarke, “What We’re Rolling around in Bed with: Sexual Silences in Feminism,” Amber Hollibaugh and Cherrie Moraga, “Times Square Blue,” Samuel Delany, and “Queens in Exile: The Forgotten Ones,” Sylvia Rivera (Blackboard)

**Week Nine (3/25): Manifestos and Collectives**

Read “The Woman-Identified Woman,” Radicalesbians, “A Black Feminist Statement,”

The Combahee River Collective, “What We Want, What We Believe,” Third World Gay Liberation, “Queers Read This,” Queer Nation, “Living a Feminist Lifestyle:

The Intersection of Theory and Action in a Lesbian Feminist Collective,” Anne M. Valk, “Femme Shark Manifesto” (QZAP), “The ‘Empire’ Strikes Back: A Posttransexual Manifesto,” Sandy Stone, and “The Transfeminist Manifesto,” Emi Koyama (Blackboard) -

**Reader Response Journal Due** (**Discussion Board before 11:59PM on Sunday, 3/31)**

**Week Ten (4/1): Performances, Sanctions, and Shame**

Read “Acting in Concert” and “Subjects of Sex/ Gender/ Desire,” Judith Butler,

*My New Gender Workbook*, Kate Bornstein (quizzes), “The Ethics of Sexual Shame,”

Michael Warner and “Resisting Shame: Making Our Bodies Home,” Eli Claire (Blackboard)

**Argumentative Research Project Topic and Proposal Due** (**Discussion Board before**

**11:59PM on Sunday, 4/7)**

**Week Eleven (4/8): Queer of Color Critique and Spectrums of Difference**

Read “Queer of Color Critique, Historical Materialism, and Canonical Sociology,” Roderick Ferguson, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?,” Cathy Cohen, “Scientific Racism and the Emergence of the Homosexual Body,”

Siobhan Somerville, and “‘Cultural Practice’ or ‘Reconstructive Surgery?’ U.S. Genital Cutting, the Intersex Movement, and Medical Double Standards,” Cheryl Chase(Blackboard)

**Argumentative Research Paper Sources Due** (**Discussion Board before**

**11:59PM on Sunday, April 14)**

**Week Twelve (4/15): Silences, Borders, and Nations**

Read “The Value of Silence,” David L. Eng and “Securitizing Gender: Identity, Biometrics, Transgender Bodies at the Airport,” Paisley Currah and Tara Mulqueen, “Power and Sexuality at the Border,” Eithne Luibheid, “The Sexuality of Terrorism,” Jasbir K. Puar, and “*La Conciencia de la Mestiza*: Towards a New Consciousness,” Gloria Anzaldúa (Blackboard)

**Reader Response Journal Due** (**Discussion Board before 11:59PM on Sunday, 4/21)**

**Spring Break (4/22-4/30)**

**Week Thirteen (5/1): Failures and Futures**

Read “The Queer Art of Failure,” Jack Halberstam, “Feeling Utopia,” Jose Munoz, and “Imagined Futures,” AlisonKafer (Blackboard)

**Week Fourteen (5/6): Argumentative Research Paper**

Writing Workshop – **Rough Draft of Argumentative Research Paper Due**

**(Discussion Board before 11:59PM on Wednesday, May 12)**

Writing Workshop – Peer and Professor Review

**Final Exam Period (5/13): Wrap Up and Argumentative Research Paper**

**Final Argumentative Research Paper Due (Discussion Board before**

**11:59PM on Wednesday, May 15)**

**Finals (5/16-5/22): TBD**

**Analytical Paper** – **Queer Theory**

**Due 3/4 (Rough Draft) & 3/11 (Final Draft)**

**Overview**

The purpose of analytical writing is to argue your interpretation, perspective, point of view, or slant on particular works. It should lure people to your way of thinking or, at the very least, to make them aware of your views. You should not include summaries or personal experiences. Instead, you should show your own critical understanding of at least three texts we read in class—what you think of them. These texts should provide a contextual framework for your essay on a feminist theme. You should shape your subject matter in a sophisticated and persuasive way. You should consider subject, occasion, and point of view as readers and writers for a general audience. You should narrow down your topics by a theme. Then you must make a solid argument that contains several main ideas that support your purpose. For instance, you might explore the theme of gender and queerness in relation to terrorism. You might decide to discuss the rise of homonationalism and queer assimilation. What are the connections between theories of gender, sexuality, race, and nation under colonialism? Why is there more queer acceptance in capitalist countries that are subservient to imperial ideologies and practices? Why were queer people not allowed into the country until 1990? You could discuss the politics of reproducing the nation in terms of racial purity, heteronormativity, and patriarchal norms. One of these ideas could be your focus and argument. However, then you must find specific passages from the texts that show this argument. You must use specific textual evidence--quote and/ or paraphrase--to support your central arguments. You must explain and analyze why you are using the passages to build your arguments in all paragraphs. For this reason, you should not under-quote or over-quote material. All of your citations for passages should be cited according to MLA format (see the citation guide in the argumentative research paper assignment for further assistance).You should organize your essay in a way that shows your introduction, purpose, point of view, audience, central argument and main ideas, forms of supporting evidence, and conclusion. You should check for coherence within and between paragraphs, as well as proofread your work for errors in grammar, punctuation, sentence structure, and spelling. You should think hard, think deep, and write an analytical essay of approximately six to eight pages. You should submit all drafts and peer reviews. This essay comprises 30% of your grade. Your paper should be double-spaced, typed, and stapled, have one inch margins all around, be 12 point Times New Roman font, and have a proper heading with your full name, my full name, the full course title and section, date, and a title.

**Reading and Drafting Guide**

• You should check the passages you highlighted, underlined, and or annotated while reading.

• You should refer to specific realizations you have come across while reading.

• You should record the passages that you find intellectually stimulating.

• You should demonstrate why passages are essential to your interpretation by providing your own critical insights/ reasons.

• You should ask yourself the following questions: “what,” “how,” and “why”—what something is, how something happens or should happen, and why something exists or occurs. What is your topic? How can you argue your stances on the topics by giving examples and using the texts? Why are you arguing for this stance, and are you analyzing the reasons you provide?

**Argumentative Research Paper** – **Queer Theory**

**Paper Due: 5/12 (Rough Draft) & 5/15 (Final Draft)**

**Overview**

Research is not a type of essay on its own. Research merely assistsin supporting a central argument. Many of you might feel overwhelmed by information and allow it to outweigh your own ideas. However, you should not rely exclusively on quoted passages. Instead, you should develop your own ideas and reasons. Your goal is not to string information together, but rather to write a coherent, argumentative essay—one that embodies your ideas about three scholarly peer-reviewed articles you find independently to support your ideas. You may wish to write an initial draft before you incorporate research, and then supplement your ideas with the information you have found and synthesized. You should research a queer issue or movement in a country or region of your choice. You can define “queer” in any way you want across the LGBTQQIA spectrum so long as it involves challenges to normative gender and sexuality (i.e., misgendering, bathroom politics, chosen families, nonbinary identities, biphobia, corrective rape, parenting, communes, etc.). Pick a topic that interests you about which you wish to know more. If you care about your topic, your essay will be easier for you to write. Your data should come from the library journals or databases. Your sources should have an author, journal title, volume, issue, and year. You should not use newspaper articles or magazine articles, unless they are supplemental and related to current events. You also can use books and documentaries as supplemental sources. You must be able to examine scholarly journal articles and determine their relevance to your paper. You must develop your own ideas and topics, follow your beliefs and passions, and strengthen your ideas with outside sources. You may pick any queer issue or movement to research so long as you three scholarly peer-reviewed articles, make your own arguments, and provide several reasons for your arguments. You should get assistance from librarians and come to me for help as you begin to work on your projects. All projects must be revised and proofread before handed in.If you plagiarize, the project will receive a failing grade. Your project must be eight to ten pages. You should submit all drafts and peer reviews. It comprises 40% of your grade. Your paper should be double-spaced, typed and stapled, have one inch margins all around, be 12 point Times New Roman font, and have a proper heading with your full name, my full name, the title and section of the course, the date, and a title.

**Grading Checklist**

•This project has a clear argumentative statement. Each body paragraph raises a supporting point. Each body paragraph has a topic sentence that clearly encapsulates the point of the paragraph and connects it to the central argument.

•The research is smoothly incorporated into your project. Nothing seems to have been forced in arbitrarily. All quotes need to be introduced, explained, and connected to support the topic.

•Every piece of information has a clear citation within the text. You have not plagiarized.

•There is a Works Cited page that is formatted according to MLA or other citation rules.

•The project has been proofread for errors.

You should submit all drafts and peer reviews. Late papers will be penalized.

**Grading Checklist**

•You should write an introduction that has a strong hook or captivating opening (i.e., quote, anecdote, or question).

• You should synthesize your central arguments and main ideas.

• You should write in a professional tone by removing or revising personal experiences and reflections. Instead, you should focus on social and cultural commentary about the texts for your body/ middle paragraphs.

• You should save passages from the texts you enjoyed and used in your journals, yet locate additional passages that further support your critical insights.

• You should explain and analyze why the passages you chose are important. You should support your claims by adding additional topic paragraphs.

•You should smoothly incorporate the article into your critical analysis. All quotes need to be introduced, explained, and connected to support the topic.

•You should have a clear citation within the text. You should not have plagiarized.

•You should have a Works Cited page that is in MLA for another citation format.

• You should include a conclusion that neither summarizes your introduction nor includes topics that you did not discuss in your essay.

•You should develop and organize your sentences and paragraphs coherently, with clear topic sentences, a clear focus, and strong examples.

•You should revise your essay and eliminate any grammatical and mechanical errors.

**Citation­­ Guide**

•Remember to include all drafts.

•Remember to include a proper heading.

•Remember to craft a creative title. (i.e., “Argumentative Research Paper” and “Queer Liberation March” are not creative).

•Remember to do parenthetical references in MLA format. For instance, according to MLA format, all references should have the author and the page from which you are citing in parentheses followed by a period. For instance, Jane says,

“. . .” (Doe 56). If “Doe” is in a sentence, just write the page number. For instance, Doe writes, “. . .” (56).

•Remember a passage that is more than four lines long needs to be indented.

•Remember that periods and commas always go in quotes and that only quotes within quotes have single quotes.

•Remember to do a Works Cited page. No secondary sources are required, but if you wish to use them, you can do so.

For a book, the MLA citation is:

Brady, Evelyn et al. *In the Footsteps of Anne: Stories of Republican Women*

*Ex-Prisoners*. Belfast: Shanway Press, 2011.

For an article in a book, the MLA citation is:

James, Joy. “Framing the Panther: Assata Shakur and Black Female Agency.”

*Want to Start a Revolution?: Radical Women in the Black Freedom Struggle*. Ed. David F. Gore, Jeanne Theoharis, and Komozi Woodard. New York: New York University Press, 2009. 138-160.

For a journal article, the MLA citation is:

 Butler, Judith. “Critique, Dissent, Disciplinarity.” *Critical Inquiry*. 35.4. (Summer

2009): 773-795.

For a website, the MLA citation is:

 Goodman, Amy. “Deportations Continue Despite Review of Immigrants with

Family Ties.” *Democracy Now!* 7 June 2012. Headlines. <www.democracynow.org>.

**Reader and Peer Response Journal**

**Overview**

I am requiring you to do biographical and reflective responses, the first of which should be about yourself and the second of which should be about the reading (indicated in the schedule of assignments). You may write about whatever you want so long as it incorporates what you learned, what you were thinking, or how you felt after doing the specific readings so long as it is not a summary. For instance, you may write a response arguing about the irrelevance of “sex” as a classification system due to its synonymous equation with “gender.” I am looking for your own thematic analysis. Please try to incorporate the main points presented in the reading, critiques of the viewpoint, support stance, and illustrate a deep understanding of concepts and topics discussed in the reading. Please incorporate data from it. You also respond to a few of your peers on their informal responses. Your responses should be informal and at least a paragraph to a page. Be sure to be respectful to your peers. Your responses comprise 10% of your grade.

**JSTOR Instructions**

Go to the library site, go to Databases, and find JSTOR. Use three articles from JSTOR for your research paper. Limit search to full text and scholarly peer-reviewed. You need these sources for a passing grade.

**Grading Criteria for Written Work**

A Applies to compositions that are clearly superior in their development and expression of ideas. An A paper may not be flawlessly proportioned or totally error-free, but it does all of the following:

• engages the topic thoughtfully and imaginatively; in addition to a detailed understanding of the topic, it has interesting, new or important insights to convey

• develops a thesis or idea using a logical structure; it has sound organization and offers detailed analyses of the evidence cited to support arguments

• uses sentences varied in structure and complexity to achieve a clear and eloquent expression of the ideas it discusses

• makes few or no mechanical mistakes (i.e. spelling, punctuation, grammar, etc.)

B Applies to good, solid and competent compositions. A B paper does most of the following well:

• responds intelligently to the topic with a clear thesis that is solid but not striking; ideas do not progress much beyond readings or classroom discussions

• is focused and provides an orderly progression of the argument or ideas, which are reasonable and anchored in examples drawn from readings and classroom discussions

• uses clearly written sentences, though the style may be slightly awkward at times

• makes some minor mechanical errors, but no major ones

C Applies to satisfactory compositions. A C paper usually:

• responds reasonably, if unimaginatively, to the topic; it may have a weak or fuzzy thesis and show some confusion about the topic

• shows some sense of overall structure, but the organization and connection between ideas may not always be clear; it may ramble at times and does not adequately back up points with evidence from readings or class discussions

• uses understandable if not always eloquent sentences; some sentences may not accurately or clearly convey the ideas being presented

• makes many minor mechanical errors and distracting mistakes (words are missing, diction is inconsistent); proofreading is weak

D Applies to less-than-satisfactory compositions. These papers usually lack the coherence and developments of C papers and exhibit significant deficiencies. In addition, a D paper often:

• offers a simplistic or inappropriate response to the topic; the thesis is usually missing or may be entirely incorrect (a serious misreading of a text, for instance)

• shows little sense of structure and organization

• makes frequent and serious mechanical errors that impede communication and understanding

F Applies to papers with serious weaknesses in many errors. An F paper shows severe difficulties in writing. It:

• offers little substance and may disregard the topic’s demands

• lacks any focus, organization, or development

• misuses words and contains abundant mechanical errors

• is plagiarized in part or as a whole

Adapted from Harry Edmund Shaw, “Chapter 5,” in *Teaching Prose*, Ed. Fredric V. Bogel and Katherine K. Gottschalk. New York: W.W. Norton, 1984.