



WGS 199
CRN 36822
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LLC 123
Spring 2017
University of
Oregon
Dr. Edmond Y.
Chang



"One goes to college to learn, it seems, not to think. When one enters the portals of learning, one leaves the dearest pleasures--solitude, books and imagination--outside with the whispering pines. I suppose I ought to find some comfort in the thought that I am laying up treasures for future enjoyment, but I am improvident enough to prefer present joy to hoarding riches against a rainy day."
—Helen Keller

FEMINIST, ACTIVIST, AND SCHOLAR bell hooks wrote, "I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...[a conception of] education as the practice of freedom...education that connects the will to know with the will to become. Learning is a place where paradise can be created." The continuing purpose of the LGBTQIA+ Scholars Academic Residential Community (ARC) colloquium is to provide a year-long opportunity for you to engage and mentor one another, to meet and interact with visiting scholars, activists, and groups, and most importantly, to examine and discuss gender, sexuality, race, and other identities as they intersect with your academic and university life. You will explore what it means to be a student at the university through discussion, films, speakers, and reading, thinking, and writing about your personal and academic experiences. In other words, this colloquium engages and explores what it means to be an active participant in the classroom, on campus, and in the communities at the university and beyond.

A REQUIREMENT for this class is a well-developed curiosity and a willingness to explore and interrogate interdisciplinary lines of inquiry. Specifically, our course goals include:

- We will consider, discuss, and reflect on how your identities and social locations contribute to or challenge your academic work and university experience.
- We will explore various academic and community events and resources on campus, specifically to investigate different majors, minors, and areas of study.
- We will consider questions and intersections of race, gender, sexuality, ability, class, nation, culture, and power.
- We will use lived experience and popular culture as vernacular theory to think, talk, write, and interrogate the world around us.
- This is the **third of three quarters** of the year long LGBTQIA Scholars Colloquium. Passing all three quarters satisfies 4 credits toward the Queer Studies Minor.

WE WILL spend the quarter asking and addressing difficult, challenging, and sometimes discomfiting ideas, questions, and topics, focusing on different identities, bodies, histories, desires, experiences, and even struggles and violences. Whether on the page, screen, on campus, or in the community, we will explore and engage multiple perspectives, levels of familiarity with the material, and heady and heartfelt responses. In other words, our class will be a safe, respectful, but not necessarily comfortable space. While pushing boundaries and comfort zones are essential to critical thinking, making connections, and intellectual and personal freedom, see me with concerns and queries, for reasonable accommodations, and for further resources on campus.

"First sentences are doors to worlds."
—Ursula K. Le Guin

"You have some queer friends, Dorothy...The queerness doesn't matter, so long as they're friends."
—L. Frank Baum, *The Road to Oz*

"Imagination is more important than knowledge."
—Albert Einstein



Required Course Texts & Materials

- Short readings will be available via Canvas.
- Web access and an active University of Oregon email account.



Requirements & Grading

Your grade should not be the sole exigence or motivation for this class. It is the hope of the course that you walk away from the colloquium with something more. Find some pleasure and some edification and some knowledge from this class (or any class really) and success is usually not far behind. With that in mind, your grade will be a reflection of engagement, effort, close reading, critical thinking, writing, and participation.

Course

Requirements

Personal Log	(10%)
Colloquium Project	(30%)
Academic Plan & Advising Conference	(10%)
Class Participation	(50%)

Personal Log (10%)

Each week you will engage various texts, activities, presentations, and events in class and on campus. You will be required to keep a weekly (or so) “personal log.” Log entries will be short reactions, responses, meditations, and provocations that address the week’s ideas, discussions, and experiences. Logs will be posted each week to the class blog. These weekly logs will be evaluated on completion and your critical, analytical engagement with the prompt.

Colloquium Project (30%)

Over the course of the quarter and the year, the class will collaborate on exploring, researching, developing, creating, and presenting a colloquium project. The goal of the project integrates what you have explored and experienced, that draws on specific terms, concepts, or ideas from the class, and that addresses an issue important to the ARC, the university, and beyond. Over the course of the year, you will brainstorm, research, and generate the overall project idea, a timeline, and assign individual and group roles and responsibilities. You will prototype and implement the project, producing all written, working, and promotional materials. Finally, in spring, you will present and promote the project, particularly as part of the UO Undergraduate Symposium. The project will be graded on completion, collaboration, and quality of work.

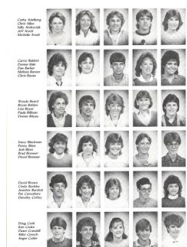
Academic Plan & Advising Conference (10%)

Over the course of the quarter and the year, we will be exploring different areas of study, departments, academic majors, minors, and their respective requirements. You will be required to generate an academic plan, a tentative sketch of your course of study for the academic year and your plans for exploring and declaring a major. You will be required to schedule a one-on-one conference with me or an academic advisor in your desired degree program. And you will share what you developed and discovered with the class.

Participation and Preparedness (50%)

Preparedness and participation forms a large component of your final grade. It is essential that you prepare for class, attend class, and participate. Missing class may seriously compromise your ability to do well in this class. Moreover, negative participation will hurt your participation grade. Participation is determined by 1) your **respectful** presence in class and interactions with me and others, 2) your **willingness** to discuss, comment, and ask questions, 3) your **preparation** for class, including bringing required materials to class and doing all of the assigned reading, 4) your **engagement** in presentations, group work, and events, including service days, UO Pride Week, and the Undergraduate Symposium, and 5) your care and use of the class *Canvas*—henceforth called the “class blog”—bookmark the address, check and comment regularly, think of the blog as an extension of class: <https://canvas.uoregon.edu/courses/85776>.

“A little learning, indeed, may be a dangerous thing, but the want of learning is a calamity to any people.”
—Frederick Douglass



“The more you find out about the world, the more opportunities there are to laugh at it.”
—Bill Nye

“My mother said I must always be intolerant of ignorance but understanding of illiteracy. That some people, unable to go to school, were more educated and more intelligent than college professors.”
—Maya Angelou

Pass/No Pass

Please note that the grading method for this class **can be set** to Pass/No Pass. Classes offered Pass/No Pass only are noted on the final grade report as P or N. Although no letter grade is posted, to earn a Pass means to complete the course with a Satisfactory overall grade in the class (C- or above for undergraduate work, B- or above for graduate work).

Attendance

Attendance is required. If you are absent, you miss the explanation of an assignment, the discussion of a reading, the chance to participate, and overall, the class as a community of learning. Also, you are expected to be in class on time. Class will start immediately at the appointed time. In the first minutes of class I may make important announcements, establish the agenda for the day, begin immediately with an important lesson, or field questions. If you come in after we start class, even by only a few minutes, you are late and will be mark as such. Chronic or conspicuous attendance problems will negatively affect your overall participation grade for the class. **Moreover, absences for more than 4 class sessions (50% of class time or more) will result in a failing grade regardless of reason. There are no excused or unexcused absences.** If you know you are going to or must miss class, please let me know (via email) as soon as possible and make any necessary arrangements. When you do miss class, always find another student to get class notes or see me during office hours in order to make up missed work in a timely manner. You are always responsible for all material covered during your absence.

Assignment Format

All papers must be typed or produced on a word processor. All documents should be saved in Microsoft Word format (or if necessary Rich Text Format).

All papers must follow the manuscript format outlined by the assignment. Unless instructed otherwise, **all papers must use MLA citation and documentation conventions.** All papers must be neatly printed (in black), stapled in the top, left-hand corner if necessary, and should not be three-hole punched. Papers that do not follow these format guidelines will not be accepted. They will be returned unread to you. Papers will be regarded as late until they are resubmitted in the proper format.

Always make a backup copy of every paper you turn in, lest you be one of the unhappy people whose paper is eaten by the computer. You may even want to take the precaution of e-mailing your paper to yourself as an attachment at least a couple of times during the drafting process and certainly **BEFORE** you exit the document for the last time and leave the computer. This way, even if you lose your flash drive or your paper gets mysteriously erased, you still have a copy in your e-mail files.

Evaluation Rubric

Over the course of the semester, your assignments will receive feedback and comments that will identify what you are doing well and what still needs improvement. Your grades assess your fulfillment of the assignment, the quality of work, detail, analysis, and argumentation, overall effort, and finally, style, polish, and risk taking. Consider the following evaluation rubric as signposts or a kind of legend to your progress and evaluation:

- **Outstanding (A/A+):** Offers a very highly proficient, even memorable demonstration of the trait(s) associated with the course or assignment goal(s), including some appropriate risk-taking and/or creativity.



MLA Paper Formatting

1) 1" margins top, bottom, left, and right on each page.

2) Single-spaced block header on the first page only with your name, date, course, my name:

Student Name
LGBTQIA Colloquium
April 5, 2017
Chang

3) Appropriate title.

4) Print single-sided. Papers are double-spaced with paper page numbers in the upper right hand corner; no extra space between paragraphs.

5) Standard Times Roman Font, 12 point only.

6) Correct MLA citation and bibliographic format. A paper turned in without a bibliography automatically fails and will be returned with no comments.



Late Assignments

All assignments must be done completely and turned in on time. Late assignments will be penalized half a grade for every day that they are late. So, if your essay is late by one day and you received a B- for your work, then your final grade would be a C+. Moreover, I will not comment on late work. However, you still need to complete late work or you will receive a zero. If you miss class on the due date of a paper, you must notify me and make arrangements to get the paper to me as soon as possible. **Unless previously arranged, I DO NOT accept assignments via email.** Remember that a paper has not been officially handed in until it is in my hands. Never turning anything in late is always the best policy.



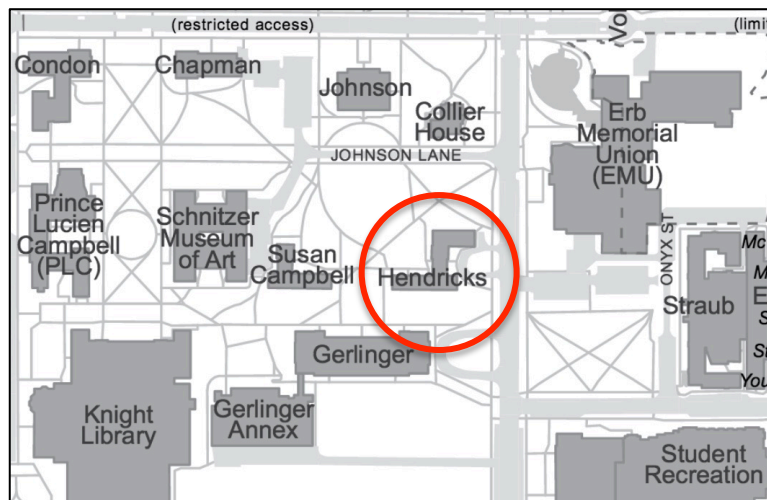
Contact Ed

Office:
322 Hendricks
Office Hours:
Mon 2-3:30 PM
Tue 10:30 AM-12 PM
or by appointment
E-mail:
echang@uoregon.edu
AIM or Google Talk:
EDagogy

- **Strong (B+/A-):** Offers a proficient demonstration of the trait(s) associated with the course or assignment goal(s), which could be further enhanced with revision, additional support, and creativity.
- **Good (B-/B):** Effectively demonstrates the trait(s) associate with the course or assignment goal(s), but less proficiently; could use revision to demonstrate more skillful and nuanced command of trait(s).
- **Acceptable (C/C+):** Minimally meets the basic course or assignment requirement, but the demonstrated trait(s) are not fully realized or well-controlled and would benefit from significant revision.
- **Inadequate (D/D+):** Does not meet the course or assignment requirement; the trait(s) are not adequately demonstrated and require substantial revision on multiple levels.

Finding Help

My office and office hours are listed in the left sidebar. I am available during that time and by appointment to help you. I encourage you to come see me early in the quarter even if it is just to talk about the class, about the assignments, or about school in general. I may ask you to meet with me when I think a conference would be useful. My office is located on the third floor of Hendricks Hall (southeast of the EMU), Room 322. See <http://map.uoregon.edu/>.



I am also available electronically by email and the course blog. Email and the blog are the best means of contacting me. I will do my best to answer your emails and blog posts, usually **within twenty-four hours**. If there is an emergency and you need to reach me, please contact the main WGS office in 315 Hendricks Hall. Furthermore, when time permits, I will supplement my office hours with virtual hours via AOL Instant Messenger or Google Talk (**nickname: EDagogy**); if I am logged in, during reasonable hours, you are more than welcome to discuss the class or ask questions. Please, when you initiate an IM conversation for the first time, please identify yourself to me; also, be **patient** because my responses may not be immediate.

You can find additional writing and academic help at the Teaching and Learning Center on campus, a good resource for this class and other classes. The TLC is located in 68 Prince Lucien Campbell (PLC) Hall and offers a variety of services including help with reading, papers, brainstorming ideas, and research. See <http://tlc.uoregon.edu/> to make an appointment and for more information. Further resources, both on- and off-campus can be found on the Links page of the course website:

<http://www.edmondchang/courses/lgbtqiascholars/links.html>.



Learning (With) Technology

Unless you have an official accommodation, the use of technology in our classroom is a privilege, not a right. Mobile devices like phones, media players, and cameras should be off and put away. Computers and tablets should be used for note-taking, in-class work, and readings only. Print is generally preferred for course texts and readings, but full-size e-versions are acceptable provided the student is able to readily highlight, annotate, and index. Finally, be conscientious and respectful in the use of the course website and social media and post no material from class to the internet or non-class sites without explicit permission from the instructor and the class. Keep in mind these three rules:

- 1) Use the Right Tool for the situation and the task—keep it simple and elegant,
- 2) Practice Best Practices—it must improve or enhance your learning,
- 3) Be a Good Neighbor—it cannot distract or detract from others' learning.

Inappropriate use and abuse of technology in class will result in the taking away of technology privileges for the offending student and/or class as a whole.

Academic Integrity

All students are required to uphold the highest academic standards. Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing—as long as you cite them. Many students do not have a clear understanding of what constitutes plagiarism, so feel free to ask questions at any time. For our class, plagiarism includes:

- a student failing to cite sources of ideas
- a student failing to cite sources of paraphrased material
- a student failing to site sources of specific language and/or passages
- a student submitting someone else's work as his or her own
- a student submitting his or her own work produced for another class

If you have any doubt about how to cite or acknowledge another's writing, please talk to me. Any plagiarism or academic dishonesty will result in failure of this course. It is always better to be safe than sorry. Please review the University of Oregon's Guidelines for Plagiarism at <http://libweb.uoregon.edu/guides/plagiarism/students/>.

Accommodations

Please let me know in the first week of class if you require academic accommodations based on a disability registered with Accessible Education Services. The University of Oregon is an inclusive learning environment. For more information, contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or <http://aec.uoregon.edu/>.

Harassment, Discrimination, and Sexual Misconduct

The University of Oregon is committed to ensuring that all students have access to a quality learning experience and the opportunity to pursue their academic goals in a safe, supportive, and inclusive learning environment. Any form of sexual harassment, sexual assault, relationship violence, and gender-based stalking and bullying is contrary to the community values of the institution. Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, and so on. As your instructor, I have a mandatory reporting responsibility and am required by law to share with the University any information regarding sexual misconduct or information about a crime that may have occurred on campus. For more information about policies and resources or confidential reporting options, see the Office of Affirmative Action & Equal Opportunity: <http://aaeo.uoregon.edu/sexual-harassment-assault> or the Dean of Students' page on Student Conduct & Community Standards: <https://uodos.uoregon.edu/StudentConductandCommunityStandards.aspx>.

"My parents are both college professors, and it made me want to question authority, standards and traditions."
—Maya Lin



"A geek is a guy who has everything going for him but he's just too young. He's got the software but he doesn't have the hardware yet."
—John Hughes

"Now go, and make interesting mistakes, make amazing mistakes, make glorious and fantastic mistakes. Break rules. Leave the world more interesting for your being here. Make good art."
—Neil Gaiman

**syl-la-bus: n 1: a summary outline of a discourse, treatise, or course of study or of examination requirements
2: subject to change***

Chang / LGBTQIA Scholars / Spring 2017 / University of Oregon

*As a class, we will collaboratively populate the class schedule over the course of the quarter and the whole academic year, including in-class discussions and activities, guest speakers, campus resource presentations, and on- and off-campus events. TBD means To Be Determined.

Week 1: April 3-7

Introduction to the Course & Syllabus
Personal Logs
Colloquium Project Planning

Week 2: April 10-14

Colloquium Project Work
TBD

Week 3: April 17-21

Colloquium Project Work
TBD

Week 4: April 24-28

Colloquium Project Work
Submit Final Wearable

Week 5: May 1-5

Colloquium Project Work
Complete Promotional Material
TBD

Week 6: May 8-12

Colloquium Project Work
Complete Promotional Material
TBD

Week 7: May 15-19

Colloquium Project Final
Prepare for the Undergraduate Symposium

Week 8: May 22-26

TBD

Week 9: May 29-June 2

TBD

Week 10: June 5-9

Last Day of Class Potluck

Week 11: June 12-16

Last Day of Instruction 3/17
Final Exams Begin 3/20

Keep up with the Personal Logs.

May						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Mon 4/3
First Day of Classes

April						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Mon 5/29
Memorial Day
Holiday

June						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Academic Plan Due

Last Day of
Instruction 6/9