

Queer Studies 400

Senior Seminar: Crip Theory



Contact Information

Instructor: Bill Kirkpatrick
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Course Summary and Learning Goals

This is a capstone course for the QS concentration. The theme for this iteration of QS400 will be "Crip Theory," the intersection of queer theory and critical disability studies.

Learning Goals:

- Master key concepts in queer theory.
- Make connections among different modes of inquiry in the field of Queer Studies.
- Learn to apply a Queer Studies lens to the liberal arts.
- Conceive and complete an original creative or scholarly project, informed by key concepts in Queer Studies.
- Present senior seminar project to members of the Queer Studies community.
- Participate in a learning community devoted to mutual support and collaboration.

Required Texts (available in the Denison Bookstore)

- McRuer, Robert. *Crip Theory: Cultural Signs of Queerness and Disability*. New York University Press, 2006.
- McRuer, Robert and Anna Mallow, eds. *Sex and Disability*. Duke University Press, 2012.

Assignments

All assignments must be completed in order to pass the course.

Midterm (Podcast Project) due 4/9	30%	Class Engagement	15%
Final Project	30%	Community Engagement	5%
Reading Notes (DERNs)	20%		

Grade Scale

A	=	93 - 100%	C	=	73 - 76.9%
A-	=	90 - 92.9%	C-	=	70 - 72.9%
B+	=	87 - 89.9%	D+	=	67 - 69.9%
B	=	83 - 86.9%	D	=	63 - 66.9%
B-	=	80 - 82.9%	D-	=	60 - 62.9%
C+	=	77 - 79.9%	F	=	0-59.9%

Policies and Expectations

You and Me: I strongly encourage you to come to office hours, if only to introduce yourself more fully—I love getting to know students better. Furthermore, I am committed to making our class and the Denison community a respectful and inclusive environment; if I could do be doing better in this respect, I am grateful to learn from you.

Attendance: Your attendance and participation are integral to the success of the course as well as your own personal achievement. I will be taking attendance daily, and missing class or failing to participate constructively will definitely impact your class engagement grade. You are responsible for all class content from days that you have missed.

Lateness: Be in your seat and ready to begin class at the scheduled start time. Do not come in late without a valid, unavoidable reason.

Engagement: The primary responsibility for creating a productive and enjoyable class rests with you. Your active engagement affects not only what you but also what your classmates get out of the course. Merely attending and taking notes will not be enough to do well in this course.

Preparation: Always bring that day's readings to class with you—failure to do so will result in your being counted as absent for the day. The syllabus will always state clearly what you should read prior to each class, which assignments you should hand in, etc.

Written Work: Except as otherwise indicated, all written work must be typed (double-spaced), spellchecked, and proofread. Failure to run your work through a spellchecker (one more time before printing is a good

idea) will automatically result in the equivalent of a letter-grade deduction on that assignment. Multi-page documents must be stapled—I will not accept unstapled work.

Grades: All assignments must be completed in order to receive a passing grade. The calculation of your grade will be based on a 1,000-point scale, and the weight of each assignment is listed above. If you are concerned about your grade, come talk to me as early as possible. Late assignments will be penalized a half-grade per day (e.g. B+ to B).

In-Class Behavior: You may not eat in class (beverages are okay). You may not leave class except in actual emergency situations—no casual trips to the restroom or water fountain.

Electronics: You may not use computers/tablets/phones in class. Your phone must be turned off and put away during class. If you absolutely must have your phone on for some reason, talk to me at the beginning of the semester or the particular class session.

Email Policy: I use email to send out announcements, changes in the syllabus, reminders about due dates, etc. It is your responsibility to check your email/Notebowl regularly to keep up-to-date with these announcements. During normal class weeks I promise to answer all time-sensitive email from students within 24 hours (36 hours on weekends) and will hold you responsible for any announcements made via email within 24 hours of the announced change (36 hours on weekends).

Accessibility and Special Accommodations: It is important that the course be accessible to all students. If you need any alternative accommodations in the curriculum, instruction, or evaluation materials and procedures in order to participate fully in the course, or if there are any external issues that may affect your work in this course, please contact me privately as soon as possible to discuss your specific situation.

Academic Honesty: You may not turn in substantially similar work in two classes without the express consent of both instructors. Plagiarism in any form will not be tolerated: do your own work and cite all of your sources correctly. You are encouraged to use the resources available in the library system and the Writing Center to guide your research. In addition, I call your attention to Denison's statement on academic integrity:

"Proposed and developed by Denison students, passed unanimously by DCGA and Denison's faculty, the Code of Academic Integrity requires that instructors notify the Associate Provost of cases of academic dishonesty, and it requires that cases be heard by the Academic Integrity Board. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated.

"Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly.

"For further information about the Code of Academic Integrity see <http://www.denison.edu/about/integrity.html>."

Criteria for Class Participation

Points	Criteria
59 or below	<ul style="list-style-type: none"> • Disruptive, distracted. • Frequently engaged in side conversations. • Spends significant amount of time texting on mobile phone or surfing the Internet.
60-69	<ul style="list-style-type: none"> • Present, not disruptive. • Demonstrates little non-verbal evidence of paying attention and/or rarely contributes to discussion • Engages in side conversations and spends time texting and/or surfing the Internet.
70-79	<ul style="list-style-type: none"> • Demonstrates ongoing non-verbal evidence of paying attention (e.g. taking notes, looking alert) but does not contribute to class discussion • Contributes on occasion, but offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). • Demonstrates sporadic engagement (e.g., distracted by side conversations/texting).
80-89	<ul style="list-style-type: none"> • Demonstrates good preparation: knows reading facts well, has thought through implications of them. • Offers questions, interpretations, and analysis of reading (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing engagement.
90-100	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed reading exceptionally well, is able to relate it to other material (e.g., other course materials, readings, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of readings and/or asks critical/thoughtful questions • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, etc. • Demonstrates ongoing very active engagement.

Reading Notes (DERNs)

Ten times over the semester, you should hand in your reading notes. This has several purposes, including helping you engage effectively with the reading and gauging how well you are understanding the material. This also helps foster good class discussion: with such a small class, it's crucial that everyone come prepared and ready to discuss. With that in mind:

- For each day's reading, please use a specific note-taking method called "Double-Entry Reading Notes" (DERNs). A separate handout will explain how to take notes in this style.
- Between Jan. 24 and Mar. 28, you must turn in a total of ten DERNs; one of these *must* be on Feb. 28 for Robert McRuer's chapter "Crip Times." This gives us the best chance of having productive discussion each day while still giving you a fair amount of flexibility and autonomy in managing your workload.
- DERNs will be collected at the end of each class period. You may **not** turn in your notes after that point: no exceptions, period. If I don't have them by the time I walk out of the room after class, then you will not receive credit for them.
- You may make the notes as long and detailed as you wish, but they should be clearly organized in the DERN format. Most readings can be summarized effectively in two single-spaced pages.
- The daily notes do not need to be typed but they must be legible; I reserve the right to insist that your notes be typed if I cannot read your handwriting. Multi-page notes must be stapled. I will give only minimal feedback on these daily DERNs, but I will skim through them and grade them as **✓+**, **✓**, **✓-**, or **0** (if they are done so poorly that they don't reflect minimal acceptable engagement with the reading, or if they are on the wrong reading). Cumulatively these will be worth 20% of your final grade, with each **✓+** worth 20 points, each **✓** worth 15 points, and each **✓-** worth **10** points.
- The DERNs will be graded primarily on your demonstrated effort to comprehend, synthesize, and apply the reading. To do well, you should summarize the authors' points in your own words (do not simply quote their words) and then seek to apply or extend those ideas to your own examples, connect them to other readings, or challenge them using your own reasoning.
- See the separate handout for more information on completing the DERNs.

Community Engagement

Over the course of the semester, I will alert you to speakers and events that are relevant to the class. You may also suggest opportunities as you learn of them. You must attend two such events; for each, please summarize the event and connect it to class theory and concepts (maximum 250 words). Gateway criteria apply. Your summary is due on NoteBowl at the latest one week after the event. Each summary is worth 2.5% of your grade (25 points out of 1000).

Extra credit (2%) may be obtained by attending and summarizing a **third** event if one those three events is either an MLK Day activity or Robert McRuer's colloquium on Feb. 28.

Daily Schedule

Readings should be completed by that day's class, and you should come prepared to discuss them. You *must* bring each day's reading to class, including your own printout of readings on Notebowl.

* = a DERN may be written on this reading

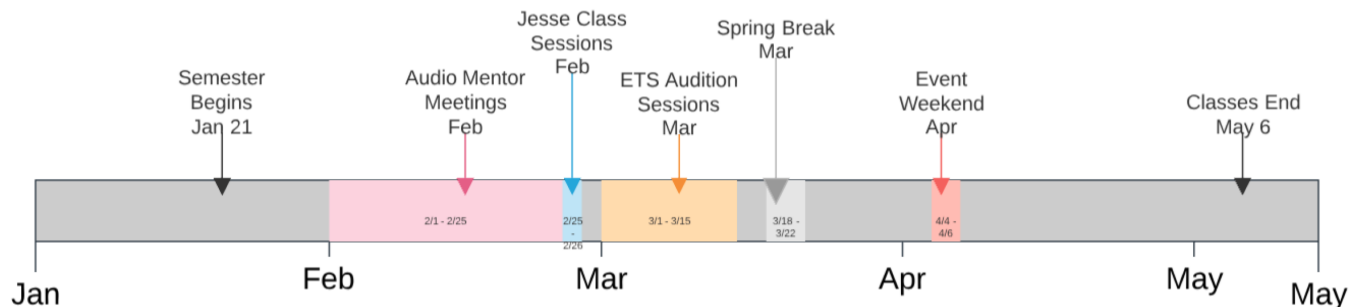
CT = McRuer, *Crip Theory*; S&D = McRuer and Mollow, *Sex & Disability*; all other readings will be on NoteBowl

Jan. 22	Why Crip Theory?		
Jan. 24	Studying Disability I	<u>Read:</u>	*Davis, "Constructing Normalcy" Shakespeare, "The Social Model of Disability"
Jan. 29	Studying Disability II	<u>Listen:</u> <u>Read:</u>	<i>This American Life</i> , "81 Words" *Foucault, <i>The History of Sexuality</i> , "Part Five: Right of Death and Power over Life"
Jan. 31	Studying Disability III	<u>Read:</u>	*Anders, "Foucault and 'the Right to Life'"
Feb. 5	Compulsory Heterosexuality	<u>Turn In:</u> <u>Read:</u>	Podcast ideas *Rich, "Compulsory Heterosexuality and Lesbian Existence"
Feb. 7	Compulsory Able-Bodiedness	<u>Watch:</u> <u>Read:</u>	<i>As Good As It Gets</i> (on reserve) *McRuer, <i>CT</i> , "Introduction"
Feb. 12	Normate Sex	<u>Turn In:</u> <u>Read:</u>	Final project proposal (email by 5:00 p.m.) *Wilkerson, <i>S&D</i> , "Normate Sex and Its Discontents"
Feb. 14	Representations I	<u>Watch:</u> <u>Read:</u>	<i>Sick</i> (on reserve) *Garland-Thomson, "Seeing the Disabled"
Feb. 19	Representations II	<u>Watch:</u> <u>Read:</u>	<i>Queer Eye for the Straight Guy</i> (2003, any episode, on reserve) *McRuer, <i>Crip Theory</i> , "Queer Eye for the Normate Guy"
Feb. 21	Economic Context: Neoliberalism	<u>Read:</u> <u>Turn In:</u>	Duggan, "After Neoliberalism?" (NB) *McRuer, "Crippling Queer Politics" (NB) Vox Pop idea (email by 5:00 p.m. okay)
Feb. 25	Jesse Dukes' talk (optional, highly recommended)		
Feb. 26	Prepping the Podcast Project Note: Jesse Dukes in class	<u>Read:</u> <u>Listen:</u>	Abel, "Amuse Yourself: Ideas" (NB) <i>Curious City</i> , "Boystown" <i>The Heart</i> , "The Beach" Nancy, "Different in Two Ways"

Feb. 28	Crip Times Note: Robert McRuer in class	<u>Meet:</u> <u>Read:</u> <u>Turn In:</u>	In Higley Auditorium *McRuer, "Crip Times" (NB) DERN on McRuer, "Crip Times"
Mar. 5	Case Study I	<u>Turn In:</u> <u>Read:</u>	Draft thesis and annotated bibliography for final project *Bell, <i>S&D</i> , "I'm Not the Man I Used to Be"
Mar. 7	Case Study II	<u>Read:</u>	*Kafer, <i>S&D</i> , "Desire and Disgust"
Mar. 12	Audio Editing Tutorial with Kelli van Wasshenova	<u>Read:</u> <u>Meet:</u> <u>Bring:</u>	Abel, "The Deep Sea: Sound" (NB) in Higley 325 (computer lab) Vox Pop audio
Mar. 14	NO CLASS: Bill Out of Town		
----- SPRING BREAK: MAR. 18-22 -----			
Mar. 26	Case Study III	<u>Listen:</u> <u>Read:</u>	<i>Radiolab</i> , "In the No (Part 3)" *Fischel, "Crippling Consent" (NB)
Mar. 28	Case Study IV	<u>Read:</u>	Davis, <i>S&D</i> , "An Excess of Sex"
Apr. 2	NO CLASS: Extra Office Hours		
Apr. 4	NO CLASS		
Apr. 5-7	PODCAST-A-THON		
Apr. 9	NO CLASS	<u>Turn In:</u>	Final podcast by 5:00 p.m.
Apr. 11	NO CLASS: Extra Office Hours		
Apr. 16	Project Workshop	<u>Turn In:</u>	1000 words of your final project by 5:00 p.m. on Monday, Apr. 15
Apr. 18	NO CLASS: Extra Office Hours		
Apr. 23	Project Workshop	<u>Turn In:</u>	2000 words of your final project by 5:00 p.m. on Monday, Apr. 22
Apr. 25	Project Presentations	<u>Prepare:</u>	Presentation for QS students and faculty of your final project
Apr. 30	NO CLASS: Extra Office Hours		
May 2	NO CLASS: Dinner at Bill & Anna's?		

FINAL PROJECT DUE MONDAY, MAY 13 (negotiable)

3 Days of Story 2019 Event Timeline



January

21st - Semester Begins

February

Date TBD - Professor will arrange for Audio Mentors to meet with their class via Zoom to discuss the assignment.

25th evening - Jesse Dukes talk/workshop on what he does to produce his own work

25th/26th - Jesse Dukes will be visiting classes

March

TDB - ETS will visit classes on scheduled dates to do an introduction to Audition session with the students

April - THE BIG EVENT

4th - Writing for Radio Workshops led by Jesse Dukes

4th evening - Event Kickoff

5th - Production & Mixing Workshops led by Jesse Dukes and Kelli Van Wasshenova (Denison ETS)

6th - Students will have access to labs on campus to work on their podcasts. Audio mentors and Denison ETS will be available that day to help as well. Students should be pretty far along with their podcasts before that morning.

6th evening - Each class will choose one podcast to submit to the judges and the showcase. Event Showcase & Closing Remarks