Local Waterway

Course Outline
(Syllabus to follow on September 7)

Dr. Scott Morgensen, Associate Professor, Department of Gender Studies

| Individual Meeting Hours: Monday 11am-5pm By Appointment Only; preschedule by prior Friday 4pm | Open/Live Meeting Hours: Weekly, TBA Email: scott.morgensen@queensu.ca |

Course Description
This course provides an introduction to methodologies in gender studies. We study Indigenous, Black, diasporic and transnational works that confront the coloniality of Western knowledge production and in this way model critically feminist, queer, and trans methodologies for our times. Rather than reading texts to understand their content or theory, we learn to read for their method. From this basis we learn and practice to think, discuss, evaluate, and write methodologically. By becoming ever more aware of how we take in and share out knowledge, we can more deeply invest the values and ethics of gender studies in how we come to comprehend and characterize the scholarship of others, and how we then will design, pursue, and realize our own scholarship.

Required Texts
- Playing with Fire: Feminist Thought and Activism through Seven Lives in India, Sangtin Writers (University of Minnesota Press, 2006)
- Butch Queens Up in Pumps: Gender, Performance, and Ballroom Culture in Detroit, Marlon Bailey (University of Michigan Press, 2013)

All books are in print and physical copies may be purchased online. Physical copies are on reserve at Stauffer Library, Queen’s University. Starting September 7, these copies will be available through GNDS 802 Reserves on the Queen’s Library website with the following degrees of access:

- Unlimited users, full download: Snorton, Stanley & Smith
- Limited users/download: McAdam (3 users, 15% download), Sangtin Writers (details TBA)
- Limited users, no downloads available: Speed (1 user per hour)
- No online access: Bailey

If you start reading before September, note these temporary, current limitations: Sangtin Writers (1 user per hour, no download); McAdam (1 user, 15% download); Stanley & Smith (currently no online access).

Online books are made available by independent agencies whose access rules vary and change. When you have questions about the degree or length of access for a particular book, please follow these steps: 1) read the FAQ of the independent agency providing access; 2) if the FAQ does not answer your question, email or call the Reserve Desk or Circulation Desk at Stauffer Library, Queen's University.
Course Schedule – Brief Overview

Week 1         September 8-11
Conditions of Knowledge
Reading: Reserve Articles/Chapters

Week 2         September 14-18
Producing Knowledge
Reading: Reserve Articles/Chapters

Week 3         September 21-24
Feminist Activist Ethnography and Transnational Indigenous Alliance
Reading: Speed, *Rights in Rebellion* Preface, Chapters 1-5 & assigned chapter + Reserve Articles/Chapters

Week 4         September 28-October 2
Transnational Feminist Activist Research Creation
Reading: Sangtin Writers, *Playing with Fire* introduction, Chapters 1-3 & 6, Postscript + Reserve Articles/Chapters

Week 5         October 5-9
Queer Historicity and Queering Archives
Reading: Reserve Articles/Chapters

Week 6         October 12-16
Blackness and Transness in the Afterlife of Slavery
C. Riley Snorton, *Black on Both Sides* Preface, Introduction, Chapters 1-2 & assigned chapter + Reserve Articles/Chapters

Week 7         October 19-23
Proposal Presentation

Proposal Due from October 23-30

Fall Break     October 26-30

Week 8         November 2-6
Performing Black Queer/Trans Life and Futurity
Reading: Marlon Bailey, *Butch Queens Up In Pumps* Chapters 1, 2, and an assigned chapter (TBA) + Reserve Articles/Chapters

Week 9         November 9-13
Indigenous Women and Methodologies of Resurgence
Reading: Sylvia McAdam, *Nationhood Interrupted* (entire book) + Reserve Articles/Chapters

Week 10        November 16-20
Trans Activist Scholarship on Abolition and Alliance
Reading: *Captive Genders* Foreword, Introduction, Bassichis, Young, Velasquez-Potts, Nair, Saffin, Lambel, Donahue, Oparah, Gossett, Tools/Resources & chosen selection + Reserve Articles/Chapters
Week 11       November 23-27
Final Discussion + Methodologies Presentation
(Re-)Reading: Selection of previously assigned articles or chapters

Week 12       November 30-December 4
Methodologies Presentation

Methodologies Essay Due from December 11-14

Remote Teaching and Learning

We are readying this year to enter a new reality of academic teaching and learning. While many specifics of our classroom procedure are being ironed out, I am excited by the many options and am winnowing them to a concise and handy toolkit for our work in graduate education. Details will follow in the final syllabus, but here is an outline of how our work will proceed.

- Each week, our instructional components will begin to be posted online Monday and some may be posted up to Wednesday afternoon. All live meetings with the instructor also will be scheduled between Monday morning and Wednesday afternoon. Among required live meetings attended only by students, some will be prescheduled by the instructor and others will be self-scheduled by students on a weekday between Monday and Friday.

- The major instructional components of this remote course are instructor lectures and student presentations. All will be posted by regular weekly deadlines as recorded visual presentations (i.e. PowerPoint and/or video) which students then may study on their own time.

- This course will be taught asynchronously. This means that there will be no standard, weekly class during which all students and the instructor must sign in to participate simultaneously.

- In place of a single, synchronous class, our course instead is structured around many, varied modes of live, shared learning.
  o In most weeks, all students will participate in a required online activity with a small group of students, which may involve shared study, assignment preparation, or structured discussion.
  o Every week, the instructor will host a weekly open office hour during which students may sign in for synchronous discussion of the week’s material. The time will vary from week to week to accommodate students’ varied time zones. All students will be required to sign in to a selection (but not all) of these scheduled weekly open office hours.
  o Students also always may request an individual meeting with the instructor during the hours posted at the top of the syllabus.

- Alongside these activities, a small set of short periods of synchronous learning will be required of all students (dates/times TBA), to include a first formal class meeting during Week 1, and discussion periods in those weeks when students post required presentations (Weeks 7, 11, 12).
Required Work – Brief Overview

Participation will be worth 25% of the final course grade. This part of your workload will be monitored through:

- participation in a portion of weekly open instructor office hours, selected by the student
- participation in all required small group meetings, and occasional online forums hosted on the course website (details TBA in the syllabus)
- participation in a small set of required synchronous sessions

These items together are worth 15% of the final course grade

- completion of two Class Presentations (completed with a co-presenter)
  - In most weeks of the class (Week 3-6, 8-10) two students will present assigned material by creating a PowerPoint (or similar) presentation to inform our learning
    - Before the start of the term, students will rank their preferred weeks for presentation and will be assigned two of their choices.
    - Students who would be interested to present the material in Weeks 1 or 2 alongside the instructor as co-presenter may request this as well.
  - Students who complete a Class Presentation are expected to read the entirety of their assigned text, even if the syllabus indicates that other students are required to read only selections.

The two Class Presentations together are worth 10% of the final course grade (5% each)

Scholarship will be worth 80% of the final course grade. This part of your workload will be monitored through:

- Weekly submission of a Close Reading of the main text, in answer to the Key Questions structuring our course (details TBA on the syllabus). (20% of final course grade)
  - Students completing a Book Presentation are not required to submit a Close Reading in the week that they present.
- Preparation of a Proposal for graduate research. (20% of final course grade) The Proposal is due in Weeks 6-7, either before or during Fall Break. Based on instructor feedback it must be revised and resubmitted in December as an appendix to the Methodologies Essay.
  - MA students follow the format of the MA Proposal described on the graduate program website.
  - PhD students will write an initial draft of the PhD project and its plan for research applications, following a model that will be fully developed the next term in GNDS 903 (Winter 2021).
- Preparation of a final paper, the Methodologies Essay, in which students examine methodologies drawn from the syllabus and from outside the course that inform, guide, or complicate the project presented in the Proposal. The paper is due after the end of instruction, between December 11-14. (40% of final grade)

Each item listed here will be explained in more detail on the final syllabus.