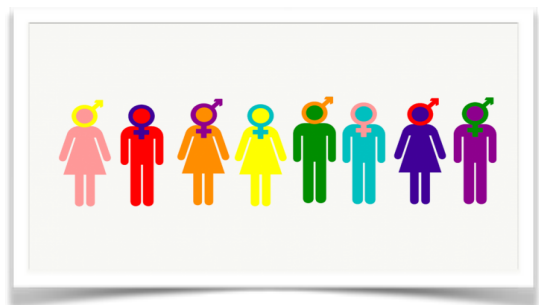


TRANSING TRANSGENDER STUDIES

CRN #### | CLASS DATES | CLASS TIME | CLASSROOM

Course Description



In 2014, trans actress Laverne Cox donned the cover of Time Magazine declaring the “transgender tipping point.” And yet, the rise in trans visibility has been situated precariously alongside a rise in trans vulnerability, particularly for those who are trans women, low income, and/or of color. Trans people experience social, economic, and political marginalization due to the lack of legal representation, barriers to gender-affirming healthcare, legal name and gender changes, physical spaces, and other

seemingly neutral administrative systems that enforce narrow binary categories of gender and force people into them in order to get their basic needs met.

This upper division, discussion-based course maps the terrain trans studies has and continues to face as it is incorporated into the academy as an academic discipline. Rather than simply examining the history and demographic trends of transgender populations as the object of study, however, this course challenges us to analyze the conditions upon which certain identities--and not others--fall under the rubric under which we consider trans. In other words, this course employs trans as a method of inquiry, investigating the formations of personhood that must transcend law, medicine, and society that make it possible for certain populations to live. Through these 13 weeks, we will examine the creation of fixed, binary identity categories to deconstruct, and perhaps trans, how they are imagined and materialized through an interdisciplinary framework. As such, this course introduces us to new and emergent literature in the field and related social science disciplines.

Instructor Information

Maggie Nanney

OFFICE

Office Hours:

mnanney@vt.edu

Course Goals

- Capacity to name, understand and use the fundamental concepts and theories to situate the history and contemporary positions within trans studies as a social movement and a discipline
- Demonstrate an understanding of how concepts of gender have differed across history and geography, and are key to thinking about 21st century U.S. practices of gender transformation
- Explore current and past activism through community collaboration
- Recognize the roles that systems of oppression play in the lives of marginalized genders by centering scholarship and knowledges produced by these communities and locate our own positions within such institutions

REQUIRED MATERIALS

For this class, you will need access the following books. All of the books are available **for free** on transreads.org. If you like to have physical copies of the books, they are available through the bookstore, Amazon or other retailers (I recommend using independently-owned stores like Powells). All other materials will be made available through our Canvas site.

- Stryker, Susan. 2017. *Transgender History: The Roots of Today's Revolution* (2nd ed). Berkeley, CA: Seal Press.
- Preciado, Paul B. 2013. *Testo Junkie: Sex, Drugs, and Biopolitics in the Pharmacopornographic Era*. New York, NY: Feminist Press.
- Reddy, Gayatri. 2005. *With Respect to Sex: Negotiating Hijra Identity in South India*. Chicago: University of Chicago Press.

*If there is a concern regarding the cost of course materials, please email me ASAP.

Class Format

This class is organized around a seminar-style discussion, though there may be an occasional speaker or activity in class.

Reading

Students will be assigned either a book or a combination of book selections + articles each week to prepare in advance of our designated meeting time. Assigned reading is listed daily in the course matrix. It is your responsibility to do the reading for every class. Please speak with me if there are any problems preventing you from doing so. To gauge reading comprehension, and to begin discussion in class, you will need to submit 1 discussion question on Moodle for each class. See the matrix for more information about good discussion questions.

Discussion and Participation

Because this course is largely discussion based, students are expected to be active participants in course discussions, contributing to the conversation and pushing our thinking with deep, analytical questions. There are a wide range of possibilities for getting involved, including:

- Active listening
- Answering questions posed by the instructor
- Summarizing readings or ideas when asked
- Responding to other students' questions
- Building on previous points made by others
- Raising thoughtful questions of your own
- Asking for clarifications
- Critiquing or commenting on the texts
- Comparing and contrasting readings and other course materials
- Sharing exemplary experiences
- Engaging in critical reflection on your own and others' assumptions

Please see the "Guidelines for Classroom Participation" online for more information on classroom discussions. See the rubric below for more information about how attendance and participation will be graded.

Class Leadership and Commentary

Beginning the second week of class, students will sign up to be discussion leaders, responsible for leading course discussion for 90-minutes twice during the semester (these must be two separate dates). This provides students the ability to garner in-depth understanding of the topic and guide their peers in the learning process. Leaders will have the opportunity to request their peers to read either an additional article or blog of their choosing, watching a video, or guide in an activity to connect the readings to leaders' interests or current events, to be assigned the week before class (so read ahead!). For each time students present, they must also prepare a 3-page written commentary due in class that provides an overview of their presentation plan, synthesizing course material, and provide guided questions that they have prepared for class.

Mid-Semester Paper

Half-way through the semester, students will be expected to prepare a 6-8 page paper that will consist of a proposal for their final project. The proposal will include an in-depth literature review and discussion of methods.

Final Paper

As this class pushes students to trans the production of knowledge, students will produce final projects that will incorporate class concepts to a topic of their choosing. Students will be able to follow one of three paths: Research, Creativity, or Public, and will choose which path during the second week of the semester. The purpose of this final project is not only to assess student growth in a subject matter, but to also provide an avenue for students to go beyond course materials and critically engage with transgender studies with their own voice and vision. These projects will then be presented in a gallery-format open to the community to allow students to find ways to communicate high theory to a broader audience.

- Research projects will consist of some form of data collection—surveys, interviews, or content analysis—to examine a research question that emerged from class discussion at further length.

- Creative projects will consist of producing a final product, and may also include a written reflection depending on the project. These projects may be documentary films, collections of creative writing, writing or producing a play, or other creative endeavors.
- Public projects engage with the broader institutional or local public to advance social justice knowledge and activities. These may include collaborating with local community organizations (a list of approved organizations is available on our class site), preparing a presentation for the Board of Trustees to justify the incorporation of Transgender Studies in the curriculum, the creation of a Transgender Studies special topics syllabus, or other public engagement project.

Class Policies

Attendance and Participation

In order to learn from one another, participation in class is expected. Participation may look differently each day, including active participation in class discussion, group activities, or paying attention to lectures and speakers. Activities and assignments will be turned in for class participation credit.

In order to participate, you need to show up to class. Attendance will be taken at the beginning of each class period. Class attendance is taken to keep track of who is present, and with better attendance (90% of classes attended) and if you are borderline on a grade, it will help boost your grade, but never will it hinder your grade. Remember, attendance alone is not enough. You should also ask questions, answer questions, and/or initiate discussion.

Life, however, sometimes happens and we must miss class. We are human after-all. You are adults and can make decisions for yourselves regarding if you come to class or not. Should you miss class, you need to make necessary arrangements with your peers to review what you missed. Participation and activity points will not be able to be made up should you miss class unless with a note from Health Services, a medical or mental health professional, other professor, or Class Dean.

Children and other dependents are welcome to the class if care plans fall through. Please email me should this be a concern or if you need to bring your children to class.

If you begin to miss class consistently or for a long period of time, I may check in with you to make sure everything is okay. I will also encourage you to speak with your Class Dean or other appropriate resource on campus as needed.

Late Work Policy

Late work will not be accepted unless prior arrangements are made. If you need an extension on work, please contact me to discuss appropriate arrangements.

Expected Work Load

You should expect approximately 1 book or ~100 pages of reading and assignments for each class.

Emails and Grades Policy

Learning is not just a matter of knowing material, but the ability to grow and show how you can apply the material in class. Therefore, I believe that grades should reflect how you have grown as a scholar throughout the semester, not just if you get an answer correct. While I do my best to provide you opportunities to succeed, it is also up to you to put in the work.

To maintain a sense of work-life balance, I will not be answering emails after 7pm during the weekdays or on the weekends after 5pm on Friday until Monday morning. I will respond to all emails, except over the weekends, within 24 hours.

I cannot discuss grades over email. Please wait 24 hours after receiving feedback/grades, and after such time if you still have a question, feel free to contact me to arrange a meeting.

Office Hours/Drop in Hours

Office hours are times in which I will be available, regardless if you have an arranged meeting with me, in my office. Feel free to drop in at that time to discuss class matters. These hours are subject to change, and I

will make an announcement in class and over email in advance if this occurs.

Technology Policy

Technology, including laptops, tablets and e-readers, are permitted in the classroom for class purposes only, including looking at readings, videos, and taking notes. We will use these devices from time to time in our class activities, and I will let you know a class period prior so that you may be prepared to use them. If computers become a distraction for students including browsing/shopping online, doing work for another class, gaming, or texting, I will revise this policy and ask that they be put away.

I ask that cellphones are put away and on vibrate/silent during class as a sign of respect to both me and your peers and to show your active participation and attention in class. If there is an emergency requiring a cell phone be made available, please talk to me *before* the class period begins.

Community Standards

Honor Code

The college's honor code states that all students should be "honest and committed to the principles of academic and intellectual integrity in their preparation and submission of course work and examinations" and that "all submitted work of any kind must be the original work of the student who must cite all the sources used in its preparation." All class assignments are subject to this code. The Honor Code is college policy, which expressly forbids the following academic violations:

1. Cheating: including the actual giving or receiving of any unauthorized aid or assistance, or any unfair advantage on any form of academic work.
2. Plagiarism: including the copying of the language, structure, ideas, or thoughts of another and passing off the same as one's own original work without proper citation.
3. Falsification: including statements of any untruth, forgery, tampering, or manipulating information on academic work.

Any and all times you utilize someone else's idea or words, either from text or online, a full citation must be used to acknowledge the author's work. For more information about citations, please feel free to discuss with me, and consult <http://owl.english.purdue.edu>

In this course, ASA, APA, and Chicago style citations will be accepted. Additional services on campus are available with learning how to properly cite material. For more information visit the campus writing center.

Violation of the Academic Honor Code will result in possible disciplinary action. All violations will be formally reported to the Chair of the Honor Board and the Dean of the College.

Additional Community Standards

Due to the personal nature of this course, class discussions and all other course interactions will be respectful and dignified. All participants will be accountable for their comments in this course. See the Student Handbook for definitions and policies on harassment and intolerable behavior.

Classroom etiquette also means engaging with ideas that are different from your own in a respectful manner, even when you may have serious disagreements. Constructive criticism is certainly encouraged. Personal attack, on the other hand, will not be tolerated. In the first week of class, we will do a series of activities that will help us, as a class, learn to constructively discuss sensitive topics and to work together and collaboratively build discussion guidelines.

Though the assignments do not require sharing of personal experiences, if there is a concern regarding sensitive experiences, please contact me and we will come up with alternative solutions.

Academic Support and Safety

Accessibility

Disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in our course. Please contact me early in the semester to discuss options if the design of this course produces barriers to full and meaningful participation. I am happy to work with you and the Services for Office of Disabilities Services (ODS) to make this course accessible. Detailed information on documentation requirements, accommodations and services, and other related information can be found on the course website under "Resources". These accommodations and services are coordinated through the ODS staff in College Hall. For additional information, please contact the ODS office at *phone number* or *email*.

Content Warning

Reading and discussing these texts can be demanding in ways that are often unexpected, and your success in this class will require an open and even engagement with explicit material, even if you do not agree with the text's arguments. A word of warning: some of the texts presented in this course are explicit and may be uncomfortable, but never should they feel unsafe. Please feel free to discuss with me, or contact any of the sources below, should a topic in the course create an unsafe environment for you mentally, emotionally, or culturally, academically, or socially.

Pronoun Usage and Names

Please contact me if you would like to discuss pronouns or names that you use. I use they/them pronouns and request that students respect the pronouns of their classmates. I also acknowledge that pronouns may change- please let me know if this is the case.

Confidential Information

All information shared with me or in class should be treated as completely confidential. Under university policy and federal law, the only time confidentiality will not be maintained is during times regarding sexual harassment or assault or in the instance (or threat of) violence or harm to oneself or another.

SUPPORT SERVICES

There are a number of services on campus that are available for your academic success. See the course website for links and contact information for the following resources:

Class Deans Office
Counseling Services
Office of Disability Services
Office of Diversity, Equity, and Inclusion
Religious and Spiritual Life
Student Success Center
Women's Center
Writing Center

**This syllabus and course schedule is subject to change should the instructor find it necessary for the success of the students.

COURSE MATRIX

Reading and assignments are listed on the date they are due unless otherwise noted.
For example, you are required to read Valentine "The Making of a Field" before coming to class on DATE.

Theme	Date	Readings and Materials	Assignments	Discussion Leaders
Transing Categories and Ways of Being		<p>Valentine, David. 2007. "The Making of a Field." Pp. 143-172 in <i>Imagining Transgender: An Ethnography of a Category</i>. Durham: Duke University Press.</p> <p>Rawson, K.J., and Cristan Williams. 2014. "Transgender*: The Rhetorical Landscape of a Term." <i>Present Tense</i> 3(2):1-9.</p> <p>Stryker, Susan. 2006. "(De)Subjugated Knowledges: An Introduction to Transgender Studies." Pp. 1-17 in <i>The Transgender Studies Reader</i>, edited by S. Stryker and S. Whittle. New York: Routledge.</p>	<p>In class: sign up for discussion leaders</p> <p>In class: class expectations and norms</p>	
Trans 1.0		<p>Stryker, <i>Transgender History</i> (2nd edition)</p> <p><i>Extension Reading:</i></p>	Choice of final project path due	
Trans 2.0		<p>Stryker, Susan, and Aren Aizura. 2013. "Introduction: Transgender Studies 2.0." Pp. 1-12 in <i>The Transgender Studies Reader 2</i>, edited by S. Stryker and A. Aizura. New York: Routledge.</p> <p>Singer, Benjamin. 2013. "What is Transgender Studies for the Twenty-First Century?" <i>Transgender Studies Reader 2 Primer</i>.</p> <p>Keegan, Cael M. 2019. "Getting Disciplined: What's Trans* about Queer Studies Now?" <i>Journal of Homosexuality</i>.</p> <p>Androgynity. 2015 (Dec. 19). "Sex and Gender are Actually the Same Thing (But Bear with Me...)" <i>Androgynity</i> (blog).</p> <p>Vidal-Ortiz, Salvador. 2009. "The Figure of the Transwoman of Color Through the Lens of 'Doing Gender.'" <i>Gender & Society</i> 23(1):99-103.</p> <p>Westbrook, Laurel, and Kristen Schilt. 2013. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." <i>Gender & Society</i> 28(1): 32-57.</p> <p><i>Extension Reading:</i></p>		
Transing Methods		<p>Flores, Andrew, Jody L Herman, Gary J. Gates, and Taylor N.T. Brown. 2016. <i>How Many Adults Identify as Transgender in the United States?</i> Los Angeles: Williams Institute.</p> <p>Westbrook, Laurel, and Aliya Saperstein. 2015. "New Categories Are Not Enough: Rethinking the Measurement of Sex and Gender in Social Surveys." <i>Gender & Society</i> 29(4):534-60.</p> <p>Jourian, T.J., and Z Nicolazzo. 2017. "Bringing Our Communities to the Research Table: The Liberatory Potential of Collaborative Methodological Practices." <i>Educational Action Research</i> 25(4): 594-609.</p> <p>Hale, Jacob. 2009. "Suggested Rules for Non-Transsexuals Writing About Transsexuals, Transsexuality, Transsexualism, or Trans_____".</p> <p>Stewart, D-L. 2017. "Trans*versing the DMZ: A Non-binary Autoethnographic Exploration of Gender and Masculinity." <i>International Journal of Qualitative Studies in Education</i> 30(3): 285-304.</p> <p><i>Extension Reading:</i></p>		
Transing Science, Transing Bodies		<p>Preciado, Paul B. 2013. <i>Testo Junkie: Sex, Drugs, and Biopolitics in the Pharmacopornographic Era</i>. New York, NY: Feminist Press.</p> <p><i>This is a very difficult reading. Try your best to get through it, and we will work through it in class together. I recommend start reading this book early.</i></p>		
Transing Identity		<p>Bey, Marquis. 2017. "The Trans*-ness of Blackness, The Blackness of Trans*-ness." <i>Transgender Studies Quarterly</i> 4(2):275-295.</p> <p><i>Not Trans Enough</i>, zine. (40 pages)</p>		

		<p>Enke, A. Finn. 2012. "The Education of Little Cis: Cisgender and the Discipline of Opposing Bodies." Pp. 60-80 in <i>Transfeminist Perspectives: In and Beyond Transgender and Gender Studies</i>, edited by A. F. Enke. Philadelphia: Temple University Press.</p> <p><i>Extension Reading:</i></p>		
Transing Borders		<p>Reddy, Gayatri. 2005. <i>With Respect to Sex: Negotiating Hijra Identity in South India</i>. Chicago: University of Chicago Press.</p> <p><i>Optional:</i> "Decolonizing Transgender: A Roundtable Discussion" with Tom Boellstorff, Micha Cárdenas, Trystan Cotten, Eric A. Stanley, Kalaniopua Young, and Aren Aizura</p> <p><i>Extension Reading:</i></p>	Due in class: Mid-Term Paper	
Transing Institutions		<p>David, Emanuel. 2015. "Purple-Collar Labor: Transgender Workers and Queer Value at Global Call Centers in the Philippines." <i>Gender & Society</i> 29 (2): 169-194.</p> <p>Schilt, Kristen. 2006. "Just One of the Guys? How Trans Men Make Gender Visible at Work." <i>Gender & Society</i> 20(4):465-490.</p> <p>Nanney, Megan, and David L. Brunson. 2017. "Moving Beyond Cis-Terhood: Determining Gender through Transgender Admittance Policies at U.S. Women's Colleges." <i>Gender & Society</i> 31(2):145-170.</p> <p><i>Extension Reading:</i></p>		
Transing Culture		<p>Johnson, Austin H. 2016. "Transnormativity: A New Concept and Its Validation through Documentary Film About Transgender Men." <i>Sociological Inquiry</i> 86(4):465-91.</p> <p>"Cautious Living: Black Trans Women and the Politics of Documentation" interview with Miss Major Griffin-Gracy, Cece McDonald, and Toshio Meronek</p> <p>Watch one of the following (links available on class website):</p> <ul style="list-style-type: none"> - <i>A Boy Named Sue</i> (2001), dir. Julie Wyman - <i>Transparent</i> (TV), dir. Cris Beam - <i>Boys Don't Cry</i> (1999), dir. Kimberly Peirce - <i>Tangerine</i> (2015), dir. S. Baker, K. Cox, M. Cox, D. Dean & S-C Tsou - 2-3 episodes of <i>RuPaul's Drag Race</i> <p><i>*Note: content warning for violence, language, sex work, drug use. See synopses of videos before watching. Contact Prof. Maggie if an alternative assignment is needed.</i></p> <p><i>Extension Reading:</i></p>		
Transing Violence		<p>Lamble, Sarah. 2008. "Retelling Racialized Violence, Remaking White Innocence: The Politics of Interlocking Oppressions in Transgender Day of Remembrance." <i>Sexuality Research and Social Policy</i> 5(1):24-42.</p> <p>Namaste, Viviane K. 2006. "Genderbashing: Sexuality, Gender, and the Regulation of Public Space." Pp. 584-600 in <i>The Transgender Studies Reader</i>, edited by S. Stryker and S. Whittle. New York: Routledge.</p> <p>Snorton, C. Riley and Jin Haritaworn. 2013. "Trans Necropolitics: A Transnational Reflection on Violence, Death and the Trans of Color Afterlife." Pp. 66-76 in <i>The Transgender Studies Reader (2nd ed)</i>. Eds. S. Stryker and A. Aizura. New York: Routledge.</p> <p>Bettcher, Talia M. 2007. "Evil Deceivers and Make Believers: On Transphobic Violence and the Politics of Illusion." <i>Hypatia</i> 22(3):43-65.</p> <p>Grant, Jaime M., Lisa A. Mottet, Justin Tanis, Jack Harrison, Jody L. Herman, and Mara Keisling. 2011. <i>Injustice at Every Turn: A Report of the National Transgender Discrimination Survey</i>. Washington, DC: National Center for Transgender Equality/National Gay and Lesbian Task Force.</p> <p><i>*Note: Skim Grant et al., focusing on the Summary and Conclusion</i></p>		

		<i>Extension Reading:</i>		
Transing Feminism		<p>Williams, Cristan. 2016. "Radical Inclusion: Recounting the Trans Inclusive History of Radical Feminism." <i>Transgender Studies Quarterly</i> 3(1-2):254-58.</p> <p>Noble, Bobby. 2012. "Trans. Panic. Some Thoughts toward a Theory of Feminist Fundamentalism." Pp. 45-59 in <i>Transfeminist Perspectives in and Beyond Transgender and Gender Studies</i>, edited by A. F. Enke. Philadelphia: Temple University Press.</p> <p>Elliot, Patricia. 2004. "Who Gets to Be a Woman?: Feminist Politics and the Question of Trans-Inclusion." <i>Atlantis</i> 29(1):13-20.</p> <p>Koyama, Emi. 2006. "Whose Feminism Is It Anyway?: The Unspoken Racism of the Trans Inclusion Debate." Pp. 698-705 in <i>The Transgender Studies Reader</i>, edited by S. Stryker and S. Whittle. New York: Routledge.</p> <p><i>Extension Reading:</i></p>		
Transing Law		<p>Spade, Dean. 2012. "What's Wrong with Trans Rights?" Pp. 184-94 in <i>Transfeminist Perspectives in and Beyond Transgender and Gender Studies</i>, edited by A. F. Enke. Philadelphia: Temple University Press.</p> <p>Currah, Paisley, and Lisa Jean Moore. 2009. "'We Won't Know Who You Are': Contesting Sex Designations in New York City Birth Certificates." <i>Hypatia</i> 24(3):113-35.</p> <p>Spade, Dean. 2008. "Documenting Gender." <i>Hastings Law Journal</i> 59:731-842.</p> <p><i>Extension Reading:</i></p>		
Transing Activism		<p>Valentine, David. 2007. "The Logic of Inclusion: Transgender Activism." Pp. 173-203 in <i>Imagining Transgender: An Ethnography of a Category</i>. Durham: Duke University Press.</p> <p>Namaste, Viviane K. 2011. "Against Transgender Rights." Pp. 136-168 in <i>Sex Change, Social Change: Reflections on Identity, Institutions, and Imperialism</i>. Toronto: Women's Press.</p> <p><i>Extension Reading:</i></p>		
Study Period DATES Finals Period DATES Gallery Display of Finals DATE Final Papers Due DATE				

*Syllabus subject to change at instructor's discretion

Assessments of Learning	
<p>Participation and Activities</p> <p>Participation will be evaluated throughout the semester based on class discussions, in-class activities, and attention in class. You must be in class in order to receive participation points for that day. Your daily discussion questions will be included in your participation grade (3 points per day). A participation evaluation will be provided half-way through the semester. No make-up participation will be available for those unexcused from class.</p>	20%
<p>Class Leadership and Commentary</p> <p>Beginning the second week of class, students will sign up to be discussion leaders, responsible for leading course discussion for 90-minutes twice during the semester (these must be two separate dates). This provides students the ability to garner in-depth understanding of the topic and guide their peers in the learning process. Leaders will have the opportunity to request their peers to read either an additional article or blog of their choosing, watching a video, or guide in an activity to connect the readings to leaders' interests or current events, to be assigned the week before class (so read ahead!). For each time students present, they must also prepare a 3-page written commentary due in class that provides an overview of their presentation plan, synthesizing course material, and provide guided questions that they have prepared for class.</p>	30%
<p>Mid-Semester Paper (Proposal)</p> <p>Half-way through the semester, students will be expected to prepare a 6-8 page paper that will consist of a proposal for their final project. The proposal will include an in-depth literature review and discussion of methods.</p>	20
<p>Final</p> <p>As this class pushes students to trans the production of knowledge, students will produce final projects that will incorporate class concepts to a topic of their choosing. Students will be able to follow one of three paths: Research, Creativity, or Public, and will choose which path during the second week of the semester. The purpose of this final project is not only to assess student growth in a subject matter, but to also provide an avenue for students to go beyond course materials and critically engage with transgender studies with their own voice and vision. These projects will then be presented in a gallery-format open to the community to allow students to find ways to communicate high theory to a broader audience. See the class website for more information regarding the final project options. A portion of your grade will be on your presentation of your final work at the gallery display of projects, date TBD.</p>	30%

Grade Distribution	
A	100-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-63%
D-	62-60%
F	59-0%

Discussion Questions

For each class, you are required to submit *one* discussion post based on the readings. You will be assessed both on completion as well as the quality of your post. These may be used for group discussions, assessment of student understanding of materials, and bonus opportunities. Discussion posts will be submitted on the class website by 8:00am before class each day. A good post does the following:

- Requires use of critical analysis skills of class issues and concepts, synthesizing/comparing one or more readings
- Requires demonstration of both factual knowledge of content and comprehension and application of the knowledge
- It should *not* be a simple "look up in the readings" "yes or no/true or false" or "what's your opinion/do you agree" questions

This could include links to outside articles or news with ties to the readings, questions, vocabulary, half-formed thoughts, etc.

Examples:

How has activism changed since the advent of the internet and social media? How has the line blurred between legally allowed activism and illegal behavior?

- This is a good question because it does not have a clear yes/no or correct answer, allowing for people to engage with critical thinking about what social movements are

In what ways does the students in Pascoe's study on "fag discourse" highlight how gender and sexuality are intersectional through Schilt and Westbrook's "determining gender" framework?

- This is a good question because it attempts to synthesize two readings to understand how these concepts are related.

Papers Rubric

Ideas	-The concepts discussed in the instructions are defined and used correctly -The ideas used are interesting and demonstrate sophistication in thought	___/25
Organization	-Central ideal/thesis/argument is clearly communicated and worth developing, yet limited enough to be manageable -Uses a logical structure appropriate to subject, purpose, audience, and thesis -Space is taken to pause and explain/reflect on one portion before introduction of new information with clear and organized transitions -Paragraphs are kept on topic	___/25
Mechanics	-Spelling, punctuation, proper sentence structure are all executed -Formal writing style is utilized (no "loling," contractions, winks, abbreviating "you" with "u" etc...) -Sentences are varied, yet clearly structured and carefully focused, not long and rambling -Uses proper style citation both in-text and in references -Draws on appropriate sources and uses evidence appropriately and effectively to provide sufficient evidence to support thesis	___/25
Overall	-All questions are answered thoroughly and thoughtfully -Page requirements are met (no huge chunks of space at the top with headings or at the bottom, tables or images in-text, large footnotes, or references counted in wordcount- full page must be typed to be considered a page [i.e. full 3 rd page to be considered 3 pages])	___/25

Participation and Leadership Rubric

Active Listening	-Actively listens when others speak, as indicated by comments that incorporate and build on the ideas of others	___/25
Critical Engagement	-Demonstrates a deep understanding of the topics through engagement and citation of the majority of texts -Exercises higher-order thinking skills including analysis, synthesis, evaluation, and critique -Supports ideas with relevant evidence from course materials	___/25
Impact on Seminar	-Proactively contributes to discussions by raising thought-provoking questions -Comments frequently and helps moves the seminar conversation forward	___/25
Quality and Quantity of Participation	-Actively participates at appropriate times -Attendance is regular and timely -Interactions with peers is respectful	___/25