

COURSE

Unseen Voices/Unheard Faces

Spring 2022: Jan 9 - Apr 22

Honors Seminar V - IDH 3035-U33 (19453)

Tu 12:30-3:15 pm / Charles E. Perry (PC) 445

PROFESSOR CONTACT

Pioneer Winter (he/they)

Assistant Teaching Professor + Fellow

The Honors College + CARTA

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Office Hours: By Appointment

COURSE OVERVIEW

Unseen Voices/Unheard Faces examines the public and private lives (and deaths) of individuals marginalized within and across our vibrant, shared histories. Why have they been left out? How have we been affected by their lives, deaths, and secret legacies?

Unseen Voices/Unheard Faces examines the public and private lives (and deaths) of individuals marginalized within and across our vibrant, shared histories. How does normativity structure and shape diverse social and political institutions? What are the intersections of marginality and axes of difference like sexuality, gender, race, ethnicity, disability, class, indigeneity, and nation? And how does the social organization of life and legacy produce forms of oppression and of resistance in time and place? This course fuses equal parts philosophies of performance, psychology, film, politics, literature, and pop culture in order to critique and honor the lives of people queered or otherwise removed from the Western canon.

Simone de Beauvoir argued that "Otherness is a fundamental category of human thought." *Thus it is that no group ever sets itself up as the One without at once setting up the Other over against itself.*

COURSE LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

- Describe and discuss seminal issues in queer theory covered in this course, including interdisciplinary areas of thought like feminist theory, psychoanalysis and poststructuralist theory, disability theory, Marxist and postcolonial theory, critical race theory, and theories of transnationalism and globalization. In doing so, our primary learning objective will be to use these theories both as a basis for understanding social inequalities, and as a way of developing forms of resistance to those inequalities.
- Incorporate into their reflections on contemporary social, moral, political, scientific, issues, etc. apply pertinent concerns raised in class with respect to the inconsistencies and erasures that often characterize notions of sex, gender, sexuality, and sexual desire.
- Fully analyze the categories that intersect with sexualized identities such as race, ethnicity, class, nationality, location, and age. Recognize and articulate the ways in which perception, conception, memory, and language affect our ideas about those categories.
- Describe and discuss how different paths of experience can cause conflicts in contemporary society.
- Enumerate both the promises and perils of radical inclusivity.
- Describe and account for the lives, histories, and acts of known (and underrepresented) othered individuals, whose stories will emerge in the course content.

REQUIRED READINGS

There are no textbooks to purchase for this class. All readings will be posted on Canvas or sent via email. Readings must be completed before the Tuesday lecture and assessment of the readings will be incorporated in weekly assignments and in-class discussions.

ATTENDANCE AND COVID-19

The circumstances surrounding COVID-19 and the variants are changing daily. The answers below are based on current information. As cases and hospitalizations due to Omicron and other variants continue to increase in our community, we must take necessary steps to prevent further spread.

Is a mask required in this class? No. However we are recommending CDC protocols that include vaccination and mask-wearing, and as a state institution, FIU is complying with the state mandates. Please use your best judgment.

Do I still need to use P3? Yes. Please use P3 daily, before arriving on campus. If you are not given the green check mark, remain home and contact your professor via email.

Where will I receive updated information? For the most current information, check your FIU email account at least once a day. Visit repopulation.fiu.edu for information on COVID-19 testing and vaccination sites.

What if I don't feel well and have *not* been vaccinated? If you do not feel well, have tested positive for COVID-19, or have been in contact with a person with COVID-19 while not being fully vaccinated, please do not come to class, immediately complete the P3 app to

notify the COVID Response Team or call them at (305) 348-1919, and contact me by email as soon as you can. **In order to receive an excused absence for P3 failure or COVID-19, you *must* contact the COVID Response Team at (305) 348-1919.**

But what if I *am* vaccinated? Per recent CDC guidelines, a vaccinated asymptomatic individual exposed to a COVID-19 positive person does not need to isolate or quarantine. Nevertheless, it is strongly encouraged to continue wearing a mask. It is recommended to get tested 3-5 days after a known exposure; however, if at any time you become symptomatic, you need to test immediately. If the test is positive, you will need to follow the COVID-19 positive protocol at that time.

In the event of severe weather or campus emergency, please refer to the FIU phonemail system, FIU email, or main FIU website. Please be certain that you have registered your emergency contact information (your preferred email and phone) with FIU so that you can be alerted and updated in a timely manner by FIU administrators.

Please be advised that classes may be audio and visually recorded and/or subject to course capture for future access by students in this course. Your attendance/ participation in this course constitutes consent to such recordings, which will only be used for educational purposes by students in the course and securely stored in University systems. If there is a concern regarding the recording and use of such recording, please contact FERPA@fiu.edu.

COMMUNICATION

All official communication in this course will take place **in-person, via email, or on Canvas**.

For meeting **in-person or via Zoom** with your professor, contact Professor Winter to schedule a time to meet.

WRITTEN WORK

All students may take advantage of the University resources for writing to be found in the Center for Excellence in Writing, a full-service writing center providing writing assistance and feedback to university students. Center offices are located in GL 120 (MMC), Glenn Hubert Library, First Floor (BBC), and EC 2780 at the Engineering Center. For more information, go to <http://writingcenter.fiu.edu/>.

COURSE REQUIREMENTS AND PERCENTAGES

Class Participation and Attendance 30%

Class participation means *active participation*. Merely showing up for attendance does not constitute an 'A' (or even 'A-') in class participation. Please do not engage in work for another class while this class is in session.

Book Review Instagram Graphic 15%

Our class emphasizes the importance of openness and collaboration. As you learn about folks in history, whose contributions to society, and labor, have been erased or made invisible, consider how social justice is described and communicated - what it looks like. Select a book from the ones provided or select your own. Read it, become a hyper-focused 'expert' on the material covered. Create a 5-7 slide IG 'carousel' graphic, post it to Canvas in the Discussion Board, and comment on the posts of at least 2 other classmates.

THOUGHT PIECE OPPORTUNITIES 20%

Thought Pieces are reflective essays (2-3 pages) that respond to an in-class activity, including film, article, or discussion. There are 3 opportunities to write and submit a Thought Piece during the semester. Your professor will grade your 2 strongest Thought Pieces. Use the due dates to keep on track with your submissions.

SEMESTER PROJECT 35%

For this assignment, you will work in groups of 3-4 to respond to a shared social justice passion. Choice topics will be discussed in class with additional directions. You may propose your own topic. This assignment should be visually appealing and examples will be shown in class - but most importantly, it should have depth and evidence of careful thought. Each group will submit a references page with 1) any pertinent readings from class and 2) 8-10 additional sources. While you journals and periodicals certainly count as additional sources, stretch yourself by seeking out primary sources in the way of interview, conversation, and observation/participation. You will receive feedback in 3 areas for this assignment adding up to 35% of your class grade: (1) presentation and content, (2) design (how does your method of display add to the focus on your project?), and (3) the intervention/activity/activism that culminates in your project.

GRADING SCALE

Grades are based on accumulated points, 100 in total.

| | | | | | |
|---|--------|----|-------|----|-------|
| A | 93-100 | A- | 90-92 | B+ | 87-89 |
| B | 83-86 | B- | 80-82 | C+ | 74-79 |
| C | 64-73 | C- | 60-63 | D+ | 57-59 |
| D | 53-56 | D- | 50-52 | F | <50 |

RELIGIOUS OBSERVANCES

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

PHYSICAL, MENTAL, AND SENSORY CHALLENGES

<https://studentaffairs.fiu.edu/get-support/disability-resource-center/>

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center (DRC). The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

ACADEMIC MISCONDUCT PROCEDURES AND POLICIES

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information: FIU Student Handbook - <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

STUDENT PORTFOLIOS

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

HONORS ENGAGEMENT

Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

COMMUNITY SERVICE

Honors College students must also complete 20 volunteer service hours. These hours do not count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

HONORS EDUCATION IN THE ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

PANTHERS CARE & COUNSELING SERVICES

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s [Panthers Care website](#). Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at <http://caps.fiu.edu>. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

COURSE CALENDAR*

| Class Meetings (Tuesdays) | Topics | Assignments |
|----------------------------------|---|--|
| 1/10 | Introductions and Getting to Know You | Review: Syllabus and course framework |
| 1/17 | Foundations - Philosophies of Resistance "the -isms and the isn't's" | Discuss: Group Projects Preparation reading: The Transformation of Silence into Language and Action (Audre Lorde, 1980) |
| 1/24 | Intersectionality - Gender, Race, Queerness | Preparation reading: Kimberle Crenshaw Book Review: You will have time to make your selections in-class. |
| 1/31 | Gender, Race, Queerness, and Miami | Preparation reading: Marvin Dunn, Julio Capo, Jr., Nadege Green Watch: <i>The Day it Snowed in Miami</i> |
| 2/7 | Stonewall (1969) "The first Pride was a riot" | Due: Thought Piece Opportunity #1 Watch: <i>Stonewall Uprising</i> |
| 2/14 | Identity and the Media: Trans Folk in TV and Film AKA Queerness in Horror Flicks | Watch: <i>Disclosure</i> and excerpts from <i>Queer for Fear: The History of Queer Horror</i> Harvey Milk and Oliver Sipple |
| 2/21 | Paris is (Still) Burning | Watch: <i>Paris is Burning</i> |
| 2/28 | <i>Spring Break - No Class</i> | Practice: Self-Care and Recalibrate |
| 3/7 | (Dis)ability and Healthcare | Watch: <i>Crip Camp</i> |
| 3/14 | Mass Incarceration and (Dis)enfranchisement | Watch: <i>13th</i> Due: Thought Piece Opportunity #2 |
| 3/21 | Performing 'Other' - The Body and Social Justice | Watch: <i>Bronx Gothic</i> Due Soon: Continue to work on your Book Review assignment. |
| 3/28 | | Due: Book Review IG Graphic |
| 4/4 | Visual Art and Social Justice | Watch: <i>Ai Weiwei: Never Sorry, Public Works: Doris Salcedo</i> |
| 4/11 | TBD | |
| 4/18 | Final Meeting | Due: Final Group Presentations Due: Thought Piece Opportunity #3 |
| 4/25 | <i>University Finals Week - No Class</i> | Submit any missing assignments to Canvas by this date. |

*Subject to change at the discretion of the professor.