

SJST-1400/WGST-1400. Queer Activism

Learning Outcomes

Last Updated: October 6, 2017

(PDC170920-5.8)

| <p>Course Learning Outcomes This is a sentence completion exercise. <u>At the end of this course, the successful student will know and be able to:</u></p> | <p>Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u></p> |
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| <p>A.</p> <ul style="list-style-type: none"> • Explain the evolution of queer activism from the perspectives of those within the movement. • Describe and evaluate the impact of significant events such as HIV-AIDS and organizing strategies such as pride parades on the lived reality of LGBTQ+ individuals and communities. (Also applies to C.) • Explain the relationship between queer theory and activism and feminist theory and activism. | <p>A. the acquisition, application and integration of knowledge</p> |
| <p>B.</p> <ul style="list-style-type: none"> • Evaluate the usefulness of personal narrative as an authoritative source of knowledge about queer activism. (Also applies to D.) • Locate and evaluate local sources of information about queer activism. • Cite sources correctly and consistently adhering to a specific citation style. | <p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p> |
| <p>C.</p> <ul style="list-style-type: none"> • Design and compose queer-positive strategies and messages to challenge homophobia and transphobia. (Also applies to H, I.) • Explain why coming out and queer-friendly spaces such as gay-straight alliances and pride parades are essential elements of queer activism. (Also applies to E.) | <p>C. critical thinking and problem-solving skills</p> |
| <p>D.</p> <ul style="list-style-type: none"> • Compose coherent and persuasive arguments within the control of queer theory | <p>D. literacy and numeracy skills</p> |
| <p>E.</p> <ul style="list-style-type: none"> • Assess one's own level of internalized homophobia and transphobia. (Also applies to I.) | <p>E. responsible behaviour to self, others and society</p> |
| <p>F.</p> <ul style="list-style-type: none"> • Articulate the rationale for challenging homophobia and transphobia. (Also applies to C, G.) | <p>F. interpersonal and communications skills</p> |
| <p>G.</p> <ul style="list-style-type: none"> • See F | <p>G. teamwork, and personal and group leadership skills</p> |
| <p>H.</p> <ul style="list-style-type: none"> • See C | <p>H. creativity and aesthetic appreciation</p> |
| <p>I.</p> <ul style="list-style-type: none"> • Describe how queer activism challenges ideas about gender, race, and sexuality. (See also E) | <p>I. the ability and desire for continuous learning</p> |