

Indeed, “queer” influences – whether subtle, obvious, blatant or subversive – have informed pop culture and the visual arts with a specific brand of creativity, vitality and spirit. Not only will this course consider ways in which public exhibitions function as (1) sites of display for certain gendered “norms” and anxieties and (2) places for cultural and countercultural identities to make themselves visible but it will also outline and explore the richness and variety of historical contributions to the visual arts and contemporary culture in general by “queer” artists and thinkers. Students will engage in a range of activities including viewing videos, listening to music, reading, writing responses, going on field trips, and most of all, generating critical discussion. This course can be repeated.

5.0 Possible resources (texts, references, computer packages, etc.)

5.1 Gill Perry, ed., *Gender and Art* (New Haven: Yale University Press in association with the Open University, 1999)

5.2 Michel Foucault, *The History of Sexuality* (New York: Pantheon Books, 1978)

5.3 Beatriz Preciado, *Testo Junkie* (New York: Feminist Press at the City University of New York, 2013)

6.0 Topics (outline):

6.1 Introduction to Gender Studies and Visual Culture: Homophobia: types, societal expectations, learned

6.2 Gender, Class, and Display

6.2.1 Exhibiting Manet’s *Olympia* 1865 and Now

6.2.2 Masculinities

6.3 Public Space and the Performative

6.3.1 Performing Gender: Dressing, Cross Dressing and Marcel Duchamp

6.3.1.1 Susan Sontag: *Notes On Camp*

6.3.1.2 Defining A Camp Sensibility: Drag and Gender-bending

6.3.2 Gender Performance and Photography

6.3.3 Queer Identities

6.2.3.1 Gay Bear Culture

6.4 Cheesecake and Beefcake: Pin Ups from Betty Grable to Calvin Klein ads, Physique Pictorial, *Barbie* and *Tom of Finland*

6.5 Photography, Performance, and Contemporary Art

6.6 Gender and Popular Music

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

(please include as many Course Learning Outcomes as appropriate, one outcome and assessment method per row).

Course Learning Outcome	Assessment Method
7.0 Consistent with Shell Course Outline	Consistent with Shell Course Outline

8.0 Program outcomes and/or goals supported by this course

8.0 Consistent with Shell Course Outline

10.0 Required Resources - Identify all resources needed to effectively teach this class and what students will need to complete the assignments. (Please provide detailed list of equipment, software, computer lab, data storage/retrieval requirements, special classroom, studio, shop, wet lab, work space or media requirements)

Approval request date: This is the date that the college curriculum committee forwards this course to the appropriate optional course designation curriculum committee for review. The chair of the college curriculum committee is responsible to fill in this date.

Approval granted date: This is the date the optional course designation curriculum committee approves a course for the requested optional course designation. The chair of the appropriate optional course designation curriculum committee is responsible to fill in this date.