

QUEER STUDIES

CES 257, Winter 2015

10:30-11:20 Daily, R101



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Office Hours: 12:30-1:20 daily
and by appointment

Course Introduction:

Welcome to Queer Studies! This is an introduction to the discipline of Queer and LGBT (Lesbian, Gay, Bisexual, and Transgender) Studies. In this course, students will survey scholarship on sexual and gender politics in numerous academic areas and explore concepts basic to the field. One of the central premises of this class is that “sex” is not just a private experience or category, but a profoundly political and public question that has important implications in social, legal, economic, and cultural spheres. We will examine how questions pertaining to sexual orientation and gender expression are inter-connected with other identity categories, such as race, ethnicity, nationality, and class. This course will critically examine the social understandings of sexual identity and the powerful role that it plays in the arenas of family, personal relationships, the criminal justice system, the economy, work, the media, and the health care system. Through an examination of the history of sexuality, we will interrogate the ways in which heterosexism and cissexism permeate a variety of institutions in the public sphere.

Required Texts:

There is no textbook required. All articles and readings can be found on Canvas under “Files.” Titles are listed alphabetically.

Learning Atmosphere:

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it and learn a lot in the process.

A note about course content: Since Cultural and Ethnic Studies examine just about every aspect of the social world, we will sometimes talk about provocative material in class. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in this class and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it’s an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used throughout this course - so please be advised. If you have any questions or concerns about course content or climate, don’t hesitate to let me know.

Furthermore, I am taking it as a given that there are different levels of knowledge and experience in this classroom surrounding queer identities and queer academic inquiry. Therefore, I will not make assumptions about your level of knowledge of the field of LGBTQ Studies. I hope that you will do the same and allow your fellow classmates to ask questions and make mistakes in the name of learning. The only assumption that I am making is that *your presence in this class implies your commitment to anti-homophobic, anti-sexist, anti-transphobic, and anti-racist inquiry*. While I encourage difference of opinion (from the text under consideration, the instructor, or a point of view expressed by a classmate), I expect you to be respectful and civil. Any form of bigotry will not be tolerated.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours per day (before and after my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about this classroom environment: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

Learning and Course Outcomes:

After participating, discussing, and completing this course, a successful student will demonstrate:

- Explain the difference between "sex" and "gender"
- Demonstrate the ability to explore the intersections of sexuality with race, class, and gender
- Critically analyze the relationships between homophobia, heterosexism, compulsory heterosexuality and the societal structures that create and perpetuate them
- Develop and strengthen their ability to theorize complex current issues and politics surrounding LGBTQ communities and identities
- Examine queer politics and activism by accounting for political, social, and historical climates
- Be able to identify major historical LGBTQ developments and figures
- Explore the prevalence of racism, classism, and sexism within queer communities and politics.

General Course Rules and Expectations:

- **Attendance:** Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than three unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.

- **Assignments:** All assignments are due at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated on the syllabus. Please see the writing guidelines for the format of submitting all written assignments.
- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work will be accepted** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Contribution:** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes i-phones, cell phones, laptops, i-pads, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*
- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it!

Bellevue College's Rules and Regulations:

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F."
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

Students with Disabilities:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.
<http://bellevuecollege.edu/about/goals/inclusion.asp>

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C. F. R. Part 106 (Title IX)

In accordance with the requirements of the Title IX Education Amendments of 1972 BC's designated Title IX Coordinator, Rachel Wellman and Deputy Coordinator, Aaron Hilliard, VP of Human Resources shall be responsible for coordinating the College's effort to comply with and carry out its responsibilities under Title IX.

The Writing Lab – D204-d

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal

correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently. <http://bellevuecollege.edu/asc/writing>

Monday – Thursday 8 a.m. – 8 p.m.
Friday 8 a.m. – 3:30 p.m.
Saturday and Sunday 11 a.m. – 4 p.m.

Public Safety

Public Safety and Emergencies

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at <http://www.bellevuecollege.edu/alerts/?ref=footer>

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort. Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these two rules:

- 1) Take directions from those in charge of the response** -We all need to be working together.
 - 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- Please do not hesitate to call Public Safety if you feel safety questions or concerns at any time.

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - <http://www.bellevuecollege.edu/enrollment/deadlines/> . On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://www.bellevuecollege.edu/enrollment/holidays/> This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: <https://www.bellevuecollege.edu/netid/>.

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the <http://depts.bellevuecollege.edu/helpdesk/students/http://ac.bcc.ctc.edu/LabsInfo/ComputerLabs.aspx>

Grading:

Grades are based on six factors. (1) Participation and Discussion, (2) In-Class work/assignments, guided film questions, or pop quizzes, (3) Reflections Papers, (4) Queer Quad Group Work, (5) Exams, and (6) a Research Assignment. Each of these elements is awarded a specific number of points:

| | |
|---|------------|
| Participation/Discussion | 50 points |
| In-Class Work Activities/Film questions/ Pop Quizzes (5 at 10 points/each) | 50 points |
| Reflection Papers (5 at 20 points/each) | 100 points |
| Queer Quad Group Work (4 at 25 points/each) | 100 points |
| Exams (2 at 100 points/each) | 200 points |
| Research Assignment | 100 points |
| <hr/> | |
| TOTAL | 600 points |

****Please also note that your grades will be available 24/7 on Canvas. Make sure you log on and check in frequently, so you know exactly where you stand throughout the quarter. I will not respond to students who log on (for the first time) at the very end of the quarter to discuss a previous grade, absences, or other issues that should have been addressed early on. Be pro-active!****

Description of the 6 Grading Components:

1. Participation/Discussion: (50/600 points)

Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. Disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. More than three unexcused absences will lower your grade. Similarly, late attendance is seen as disruptive and disrespectful, so repeated tardiness will also lower this portion of your grade. See the *General Course Rules and Expectations* for more details. Do not take this portion of your grade lightly!

2. In-Class Work Activities/Guided Film Discussion Questions/Pop Quizzes: (50/600 points)

Over the course of the quarter, you will be asked to either submit work that you have completed during the class session, will be given homework in class to complete, or will have to answer guided discussion questions over a film we will be viewing in class. *These will be randomly delivered and cannot be made up.* Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings. If I notice that folks are not reading, quizzes can (and will) take the place of the in-class assignments (don't make us go there!).

3. Reflection Papers: (100/600 points)

Over the course of the quarter, you will complete 5 reflection papers (20 points each). I will provide students with a prompt that connects specific reading(s) and/or film clip(s) to larger issues, current events, or even your own life. For example, I might ask students to complete the "Heterosexual Questionnaire" and discuss how they felt taking the questionnaire. The purpose of these reflection papers are to ensure that you are keeping up with the readings and allows students to make connections to their own lives and apply key concepts beyond the assigned readings. Reflection papers should be one-two pages typed in length.

4. Queer Quad Group Work (100/600 points)

Over the course of the quarter, you will participate in 4 Queer Quad Group Work sessions (25 points each). The purpose of this group work is to reach deeper levels of learning with and through each other on a given reading. Early in the quarter, I will assign students randomly to groups of four. This will be your quarter-long Queer Quad (although I reserve the right to re-assign groups at any time, particularly if a group has become dysfunctional). On Q² days, each individual will come to class with the following on a TYPED paper to turn in at the end of class:

- A) A paragraph summary of the reading identifying main points, thesis of the reading, key terms, etc.
- B) At least one statement of praise about the reading — what did you learn that was new or interesting
- C) At least one statement of critique about the reading— are there limitations or problems with the readings, does the author's argument represent solid reasoning (i.e., is it clear, does it make sense), does the author support her or his argument with adequate evidence
- D) 2 discussion questions about the reading – are parts of the articles unclear or do they generate broader concerns? Are there connections to other material that can be made? What aspects of the article would you like to talk about? Make sure these questions are thought-provoking, not “What did you think about the article,” or “What is the author saying”?

During class, each individual will present their statements and questions to their Q² group. The group is required to answer one question from each individual (so 4 questions total) and submit your answers to the questions at the end of class (I would recommend leaving some blank space on your individual paper so you can write in the group answer). Your Q² grade will depend on the material that you submit individually (quality and thoroughness) as well as your contribution to the group discussion and answering the questions. I will be walking around to check contribution and ensuring that discussion is conducted in a meaningful way. What this means is that not all group members automatically receive the same grade.

5. **Exams: (200/600 points)** There will be two exams worth 100 points each – essentially a midterm and a final. The exams are based upon readings, in-class discussion, and lecture and will be testing students on their comprehension of complex materials, ideas, and theories. Each exam will primarily consist of essay questions. Please note that you cannot make up missed exams. The first exam will be split between two days during our class February 9th and 10th. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. The second exam will be on Wednesday, March 25th during our scheduled exam time, 9:30 – 11:20, so plan ahead. Please note that I do not give make-up exams, allow students to take exams early or late.

Research Assignment (100/600 points): You are required to complete 1 out of the following 6 research options. (The due dates vary depending upon the assignment you select.) Each activity requires you to make investigate in more depth some aspect surrounding queer identity, culture, politics, and/or sexuality, and then write a brief paper about what you learned. Descriptions of the research assignments are noted below. Research assignments are 4-5 pages long. Please remember: I will not accept late work, so plan ahead, and once an opportunity has passed, you cannot go back and do it. If you have a related idea to the research assignments described below, please talk with me. I would be happy to accommodate as long as the focus remains centered on the topics noted.

Research Assignment Option A – Cross-Cultural/Global Queers – Research representations of queerness cross-culturally. How are LGBTQI persons seen in this culture? Are they regarded positively, negatively, and why? Are there religious influences? Historical influences? Is gender, sex, or sexuality seen the same way as in the U.S.? Are there political difficulties or triumphs in this culture for queer folks? Your paper should be 4-5 typed pages. If you choose this assignment, it is due on January 20th at the beginning of class.

Research Assignment Option B - Historical Excavation – Research the personal history and major accomplishments of someone of the past who was thought to be LGBTQI. Because this is a project centered on the history of the LGBTQI community, the person you choose should no longer be living and would have lived prior to the Stonewall riots of 1969. Address the following in your paper: Why do you think this person is LGBTQI (if they are not named as such) and what they have done that is important or noteworthy? At the historical moment, why was this person thought to be LGBTQI? Was this self-identified or part of a reclamation by queer folks of the present? Do most people think that this person was LGBTQI – why or why not (you could conduct a poll to ascertain this answer as

well). Why would it be important to situate this person as part of the LGBTQI community? Are there problems/fallacies with identifying this person as LGBTQI? Your paper should be 4-5 typed pages. If you choose this assignment, it is due on January 23rd at the beginning of class.

Research Assignment Option C – Queerness as Crime – For this research paper, examine one way in which “homosexuality” has been regarded as a crime. You could look into sodomy laws (Lawrence vs. Texas), military (Don’t Ask Don’t Tell), cross-dressing laws, or even into countries where it is illegal to be gay (India, Uganda, as examples). You can trace the decriminalization of these laws/policies, talk about why these policies were in place (what is behind these policies), what impact this had on queer individuals and communities, and what kind of organizing took place to repeal these policies. Your paper should be 4-5 typed pages. If you choose this assignment, it is due on February 2nd at the beginning of class.

Research Assignment Option D – Queers at the Margins – LGBTQI communities are not immune from reproducing oppression. Racism, sexism, classism, trans- and biphobia, ableism, and xenophobia are rampant within the queer community, reinforcing a white, middle-class, gay male identity. For this research paper, focus on queers at the margins. Discuss why the queer community reproduces oppression and what the consequences are for marginalized queers. You can focus more generally on say queer of Color or can look more specifically at how, for example, current immigration policies disproportionately harm queers of Color. Your paper should be 4-5 typed pages. If you choose this assignment, it is due on February 27th at the beginning of class.

Research Assignment Option E – Queers in Pop Culture/Media Representations – For this research paper, examine media representations of the queer community. Discuss if these recent images are liberatory or limited and why. Brief examples could include “The Shaws of Sunset,” “Modern Family,” “Sherlock,” “Skins,” “Glee,” “Six Feet Under,” “Orange is the New Black,” “True Blood,” the emergence of “homohop” and queer hip hop artists, and/or the popularization of the “DL” on talk shows like Tyra. Your paper should be 4-5 typed pages. If you choose this assignment, it is due on March 13th at the beginning of class.

Research Assignment Option F – Queer Politics and Activism – For this research paper, examine current forms of queer activism or politics. Discuss the goals, who is involved, what is at stake, and whether it is successful. You can focus on local forms of politics or smaller/local groups or tackle activism on a larger national or even international level. Examples could be an analysis of the It Gets Better Project, the appointment of the first gay bishop, gay marriage, hate crime legislation, eradication of DOMA, Transgender Day of Remembrance, passing of ENDA, among many other issues. Your paper should be 4-5 typed pages. If you choose this assignment, it is due on March 19th at the beginning of class.

| Grade | Points | Percentage | | | |
|-------|---------|------------|----|-------------|-------------|
| A | 555-600 | 93-100% | | | |
| A- | 543-554 | 90-92% | C | 435-464 | 73-77% |
| B+ | 525-542 | 88-89% | C- | 417-434 | 70-72% |
| B | 501-524 | 83-87% | D+ | 405-416 | 67-69% |
| B- | 477-500 | 80-82% | D | 357-404 | 60-66% |
| C+ | 465-476 | 78-79% | F | 356 & Below | 59% & Below |

**** General Guidelines for All Written Work ****

All papers or written work should be typed, in Times New Roman, 12 point font, double-spaced with 1" margins on all sides, and stapled. Assignments are due at the beginning of class – promptly at 10:30 a.m. – no late work will be accepted. Late papers or assignments will receive a zero. No emailed assignments will be accepted. Your work must be cited in MLA style and you must always give proper credit to the texts from which you draw and formulate your ideas. Title pages and bibliographies are not counted toward the minimum page requirements. Student information (name, assignment title, class) is single-spaced, at the top left-hand side of the page. Do not put extra spaces between paragraphs and paragraphs contain no less than four sentences. Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.' Papers should be written from an academic perspective – so no colloquial (informal) language please!

PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, COSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE 24 HOURS TO REEXAMINE THE ANSWERS OR THE WRITING THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME.

Instructor Notes:

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem.

Syllabus

You should be looking at your syllabus on a daily basis so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class!

****Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. ****

Week 1

Monday, January 5th: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

Tuesday, January 6th: Terminology? Who's Terminology?

Wednesday, January 7th: Terminology? Who's Terminology?

Readings: "LGBTQI Terminology"

Thursday, January 8th: Terminology? Who's Terminology?

Readings: "Things to Consider when Defining Sexual Orientation"

"Symbols of LGBT Movements," go to: <http://mashable.com/2014/06/13/lgbt-pride-symbols/>

Friday, January 9th: Heterosexual Privilege and Oppression

Readings: "Homophobia, Heterosexual Privilege, and Heterosexual Questionnaire"

Week 2

Monday, January 12th: Cissexual Privilege and Oppression

Readings: "Dismantling Cissexual Privilege," go to:

<https://makespacedotnet.files.wordpress.com/2014/11/julia-serano-dismantling-cissexual-privilege.pdf>

Tuesday, January 13th: The Social Construction of (Homo)Sexuality

Readings: Serena Nanda, "Hijras: Neither Man nor Woman"

Wednesday, January 14th: The Social Construction of (Homo)Sexuality

Readings: Paula G. Allen, "Lesbians in American Indian Cultures"

Thursday, January 15th: Catch Up Day

Friday, January 16th: Culture as Authenticity

Readings: J. Irvine, "A Place in the Rainbow"

Reflection Paper #1 Due on "A Place in the Rainbow"

Week 3

Monday, January 19th: No Class - Holiday

Tuesday, January 20th: Importance of Examining History

Readings: George Chauncey, "Introduction to Hidden from History"

Research Assignment Option A Due



Wednesday, January 21st: History and Erasure

Readings: Nayan Shah, "Sexuality, Identity, and the Uses of History"

Queer Quad Group #1 on Shah article

Thursday, January 22nd: Starting with Stonewall

Readings: McGarry and Wasserman, "There's A Riot Goin' On"

Friday, January 23rd: The Rise of Sexology

Readings: McGarry and Wasserman, "Labeling and Policing"

"Archaic Sex Laws," go to:

<http://www.thetaskforce.org/louisiana-sheriff-uses-unconstitutional-law-to-arrest-gay-men/>

Research Assignment Option B Due



Week 4

Monday, January 26th: The "Invention" of Homosexuality

Readings: D'Emilio, "Capitalism and Gay Identity"

Reflection Paper #2 Due on Capitalism and Gay Identity



Tuesday, January 27th: Romantic Friendships and Mannish Lesbians

Readings: McGarry and Wasserman, "Early Women's Communities"

Wednesday, January 28th: The Harlem Renaissance

Readings: McGarry and Wasserman, "Out on the Town"

Thursday, January 29th: WW2 – Getting In, Fitting In

Readings: Erwin Haeberle, "Swastika, Pink Triangle, and Yellow Star"

Queer Quad Group #2 on Haeberle article



Friday, January 30th: Blue Discharges and the Foundations of DADT

Readings: "Lesbians and Gay Men in the U.S. Military: Historical Background" go to:

http://psychology.ucdavis.edu/rainbow/HTML/military_history.html

Week 5

Monday, February 2nd: Early Homophile Groups and McCarthyism

Readings: McGarry and Wasserman, "An Emerging Minority"

Research Assignment Option C Due



Tuesday, February 3rd: The "Other Side" of the 50s

Readings: McGarry and Wasserman, "Lesbian Pulps"

McGarry and Wasserman, "Physiques"

Wednesday, February 4th: Toward "Homosexual Tolerance"

Thursday, February 5th: Wrap up and Review for Exam 1

Friday, February 6th: No School – Professional Development Day



Week 6

Monday, February 9th: Exam #1 – Part 1

Tuesday, February 10th: Exam #1 – Part 2

Wednesday, February 11th: **Disco, Bathhouses, and Cruisin'**

Readings: McGarry and Wasserman, "I Love the Night Life"

McGarry and Wasserman, "Cruising"

Thursday, February 12th: **Gay Liberation; Sex as Politics**

Readings: McGarry and Wasserman, "Gay Liberation"

John Rechy, "Sexual Outlaw"

Friday, February 13th: **Gay Rights: Who's Rights?**

Readings: McGarry and Wasserman, "Gay Rights"

"Combahee River Collective"

Reflection Paper #3 Due on "Combahee River Collective"



Week 7

Monday, February 16th: No Class – Professional Development Day

Tuesday, February 17th: **Sexism: Where are the Lesbians?**

Readings: Radicalesbians, "Women-Identified Women"

Queer Quad Group #3 on Radicalesbians



Wednesday, February 18th: **Voices from Queers of Color**

Readings: Essex Hemphill, "In the Life"

"Queers of Color"

Thursday, February 19th: **Film: *Tongues Untied***

Friday, February 20th: **Racism: Queers of Color Resist**

Readings: "For Colored Boys Who Have Considered Suicide When the Rainbow is Still Not Enough: Coming of Age, Coming Out, and Coming Home"



Week 8

Monday, February 23rd: **Uniting as a Gay Community?**

Readings: Gloria Anzaldúa, "Bridge, Drawbridge, Sandbar, Island," on course website

Reflection Paper #4 Due on "Bridge, Drawbridge, Sandbar, Island"

Tuesday, February 24th: **Working-Class Resistance**

Readings: Amber Hollibaugh, "Queers without Money"

Elizabeth Clare, "Losing Home"

Wednesday, February 25th: **Conservatism, the 1980s, and the Rise of AIDS**

Readings: McGarry and Wasserman, "Confronting AIDS"

Thursday, February 26th: **HIV and Transformations in the Gay Movement**



Friday, February 27th: **The Queer 90s**

Readings: McGarry and Wasserman, "The Queer Nineties"

Research Assignment Option D Due

Week 9

Monday, March 2nd: Queer Theory

Readings: "Intro to Queer Theory"
"Queer Identity and Contestations of Queer"

Tuesday, March 3rd: No Class – College Issues Day

Wednesday, March 4th: Queer Identities in Action

Readings: "Dr. Laura, Sit on My Face"
"Queer Kids Resist the Marriage Equality Agenda"

Thursday, March 5th: Catch Up Day

Friday, March 6th: Bisexual Identities

Readings: Marjorie Garber, "Bisexualities"
"Strangers at Home"



Week 10

Monday, March 9th: Bi Resistance

Readings: "Denying Complexity"
Reflection Paper #5 Due on "Denying Complexity"

Tuesday, March 10th: No Class – Professional Development Day

Wednesday, March 11th: (Trans)itioning to Queer

Readings: "We are all Works in Progress"

Thursday, March 12th: Trans* Challenges and Responses

Readings: *Body Alchemy: Transsexual Portraits*
Jason Cromwell, "Queering the Binaries"

Friday, March 13th: TransPolitics

Readings: Dean Spade, "What's Wrong with Rights?"
Queer Quad Group #4 on What's Wrong with Rights



Week 11

Monday, March 16th: It Gets Better?

Readings: "Coming Out in Middle School," go to: <http://www.nytimes.com/2009/09/27/magazine/27out-t.html?pagewanted=all>

"For Many Marginalized People It Does Not Get Better,"

<http://www.usprisonculture.com/blog/2010/10/27/for-many-marginalized-youth-it-does-not-get-better/>

Research Assignment Option E Due

Tuesday, March 17th: Gay Marriage

Readings: "Freedom to Marry" go to: <http://www.freedomtomarry.org/states/>
Dean Spade and Craig Willse, "I Still Think Marriage is the Wrong Goal"

Wednesday, March 18th: Legal Triumphs?

Readings: ENDA – go to: <https://www.aclu.org/hiv-aids-lgbt-rights/employment-non-discrimination-act>

“Obama Signs Hate Crime Legislation,” go to

http://www.huffingtonpost.com/2009/10/28/hate-crimes-bill-to-be-si_n_336883.html

Dean Spade, “Their Laws Will Never Make Us Safer”

Thursday, March 19th: Immigration Activism

Readings: <http://www.autostraddle.com/immigration-reform-is-a-queer-trans-human-rights-issue-151082/>

Tamara Nopper, “Why I Oppose Repealing DADT and Passage of the DREAM Act”

****Bring Examples of Queer Activism to Share for Extra Credit****

Research Assignment Option F Due

Friday, March 20th: Wrap up and review for Exam 2

Week 12

Wednesday, March 25th: Exam 2 (9:30-11:20)

