

Introduction to LGBTQ (Lesbian/Gay/Bisexual/Trans/Queer) Studies

INTER-LS (502) 200/SOC (900) 200/ WOMEN
ST (963) 200

Spring 2010

I (Intermediate); Z (Humanities or Social Science) credit

5206 Sewell Social Science Building

Lectures: MW 8:50-9:40AM with Prof. Joe Elder

Discussion sections as scheduled

W Sections: Cabell (rhymes with "Scrabble")
Gathman

H Sections: Jason Orne

Electronic materials and links available at: <http://learnuw.wisc.edu/>

Course Facebook

Page: <http://www.facebook.com/pages/Introduction-to-LGBTQ-Studies-SOCWOMEN-STINTER-LS-200-UW-Madison/221292584862>

OR <http://bit.ly/6Jc3wn>

(Also listed in "Basic Links" at the top of the Learn@UW Content tab)

Course Description

This course is an introduction to LGBTQ studies, a field which is based upon the general understanding that taken-for-granted systems of categorization like sex, gender, and sexuality are in fact socially developed, enforced, and reproduced in such ways that members of societies see them as "natural." This course, therefore, will demonstrate the actual variability of such systems across different time periods and cultures, as well as examining the effects these systems have on the people who live inside them. Although these systems are social constructs, they are quite real to the people who are categorized by them, and who may actively work to reproduce, oppose, or transform them, as well as the personal identities that arise from them. Furthermore, these systems interact in various ways with other social categories such as race, socioeconomic class, religion, age, etc. By questioning the "naturalness" of one category like sexuality or gender, one is likely to uncover more questions about these other systems of categorization in turn.

Contact information: Joe Elder

Office: 8131 Social Science (side of building with ONE elevator)

Office hours: MTWH 2:00-3:15

F 11:00-12:00

Campus phone: 262-2782

Email: elder@ssc.wisc.edu (usually NOT effective)

Most effective contact method: Come to the office in person, or leave a note in the mailbox by my office door, or leave a message on the office answering machine. Email is NOT usually an effective way to reach me. If you do send an email message, you may want to phone 262-2782 and leave a message on my answering machine telling me the date and time you sent it.

Contact information: Cabell (rhymes with "Scrabble") Gathman

Office: 8120 Social Science (side of building with ONE elevator)

Office hours: M 1:00-3:00 at Espresso Royale Cafe (near Memorial Library) or by appointment (either at ERC or in office)

Email: cabell.soc.ta@gmail.com (will ONLY respond to this address)

Contact information: Jason Orne

Office: 7110 Social Science (side of building with ONE elevator)

Office hours: M 1:00-3:00 at Espresso Royale Cafe (near Memorial Library) or by appointment (either at ERC or in office)

Email: TaJasonOrne@gmail.com (will ONLY respond to this address)

Communication with your TA

Email is a great resource, but it can easily become unmanageable if some simple email etiquette is not followed. Please refrain from emailing questions that are answered on the syllabus, questions that really could wait until “tomorrow” when we see you in lecture or section, and questions that we know you can get the answer to yourself. **Before sending an email, reread your syllabus AND any informational emails we have sent.** Nine times out of ten the answer is there.

Feel free to email your TA when you have quick questions to which you could not find the answer yourself. However, if your question requires a lengthy or complicated response, we would really prefer to talk in person. Find your TA before lecture, come to office hours, or make an appointment to meet with us.

Your TAs will try to respond to your emails timely, but our standard response time for student email is 48 hours (unless it's an emergency). Furthermore, we do not accept last-minute questions. **With the exception of emergencies, we will not answer e-mail questions sent less than 12 hours prior to a scheduled exam/assignment due date.** Please also check your e-mail regularly (i.e. daily). We will use the class and section mail lists to send out important information you need to know.

Format and Instructors

The course will include two lectures per week on Mondays and Wednesdays from 8:50-9:40am, and one discussion section as shown on your course schedule on either Wednesday or Thursday. All Wednesday discussion sections are led by Cabell (rhymes with "Scrabble") Gathman; all Thursday sections are led by Jason Orne. **(Note: If you have not checked the location of your discussion section in the last 24 hours, please refer to Learn@UW to ensure that you have the correct room; last-minute location changes are not uncommon at the beginning of the semester.)** Lectures will cover the general concepts that are also addressed in the assigned reading, and may also include related videos and other multimedia material. Throughout the semester there will also be some guest lectures by experts doing related work, including the TAs.

Discussion sections are not meant to repeat lectures; they are an opportunity for students to engage with the material in a small group setting where they may have productive discussions with their peers. Discussion section is a place to raise questions about course materials and concepts and make connections between those materials and concepts and popular culture, other university courses, current events, and personal experiences. TAs serve primarily as guides and moderators for these discussions—while they are a valuable resource when concepts are unclear, they are not serving as lecturers in this venue.

This course tends to attract a particularly diverse group in terms of previous knowledge of and experience with course material; please DO NOT be intimidated if you feel you are relatively ignorant in comparison to some of your peers. Rather, you should see them as another course resource to be appreciated for their uniquely relevant backgrounds. All of us have something to offer in our consideration of the material, and we all have something to learn from other students in the course.

Attendance

Your presence in class is crucial to everyone's learning. As such, TAs will take attendance in discussion section. Discussion sections will meet every week with the exception of spring break and will contribute 14% to your final grade; one unexcused absence will be dropped. One point is deducted from your final grade for every further unexcused absence. **If you do not attend section regularly, you will likely fail this course.** You will NOT receive attendance credit for the week if you are more than 10 minutes late or leave before we dismiss the class.

We are fine with responsible laptop use when it involves note taking for announcements, Q&A at the beginning of section, and during lecture. However, our opinion is that laptops impede active listening when used during discussion and activities. We are ourselves avid users of technology; we did not just fall off the turnip truck; we know when you are using the internet or your laptop inappropriately. **Sitting in class updating your Facebook status or texting on your cellphone is not significant presence.** To reiterate, laptop, cellphone, or PDA use is inappropriate during discussion and activities, and will result in being marked absent for the week.

An excused absence is one for which you provide a written document (e.g., from a doctor) explaining why it was impossible for you to attend your discussion section that day, and **which you make up as arranged with your TA.** Your presence is required in all cases except **illness or family emergency.** Oversleeping, prescheduled trips, family vacations and weddings, employment obligations, extra-curricular commitments, extended holiday or travel weekends, non-refundable airline tickets, and early departures for breaks do not constitute "illness or family emergency." We do not grant excuses for any reason other than illness or family emergency.

Obviously, any religious observances or excused athletic activities will be honored. **Individuals requesting relief should notify your TA within the first two weeks of class.**

Participation

You should participate in discussion section conversations, displaying a competent grasp of the assigned readings, the ability to connect course material to outside events and ideas, and an interest in further developing your understanding of course material, e.g. by asking questions. Your TA will evaluate participation on the basis of the quality, not quantity, of student comments. If you are uncomfortable speaking up in the group setting of discussion section, you should meet with your TA to discuss alternate methods of contribution.

Your TA will evaluate your section participation four (4) times over the course of the semester, each time on a scale of 0-5, where 0 represents frequent absences and/or total lack of participation, and 5 represents frequent, considered contributions that enhance the group's understanding of the material. Each of the four (4) participation grades will count towards 1.5% of your final grade, for a total of 6% overall.

Discussion Etiquette

You will be asked to discuss and debate ideas with your classmates in section so that all can learn from the process. **Rarely is there one correct answer** to

Finally, given the sometimes socially sensitive nature of information that people may choose to disclose in section, we ask that all students follow a basic policy of "What is said in section, stays in section" unless it is explicitly stated that a particular piece of information about another student should be considered common knowledge. Again, although no one is required to reveal personal information, we want students to feel as comfortable as possible doing so when such information is relevant to the discussion at hand.

Reading Reflections

During the semester you are to submit five (5) Reading Reflections via the Learn @UW Dropbox by 5pm on the following dates:

Reflection #1 Sunday, Jan. 31, 2009
Reflection #2 Sunday, Feb. 21, 2009
Reflection #3 Sunday, March 14, 2009
Reflection #4 Sunday, April 11, 2009
Reflection #5 Sunday, May 2, 2009

Each individual reading reflection is worth 4% of your grade; together, they comprise 20% of your final grade.

Please refer to the separate handout (distributed in section) for specific assignment requirements. Reflections will receive a grade of no credit, rewrite, check, or check-plus. A reflection that is not turned in on time, or fails to meet the basic requirements, will receive no credit. A reflection that meets the basic requirements but displays serious analytic problems will receive a "rewrite" grade, and must be rewritten in response to TA feedback within the following seven (7) days to receive a check. A reflection that shows adequate analysis will receive a check; a reflection that shows especially good consideration of the material and makes impressive connections to outside issues may receive a check-plus. Any student who receives two (2) check-pluses on any of the first four (4) reflections will automatically receive credit for reflection #5.

Activity Reports

Activities reports can be substituted for up to two (2) reading reflections. An activities report requires ten hours of volunteer time with some LGBTQ-related project under the supervision of a project director to verify the volunteer time and activity. It should follow the same basic guidelines as a reading reflection, paying the same attention to analysis and reflection. Details of activities reports must be worked out in advance with Joe Elder.

Examinations

There will be three (3) take-home examinations; however, your lowest exam score will be dropped. Each of your two (2) remaining scores will count towards 30% of your final grade, with a total of 60% of the final grade from exam scores. You may discuss course readings and concepts with your fellow students; however, you should WRITE your exam answers ENTIRELY AS AN INDIVIDUAL. High degree of overlap with another student's exam responses constitutes PLAGIARISM (see below).

Exams must be submitted electronically to both the [Learn@UW](#) Dropbox and the website TurnItIn.com (see separate handout for instructions).

Research Papers

If you wish, you may (and are encouraged to) submit a research paper in lieu of the second exam. **Note: While exams are graded by the TAs, research papers are supervised and graded by Joe Elder.** For the research paper you may select, expand upon, or focus within some topic related to this course or some other topic within the general field of LGBTQ Studies.

If you choose to write the research paper, you must submit a 700-1000 word research paper outline in hard copy to Joe Elder on Wednesday, February 17. Your outline will be returned on Monday, February 22 with suggestions for how you might proceed. The final draft of the paper, due in hard copy to Joe Elder on Wednesday, March 24, should be double-spaced, proofread, spell-checked, and 4000-5000 words in length. It will be graded (a) for the quality and quantity of research materials it contains, and (b) for the cogency with which it links the research materials and the topics it addresses. You are to cite the research materials you use (e.g., peer-reviewed articles, interviews, online sources, etc.) using any standard citation format you prefer, as long as you are **consistent**.

Note: If you submit the research paper in lieu of the second exam, you must still submit an electronic copy of your paper to the [Learn@UW](#) Dropbox and TurnItIn.com for our grading records.

Course Grading Scheme

Take-home exam	30%
Take-home exam OR research paper	30%
Take-home exam (dropped)	0%
Discussion section attendance	14%
Discussion section participation	6%
Five (5) reading reflections	20%
TOTAL	100%

Statement on plagiarism

We take academic dishonesty and plagiarism extremely seriously, and we will pursue all avenues allowed by the university in the event that we discover any student misrepresenting the words or ideas of another, published or unpublished, as his or her own. In addition to any grade penalties imposed for the course, any student caught plagiarizing will be reported to the office of the Dean of Students to prevent continuing patterns of academic dishonesty.

For the university's policy on academic dishonesty and misconduct, see:
<http://www.wisc.edu/students/saja/misconduct/misconduct.html>

For further information about plagiarism and appropriate citation, paraphrasing, and general use of sources, see the writing center website:
<http://www.wisc.edu/writing/Handbook/Documentation.html>

Evaluations

TAs are not formally evaluated by the Department of Sociology until the end of the semester. Because we believe your feedback is vital to the success of section, and we would like to learn how we can best be of help to you, your TA will also ask you to give a mid-semester evaluation. Additionally, please feel free to give your TA any feedback at any point during the semester. **It does no good to wait until the end of the semester (or even midterm) to complain about an aspect of the class that did not work for you. Tell your TA as soon as you have an issue so we can work towards making section as useful to you (and everyone!) as possible.** You may leave an anonymous note in your TA's mailbox in the Sociology main office (8128) if necessary. Please do NOT approach the other course TA with issues concerning your assigned TA and discussion section. You should, however, feel free to contact Professor Elder at any point during the semester if you feel you cannot approach your TA directly.

Accommodations

The policy of the Board of Regents of the UW System is to ensure that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated in the UW System. Each qualified person shall receive reasonable accommodations needed to ensure access to educational opportunities, programs and activities in the most integrated setting appropriate. Please inform your TA **within the first two weeks of class with your visa** if you have needs that may require special accommodations. For more information about accommodations for students with disabilities, please contact the **McBurney Disability Resource Center at 263-2742**. Also, if you feel there is anything we should be made aware of, please feel free to talk to your TA. We will be more than happy to help.

The Writing Center

It is always useful to develop your academic writing skill as early as possible. The UW Writing Center provides you with a diverse range of resources to help you write as a scholar and with a style. Friendly writing tutors are available to work with students one-on-one on a regular basis. The Writing Center is located in 6171 Helen C. White Hall. Their hours are Mon-Thu 9:00am-8:30pm; Fri 9:00am to 3:00pm. It will be very helpful if you can schedule several meetings with the **same** writing instructor over the semester. For more information, visit their website at <http://www.wisc.edu/writing> or call 263-1192.

Required texts

The following texts/materials are required (note bracketed abbreviations). All movies are available on DVD from both Amazon.com (check marketplace sellers for cheaper new and used copies) and Netflix; titles available for streaming from Netflix are marked.

We have purposely kept book/article costs low to balance out the number of DVDs. We also encourage students to make arrangements with their peers to share copies and, when possible, view required DVDs together, which can contribute to active learning. Throughout the semester, TAs may also organize on-campus group viewings of required movies when their schedules and resources allow, but please do not count on such viewings for all films.

All required texts are also available in the "Reserved" section of the Helen C. White College Library:

Miller, Neil. 2006. Out of the Past: Gay and Lesbian History from 1869 to the Present. New York: Alyson Books. [Miller]

Middle Sexes: Redefining He and She. 2005. [Movie]

Before Stonewall. 1984. [Movie] Available on Netflix Instant

Small Town Gay Bar. 2007. [Movie] Available on Netflix Instant

Tongues Untied. 1989. [Movie]

Boys Don't Cry. 1999. [Movie]

Paris Is Burning. 1991. [Movie]

Clocked: An Oral History. 2007. [Movie] Available for free streaming online (see Learn@UW link)

Course readings, electronic format, available via Learn@UW [[Learn@UW](#)]

Semester Schedule

Week One (Jan. 20)

[Learn@UW](#): "The Old Education and the Think Academy" - Martha Nussbaum
"A Connecticut Yankee in King Arthur's Court" [Ch. 18]
- Mark Twain

Jan. 20: LGBTQ Studies and a Liberal Arts Education
"Gender Neutral Pronouns" (in-class handout)
"LGBTQ Terms and Definitions" - United Council of UW Students
(in-class handout)

Week Two (Jan. 25, 27)

Movie: *Middle Sexes*
[Learn@UW](#): "Continuums of Sex(uality) and Gender" – Joe Elder (adapted by Cabell Gathman)
"Lesbian Sex With Men" – Greta Christina
"The Self I Will Never Know" - Esther Morris
"For Caster Semenya" - Bailey et al.
"Homophobia as a Weapon of Sexism" – Suzanne Pharr

Jan. 25: The Importance of Language & Problems of Terminology in LGBTQ Studies (Cabell Gathman guest lecture)
No Homo (in-class video)

Jan. 27: Bodies, Sex, Gender, and Sexuality

Reading reflection #1 DUE by 5pm, Sunday, Jan. 31st

Week Three (Feb. 1, 3)

Miller:
[Learn@UW](#): "Ch. 5: Romantic Friendships Between Women" (pp. 53-70)
"Sex Before Sexuality: Pederasty, Politics, and Power in Classical Athens" - David Halperin
"Introduction: Immodest Acts: The Life of a Lesbian Nun in Renaissance Italy" - Judith C. Brown
"The Hijras of India" - Serena Nanda
"Gender Diversity in Native North America" - Will Roscoe

Feb. 1: Gender & Sexual Diversity Across History

Feb. 3: Gender & Sexual Diversity Across Cultures

Week Four (Feb. 8, 10)

Movie: *Before Stonewall*
Miller: Ch. 17: The Rise of the "Gay is Sick" Shrinks (pp. 223-233)
Ch. 22: The Homophiles (pp. 302-332)
[Learn@UW](#): "Scientific Racism and the Construction of the Homosexual Body" - Siobhan Somerville
"The Invention of Heterosexuality" - Jonathan Katz
"Programs to change gays to straights don't work" - CNN

Feb. 8: The invention of 'homosexuals' & emerging LGBT issues in Europe and the US

Feb. 10: Early 20th-Century LG Organization
"Out of the Past: Henry Gerber" (in-class video)

Week Five (Feb. 15, 17)

[Learn@UW](#): "Bisexuality as Paradigm Shift" - Beth A. Firestein
"What Makes People Gay?" - Neil Swidey
"Dude, You're a Fag" (excerpt) - C.J. Pascoe
"Compulsory Heterosexuality and Lesbian Existence (excerpts)" - Adrienne Rich

Feb. 15: Theories of sexuality
Receive first take-home exam prompt in class

Feb. 17: Building LGBTQ personal identities
Research paper outline DUE to Joe Elder (if doing paper)

Reading reflection #2 DUE by 5pm, Sunday, Feb. 21st

Week Six (Feb. 22, 24)

Movie: *Clocked: An Oral History*
[Learn@UW](#): "Who are 'We'? Gay 'Identity' as Political (E)motion (A Theoretical Ruminations)" - Ed Cohen
"A multidimensional approach to homosexual identity"
- Horowitz and Newcombe
"You Will Always Have to 'Out' Yourself: Reconsidering Coming Out Through Strategic Outness" - Jason Orne

- Feb. 22: "Coming out" (Jason Orne guest lecture)
- Feb. 24: Organizing around LGBTQ identities & relevant goals (Victor Raymond guest lecture)

Exam #1 DUE by 5pm, Sunday, Feb. 28th

Week Seven (March 1, 3)

[Learn@UW](#): "Trading on Heterosexuality: College Women's Gender Strategies and Homophobia" - Laura Hamilton
"Resistance and Normalization in the Construction of Lesbian and Gay Families" - Victoria Clarke

- Mar. 1: The need for "normality" & boundary maintenance
- Mar. 3: Strategies of "normalization"
Our House: Arkansas & Our House: Long Island (in-class video)

Week Eight (March 8, 10)

[Learn@UW](#): "Imitation and Gender Insubordination" - Judith Butler
"Conversations With a GenderQueer: Talking with Riki Anne Wilchins" - Patrick McCreery and Kitty Krupat
"The Drag King Book" (excerpts) - Del La Grace Volcano & Judith "Jack" Halberstam
"Hapa Haole Wahine" - Lani Kaahumanu
"La Frontera" - Gloria Anzaldua

- Mar. 8: Contested "normality" & breaking down boundaries
- Mar. 10: Self-presentation as performance & fluid identities

Reading reflection #3 DUE by 5pm, Sunday, March 14th

Week Nine (March 15, 17)

Movie: *Small Town Gay Bar*

[Learn@UW](#): "Double Lives on the Down Low" - Benoit Denizet-Lewis
"Dragon Ladies, Snow Queens, and Asian-American Dykes: Reflections on Race and Sexuality" - Sharon Lim-Hing
"Stolen Bodies, Reclaimed Bodies: Disability and Queerness" - Eli Clare
"Dirt, Greed, & Sex" (excerpt) - William Countryman

- Mar. 15: Overlapping communities & multiple identities: Race
"Out of Control: AIDS in Black America" (in-class video)
Receive second take-home exam prompt in class
- Mar. 17: Overlapping communities & multiple identities: Religion (Scott Prinster guest lecture)

Week Ten (March 22, 24)

[Learn@UW](#): "More Flight Anxiety for Transpeople As New TSA Rules Implemented" – TransGriot
"Becoming a Black Man" – Daisy Hernandez
"Modern Scandinavian Families and the Defense-of-Marriage Argument" & "I Now Pronounce You..." - William Eskridge & Darren Spedale
"Open Letter to White Activists" - slit

Mar. 22: Legal restrictions on identities

Mar. 24: Legal restrictions on relationships (guest lecture TBA)
Research paper DUE in hard copy to Joe Elder in class (optional replacement for exam #2)

Exam #2 DUE by 5pm, Sunday, March 28th

SPRING BREAK

Week Eleven (April 5, 7)

Miller: Ch. 10: Renaissance in Harlem (pp. 135-144)

Movie: *Paris Is Burning*

[Learn@UW](#): "Does Your Mama Know?" - Lisa C. Moore
"Mrs. Kramer Vs. Mrs. Kramer" – Lorraine Ali
"Society Should Allow Same-Sex Marriage" - Alec Walen
"Society Should Not Allow Same-Sex Marriage" - Richard G. Wilkins

April 5: Families & fictive kin
Our House: New Jersey (in-class video)

April 7: Creating community support

Reading reflection #4 DUE by 5pm, Sunday, April 11th

Week Twelve (April 12, 14)

Movie: *Boys Don't Cry*
[Learn@UW](#): "Is Paris Burning?" - bell hooks
"That's Not Really My Scene': Working-Class Lesbians In (and Out of) Place – Yvette Taylor
"20th Century Postsecondary Practices and Politics to Control Gay Students" - Patrick Dilley
"Out of the Closet But Not Out of Middle School" - Libby Copeland

April 12: Differences in resources & access (Julie Keller guest lecture)

April 14: Young & queer
"Out of the Past: Kelli Peterson" (in-class video)
Hilary Duff PSA – Think Before You Speak ("That's So Gay") (in-class video)

Week Thirteen (April 19, 21)

Movie: *Tongues Untied*
[Learn@UW](#): "Portrait of a Man" - Loren Cameron
"Normal Female Interest in Men Bonking': Selections from the Terra Nostra Underground and Strange Bedfellows" - Shoshanna Green, Cynthia Jenkins, and Henry Jenkins
"Revamping MTV: Passing for Queer Culture in the Video Closet" - Lynda Goldstein
"GLAAD Network Responsibility Index: Primetime Programming 2008-2009"

April 19: Media representations of LGBTQ people

April 21: Media productions by LGBTQ people (Cabell Gathman guest lecture)

Week Fourteen (April 26, 28)

[Learn@UW](#): "Beyond Bows and Eyelashes: Avatar Alternatives to Gender Rigidity" & "The Revolution Will Neither Be Televised Nor Built into the Infrastructure of Virtual Worlds" - E. Cabell Hankinson Gathman
"Women aren't vending machines: How video games perpetuate the commodity model of sex" - Alex Raymond

April 26: LGBTQ issues in "new media" (Darius Kazemi guest lecture)
Receive third take-home exam prompt in class

April 28: The online rainbow (Gathman & Orne guest lecture)

Reading reflection #5 DUE by 5pm, Sunday, May 2nd

Week Fifteen (May 3, 5)

Miller: Ch. 32: Into the New Millennium (pp. 523-565)
[Learn@UW](#): "Coming to an Asexual Identity: Negotiating Identity,
Negotiating Desire" - Kristin S. Scherrer
"Transgender Mirrors: Queering Sexual Differences" - Chris
Straayer

May 3: Beyond categories: pansexuality & genderqueer

May 5: Wrapping Up

Exam #3 DUE by 5pm, Sunday, May 9th