LGBTQ IDENTITIES: Histories, Theories, and Representations
Kimberly Fuller LISW, MSW, MEd.

Class meets on MWF 1:30-2:20p.m. in King 321
Office Hours: by appointment

Required Texts:

Course Overview:
This course serves as an introduction to the study of lesbian, gay, bisexual, transgender, intersex, and queer histories, representations and cultures in the United States. In this course LGBTQ lives will be studied through historical, cultural, sociological, psychological, sexological, and theoretical lenses. This course will be taught from a chronological and encompassing perspective- with thorough focus on the marginalization, oppression, liberation, and normalization of LGBTQ folks over the last 300 years. This course will be taught through interactive discussion and experiential learning techniques. This class will be thought provoking and will require you to examine societal views as well as on your own views of queer culture.

Course Objectives:
• Develop an understanding of LGBT/Q Studies as an academic discipline and field of scholarship.
• Utilize interdisciplinary modes of learning and research, particularly those from feminist, critical race, and queer theories and methodologies.
• Understand the ways in which sexuality, gender, race, ethnicity, class, and other categories of identity intersect in regard to LGBT people and issues.
• Identify homophobia and heterosexism and recognize the importance of each concept, as well as the differences between them.

Disclaimer:
Understand that the language used in both the text and lecture can be controversial and that you may not agree with some or all materials. The view-points and value systems presented and discussed may be contrary to your own. Whether or not you agree with these views and values, you need to recognize and respect their existence and respect others viewpoints. All assignments and activities were selected based on their perceived academic benefits. You should understand that some of the projects are going to require a certain amount of self-disclosure but that such projects will be in a way that prevents personal information from being disclosed to others.
Attendance:
The information that you are provided with in class is crucial to understanding this material; therefore, attendance is mandatory. Students are permitted to have two unexcused absences over the course of a semester. For every additional unexcused absence, you will receive a 10% reduction in your grade. Absences will be excused only in extreme cases. Tardiness will be factored into your participation grade.

Citations:
Papers should be completed using APA format and will account for a portion of your grade. Please reference the following website for help with APA style. If further instruction is needed, please visit the campus Writing Center. 
https://owl.english.purdue.edu/owl/section/2/10/

Accommodations for Students with Disabilities:
I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with documented disabilities. It is important to meet with Disability Services at the beginning of the semester to ensure that your accommodation needs are approved and in place to begin the term successfully. Please also meet with me during the first week of class so we can discuss your learning needs and plan accordingly.

Academic integrity policy:
The Student Conduct Code, and Student Guide to Academic Integrity, and other documented policies of the department and college related to academic integrity will be enforced. For more details on academic policies, please refer to The Office of the Dean of Students and the handout on Academic Integrity posted on the course website.

Copyright Notice:
All lectures and lecture materials are the intellectual property of the instructor. No recording or distribution of these materials may be done without the expressed consent of the instructor.

Changes to Syllabus:
The instructor reserves the right to make changes to the syllabus

Grading Scale (%)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>95.1-100= A</td>
<td>72.1-76= C</td>
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<tr>
<td>89.1-95= A-</td>
<td>69.1-72= C-</td>
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<td>86.1-89= B+</td>
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<td>82.1-86= B</td>
<td>&lt;60=F</td>
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<tr>
<td>79.1-82= B-</td>
<td></td>
</tr>
<tr>
<td>76.1-79= C+</td>
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Readings and Assignments:

2/2
Course Introduction
Ground Rules & Creating a Safe Space

2/4
What’s in a Name?
Newton, pp. 38-45, 144-147
https://thinkingaboutnow.wordpress.com/2010/02/01/alphabet-soup-labels-and-empowerment/
http://everydayfeminism.com/2015/01/bi-vs-pan/

2/6
Understanding Complexity, pt. 1
Wilchins, pp. 78-92

2/9
Understanding Complexity, pt. 2

2/11
Intersex
Wilchins, pp. 120-133

2/13
Early LGBQ History-mid 20th Century, pt.1
Wolf, pp. 42-72
Newton, pp. 3-24
http://time.com/184/gay-rights-timeline/
2/16
Early LGBQ History-mid 20th Center, pt. 2

2/18
Psychology of Sexuality
Read section on “History of Psychiatry & Homosexuality”:
http://www.aglp.org/gap/1_history/
Herek, G.M. “Sexual Orientation Differences As Deficits: Science and Stigma in the History of American Psychology”

2/20
LGBTQ in Film
Benson & Griffin, in “Queer Images: A History of Gay and Lesbian Film in America”, 20-37, 109-125, 141-149, 184-196

2/23
HIV/AIDS Epidemic
“David Barr and the Early Days of the HIV/AIDS Epidemic”

2/25
Stonewall

2/27
Gay Liberation
Wolf, pp. 42-72

3/2
Gay Liberation
Wolf, pp. 138-166, 236-264

3/4
Queer Theory
Wolf, pp. 167-208
Cohen, C. J. “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics”

3/6
What is Gender?
Stryker, pp. 7-24

3/9
Trans History
Stryker, pp. 31-57
Stryker, pp. 91-120

3/11
Trans History/Gender Theory
Bem, S., “Dismantling Gender Polarization and Compulsory Heterosexuality: Should we Turn the Volume Down or Up?”
Stryker, pp. 121-153

3/13
Drag, Queens, and Cross Dress
Vider, S. “Oh Hell, May, Why Don’t You People Have a Cookbook?”: Camp Humor and Gay Domesticity
“Butch-Femme Relationships: Sexual Courage In The 1950s”

3/16
Trans Liberation
Stryker, pp. 59-90
Heasley & Crane, “Transgender Warriors: Making History”

3/18
PAPER #1 DUE
Literary Representations
Myles, E. Peanut Butter
Sappho poem
Whitman, W., "City of Orgies" (from "Calamus"/Leaves of Grass, 1867 edition)

3/20
MIDTERM EXAM
3/23-3/26
SPRING BREAK

3/30
LGBTQ in Sports
On the Team: Equal Opportunity for Transgender Student Athletes

4/1
LGBTQ Issues for POC
Alexis Pauline Gumbs, “Forget Hallmark: Why Mother’s Day is a Queer, Black Left Feminism Thing”
Audre Lorde, “The Transformation of Silence into Language and Action”
Peggy McIntosh, “Unpacking the Knapsack of White Privilege”

4/3
LGBTQ Issues in Youth
Newton, pp. 82-111
HRC, “National Coming Out Day Youth Report”
Family Acceptance Project, “Supportive Families, Healthy Children Helping Families with Lesbian, Gay, Bisexual & Transgender Children”

4/6
LGBTQ Issues in Health
Heasley & Crane, “To Be Poor and Transgender”
“Healthy People 2010: Companion Document for Lesbian, Gay, Bisexual, and Transgender (LGBT) Health
Peruse through: “Standards of Care for the Health of Transsexual, Transgender, and Gender-Nonconforming People“
LGBTQ Rights
http://www.lambdalegal.org/in-court/cases/lawrence-v-texas

LGBTQ Parenting
Regnerus, M. “How different are the adult children of parents who have same-sex relationships? Findings from the New Family Structures Study”
Gates, G. “Family formation and raising children among same-sex couples”
Gates, G. “LGBT Parenting in the United States”

Nature vs Nurture
Wolf, pp. 209-235
Heasley & Crane, “Do Women Choose Their Sexual Identity?”
Levay, S. “A Difference in Hypothalamic Structure between Heterosexual and Homosexual Men”

Coming Out
Erikson, Identity vs. Isolation
Newton, pp. 57-82

Coming Out, pt. 2

On Being Queer
Anonymous, “Queers Read This: I Hate Straights”
Brandzel, A. “Queering Citizenship? Same sex marriage and the state”
Gaard, G. “Toward a Queer Ecofeminism”

Heterosexuality/Heteronormativity
Julia Serano, “Dismantling Cissexual Privilege”
Becoming an Ally to LGBTQ People: [http://www.uvm.edu/~lgbtqa/?Page=ally.html](http://www.uvm.edu/~lgbtqa/?Page=ally.html)

4/24
LGBTQ Marriage
Dettmer, L. “Beyond Gay Marriage”
Goldberg, A., “Marriage (In)equality: The Perspectives of Adolescents and Emerging Adults With Lesbian, Gay, and Bisexual Parents”

4/27
PAPER # 2 DUE
LGBTQ in Religion
Anderson, V. “The Black Church and Sexual Ethics”
[http://www.hrc.org/resources/entry/faith-positions](http://www.hrc.org/resources/entry/faith-positions)

4/29
Sexual Minority Stress
Russell, G., “Surviving and Thriving in the Midst of Anti-Gay Politics”
Meyer, I. “Prejudice, Social Stress, and Mental Health in Lesbian, Gay, and Bisexual Populations: Conceptual Issues and Research Evidence”
Meyer, I. “Identity, Stress, and Resilience in Lesbians, Gay Men, and Bisexuals of Color”

5/1
FINAL PRESENTATION

5/4
FINAL PRESENTATION

5/6
FINAL PRESENTATION

5/8
Wrap Up-Final Thoughts

5/13
FINAL EXAM 9-11 A

Participation (10%):
Many of the activities we will be doing in class are experiential and do not work without class participation. Students are required to participate in all class discussions/activities. Tardiness of greater than five minutes will count against your participation grade.

**Discussion Board (10%):**
Two times throughout the semester, students must post a current article on the discussion board on any LGBTQ topic with a brief (1-2 paragraph) critique/commentary of the article. Students must comment on two separate posts (1-2 paragraphs), either on the article itself or building on the commentary/critique of the original poster. Responses must be thoughtful and distinct from others’ views.

**Paper #1 (10%):**
At this point in the semester, students will begin to have a better understanding of LGBTQ folks in society. One important aspect of queer culture involves the depiction of LGBTQ individuals in media and film. Students will be asked to pick one film from the following list to watch and write a 5-6 page paper about the portrayal of LGBTQ individuals in the film. Discuss the relevant readings, lectures, and classroom discussions (e.g. stereotypes, psychological portrayal, political impacts). Students must cite in APA format readings, lectures, and class discussion.

Films to select from:
- *Hedwig & the Angry Inch*
- *Philadelphia*
- *Loving Annabelle*
- *Blue is the Warmest Color*
- *Tom Boy*
- *Paris is Burning*
- *Rent*
- *Kinky Boots*
- *Milk*
- *The Bird Cage*
- *Transamerica*
- *Boys Don’t Cry*
- *But I’m a Cheerleader*

**Paper #2 (10%):**
This course is intended to challenge you on intellectual and affective levels. Some of the topics addressed can be controversial, personal, and intimate. Some of these topics may be ones that you have never thought about before, may be relevant to people you know, or may be your own personal experiences. In this paper you are asked to address the following topics: 1) The class process, 2) Materials that challenged you (both intellectually and affectively), 3) Application of materials to your life (Now that you know this information, what are you going to do with it). When referencing articles in your paper, please cite them using APA format. This paper is intended to be between 5-6 pages.
Midterm/Final Exams (20% each):
Both the midterm and final exams will be a comprehensive evaluation of the material. Each exam will be a combination of multiple choice, short answer, and essay questions.

Final Presentation (20%):
Students will be asked to complete a final presentation on any of the following topics below or any other relevant topics with professor approval. Topics can only be covered by one group. Students will need to cover each topic and will have between 8-12 minutes to discuss each topic. Classmates will have approximately 2 minutes for Q & A at the end of the presentation. All information provided must be research-based with an included reference list. Students may present using Powerpoint, Prezi, or any other type of interactive format.

Students will be graded on:
1. The quality of information provided
2. Oral presentation skills
3. Group Cohesiveness/Participation
4. Conciseness

Topics will be chosen prior to Spring Break. A rubric will be provided at midterm to help structure the presentation. Students must provide a copy of their rubric for the instructor on the day of your presentation.

- ADOPTION: SHOULD GAY AND LESBIAN COUPLES BE ALLOWED TO ADOPT?
- ATTITUDES TOWARD BISEXUALITY AND EFFECT ON BISEXUAL PATIENTS
- MATTHEW SHEPARD: 1976-1998-IMPLICATIONS ON LGBT HEALTH RIGHT
- SMOKING/SUBSTANCE ABUSE AMONG LGBTQ INDIVIDUALS
- FACTORS THAT AFFECT GAY COUPLE RELATIONSHIPS AND THEIR HEALTH
- SADISM AND MASOCHISM; ITS IMPLICATIONS ON HEALTH AMONG LGBT ADULTS
- HOMELESSNESS AMONG LGBT YOUTH: HEALTH & POLICY IMPLICATIONS
• SUICIDE: FAST BECOMING A NATIONAL HEALTH ISSUE FOR GAY ADOLESCENTS.

• WHAT ROLE CAN AND SHOULD THE SCHOOL PLAY IN LGBT SEX EDUCATION?

• FLUIDITY OF SEXUAL ORIENTATION IN FEMALES.

• GAY IDENTITY ISSUES/HIV AMONG BLACK AMERICANS

• HATE CRIME LAWS: IS IT NECESSARY TO INCLUDE SEXUAL ORIENTATION?

• HETEROSEXISM: ITS EFFECTS ON BOTH THE HETEROSEXUAL AND HOMOSEXUAL COMMUNITY.

• INFERTILITY AND SEXUAL ORIENTATION: WHAT IS IT AND WHAT CAN BE DONE ABOUT IT?

• GENDER REASSIGNMENT SURGERY: LEGAL PROVISION

• TRANSPHOBIA IN THE U.S.