LGBTQ IDENTITIES:
Histories, Theories, and Representations
Dr. Evangeline M. Heiliger

Class meets on MWF 3:30-4:20 p.m. in King 327
Office Hours: For quick requests and questions: MW 2:30-3pm, MW 4:30-5PM, F by appointment
Need more time? Come and see me in King 141-E, sign up for an appointment on my door, or email me for an appointment at: Evangeline.Heiliger@oberlin.edu

This course offers credit in CAST and GSFS

COURSE DISCLAIMER: Students will encounter material of a sexually explicit nature. All those who enroll and remain in the course are expected to engage this content respectfully and with scholarly professionalism.

Required Texts:

Online Readings/Course Reader—all other readings found on course website and/or in a printed course reader available for purchase

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. We will read and discuss historical, cultural, sociological, and theoretical accounts of American queer lives. We will supplement our survey of the academic literature with legal and medical documents, personal essays, visual media, popular culture, and activist mission statements from the last three centuries, with a primary focus on materials from the last 100 years. The course focuses on the specifics of gay, lesbian, bisexual, transgender, intersex, and genderqueer lives as a grounding for understanding contemporary queer theory, trans* theory, and LGBTQIA politics.

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.
• Develop critical media literacy and the tools to become active consumers of advertising and popular media

Course Requirements:
- Class Participation and Preparedness (lecture + discussion + attendance): 20%
- Discussion Board Postings: 15%
- Current Events Presentation: 5%
- Midterm Exam: 20%
- Film Review Paper: 20%
- Final Exam: 20%

Weekly Readings
Each student is expected to come to lecture with the assigned readings for that day read and considered carefully. Please bring the reading assignments with you to every class along with your notes. I encourage you to annotate the texts as you read, to underline or star important passages, and to mark passages that stump you with question marks in the margins. Be prepared to discuss the author’s argument, main points, evidence, terminology, and any questions you may have.

Participation Assessment: 20%
Your thoughtful engagement in class discussions is key to achieving high performance. In order to earn full participation credit for each week, you must come prepared to class each week with your readings, notes, and questions, and actively participate in discussion. Merely talking in class does not constitute active participation: I am expecting you to attempt to make connections between the readings, my lectures and your peers’ in-class and discussion board comments, as well as to media and advertising you see outside of class. This is a learned skill that requires practice, and you are not expected to do this perfectly from the beginning, but rather to do your best to improve over the course of the semester.

A Note on Attendance
In order for you to fully participate in class activities, it is essential that you arrive to class on time and stay for the entirety of the class. If you are late for class or leave early for any reason, it is your responsibility to make sure I have not recorded you as absent. Absences will only be excused in extreme cases. Each student receives one no-questions-asked excused absence. All other absences will result in a reduction of your final grade by 2/3 of a letter grade for each missed class e.g. from “B” to “C+.” If you miss more than 5 scheduled classes, you will automatically fail the course.

Practice Techno-Mindfulness
Consider this class a temporary break in your day from email, Skype, IM, gchat, Facebook, Twitter, texting, gaming, surfing the internet, talking on the phone, or any other form of electronic entertainment or communication that is not expressly provided or permitted by your instructor. Should you find yourself unable to ignore your email/cell phone/social media sites during our class sessions, you will be marked as “absent” for that day’s class, and you will not receive participation points for the day.

Discussion Board Postings: 15%
Each student will post on the class discussion board prior to each Monday and Wednesday class meeting, and AFTER each Friday class meeting. Discussion board postings will respond to a specific prompt, and should actively engage the week’s readings and media, posing questions to the rest of the class and drawing connections across the course materials. These postings will serve as a warm up for classroom discussion and help generate lively debate. I recommend that you keep a
notebook tracking the points you find most compelling, important, or questionable from the assigned readings. Please provide your own thoughts on the issues discussed. This is also a space where you are welcome to note your insights on current events that effect the LGBT populations or analyze current representations of queers in the media. Expect to write a minimum of two handwritten pages each week that clearly correspond to the material covered in our sessions. Please date your entries. You will use your notes when writing your Discussion Board responses. Discussion Board Postings are due on the course website by NOON on Monday and Wednesday of each week, and by 5p.m. on Sunday of each week for the Friday Film viewings..

Current Events/What’s on Top?: 5%
As you learn more about LGBTQIA history, and read more LGBT/Queer scholarship, you will likely find yourselves becoming more aware of current events, advertising, TV shows, films and news items that are related to queer/LGBT people. Each week, we will discuss these items in a “What’s On Top?” format: this is a way to link what you read in class with larger cultural and political news and events related to the course. Each student will be responsible for bringing a current event to discussion once during the semester, although you are welcome to bring current events in more than once. I will pass out a sign-up sheet so you can pick your day to present. Be sure to write down all the details of the current event, and bring a paper copy when possible (newspaper/internet stories). If the news item is a video and you have a web address, be sure to have this available so we can watch it in class. What does the current event signify about the state of LGBT/Q affairs in a particular place/time? What did you think when you read/heard/saw the current event? You will be graded not only on your bringing a topic or topics to the table, but also on your engagement with topics brought in by your classmates. This component is worth 5% of your total grade in the course.

Midterm Exam: 20%
The midterm examination will be a take-home exam given out on Weds, March 19 and due Friday, March 21. This midterm is worth 20% of your final grade, and will consist of term identifications, short answer questions and 1-3 long answer questions. More information will be given as we near the middle of the term.

Film Review Paper: 20%
Each student will write a film review paper due anytime during the first two weeks of April. (Student’s choice of dates to submit: April 2, 4, 7, 9, 11, 14, or 16.) This take-home film review should be 3-4 pp, 12-pt TNR font, 1 inch margins. For the film review, you will write an essay analyzing one of the Friday Films viewed during the first half of the semester, putting the film in dialogue with two or more assigned readings from the course. No outside readings are required. Detailed instructions for the film review will be given before spring break.

Final Exam: 20%
Your final exam requires a sophisticated demonstration of the skills and knowledge you gain in this course. There are three parts to the final exam. These will be done by students during the scheduled exam period as a closed book exam and will consist of identifying terms used in the readings for this course, as well as short answer questions in which you must demonstrate critical thinking about LGBT theory, history and culture, and one long answer question. A study guide will be available during the last week of class. The final exam is worth 20% of your total grade, and will be given during the scheduled exam period.
Warning: Reading Intensive!
Because this is an introduction to the field, we cover a lot of ground in a short amount of time. It is imperative that you keep up with the readings listed for each day. You should expect to spend more than twice the amount of time we spend in class at home in preparation (at least 6-8 hours a week). Please schedule this time into your week, and feel free to see me for time management tips—I love the Pomodoro Technique!

Useful Websites:
http://www.library.cornell.edu/olinuris/ref/research/skill28.htm
http://owl.english.purdue.edu/owl/resource/614/01/

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 you 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

COURSE SCHEDULE

Feb 3  LGBTS and Queer Studies as Academic Disciplines
Screening: Before Stonewall (1984), dirs. John Scagliotti, Greta Schiller, and Robert Rosenberg
Homework/Discussion Board Posting: Your own working definition and an example of the following terms: homophobia, heterosexism, bi-phobia, and trans-phobia. Draw distinctions between each term. Post online and bring to our second class meeting prepared to discuss.

PART ONE: GENEALOGIES

Feb 5
2 Historical Categories
Leila Rupp, “Worlds of Men, Worlds of Women”
George Chauncey, “Christian Brotherhood or Sexual Perversion? Homosexual Identities and the Construction of Sexual Boundaries in the World War I Era”
Feb 7—Friday Film

Feb 10
3 Communities / Identities
Leila Rupp, from “Coming Together: Contested Identities and the Emergence of Communities”
Joanne Meyerowitz, “Sex Change and the Popular Press: Historical Notes on Transsexuality in the
United States, 1930-1955”
John D’Emilio, “Capitalism and Gay Identity”

Feb 12
4 Liberation
George Chauncey, from “Why Marriage?” pp. 5-35
Martin Duberman, “The Night They Raided Stonewall”
Radicalesbians, “The Woman-Identified Woman”
Marsha P. Johnson (and Allen Young), “Rapping with a Street Transvestite Revolutionary: An
Interview with Marcia Johnson”

Feb 14—Friday Film

Feb 17
5 Challenges
George Chauncey, from “Why Marriage?” pp. 35-57
Pat Califia, “Trashing the Clinic and Burning Down the Beauty Parlor: Activism Transmutes
Pitiable Patients into Feisty Gender Radicals”
Additional reading TBA
Possible Film: BD Women

Feb 19—guest lecture or library session

Feb 21—Friday Film

Feb 24
6 “What’s in a name?”/ Labels and Language
American Queer, pages ix-27: Introduction; “Calling and Being Called Queer”;
Audre Lorde, “The Transformation of Silence into Language and Action”;
Urologic and Cutaneous Review, “Classifications of Homosexuality”;
Male”; George Chauncey, “Gay New York”

PART TWO: QUEER BELONGING

Feb 26
7 Who We Are
Eli Clare, “Losing Home”
Gloria Anzaldua, “La conciencia de la mestiza: Towards a New Consciousness”
Martin F. Manalansan IV, "Latino Men Who Have Sex with Men"
Dana Y. Takagi, "Maiden Voyage"

Feb 28— Friday Film

March 3
8 Rethinking Categories of Identity
Allan Bérubé, "How Gay Stays White and What Kind of White It Stays"
Chong-suk Han, from "They Don't Want to Cruise Your Type"
Richard Fung, "Looking for My Penis"
Russell K. Robinson, "Structural Dimensions of Romantic Preferences"
Jee Yeun-Lee, “Beyond Bean Counting”
Recommended reading: Peggy McIntosh, “White Privilege & Male Privilege”

PART THREE: UNTANGLING LGBTQ

March 5
9 Binary Trouble: Bisexual, Lesbian, Gay, Fluid, Two-Spirit,
Pat Califia, “Gay Men, Lesbians, and Sex: Doing it Together”
Jane Litwman, “Some Thoughts on Bisexuality”
Kristin Esterberg, “The Bisexual Menace: Or, Will the Real Bisexual Please Stand Up?”
From American Queer, pages 110-117
Media: Chrytos speech at Creating Change 2011

March 7—Friday Film

March 10
10 Transgender, Intersex, GenderQueer
Jay Prosser, “Transgender”
Julia Serano, “Dismantling Cissexual Privilege”
Dean Spade, “Compliance is Gendered”
Sandy Stone, “The Empire Strikes Back: A Posttranssexual Manifesto”
From American Queer, pp 29-32; 38-51

March 12
11 Drag, Camp, Butch, Femme
Ester Newton, “Role Models”
Richard Dyer, “It’s Being so Camp as Keeps Us Going”
Jewelle L. Gomez, “Femme Erotic Independence”
Leslie Feinberg, Stone Butch Blues, chapter 3
Judith Butler, “Performative Acts and Gender Constitution”

March 14—NO Friday Film
12 Queer
Anonymous, “Queers Read This: I Hate Straights”
Judith Butler, “Critically Queer”
Alexis Pauline Gumbs, “Forget Hallmark: Why Motherhood is a Queer, Black Left Feminist Thing”
Lauren Berlant and Elizabeth Freeman, “Queer Nationality,”
Sophia Wallace, “Bois & Dykes” / “Girls Will Be Boys”

March 17—Review & Discussion

March 19-MIDTERMS handed out

March 21- MIDTERMS DUE

March 22-30 SPRING BREAK

March 31 NO CLASS (Read Zami)

April 2 (Class as usual)
13 & 14 Literary Traditions on a Lesbian Continuum
Audre Lorde, Zami
American Queer, pages 167-173:
Radclyffe Hall: “Why did I write ‘The Well of Loneliness’?”

April 4
15 A Gay Literary Tradition
Walt Whitman, "In Paths Untrodden" (from "Calamus"/Leaves of Grass, 1867 edition)
Walt Whitman, "A Song" (from "Calamus"/Leaves of Grass, 1867 edition)
Walt Whitman, "When I Heard at the Close of the Day" (from "Calamus"/Leaves of Grass, 1867 edition)
Walt Whitman, "City of Orgies" (from "Calamus"/Leaves of Grass, 1867 edition)
Allen Ginsberg, "A Supermarket in California"
Allen Ginsberg, "America" (A recording of Allen Ginsberg reading "America")
Allen Ginsberg, "Come All Ye Brave Boys"
Rechy, "Montage: The City"
Gil Cuadros, "My Aztlán: White Place"
Gil Cuadros, "Turmoil"
Optional: American Queer, pp 245-262

April 7 & 9
16 & 17 Trans* Literature: A Novel
Leslie Feinberg, Stone Butch Blues.

PART FOUR: THE MIND / BODY PROBLEM

April 11
18 Diversiphobia
Vivianne K. Namaste, “Genderbashing: Sexuality, Gender, and the Regulation of Public Space”
Riki Wilchins, “Time for Gender Rights”
Becoming an Ally to LGBTQ People: http://www.uvm.edu/~lgbtqa/?Page=ally.html
April 14
19 Biology of Sexual Orientation
Michael J. Bailey, “Biological Perspectives on Sexual Orientation”
Simon LeVay, “A Difference in Hypothalamic Structure Between Hetero- and Homosexual Men”

April 16
20 Psychology
Paula C. Rust, “Finding a Sexual Identity and Community: Therapeutic Implications and Cultural Assumptions in Scientific Models of Coming Out”
Linda D. Garnets, “Sexual Orientations in Perspective”

April 18
21 Art and Performance
Harmony Hammond, “A Lesbian Show”
Richard Meyer, “Afterword” from Outlaw Representation
Jose Esteban Muñoz, “’The White to Be Angry’: Vaginal Davis’s Terrorist Drag”

TOPIC FIVE: PUBLIC (MIS)RECOGNITIONS

April 21
22 Activism and Institutions
John D’Emilio, “Cycles of Change, Questions of Strategy”
John D’Emilio, “Organizational Tales: Interpreting the NGLTF Story”
Torie Osborn, “A Case Study: The L.A. Gay and Lesbian Community Services Center”

April 23
23 AIDS
Larry Kramer, “Sex and Sensibility”
Douglas Crimp, “Sex and Sensibility, or Sense and Sexuality”
Rafael Miguel Diaz, “Latino Gay Men and Psycho-Cultural Barriers to AIDS Prevention”

April 25
24 Film, TV, Pop Culture
Alexander Doty, “Introduction” to Flaming Classics: Queering the Film Canon
Anna McCarthy, “‘Ellen’ Making Television History”

April 28
25 Marriage (contents may change to update to latest debates)
Excerpts from “Can Marriage Be Saved? A Forum,” The Nation July 5, 2004
Douglas Henwood, “Marriage Indicators”
Esther Kaplan, “Onward Christian Soldiers”
Donna Minkowitz, “Wedding Vows”
Sharon Lerner, “Marriage on the Mind”
Hillary Frey, “The Rules of Attraction”
Lisa Duggan and Richard Kim, “Beyond Gay Marriage”

April 30
27 Queer Nation
Lisa Duggan, “Queering the State”
Beth Berila, "Toxic Bodies: ACT-UP'S Disruption of the Heteronormative Landscape of the Nation"
Erickson, "fucking close to water: Queering the Production of the Nation"
From American Queer, pages 123-166

May 2
28 Queer Nature
Greta Gaard, “Toward a Queer Ecofeminism”

May 5 & 7
29 Speaking Truth to Power: Activism and Anti-LGBT violence
From American Queer, pages 193-207; 215-216; 232-244: excerpts from:
Moises Kaufman, The Laramie Project ;
Justice Anthony Kennedy “Ruling in Lawrence v. Texas”;
Radicalesbians “The Woman Identified Woman”;
Barbara Smith “Introduction to Home Girls: A Black Feminist Anthology”;
AIDS Coalition to Unleash Power (ACT UP), “No More Business as Usual”;
Mission statements from: Trikone, Southerners on New Ground, GenderPAC, National Latina/o Lesbian, Gay, Bisexual, and Transgender Organization (LLEGO), and Mosaic: The National Jewish Center for Sexual and Gender Diversity.
Final Exam review sheet handed out

May 9
30 Queer Conclusion / Evaluations

Final Exam is closed book during scheduled exam period
on Friday, May 16, 2014 9-11 a.m.