CAS 211: LGBTQ LIVES: Histories, Theories, and Representations
Dr. Evangeline (Vange) M. Heiliger
Class meets on MWF 1:30-2:20 p.m. in Science Center A154

Office Hours: MW 2:20-2:50 in SCTRA154, Tues 2-3:30 in King 141-E and by appointment.
I encourage you to come and speak with me often. Drop by or email me 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:
Michael Bronski. A Queer History of the United States. (QH)
Eli Clare. Exile & Pride: Disability and Liberation. (Recommended)
Michelle Gibson, et al, Eds. Finding Out: An Introduction to LGBT Studies. (Recommended)
Patricia Highsmith. The Price of Salt.
Susan Stryker. Transgender History. (TH)

Online Readings/ Course Reader—all other readings found on course website and must be printed out and brought to class on the day readings are due.

Course Overview:
This course serves as an introduction to the study of lesbian, gay, bisexual, transgender, intersex, asexual, agender, nonbinary, 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, asexual, agender, nonbinary, and genderqueer lives as a grounding for understanding contemporary queer theory, trans* theory, and LGBTQIA politics.

Course Objectives

• Students will develop an understanding of LGBT and Queer Studies as interdisciplinary academic disciplines and fields of scholarship.
• Students will utilize interdisciplinary modes of learning and research, particularly those from feminist, critical race, trans* and queer theories and methodologies.
• Students will understand the ways in which sexuality, gender, race, ethnicity, class, and other categories of identity intersect in regard to LGBT people and issues.
• Students will identify homophobia and heterosexism and recognize the importance of each concept, as well as the differences between them, and the limits of each term.
• Students will develop critical media literacy and the tools to become active consumers of advertising and popular media.

Course Requirements and Major Due Dates:
- Class Participation and Preparedness (lecture + discussion + attendance): 20%
- Discussion Board Postings: 15% (Due every Mon/Weds@9a.m.)
- Current Events Presentation: 5% (Due dates varies; due once/semester per student)
- Midterm Exam: 20% (due Mon, Oct 10, 2016)
- Film Review Postings: 10% (Due by 5 p.m. Friday one week after film is assigned)
- Endterm Exam: 20% (due Fri, Dec 9, 2016 by 1:35 p.m.)
- Final paper (Letter to Professor Vange): 10% (Due by 9 p.m. Friday, December 16)

Weekly Readings
Each student is expected to come to lecture with the assigned readings for that day read and considered carefully. Bring hard copies of 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 Discussions (online and in-class)
Throughout the course, we will explore a number of controversial issues about race, immigration, sexuality, gender, sex, disability, inequality and identity that may provoke heated debate, discomfort, and disagreement. My goal is not to smooth over these differences; rather it is for us to create collectively a space for respectful, engaged and honest dialogue and to help you develop skills to articulate your positions and engage others respectfully. I ask that each member of the class respond thoughtfully and carefully with each other and with various course topics.

Please be aware that some issues in this course may be personally difficult for people to discuss. I cannot always anticipate what those difficult topics will be, but I will do my best to respond appropriately if these situations arise, and I encourage you to come and speak with me if you have any concerns.
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, Instagram, 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 lose participation points.

Discussion Board Postings: 15%
Each student will post on the class discussion board prior to each Monday and Wednesday 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 hand-written 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 9 a.m. each day there are assigned readings.

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 Friday, Oct 7 and due Monday, Oct 10. 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 Postings: 10%
Each student will write a total of TEN responses to films or other media shown or assigned on “Film Fridays.” Responses to films should answer the “basic questions” (see handout) and should be posted on the course website in the appropriate place. As you become more comfortable with the fields of LGBT and Queer Studies, you are encouraged to put the film in dialogue with two or more assigned readings from the course, or with pop culture or current events. Film review postings are due on Friday by 5 p.m., one week after the film is assigned for viewing. Late responses may have points reduced.

Endterm Exam: 20%
Your final exam requires a sophisticated demonstration of the skills and knowledge you gain in this course. Like the midterm, this exam is worth 20% of your final grade, and will consist of term identifications, short answer questions and 1-3 long answer questions. These will be done by students as a take-home exam in which you must demonstrate critical thinking about LGBT theory, history and culture. The exam is meant to take 90 minutes and must be your own work and completed without help from notes, books, internet sources, or other students. You will have 47 hours to complete it. A study guide will be given in December. The end-term exam is worth 20% of your total grade, and will be given out at 2:15 p.m. on Weds, Dec 7, 2015. It will be due at 1:35 p.m. on Friday, Dec 9, 2015. Late exams will not be accepted.

Final Paper: 10%
Your final paper is a 3-5 page letter that you write to me, Professor Vange Heiliger, about what you have learned in the course. This will be due electronically by 9 p.m. on Friday, Dec 18, 2015. More details will be given in December.

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!

Accommodations for Students with Disabilities: I am committed to designing a course in which all students can learn and to providing assistance to help you be successful in this course. Please complete the student intake form within one week of joining the course. Reasonable formal accommodations are available for students with documented disabilities. Informal accommodations may be available to students with undocumented learning needs. It is important to meet with Jane Boomer in Disability Services (Peters G-27/G-28) 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 second week of class so we can discuss your learning needs and plan accordingly.
**Academic Incompletes:**
Assignments will not be accepted past the end of reading period without an approved incomplete from the Dean of studies. Extensions of final projects need an approved incomplete from the Dean of Studies. These are College-wide policies and there are no exceptions.

**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 in conversation with members of the course, and to enhance student learning.

**Honor Code:**
The policies described in the Oberlin College Honor Code and Honor System apply to this class. Written work must include proper citations and must be the product of your own work. You are also required to include the following statement on all written assignments: "I affirm that I have adhered to the Honor Code in this assignment."

If you have any questions about how to properly cite sources or about the Honor Code, please feel free to approach me. For more information on the Honor Code, see http://www.oberlin.edu/students/student_pages/honor_code2.html

**Student Athletes and Performers:**
If you are a student athlete and member of an Oberlin College sports team and your athletic schedule will cause you to miss a class, or a Con student or member of a formal college performance group and your performance schedule will cause you to miss a class, please come and speak with me so we can plan for your success in this course.

**A Note on Pronouns and Preferred Names:** I prefer to be called Professor Vange, or if you are more formal in personality, Professor Heiliger or Dr. Heiliger are also fine. No pronouns needed for me in the classroom. I won’t be offended if you address me with pronouns; however, I am not comfortable being addressed only by my first name by students. Please don’t do it.

I will make every effort to learn and remember your preferred name(s), and preferred pronoun(s) if you use them. We will occasionally do “check ins” in class throughout the semester to allow folks to share their current preferred name / pronoun(s).
COURSE SCHEDULE

Mon, Aug 29
1 LGBTQ Lives in the News and LGCTS and Queer Studies as Academic Disciplines
Examples: Black Lives Matter, Trans* Youth, Marriage, and other intersectional queer issues

To read/view/discuss:


“#Keepitdown Confederate Flag Takedown” by Bree Newsome. Posted by TheTribe on Youtube June 27, 2015. https://www.youtube.com/watch?v=gr-mt1P94cQ


We can’t just talk about marriage when...
1. Black queer and trans people are subject to police scrutiny and violence everyday.
2. LGBTQ people can be fired without recourse because of their sexual orientation or gender identity.
3. Undocumented LGBTQ people can be deported and detained facing abuse & torture.
4. When 40% of all homeless youth identify as LGBTQ.
5. LGBTQ people face harassment, discrimination, and violence on a day to day basis.

#MoreThanMarriage GETEQUAL!
PART ONE: GENEALOGIES

Weds, Aug 31 and Fri, Sept 2: Double “Film Friday”
Professor Vange will be presenting research out of town on these dates. Please watch the film Before Stonewall (1984), dirs. John Scagliotti, Greta Schiller, and Robert Rosenberg, which can be streamed free on [https://oberlin.kanopystreaming.com](https://oberlin.kanopystreaming.com) You will need to sign in with your student ID and library card, then search for the film “Before Stonewall.” Note: there is also an “After Stonewall” film—that’s not the one we’re watching right now.

Mon, Sept 5- LABOR DAY NO CLASSES

Weds, Sept 7
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”
Note: reading responses due online. May also be submitted in class this once if you are unable to access the course website on Blackboard because of technical issues or being on the waitlist.

Fri, Sept 9—Friday Film Screaming Queens

Mon, Sept 12
3 Communities / Identities from Earlier Eras
Leila Rupp, from “Coming Together: Contested Identities and the Emergence of Communities”
John D’Emilio, “Capitalism and Gay Identity”

STRONGLY RECOMMENDED: Extra Credit Available
An Evening With Michele Norris: “Eavesdropping on America’s Conversation on Race.”
7:30 p.m. Finney Chapel, Tues, Sept 13, 2016

Weds, Sept 14
4 Liberation
George Chauncey, from “Why Marriage?” pp. 5-35 or pp 35-57
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”
Recommended: Pat Califia, “Trashing the Clinic and Burning Down the Beauty Parlor: Activism Transmutes Pitiable Patients into Feisty Gender Radicals”

Fri, Sept 16—Friday Film After Stonewall

Mon, Sept 19
5 “What’s in a name?”/ Labels and Language
American Queer, pages ix-27: Introduction; “Calling and Being Called Queer”;


**PART TWO: QUEER BELONGING**

**Weds, Sept 21**
**6 Who We Are**
Eli Clare, “Losing Home”
Gloria Anzaldúa, “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"

**Fri, Sept 23 — Friday Film**

**Mon, Sept 26**
**7 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**

**Weds, Sept 28**
**8 Binary Trouble: Bisexual, Lesbian, Gay, Fluid, Two-Spirit, Ace**
Pat Califia, “Gay Men, Lesbians, and Sex: Doing it Together”
Jane Litwomans, “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
Additional readings TBA

**Fri, Sept 30 — Friday Film**

**Mon, Oct 3**
**9 Transgender, Intersex, GenderQueer, Nonbinary**
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
Weds, Oct 5
10 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” (recommended)

Fri, Oct 7—Film Friday (short film)
Review & Discussion
MIDTERMS handed out

Mon, Oct 10
MIDTERMS DUE by 2:20 p.m. on Monday, Oct 10, 2016

Weds, Oct 12—No Class for YOM KIPPOR

Fri, Oct 14—Film Friday


Mon, Oct 24
11 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, “Girls Will Be Bois” and “Modern Dandy” (view at [www.sophiawallace.com](http://www.sophiawallace.com))

STRONGLY RECOMMENDED: Extra Credit Available
7:30 p.m. Finney Chapel, Tues, Oct 25, 2016

Weds, Oct 26
12 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”

Fri, Oct 28—AMAM VISIT to view art with lgbt/q themes or by lgbt/q artists.
*Arrive at the Allen Memorial Art Museum by 1:15 p.m.* Promptly place all bags and backpacks in the free lockers and meet me in the main hall. NO PENS or FOOD. Pencils, paper, laptops are permitted. **We will begin at 1:25 SHARP**, as there is limited time for each group to view the images from special collections. Class will end at 2:20 as usual.
*Note #1: start reading *Zami* early—it’s long!*
*Note #2: Your response to the art counts as one of your “film review postings”*
**Mon, Oct 30**

**13 A Gay Literary Tradition: Poetry**
- 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

**STRONGLY RECOMMENDED: (Extra Credit Available)**

**Tues, Nov 1, 4:30 p.m.**


The paper examines the Southern Christian Leadership Conference’s female auxiliary (SCLC W.O.M.E.N. Inc.) and their efforts to promote HIV/AIDS education in black communities. This advocacy took several forms, including the staging of several national conferences on the disease from 1986-1989 and the initiation of educational programs in several cities including Kansas City, Missouri; Detroit, Michigan; Atlanta, Georgia; Charlotte North Carolina and Tuscaloosa, Alabama. While the SCLC demonstrated a profound interest in propagating accurate information about HIV/AIDS within black communities, they clearly adopted a more ambivalent attitude toward the potential sexual dimensions of HIV/AIDS. This tension manifested itself in their attempts to both actively combat homophobia within local black churches and partner with black gay & lesbian organizations while simultaneously framing HIV/AIDS as a danger to black women and children in their national propaganda— an action that simultaneously erased and made hyper-visible black gay, bisexual and men who have sex with men (MSM) communities. This moment is part of a larger set of developments during the second half of the twentieth century, in which black liberals offered messy, contingent responses to the exclusion of sexual minorities in American life and law. The SCLC’s activism— I argue— typifies the persistent (and I argue intensifying) conflict between deep-seated desires to recuperate black intimate life and immediate political goals.

**Weds, Nov 2**

**14 Literary Traditions on a Lesbian Continuum**

Audre Lorde, *Zami* (long / recommend to begin reading early)


**Fri, Nov 4—Film Friday**

Note: Start reading Stone Butch Blues early—it’s long.

**Mon, Nov 7**

**15 Trans* Literature: A Novel**

Leslie Feinberg. *Stone Butch Blues*
PART FOUR: THE MIND / BODY PROBLEM

Weds, Nov 9
16 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](http://www.uvm.edu/~lgbtqa/?Page=ally.html)

Fri, Nov 11 Film Friday
(Note: Professor Vange will be out of town at a conference)
Start *Carol* (Professor Vange can provide a copy)

Mon, Nov 14
17 Biology of Gender Identity and Sexual Orientation
“Male or Female? It’s not always so simple” [http://newsroom.ucla.edu/stories/male-or-female](http://newsroom.ucla.edu/stories/male-or-female)
Michael J. Bailey, “Biological Perspectives on Sexual Orientation”
Simon LeVay, “A Difference in Hypothalamic Structure Between Hetero- and Homosexual Men”
Additional readings TBA from TH and QH

Weds, Nov 16
18 Psychology
Sabra Katz-Wise, et al, “Self-Reported Changes in Attractions and Social Determinants of Mental Health in Transgender Adults”
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”

TOPIC FIVE: PUBLIC (MIS)RECOGNITIONS

Fri, Nov 18—Professor Vange special lecture
Film Friday —Remainder of “Carol”
Start reading Patricia Highsmith, *The Price of Salt*

Mon, Nov 21—Professor Vange special lecture “Looking Lesbian: Lesbian Gazes Now/Then”
19 Film, TV, Pop Culture
Alexander Doty, “Introduction” to *Flaming Classics: Queering the Film Canon*
Patricia Highsmith, *The Price of Salt*

Weds, Nov 23
20 Rethinking History: Institutionalizing Queer and Trans* Knowledge
*Transgender History* (Introduction and selections)
*A Queer History of the United States* (Introduction and selections)

Fri, Nov 25—NO CLASS School Break
Mon, Nov 28
21 Marriage (contents may change to update to latest debates)
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”
Selections from QH and TH

Weds, Nov 30
22 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

Fri, Dec 2—Film Friday

Mon, Dec 5
23 Queer Nature
Greta Gaard, “Toward a Queer Ecofeminism”

Weds, Dec 7
24 Speaking Truth to Power: Activism and Anti-LGBT violence / Returning to Black Lives Matter and Other Intersectional Queer Activism
From *American Queer*, pages 193-207; 215-216; 232-244: excerpts from:
*Final Exam review sheet handed out*

Fri, Dec 9
31 Queer Conclusion / Evaluations / Party
Endterm Exams Due by 1:35 p.m.

**Final Assignment (Letter to Professor) is due by 9 p.m. on Friday, Dec 16, 2016.**