Introduction to LGBTQ+ Studies

GWS/SOC 200

E (Elementary); Z (Humanities or Social Science); e (Ethnic Studies) credit

Fall 2016

Sterling 1310

Lectures: TR 1:00 – 2:15 with Dr. Cabell Gathman
(“Cabell” rhymes with “Scrabble”)

Discussion sections as scheduled:

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>H 2:25 – 3:15</td>
<td>Sterling 2403</td>
<td>Kyle</td>
</tr>
<tr>
<td>302</td>
<td>H 3:30 – 4:20</td>
<td>Sterling 2403</td>
<td>Kyle</td>
</tr>
<tr>
<td>303</td>
<td>H 4:35 – 5:25</td>
<td>Sterling 2339</td>
<td>Kyle</td>
</tr>
<tr>
<td>304</td>
<td>F 9:55 – 10:45</td>
<td>Sterling 2339</td>
<td>Kyle</td>
</tr>
<tr>
<td>305</td>
<td>H 3:30 – 4:20</td>
<td>Sterling 3304</td>
<td>Brooke</td>
</tr>
<tr>
<td>306</td>
<td>H 4:35 – 5:25</td>
<td>Sterling 1335</td>
<td>Brooke</td>
</tr>
<tr>
<td>307</td>
<td>F 8:50 – 9:40</td>
<td>Sterling 1339</td>
<td>Brooke</td>
</tr>
<tr>
<td>308</td>
<td>F 9:55 – 10:45</td>
<td>Sterling 2323</td>
<td>Brooke</td>
</tr>
</tbody>
</table>

LEARN YOUR SECTION NUMBER!

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

Optional course Facebook page: https://www.facebook.com/GathmanLGBTQ/
Course Description

This course is an introduction to LGBTQ+ Studies. The plus-sign is included in recognition that "LGBTQ" (lesbian/gay/bisexual/transgender/queer) does not include everyone marginalized for their gender or sexuality, e.g. intersex people, asexual/aromantic people, pansexual/panromantic people, etc. Language and identities are always evolving.

We start from the position that taken-for-granted systems of categorization like gender and sexuality are in fact socially developed, enforced, and reproduced such that members of societies see them as "natural." Note that this includes categories historically considered "biological" such as sex and race, which are also socially defined. Although these systems are embedded in particular societies and cultures, and thus may be described as “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 socioeconomic class, ability, age, etc.

Mainstream representations of LGBTQ+ individuals and the LGBTQ+ community overall tend to reinforce assumptions that the vast majority of LGBTQ+ people are White, middle-class, abled, cisgender men. This course therefore particularly emphasizes the central role in LGBTQ+ activism and communities that has been and continues to be played by transgender people and people of color, along with other underserved groups such as asexual/aromantic people and bi/pan people, and multiply marginalized LGBTQ+ people in general. Throughout the semester, we will address issues of intersecting oppressions and the matrix of domination originally raised by Black feminist theorists like Kimberlé Crenshaw and Patricia Hill Collins. We cannot understand how people are affected by gender and sexuality without understanding how they are also affected by other social categories.

Transgender people of color as a group experience some of the most severe negative outcomes in the LGBTQ+ community; although these experiences are sometimes presented as representative of the community as a whole for rhetorical purposes, their needs and goals are rarely prioritized by mainstream scholarship and activism. Rather than restricting coverage of transgender people and people of color to limited units, this course includes materials on trans identity and race and ethnicity throughout the semester in order to present a more accurate and nuanced picture of who exactly “LGBTQ+ people” are, and the complexity of the issues that affect them.

I encourage you to bring up issues that I may not have considered. I value criticism and feedback from students who may have insight that I lack, and I make an effort to incorporate it as fully and immediately as possible.

Finally, introductory courses must cover a broad range of materials, and unfortunately often cannot delve into specific topics as deeply as I might like, but that doesn’t mean that they are easy. I want to see all students succeed in this course, but you will get out of this course what you are willing to put in.
Course Objectives

1) Develop necessary vocabulary for discussing LGBTQ+ people and issues, with an understanding of how language can reinforce or challenge social norms.

2) Understand how “natural” categories such as sex, gender, sexuality, and race are constructed and understood in a particular social and historical context, while also respecting individual experiences and identities.

3) Practice expressing personal experiences and opinions in conversation with social scientific data and general social trends.

4) Learn about the history and current structure and effects of social institutions like criminal justice and healthcare in relation to groups marginalized by race, gender, and sexuality, with particular attention to the experiences and outcomes of multiply marginalized people such as transgender people of color.

5) Recognize how gender and sexuality intersect with other identities such as race, ethnicity, ability, age, economic class, etc. and explore how a person’s experiences are shaped by their identities and group memberships.

6) Gain general knowledge about the history and present of LGBTQ+ communities and activism in the United States, and develop awareness of both coalitions and divisions within the LGBTQ+ “umbrella,” with particular attention to “bi+” communities, transgender communities, and LGBTQ+ communities of color.

Contact information: Dr. Cabell Gathman
(“Cabell” rhymes with “Scrabble”)

Office: 3323 Sterling Hall

Office hours: Tuesday 2:30-4:30; by appointment
(Note: Watch Learn@UW announcements for schedule changes. During Week 1, office hours will be Thursday 2:30-4:30 instead, to give you more time to develop problems)

Skype Voice: cabell.gathman OR 608-338-1486 (can receive text messages)

Email: chgathman@wisc.edu
Contact information: Brooke Barnhart

Office: 3405 Sterling Hall
Office hours: Tuesday 2:30-4:30
Email: bbarnhart@wisc.edu

Contact information: Kyle Shook

Office: 3405 Sterling Hall
Office hours: Tuesday 2:15-3:15; Friday 10:50-11:50
Email: kshook@wisc.edu

Communication with your teaching team

We welcome student email, but we ask that you follow these basic guidelines:

Please email:
• Requests for minor clarifications regarding course materials and assignments
• Requests to meet outside of normally scheduled office hours (we may or may not be able to accommodate these)
• More complicated questions, with the understanding that we may need to address them in class or with a one-on-one meeting—giving us lead time allows us to provide you with the best, most complete answer

Please do NOT email:
• Questions answered on the syllabus
• Questions answered in emails sent to class lists

We will do our best to answer email in a timely fashion, which means within 48 weekday hours. Response times over the weekend may be longer. Please do NOT send follow-up emails less than 48 hours after your initial email; this does not make us respond faster, but it does make it more difficult for us to prioritize student communications effectively.

Please check your Wiscmail regularly (at least daily), as we use class and section email lists to send out important course-related information. You should also watch Learn@UW announcements for this purpose, as we use them to avoid excessive email clutter.
Format and Instructors

The course includes two lectures per week on Tuesdays and Thursdays from 1:00-2:15, and one discussion section as shown on your course schedule on either Thursday or Friday. Lectures will cover general concepts that are also addressed in the assigned readings, but they will NOT be a simple repetition of the readings; they will introduce new information and may also include related videos and other multimedia material. Throughout the semester there will be guest lectures by scholars and activists doing related work.

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 lectures and assigned readings and make connections between those materials and concepts and popular culture, other university courses, current events, and personal experiences.

While TAs will make an effort to review readings that we know from experience are particularly difficult for many students, it is your responsibility to raise questions and actively participate in setting the agenda for individual discussion sections!

Attendance

Lecture provides some clarification of assigned readings, additional relevant information NOT in the reading, specialized talks from guest speakers, and a variety of media. Attending lecture and actively considering lecture material is worthwhile in itself; for this reason, I require daily lecture comments, described below.

Note that we have make-up procedures in place to make the course as accessible as possible. Please do NOT come to class if you are ill.

Electronic Devices

I am fine with the use of electronic devices for note-taking in lecture or extended media segments (note that I post slides on Learn@UW for reference, however). While the lines between phones, tablets, and laptops continue to blur, in general you should not be texting, taking phone calls, online shopping, or creeping on Facebook/Instagram/etc. during class (plus what if you accidentally deep-liked something!).
If you need a device during lecture or discussion for access purposes (e.g. a translation device, a recorder, etc.), please let me and your TA know.

If you have a personal need to be available for contact, please keep your device on vibrate and notify me. You should step out of the classroom to respond via voice or text.

Accessibility

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.

If you have a McBurney VISA, please make it available to me by Tuesday of Week 3. If you do not have a McBurney VISA but there are conditions or life circumstances that interfere with your ability to fulfill your responsibilities for this course, I encourage you to meet with me ASAP to discuss how best to accommodate you. In some cases, I may recommend that you consult with the McBurney Disability Resource Center (263-2742).

A McBurney VISA is useful because it provides a clear list of necessary accommodations that all instructors at UW-Madison should provide for you. This is especially helpful insofar as it relieves you as a student of the burden of self-advocacy with each new course. However, if you do not have a VISA, I will still work with you as much as possible to support you in doing your best work for this course.

“Disability” is a broad category that includes physical, cognitive, and psychological issues, including chronic or mental illness. People with disabilities/disabled people have the right to an education.

Course Intro Survey (Learn@UW)

To get to know you better as people, we ask that you fill out an introduction survey via Learn@UW no later than 5pm on Monday, September 12th. I have chosen to put this form online in order to allow you more privacy and flexibility in filling it out. It is also a bit longer than similar forms used in hard copy since you will be able to type responses and you will receive course credit for completion. Note: If have trouble with the link, you may need to sign out of your personal Google account, as UW uses Google Apps to record your UW username.
Please note that this form also gives you a chance to ask a question for your instructor to answer for the class at some point during the semester. Like you (see below), I have the option to decline, but I hope to make the exchange of identity-relevant information a little more reciprocal.

You may decline to answer any questions that you like, but should go through the entire form and submit it in order to receive credit. Your responses will be visible ONLY to your instructor and your assigned TA. The form is graded pass/fail (based purely on submission), and counts for 2% of your final grade.

Lecture Comments & Excused Absences
(Adapted from Professor Pamela Oliver’s course, SOC 220)

You should attend all lectures that you are able. Each day in lecture you will write a comment on the material presented. You should make your comments on a single sheet of paper, which you will deposit in the appropriate folder (divided by discussion section) at the end of lecture. Clearly write the day’s date in the upper left of the comment, and your section number and TA’s name in the upper right.

I will read lecture comments after every class, mark them as complete, and pass them on to the TAs, who will enter credit in Learn@UW and return them to you in section. Please note: After Week 2, lecture comments with the wrong section number will NOT receive credit.

Lecture comments should consist of at least five (5) sentences that indicate engagement with class material. Comments that reflect attendance but not engagement will receive HALF-CREDIT only.

Engagement may include:

• Describing your reaction to specific ideas, data, or materials
• Posing questions about the content of lecture or media used in class
• Relating class content (classmates’ comments, lecture, media) to personal experience, current events, or media
• Questions or comments that you want to address in class but may not want directly attached to you
• Answers to specific questions posed to the class at large

If relevant, PLEASE DO use these comments to let me know about problems, concerns, or questions regarding the lecture content or other aspects of class. I do read these after every class and often address issues raised in subsequent lectures (with no identifying information, of course).
These comments are pass/fail specifically to create a space where you feel free to disagree. While I may sometimes offer counter-points in response, you will always receive credit!

**IMPORTANT MAKE-UP INSTRUCTIONS:**

If you have missed class for physical or mental health reasons, unavoidable outside obligations, or emergency circumstances, please review the lecture slides on Learn@UW, write up a comment of AT LEAST 250 words, and email it to me (chgathman@wisc.edu) as an attachment NO LATER THAN ONE WEEK after the missed class to receive make-up credit.

This means that a make-up for Tuesday, September 20th, for example, would be due via email NO LATER THAN 1:00pm on Tuesday, September 27th. **There is no limit on the number of make-up lecture comments that you may submit**, but this is a hard deadline unless you have made explicit prior arrangement with me. Late make-ups will receive NO CREDIT.

Any religious observances or excused athletic activities will be honored. Since they are set in advance, please notify me **by the end of Week 2 of class**.

Each lecture comment is worth **about 0.5% of your final grade**; the category as a whole makes up **14% of your final grade**. No scores in this category are dropped!

**Discussion Etiquette**

This applies to any class discussion, regardless of size or topic.

You will be asked to discuss course materials and ideas with your classmates in this class so that everyone can learn from the process. This course tends to attract a particularly diverse group in terms of previous knowledge of and experience, both academic and personal, 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. Conversely, if you have comparatively more background in the topics we cover, please recognize that this is an introductory course, and that everyone has to start somewhere. All of us have something to offer in our consideration of the material, and we all have something to learn from other participants in the course. This includes me as your instructor!

Please do NOT make noises or gestures to denigrate questions you consider “naïve” or “bad.” Also keep in mind that you may know a great deal about one aspect of identity or experience such as being an LGBTQ+ person, but very little about the experiences of other marginalized groups, such as people of color or disabled people—or vice versa. There may be no hierarchy of oppression, but oppression is also largely non-transferrable.
Some of the things that we discuss in this class are matters of fact and not open to interpretation (e.g. there are no documented cases of trans women committing assault in public bathrooms, despite frequent public outcry about this possibility). In other cases, there are data about outcomes (e.g. children raised by two women have better conflict resolution skills, on average, than children raised by a man and a woman), but we might disagree about things like the methods used to collect the data (e.g. Who is in the sample? Who might be left out?), or the specific processes that lead to the observed outcome (i.e. WHY might these children have better conflict resolution skills?).

On another dimension, I expect many disagreements about values, strategies, and goals (e.g. some LGBTQ people believe that civil marriage should be abolished rather than expanded to include same-gender couples, while others see marriage equality as a high priority goal for activism).

In this class, you will be learning social scientific data and ideas about sex, gender, and sexuality and their relationships with other categories of identity. While I expect that your personal opinions will be part of the discussion, your challenge will be to consider the data and think critically using a sociological framework. That involves, in part, understanding how our everyday interactions and our positions as people of a certain race/ethnicity, religion, class, gender, sexual orientation, size, etc., affect our experiences and outcomes in life, which in turn shape our opinions. In particular, we all need to recognize that people are experts on their own experience. We do not know someone else’s life better than they do.

I fully expect you to agree and disagree about ideas and theories. You may also find that your personal experiences do not always align with those of others, even when you claim many of the same identity labels; remember that you can only speak for yourself, not anyone else. NEVER personally attack or insult another person or group in this class (this includes insults meant as jokes).

At all times, I expect you to respect both me and your classmates and engage in good faith discussion. “Playing Devil’s advocate” is not discussing the material in good faith. I expect you to take responsibility for your position, whatever it may be.

Discussing in good faith also means that if someone says something you find hurtful, you should assume that their intent was not to do harm. Please try to explain WHY what the person said was hurtful, so that everyone can learn from your point of view. If someone else says they found something you said hurtful, please listen and try to understand their position. It is okay to ask for more information or to need more time to think about a response.

A good response to practice using: “I hear what you’re saying and I need some time to think. Can we talk about this tomorrow/next class/via email/etc.?” Apologize if you mean it (no “I’m sorry if you were offended” statements, please, and don’t offer apologies you don’t mean).
Discussion participation

This is a general explanation of discussion participation as a component of your course grade. Your TA will cover discussion section structure and expectations for participation in more detail.

Because the discussion of readings and related ideas is a major component of this course, you will be graded on your preparation for and involvement in discussion section. This approach asks that you engage fully with the material and explore your own beliefs about the topics covered. Expressing one’s ideas and getting reactions from others can help you evaluate your own opinions and ultimately sharpen your thinking. Although we set the grading criteria, you assign your own participation grade daily (though your TA has the right to change these grades). You will calculate your self-assessed participation grade on an index card that you turn in at the end of each discussion section.

Please note that the most valuable participation does not come from the student who speaks the most. Students who do not listen to their classmates or who do not make room for various viewpoints and speakers will not earn the highest participation grades.

You should assign yourself a participation grade at the end of each section based on the rubric below; you will indicate your participation grade and the names of TWO (2) people whose contributions you saw as especially valuable on your journal entry for the day (see below). Your TA will review these grades and may adjust them as they see fit.

How to Grade Your Participation (based out of a maximum of 10 points, 9 of which are assigned by you):
1) Attendance points  
   0-2  
   If you show up on time and stay the whole class period, you earn full credit.  
   If not, adjust accordingly.
2) Attention points  
   0-3  
   If you are present for and pay attention to the conversation, give yourself full credit.  
   If you surf the web or zone out, adjust accordingly.
3) Preparation points  
   0-2  
   If you read all the readings, give yourself full credit. If not, adjust accordingly.
4) Participation  
   0-2  
   Participation points gauge several aspects of course involvement. They reflect whether you have understood the basic issues, engaged with the material, volunteered your opinions, and listened to your classmates. Choose the category (and the point assignment) that best fits your situation.

Category A: No participation  
   Did not participate in discussion

Category B: Good participation  
   Answered a question when directly asked  
   Volunteered an item for a board list or close-ended question

Category C: Better participation  
   Asked a question  
   Participated in small groups discussion  
   Voluntarily offered an interpretation of an event or reading  
   Voluntarily responded to a classmate’s comment  
   Voluntarily offered a summary of a reading

The discussion format is based upon the notion that students can and do learn from each other. To acknowledge this, one discussion point will be assigned by your peers (this is the “missing” tenth point). After every discussion, you will indicate which two people you believe contributed the most value to discussion that day and explain why. Please note that while you may make up missed sections with your TA according to their specifications, the maximum grade for a make-up is a 9/10. This is because you cannot directly engage with your classmates if you are not in attendance in section, which is a loss for both you and them.

The 10th participation point is NOT a reward for sheer quantity. Students who dominate the conversation instead of engaging in an exchange of ideas are usually not named by their peers! Instead, perhaps someone asked a single question that you made you rethink an issue, or brought two seemingly dissimilar ideas together in a way that enlivened discussion. So carefully consider which of your classmates helped you engage and analyze the material. Your TA will compile these points after each class. If at least two of your classmates indicated that you made a particularly valuable contribution, you will receive an additional point on your participation grade for that day. Each week’s participation grade is worth 1% of your final grade, for a total of 14%. 
Short Papers

For this course, you will submit four (4) short papers in which you use course materials to analyze various media artifacts, including books, movies and television, popular music, news articles, and reports of current events. Detailed instructions will be distributed in Week 2 discussion sections.

In your first paper, you will analyze a children’s book selected from a list of options available in Learn@UW (you can request approval for a book not listed, as explained in the paper instructions). For Papers #2-#4, you will choose your own artifacts to analyze, with the restriction that the general topic must relate to that time period in class. Paper #2, for instance, should relate to materials covered in Weeks 5-7.

The children’s book paper will be due electronically via Learn@UW by 5pm on Friday, September 30th. Other due dates as follows:

- Paper #2: 5pm, Friday, October 21st
- Paper #3: 5pm, Friday, November 18th
- Paper #4: 5pm, Friday, December 16th

Your LOWEST paper score (including a zero for non-submission) will be DROPPED. The remaining three (3) papers will each count for 10% of your final grade; the category as a whole makes up 30% of your final grade.

Community Engagement Reports

For this course, you must also attend at least TWO (2) community events or activities over the course of the semester. You will then write up a report according to instructions that will be distributed in Week 3 discussion sections. Detailed instructions will be distributed in Week 3 discussion sections, but half of your grade for each report will be based on your description of the event/activity and your personal thoughts/reaction; the other half will be based on connecting it to course materials.

You should watch Learn@UW for event announcements, as we may not always mention every possible event in class. If you are aware of an event we have not publicized, please let us know so that we can let the class know if we determine it eligible. Because we have limited control over when events happen, you will be able to use materials from any week for any report. There are three deadlines for these reports: 5pm on Friday of Weeks 5, 10, and 15. You should submit to TWO (2) of these three. Each report is worth 9% of your final grade for a total of 18% for the category.
Quizzes

There will be 14 in-class quizzes, covering material from the coming week's assigned readings. The format will include short answer questions, true/false, and fill-in-the-blanks with an accompanying word bank. The quizzes are CLOSED NOTE, but most items will allow you to choose between 2+ questions based on what you feel most confident answering.

The quizzes will be administered first thing in lecture on Tuesday of each week (with the exception of Quiz #1, which will be given at the start of class on Thursday of Week 1), and cannot be made up except in circumstances of chronic health issues or specific accommodations, both of which you should discuss with me as soon as you become aware that they may apply. There is no quiz for Week 12, since there are no assigned readings for that week. Please note that this syllabus is fair game for Quiz #1!

Your THREE (3) lowest scores (including zeroes for absence) will be DROPPED. The remaining 11 quizzes will EACH count for 2% of your final grade. The quiz category as a whole accounts for 22% of your final grade.

Course Grading Scheme

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Course intro survey</td>
<td>2%</td>
</tr>
<tr>
<td>Lecture comments</td>
<td>14%</td>
</tr>
<tr>
<td>Participation</td>
<td>14%</td>
</tr>
<tr>
<td>Eleven (11) quizzes</td>
<td>22%</td>
</tr>
<tr>
<td>Three (3) short papers</td>
<td>30%</td>
</tr>
<tr>
<td>Two (2) community engagement reports</td>
<td>18%</td>
</tr>
<tr>
<td>Three (3) quizzes (dropped)</td>
<td>0%</td>
</tr>
<tr>
<td>One (1) short paper (dropped)</td>
<td>0%</td>
</tr>
<tr>
<td>One (1) community engagement report (dropped)</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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IMPORTANT note on grades: Grades in this course are not negotiable, but we are happy to discuss course content and strategies for improvement in the future. We do not discuss grades via email, or immediately before or after class. We do require a 24-hour waiting period between receipt of a grade and discussion thereof. If you have questions about graded work, please set up a time to meet and discuss them with your TA.
### Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>92.5+</td>
</tr>
<tr>
<td>AB</td>
<td>87.5 – 92.49</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 87.49</td>
</tr>
<tr>
<td>BC</td>
<td>77.5 – 82.49</td>
</tr>
<tr>
<td>C</td>
<td>71.5 – 77.49</td>
</tr>
<tr>
<td>D</td>
<td>63.5 – 71.49</td>
</tr>
<tr>
<td>F</td>
<td>&lt;63.5</td>
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### Statement on academic dishonesty

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 engaging in any form of academic dishonesty, including plagiarism, will be reported to the office of the Dean of Students to prevent continuing patterns of such behavior. For the university's policy on academic dishonesty and misconduct, see: [http://www.wisc.edu/students/saja/misconduct/misconduct.html](http://www.wisc.edu/students/saja/misconduct/misconduct.html)

Please note: A score of “0” received for academic dishonesty CANNOT BE DROPPED, regardless of the normal mechanisms for the grade category.
Required Readings

For this course, you will need a copy of the reader, *LGBTQ People & Issues: An Integrative Approach*. The reader is available directly from the publisher here: https://students.universityreaders.com/store/ Once ordered, you will have online access to the first 30% of the reader even if you have ordered the hard copy.

The reader is available on reserve in the Astronomy Library (6515 Sterling Hall) for proximity to class and in College Library for 24-hour access. Due to the large size of the class, reserve copies cannot be removed from the library.

You may also borrow a children’s picture book from the Astronomy Library reserves for your first paper as described above. Due to the large size of the class, these picture books are on 1-day reserve only; you may prefer to purchase a book or borrow one from the Madison Public Library (the librarians are working on a resource that will provide permalinks to MPL listings for books that have already been deemed eligible; watch Learn@UW for relevant announcements). If you are looking outside the library reserves for a book to use, you can email a request for instructor approval (chgathman@wisc.edu) for books not included in the annotated bibliography no later than 5pm on Friday, September 23rd.

Additional readings are available electronically via Learn@UW. For most weeks, there are readings that are required of all students and groups of readings from which you must select one or two. This is to allow you some freedom to pursue your own interests while still participating in a larger learning community with shared knowledge and information.
Semester Schedule
All readings should be completed by TUESDAY (except for Week 1)

Week One

**READER:** "Gender, Identity, Theory, and Action" – Talia Mae Bettcher
"Are You a Boy or a Girl?" – Roe-Anne Alexander

**Learn@UW:** “Listening to the Living and the Dead: Ruminations on #justiceforLeelahAlcorn (TW: Suicide)” – b. binaohan

**Choose ONE:**
“Multicultural Literacy: Mirrors, Windows, and Sliding Doors” – Rudine Sims Bishop
“I Am Proof That Bathrooms Should Be Gender-Free” – Nicole Maines

**Choose ONE:**
“Gendered Restrooms and Minority Stress” – Jody L. Herman
“Adolescents in Lesbian Families” – Bos et al.

**Sept 6:** Childhood socialization & public existence

**Sept 8:** Intersex people & bodily autonomy

Week Two

**READER:** “Dude, You’re a Fag” (excerpt) – C.J. Pascoe

**Learn@UW:** “The 2013 National School Climate Survey: Executive Summary” – GLSEN

**Choose TWO:**
“The 2013 National School Climate Survey: Part One” – GLSEN
“The Gender Buffet: LGBTQ Parents Resisting Heteronormativity” – Kate Henley Averett
“Mental Health of Transgender Children Who Are Supported in Their Identities” – Olson et al.

**Sept 13:** Parenting of LGBTQIA+ children

**Sept 15:** LGBTQ+ students in secondary schools
Week Three

**READER:**

“The Self I Will Never Know” – Esther Morris
“Intersex 101” – Cary Gabriel Costello
“Models of Sexual and Relational Orientation: A Critical Review and Synthesis”
– Moe et al. (pp. 33-38 ONLY)

**Learn@UW:**

“Not Born This Way” – Shamus Kahn
“Scientific Racism and the Emergence of the Homosexual Body”
– Siobhan Somerville

**Choose ONE:**

“Sexual Disorientation” – Hanne Blank
“Get Thee to a Big City” (excerpt) – Kath Weston

**Sept 20:**
Social construction of sex & sexual identity

**Sept 22:**
Social construction of sex & sexual identity (cont.)

Week Four

**READER:**

“Coming to an Asexual Identity: Negotiating Identity, Negotiating Desire”
– Kristin S. Scherrer

**Learn@UW:**

“AVEN” – AVENwiki
“On the Racialization of Asexuality” – Ianna Hawkins Owen
“Why everyone can’t be queer” – Hugh Ryan

**Choose ONE:**

“Gender Identity Diagnoses: History and Controversies” – Jack Drescher

**Sept 27:**
In-class film: (A)Sexual

**Sept 29:**
Asexuality: Medicalization & racialization

*Paper #1 DUE VIA LEARN@UW by 5pm, Friday, September 30th.*
Week Five

**READER:**
“Bisexual Invisibility: Impacts and Recommendations” – San Francisco Human Rights Commission LGBT Advisory Committee
“Biphobia, queer communities, & ‘conversion therapy’” – Cabell Gathman
“Whose Feminism Is It Anyway? The Unspoken Racism of the Trans Inclusion Debate” – Emi Koyama

**Learn@UW:**
“Hapa Haole Wahine” – Lani Ka‘ahumanu
“We See Through You #18” – Imogen Binnie

**Choose ONE:**
“Fictions of purity” – Ibrahim Abdurrahman Farajajé
“Phallocentrism and bisexual invisibility” – Miki R.

*(note: explicit language & unchallenged cisnormativity)*

**Choose ONE:**
“Bisexuality, Privilege, and Passing” – Shiri Eisner
*Whipping Girl* excerpts (“Bending Over Backwards” and “The Future of Queer/Trans Activism”) – Julia Serano

**Oct 4:**
Exclusion & inclusion: Trans people

**Oct 6:**
Exclusion & inclusion: Bi+ people

*Community Engagement Report #1 DUE VIA LEARN@UW by 5pm, Friday, October 7th.*

Week Six

**READER:**
“Trading on Heterosexuality: College Women’s Gender Strategies and Homophobia” – Laura Hamilton

**Learn@UW:**
“Imitation and Gender Insubordination” – Judith Butler
“Mapping Racism and Heterosexism: The Prison and the Closet” – Patricia Hill Collins

**Choose TWO:**
“Get Out of My Gay Bar, Straight Girl” – Chloë Curran
“Aww Hell Naw: White Gays and Inner Black Women” – Ashleigh, not Ashley
“Dragon Ladies, Snow Queens, and Asian-American Dykes: Reflections on Race and Sexuality” – Sharon Lim-Hing

**Oct 11:**
Heteronormativity & the Other

**Oct 13:**
Safer spaces: Identity tourism & appropriation
Week Seven

READER:  “Threads of Commonality in Transgender and Disability Studies” – Ashley Mog
“IT Gets Better, Unless You’re Fat” – Louis Peitzman

Learn@UW: “Gay Men’s Sexism and Women’s Bodies” – Yolo Akili

Choose TWO:
“Part-Time Fatso” – S. Bear Bergman
“Stolen Bodies, Reclaimed Bodies: Disability and Queerness” – Eli Clare
“Quest for a Cause: The Fat Gene, the Gay Gene, and the New Eugenics” – Kathleen LeBesco

Oct 18: Embodiment: Fat

Oct 20: Embodiment: Disability

Paper #2 DUE VIA LEARN@UW by 5pm, Friday, October 21st.

Week Eight

READER:  “How to Close the LGBT Health Disparities Gap” – Jeff Krehely
“How to Close the LGBT Health Disparities Gap: Disparities By Race and Ethnicity” – Jeff Krehely
“Position Statement on Transgender/Transsexual/Gender Variant Health Care” – American College of Nurse Midwives
“A Doctor Walks into a Bar: Finding a New Doctor When You Don’t Like the Doctor in the First Place” – Marianne Kirby

Learn@UW: “Primary Health Care and the LGBTQIA+ Patient Experience” – Kristin Puhl

Choose TWO:
“Trans Broken Arm Syndrome” – Jude Samson
“Implicit Bias Against Sexual Minorities in Medicine” – Keisa Fallin-Bennett
“Will You Sponsor My Surgery? Race, Gender, and Crowdfunding” – Nia King

Oct 25: LGBTQ+ health & healthcare

Oct 27: LGBTQ+ health & healthcare (cont.)
Week Nine

Learn@UW: “Robert Vazquez-Pacheco on Race, ACT UP, and Why Older HIV/AIDS Leaders Need to Pass the Torch” – Kellee Terrell (TheBody.com)
“Biomedical Nostalgia in Crisis” – Stephanie Youngblood
“Last Men Standing: The forgotten survivors of AIDS”
  – Erin Allday (San Francisco Chronicle)
“Transgender people and HIV/AIDS” – avert.org
Choose ONE:
  “Gender Affirmation: A Framework for Conceptualizing Risk Behavior Among Transgender Women of Color” – Jae M. Sevelius
  “Comedy as a Cure for Tragedy: ACT UP and the Rhetoric of AIDS”
  – Christiansen & Hanson

Nov 1: In-class documentary film

Nov 3: Race, class, gender, and the history of HIV/AIDS & ACT UP

Week Ten

READER: “Polyamorous Families, Same-Sex Marriage, and the Slippery Slope”
  – Elisabeth Scheff
“Dan Savage Un-Welcoming Party Pamphlet” – The Homomilitia

Learn@UW: “Marriage Will Never Set Us Free” – Dean Spade & Craig Willse
“Imagined Conversations and Activist Lineages: Public Histories of Queer Homeless Youth Organizing and the Policing of Public Space” – Joey Plaster

Choose ONE:
  “LGBT Parenting in the United States” – Gary J. Gates
  “The Unlikely Story Of How Religion Helped Bring Same-Sex Marriage To North Carolina” – Jack Jenkins

Choose TWO:
  “Two peas in a pod: Letter from a bisexual son to his bisexual dad”
  – Abilly S. Jones
  “Being a bi pastor in the Bible Belt” – Rev. James Semmelroth Darnell
  “Being a pansoul” – Olorin (neo-pagan author)

Nov 8: Religion & current activism

Nov 10: Religion & current activism (cont.)

Community Engagement Analysis #2 DUE VIA LEARN@UW by 5pm, Friday, November 11th.
Week Eleven

**READER:**  “70 Percent of Anti-LGBT Murder Victims Are People of Color” – Michael Lavers
“Becoming a Black Man” – Daisy Hernandez
“Don’t Ask, Don’t Tell, and Don’t Be Trans” – JAC

**Learn@UW:**  “Why won’t we let transgender inmates wear makeup?” – Alice Hines (vice.com)

**Choose TWO:**
“The Ghosts of Stonewall: Policing Gender, Policing Sex” – Mogul et al.
“Evil Deceivers and Make-Believers” – Talia Mae Bettcher
*The New Jim Crow* (excerpt) – Michelle Alexander

**Nov 15:**  Institutional violence

**Nov 17:**  Institutional violence (cont.)

*Paper #3 DUE VIA LEARN@UW by 5pm, Friday, November 18th.*

Week Twelve

NO READING

**Nov 22:**  In-class film: *Paris is Burning*

**Nov 24:**  THANKSGIVING BREAK – NO CLASS
Week Thirteen

**READER:**
“Sylvia Rivera’s Talk at LGMNY, June 2001” – Sylvia Rivera
“(Un)Covering Normalized Gender and Race Subjectivities in LGBT ‘Safe Spaces’” – Fox with Ore

**Learn@UW:**
“Op-ed: NYC Pride Harmful to Bisexuals” – Faith Cheltenham (The Advocate)

Choose TWO:
“Fae Spirits and Gender Trouble” – Peter Hennen
“Playing at the queer edges” – Cris Calley Jones
“Resistance and Normalization in the Construction of Lesbian and Gay Families” – Victoria Clarke

Nov 29: In-class film: *American Experience: Stonewall Uprising*

Dec 1: Rewriting history: Radicalization versus normalization

Week Fourteen

**READER:**
“The Drag Queen and the Mummy” – Edward Conlon

**Learn@UW:**
“Is Paris burning?” – bell hooks
“GLAAD 2015 Network Responsibility Index” (OKAY TO SKIM after p. 11)
“All 162 Dead Lesbian and Bisexual Characters on TV, And How They Died”
– Riese (Autostraddle)
“Aliens and Asexuality: Media Representation, Queerness, and Asexual Visibility”
– Sarah E.S. Sinwell

Dec 6: Media by/for LGBTQ+ people

Dec 8: Media (cont.)
Week Fifteen

Learn@UW: “Queer and unusual space: White supremacy in slash fanfiction” (excerpt) – Angela Fazekas

Choose TWO:

“Slash Fiction/Fanfiction” – Rochelle Mazar

(Introductory—read this first if you are unfamiliar with fandom)

“'Normal Female Interest in Men Bonking': Selections from the Terra Nostra Underground and Strange Bedfellows” – Green et al.

“Steve Rogers' 1930s/1940s neighbourhood” – thingswithwings

“If you’re a straight cisgender woman writing m/m romance, sorry, you are not striking a blow for equality” – Sunny Moraine

Dec 13: Fandom

Dec 15: Course wrap-up

Paper #4 DUE VIA LEARN@UW by 5pm, Friday, December 16th.

Community Engagement Analysis #3 DUE VIA LEARN@UW by 5pm, Friday, December 16th.