

Introduction to LGBTQ+ Studies

GWS/SOC 200

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

4 Credits (see Format & Instructors, p. 5)

Fall 2018

Lectures: TR 1:00 – 2:15 with Dr. Cabell Gathman
Sterling 1310

Discussion sections as scheduled :

Section 301	H 11:00 – 11:50	TBA	Cyra
Section 302	H 11:00 – 11:50	TBA	Emerald
Section 303	H 9:55 – 10:45	TBA	Cyra
Section 304	H 9:55 – 10:45	TBA	Emerald
Section 305	T 2:25 – 3:15	Sterling 1407	Emerald
Section 306	T 3:30 – 4:20	Sterling 1407	Emerald
Section 307	W 9:55 – 10:45	Sterling 1335	Cyra
Section 308	W 11:00 – 11:50	Sterling 1339	Cyra

NOTE DUPLICATE TIMES & LEARN YOUR SECTION NUMBER!

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

Optional supplementary 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 plurisexual and asexual communities, transgender communities, and LGBTQ+ communities of color.

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

Office: 3323 Sterling Hall

Office hours: T 10:30 – 11:30
H 2:30 – 3:30

Special Week 1 office hours: Friday (9/7) 9:30 – 11:00

NOTE: Subscribe to Canvas announcements for schedule updates!

Skype: cabell.gathman

Email: chgathman@wisc.edu

Please do NOT contact me via Canvas messages. Although Canvas does forward messages to email, the system usually diverts them from Outlook’s “Focused Inbox,” so it’s likely that if you message me through Canvas, I won’t see it.

Contact information: Cyra Polizzi

Office: 3417 Sterling Hall

Office hours: See Canvas announcements & updated syllabus PDF in Course Documents

Email: ckpolizzi@wisc.edu

Contact information: Emerald Rutledge

Office: 3417 Sterling Hall

Office hours: See Canvas announcements & updated syllabus PDF in Course Documents

Email: efrutledge@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 Wisemail regularly (at least daily), as we use class and section email lists to send out last-minute course-related information. **You should also watch Canvas announcements as we use them to avoid excessive email clutter** (note that you can change your individual Canvas settings to receive email notifications of announcements on the course site or not, as you choose).

Format and Instructors

The course includes two lectures per week on Thursdays and Tuesdays from 1:00 to 2:15, and one discussion section as shown on your course schedule on Tuesday, Wednesday, or Thursday. In addition to 200 minutes of face-to-face instructional time per week, you should expect to spend **2-4 hours per week outside of class**, primarily reading and taking notes on assigned materials, as well as completing two major written assignments. The course readings are a mix of popular and more academic styles, but if reading longer pieces tends to be a challenge for you, you may need to be more conscious about blocking out time outside of class to meet expectations. Your TA and course instructor are also happy to meet with you to discuss strategies for doing your best in the course.

NOTE: Due to the new 14-week semester calendar, we are experimenting with a “split week” this semester. Each week will run **Thursday to Tuesday**, meaning that we start a new topic on Thursday, finish up on the following Tuesday, and discuss the material further in the discussion sections on Tuesday afternoon, Wednesday, and Thursday morning before starting a new topic in Thursday lecture, which meets AFTER all Thursday discussion sections.

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 may 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. To this end, you will be required to submit discussion questions via Canvas in advance of class for at least six weeks during the semester. See p. 10 and the Canvas course site for more details.

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 Canvas for reference following class, however; I will number slides to help you synchronize notes**). While the lines between phones, tablets, and laptops continue to blur, in general you should not be texting, tweeting, taking phone calls, online shopping, or creeping on Facebook/Instagram/etc. during class (plus what if you accidentally deep-liked something and consequently had to fake your own death).

If you need a specialized device during lecture or discussion for access purposes (e.g. a translation device, a recorder, etc.), please let me and your TA know. In all other cases, electronic devices **MUST** be put away in the lecture hall during our weekly quizzes on Tuesday.

If you have a personal need to be available for contact, please keep your device on the lowest setting that will allow you to perceive notifications and notify me ahead of time. 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 ASAP.

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). **However, if you do not have a VISA, I will still work with you to support you in doing your best work for the 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.**

Child Attendance Policy

If circumstances arise such that you cannot attend class without bringing your (nonsick) child(ren) with you, you are welcome to bring them to class (lecture or discussion). To minimize disruption for everyone, please follow these guidelines:

1. Sit near the door in case you need to step out with them.
2. If you don't want them to hear course content, you should provide them with a device and headphones or other non-invasive distractions (they are welcome to hear course content if you so choose!).
3. If you anticipate the need to bring them more than a couple of times over the semester, you should schedule a meeting with the instructor (and TA if relevant) so that we know what to expect.

Lecture Comments & Excused Absences

(Adapted from Dr. 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 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 **lecture**. Comments that reflect attendance only will receive half-credit.

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 addressed 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 our Canvas course site, 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 18th, for example, would be due via email NO LATER THAN 1pm on Tuesday, September 25th. **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**.

You have ONE (1) free drop in this category. Each remaining lecture comment is worth **0.5% of your final grade**; the category as a whole makes up **13% of your final grade**.

Course Intro Survey (Canvas)

To get to know you better as people, we ask that you fill out an introduction survey via Canvas **no later than 5pm on Monday, September 10th**. 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. You should have received section-specific link via email prior to our first class meeting. **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 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 to receive pass/fail credit. Your responses will be visible **ONLY** to your instructor and your assigned TA. The completed survey counts for **2% of your final grade**.

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 OPEN NOTE, but you can only use hard copies, no laptops or other electronic devices**—if you type your notes, you will need to print them out to use them on the quizzes. Note that most quiz 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, INCLUDING at the end of Week 1 (September 11th) and the Tuesday before Thanksgiving (November 20th), 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. **Please note that this syllabus is fair game for our first quiz!**

Your FOUR (4) lowest scores (including zeroes for absence) will be DROPPED. The remaining 10 quizzes will EACH count for **2.5% of your final grade**. The quiz category as a whole accounts for **25% of your final grade**.

Discussion question posts

Prior to our discussion section meetings each week, you will be responsible for posting discussion questions about assigned reading and past lecture material in your section-specific forum on Canvas (see discussion forum for specific instructions). These posts will help us ensure that discussion section directly addresses student questions, interests, and concerns. The course is divided into three (3) blocks of four (4) discussion sections each:

Block 1:	Weeks 1-4
Block 2:	Weeks 5-8
Block 3:	Weeks 9-13 (note that Weeks 11 & 12 will be combined)

You must submit AT LEAST TWO (2) posts for each block, for a total of at least six (6) posts over the course of the semester. This means that you must post to at least two (2) forums BEFORE Week 5. If you only start posting in the Week 5 forum, for instance, you will still lose credit even if you go on to post to every forum in Weeks 6-9.

Posts will be graded on a 25-point scale; if you submit more than two in a 4-week block, **only your two (2) highest scores will count toward your final grade**.

Your discussion question post for the week is due by **5pm on MONDAY**. This ensures that TAs have time to review all submissions before discussion sections meet. Your two highest scoring discussion question posts in each block are each worth three (3) percentage points on your final grade, for a total of **18% of your final grade for the category**.

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 respectful 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 understanding of the issues and concepts that we cover. Expressing one's ideas and hearing others' experiences and responses 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 a **3"x5" 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 (maximum 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
Category A: No participation	0
Did not participate in discussion	
Category B: Good participation	1
Answered a question when directly asked Volunteered an item for a board list or close-ended question	
Category C: Better participation	2
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.

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.

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. **NOTE: TAs reserve the right to modify self-assessed scores.**

Each week’s participation grade is worth **ONE (1) percentage point on your final grade, for a total of 12% of your final grade for the category. There are NO DROPPED SCORES in this category.**

Discussion Section Make-Ups

In order to make up an absence from discussion section, you should post **thoughtful answers of at least 200 words each** to THREE (3) of your classmates in the Canvas discussion question forum for the week. (If you did not make a post in the forum, you will need to make one in order to view others’ posts and reply to them; you can make a single line “I am posting section make-up replies” post in order to get around this.)

On the 10-point scale, each of these posts is worth three points; since makeups cannot be peer-evaluated, the maximum score on a make-up is a 9/10. Absence make-ups must be completed within ONE WEEK of the **forum deadline** to receive credit. This means that to make up an absence for ANY Week 5 section absence, you would need to post your replies NO LATER THAN 5pm on Monday, October 15th.

Media Analysis Papers

For this course, you will write TWO (2) short papers analyzing representations of gender and sexuality in books. For the first paper, due at the end of Week 5, you will analyze a children’s picture book; for the second paper, due during the Finals period, you will analyze a YA or adult novel.

Instructions for these papers will be distributed in discussion section. The children's book paper will be worth **10% of your final grade**. The novel analysis will be worth **20% of your final grade**. **There are NO DROPS in this category.**

NOTE: Students MAY choose to complete an alternative community engagement project assignment to substitute for the novel analysis. Students interested in this option should see Dr. Gathman in office hours.

Course Grading Scheme

Course intro survey	2%
Daily lecture comments	13%
Six (6) discussion question posts	18%
Discussion participation	12%
Ten (10) quizzes	25%
Children's media analysis	10%
Novel analysis	20%
Three (3) quizzes (dropped)	0%
TOTAL	100%

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

A	92.5+
AB	87.5 – 92.49
B	82.5 – 87.49
BC	77.5 – 82.49
C	71.5 – 77.49
D	63.5 – 71.49
F	<63.5

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:

<https://conduct.students.wisc.edu/misconduct/academic-integrity/>

Please note: A score of "0" received for academic dishonesty CANNOT BE DROPPED OR REPLACED, 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/> Please note that it is significantly cheaper to purchase the reader directly from the publisher, rather than from a third party seller.

The reader is available on reserve in the Astronomy Library on the 6th floor of Sterling Hall for proximity to our lecture hall and in College Library for 24-hour access. Due to the large size of the class, reserve copies cannot be removed from the library.

Additional readings are available electronically via Canvas. For most weeks from Week 3 on, there are readings that are required of all students AND subsections from which you must select one or two readings based on your personal interests. 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.

You will also need a pack of **3"x5" index cards** for participation self-assessments in discussion section.

Semester Schedule

All readings, including titles & page numbers for selections from the course reader, are listed in the weekly modules on Canvas. I do not list them here in the interest of conserving space/paper.

NOTE that some readings are required for all students while others are listed in “Choose A or B” format in Canvas.

All readings should be completed by TUESDAY—remember that our weeks run Thursday afternoon (lecture) to Thursday morning (discussion)!

Discussion Questions DUE via Canvas 5pm **Mondays (middle of week)**

Week One

See Canvas for assigned readings – NO COURSE READER required for Week 1

Sept 6 (Thurs): Introduction to this class

Week 1 Discussion Questions DUE via Canvas NO LATER THAN 5pm, Monday (9/10)

Sept 11 (Tues): Heteronormativity/cisnormativity
In-class: Quiz #1

NOTE: From Week 2 on, see Canvas for all assignment deadlines. We have a quiz EVERY Tuesday.

Week Two

See Canvas for assigned readings – Course reader on reserve in College & Woodman Libraries

Sept 13 (Thurs): Social construction of sex & gender

Sept 18 (Tues): Social construction of sex & gender (cont.)

Week Three

See Canvas for assigned readings – Course reader on reserve in College & Woodman Libraries

Sept 20 (Thurs): Social construction of sexuality

Sept 25 (Tues): Racialization & medicalization of sexuality

Week Four

See Canvas for assigned readings – Course reader on reserve in College & Woodman Libraries

Sept 27 (Thurs): Families & child-rearing

Oct 2 (Tues): LGBTQ+ students in secondary schools

Week Five

See Canvas for assigned readings – Course reader on reserve in College & Woodman Libraries

Oct 4 (Thurs): Historical activism

Oct 9 (Tues): Historical activism (cont.)

Week Six

See Canvas for assigned readings – Course reader on reserve in College & Woodman Libraries

Oct 11 (Thurs): HIV/AIDS

Oct 16 (Tues): HIV/AIDS (cont.)

Week Seven

See Canvas for assigned readings – Course reader on reserve in College & Woodman Libraries

Oct 18 (Thurs): LGBTQIA+ health & healthcare

Oct 23 (Tues): LGBTQIA+ health & healthcare (cont.)

Week Eight

See Canvas for assigned readings – Course reader on reserve in College & Woodman Libraries

Oct 25 (Thurs): Disability

Oct 30 (Tues): Fat & fatness

Week Nine

See Canvas for assigned readings – Course reader on reserve in College & Woodman Libraries

Nov 1 (Thurs): Institutional violence

Nov 6 (Tues): Institutional violence (cont.)

Week Ten

See Canvas for assigned readings – Course reader on reserve in College & Woodman Libraries

Nov 8 (Thurs): Contemporary activism

Nov 13 (Tues): Contemporary activism (cont.)

Week Eleven

See Canvas for assigned readings – Course reader on reserve in College & Woodman Libraries

Nov 15 (Thurs): Boundaries: Policing & appropriation

ALL Week 11-12 Discussion Questions due for Week 12 sections (Monday, 11/26)

Nov 20 (Tues): Boundaries: Policing & appropriation (cont.)

NO DISCUSSION SECTIONS 11/20, 11/21, or 11/22

Week Twelve

See Canvas for assigned readings – Course reader on reserve in College & Woodman Libraries

Nov 22 (Thurs): THANKSGIVING BREAK – NO CLASS

Week 11 AND 12 Discussion Questions DUE via Canvas NO LATER THAN 5pm, Monday (11/26)

Nov 27 (Tues): Boundaries: Policing & appropriation (cont.)

Week Thirteen

See Canvas for assigned readings – NO COURSE READER required for Week 13

Nov 29 (Thurs): Media by/for LGBTQIA+ people

Dec 4 (Tues): Media by/for LGBTQIA+ people (cont.)

Week Fourteen

See Canvas for assigned readings – NO COURSE READER required for Week 14

Dec 9 (Thurs): Media fandom & queerness

Week 14 Discussion Questions DUE via Canvas NO LATER THAN 5pm, Monday (12/10)

Dec 11 (Tues): Media fandom & queerness (cont.)

REGULAR DISCUSSION SECTIONS DO NOT MEET – BONUS SECTIONS TBA