

INTRODUCTION TO LGBT STUDIES
WST/SOC 484, 3 Credits, UCORE: DIVR
Fall 2014, MWF 9:10-10:00, CLEV 30W

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Course Description & Objectives

Women's Studies 484 is an introduction to the discipline of LGBT (Lesbian, Gay, Bisexual, and Transgender) Studies, surveying scholarship on sexual and gender politics in numerous academic areas and exploring concepts basic to the field. One of the central premises of this class is that “sex” is not just a private experience or category, but a profoundly political and public question that has important implications in social, legal, economic, and cultural spheres. We will examine how questions pertaining to sexual orientation and gender expression are inter-connected with the politics of citizenship. The course will critically examine the social understandings of sexual identity and the powerful role that it plays in the arenas of family, personal relationships, the criminal justice system, the economy, work, the media, health, security and the environment. Through an examination of the history of sexuality, we will interrogate the ways in which heterosexism cissexism permeate a variety of institutions in the public sphere.

The class will understand LGBT politics from a **comparative and intersectional** perspective. With a focus on the U.S. and global contexts, this course emphasizes the **diversity of sexual identity** due to differences in race and ethnicity, national identity, social class, and physical abilities. As part of the WSU UCORE requirement to study diversity, students in WST 484 will learn to understand respect around differences in sexual orientation and gender expression, and interact constructively with others of similar and different cultural knowledge, values, and perspectives.

Note: Since WST/SOC 484 is an upper division course, you must have fulfilled the required prerequisites for this class. I will not make assumptions about your knowledge of the field of LGBT studies as an academic inquiry. However, your presence in this class implies (and assumes) your commitment to anti-homophobic, anti-sexist, anti-transphobic and anti-racist inquiry. We begin with that investment as axiomatic.

Course Learning Goals

1. Understand and employ key concepts in the interdiscipline, including social construction of categories (such as gender, sexuality, and race), intersectionality, heteronormativity, cissexual privilege, queer theory, transgender politics, social justice, and sexual citizenship.
2. Recognize and analyze the history of sexuality through institutional analysis: i.e. to understand that sexuality is not merely an internal private category, but a vector of identity that has a history.

3. Analyze and critique the operations and consequences of heteronormativity (the belief that heterosexuality is universal and desirable) and cissexism (the belief that identified and assigned sex are universally aligned) created and maintained by interconnected social institutions, including science, technology, politics, education, media, religion, and economy, that operate to grant heterosexual privilege; and/or analyze one's own position within such systems.
4. Identify, analyze and propose alternatives to heteronormative and transphobic systems of inequality in order to move toward queer social justice. Learn about various activist groups that have made sexual and gender politics central to liberation struggles.
5. Understand the intersections of sexual and gender politics with ethnic and racial formations; grasp the complexities of transnational sexual citizenship through comparative methodological frameworks.
6. Analyze and critically interrogate ideological content of cultural texts; formulate rhetorically sound arguments about their content from an anti-homophobic and queer affirmative perspective.
7. Determine information needed, access information efficiently, and use information effectively in course assignments. Demonstrate information literary skills in assignments.
8. Informally and formally write and speak to communicate LGBT studies concepts, arguments, and beliefs coherently and concisely.

Course Requirements

Required Texts: Course Packet available at Cougar Copies

1. Course Packet [CP – See course schedule below for specific reading titles]

Films to be purchased/rented:

2. *United in Anger: A History of ACT UP* – Jim Hubbard and Sarah Schulman
3. *God Loves Uganda* – Richard Ross Williams

Assignments and Evaluation (Grading): Your grade will be calculated, using a 1000 point scale, as follows: Reading Responses 10%; Quizzes 10%; Class participation 10%; Exam 10% Mid-term Paper (4-5 pages) 20%; Final Research Paper (7-8 pages) 40%. All work should be completed by the due dates in the syllabus. No incompletes will be given in this course unless there are extraordinary circumstances and the student must be passing the class at the time the incomplete is requested. Requests for incompletes must be made in writing (email ok) before the last class.

Reading Response Folder (100pts/10%): You will write brief responses (approx 1 paragraph or 250 words) to readings and films before the reading/discussion due date. I will begin each class by asking some of you to read out your response to the day's readings. For your response, note down the main arguments of the essay, with one question or comment about the essay that engages with its implications or applications

Pop Quizzes (100 pts/10%): Surprise quizzes will be given at any point during the semester to ensure you are doing the reading. **You cannot make up quizzes if you are absent or late to class.** Quiz questions will be simple but one incorrect answer results in the failing of a quiz.

Class Participation (100pts/10%): Active participation in class discussions, group activities, and application exercises that are based on class readings and lectures is expected. Specific in-class group activities will be conducted throughout the semester; additionally, readings will be taught through class discussions (and not only lectures) in which you must participate. While I encourage difference of opinion (from the text under consideration, the instructor, or a point of view expressed by a classmate), I expect you to be respectful and civil. Any form of bigotry will not be tolerated. Please note that class participation does not only mean "talking" in class. You must engage with the text under consideration. If you are failing quizzes, you are obviously not reading the required materials. **Failing quizzes will drastically affect class participation points.** Sleeping, chatting with friends, reading a newspaper, eating, not submitting assignments on time, not preparing for class, will all result in low class participation points. I reserve the right to confront you about your conduct and participation in class. I also reserve the right to call on you to ask you your response to any of the readings that you have done for the day. You must come to class prepared with an insight or a question about the reading. I recognize that not everyone is confident speaking in front of a large number of people – there are various ways you can make up for this – emailing me questions before class, visiting my office hours to discuss materials one on one. Below is a break up of your class participation grade:

100-80 points: Excellent participation; Active and insightful contributions; Significantly enhances the classroom dynamic with questions, comments, and responses. Engages the text under consideration and does all the reading. **To get full points on class participation you should not fail any quizzes.**

79-60: Consistent participation with adequate insight into text. Good but somewhat basic contributions.

59-40: Rarely contributes but attentive and not disruptive in any way.

39-20: Indifferent, consistently failing quizzes, physically present but checked out of class.

19-0: Disruptive to classroom activities; use of cell phone/texting; disrespectful of professor and fellow students.

Exam (100pts 10%): The in class exam will be comprised of identification of key terms & concepts and essay type answers. It will cover information from the assigned readings, films

excerpts, and material presented in class. You will receive all the questions for the exam two weeks prior to the exam date.

Mid-term Paper (200pts/20%) & Final Research Paper including In-class

Presentation (400 pts/40%): There will be two major writing assignments for this course: a Mid-term Paper LGBT history analysis (4-5 pages), which will require research, critical analysis and synthesis of reading material; and a Research Project (6-8 pages, with a one page Presentation) which will consist of an analysis and illustration of theoretical framework or topic we have discussed in class. **Even though we will spend a week on presentations, the entire class must be prepared to make presentations on 12/8.** Hand outs for all the assignment requirements with grading criterion will be given to you prior to the assignment. See course schedule below for due dates.

Extra Credit Options:

WSU Women’s Transit Volunteering (50 pts): You must complete all training and shift hours or no credit will be received.

Exhibits, Panels, & Speakers (40pts): Extra credit will be offered for a number of events that are relevant to our class this semester. They will be announced in class. Students not taking the Women’s Transit option can earn up to 40pts at 20 points per event. You must turn in a written summary and reaction to the event (minimum two pages, typed, double-spaced) in the class immediately following the event.

Grading Scale:

930-1000	A	800-820	B-	670-690	D+
900-920	A-	770-790	C+	600-660	D
870-890	B+	740-760	C	Below 600	F
830-860	B	700-730	C-		

Course Policies

Attendance & Absences

Attendance is compulsory. You are allowed a maximum of 3 personal absences and 1 absence for which you have university sanctioned documentation (given to me BEFORE you miss the class). For your 3 personal absences, I do not distinguish between excused and unexcused absences, so please use these absences for genuine emergencies. For every additional absence beyond this, your grade will drop. In other words, if your final class grade is B+ and you have 4 personal absences, your final grade will drop to B. You are responsible for any work you might have missed during your absences.

Tardies

If you are more than 5 minutes late to class, you will receive a tardy. Tardies will be calculated in accordance to the class watch, not yours. Three tardies will constitute an absence. I take attendance at the very beginning of class. If you come to class late and miss attendance, it is your responsibility to come up to me after class and inform me that you were present. I will change the absence into a tardy, but you are allowed to do this only two times during the semester. If you miss a quiz because you are late, you will not be able to

make up the quiz, and will not receive any points for it. In general, you are requested to be very mindful of time—entering class late is a distraction to the instructor as well as to your peers.

Disability Accommodation

Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Technology and Academic Etiquette

* **Students must turn off all phones and electronic gadgets during class.** (Your cell phone is not considered “off” when it is on vibrate). If a student's cellular phone rings during class hours, she/he will be penalized with an absence. Cell phones must not be placed on your desks or in front of you during class. In other words, anything that beeps, vibrates, flashes... (you get the point) must be turned off during class hours.

* **If I catch you texting or using any electronic device during class hours, (this includes during film screenings), you will be marked absent. I may also ask you to leave the class.**

* Please do not use your cell phone even to look at the time.

* Please do not use laptops during class hours. If you wish to use your laptop to take notes, you must take special permission from me and always sit in the front row.

* While healthy disagreement and difference in opinion is expected and encouraged, I do expect that discussions should be conducted in a respectful and civil manner. If I interpret any of your comments as verbal harassment, I will ask you to leave the class.

* If you want feedback on your writing or class performance, please visit my office hours or make an appointment to see me. **I do not give feedback on your papers via email. All email correspondence must be limited to questions for which I can give you a quick response.**

* Unless specified by me, all your assignments must be turned in as hard copies. Electronic submissions or attachments via email are not acceptable. Visit my office hours for feedback on assignments.

* **Please do not get up and leave the class during class hours unless it's a genuine emergency since this distracts your classmates and the instructor.**

* Do not use class hours as breakfast time. You must not be eating **anything** during class hours.

* If I see you engaged in any activity that does not pertain to classroom pre-occupations (reading newspapers, doing homework for another class) I reserve the right to give you an absence for that day even though you are technically present in class.

* If I interpret any of your behavior to be disruptive, unprofessional, or rude, I reserve the right to ask you to leave the class (which will then be counted towards your absences)

Academic Integrity

Washington State University's Student Handbook on Academic Dishonesty provides specific definitions (WAC 504-26-010) of “dishonesty” and “cheating,”

(<http://conduct.wsu.edu/default.asp?PageID=338>). Cheating includes, “submitting a false excuse for absence or tardiness or a false explanation for failing to complete a class

requirement or scheduled examination at the appointed date and time.” Plagiarism, a form of cheating, is “presenting the information, ideas, or phrasing of another person as the student's own work without proper acknowledgement of the source. This includes submitting a commercially prepared paper or research project or submitting for academic credit any work done by someone else.” At the least, students guilty of cheating in this course will receive a zero for the work in question, but the consequence of cheating may include failure of the course. Be sure to familiarize yourself with the University’s definitions and policies on Academic Integrity to understand your rights and responsibilities. (<http://academicintegrity.wsu.edu/>).

Campus Safety Information

WSU has made an **emergency notification system** available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information when registering for classes. Please refer to the University emergency management website <http://oem.wsu.edu/emergencies> as well WSU ALERT <http://alert.wsu.edu> for information on WSU’s communication resources WSU will use to provide warning and notification for emergencies. The entire WSU safety plan can be found at <http://safetyplan.wsu.edu>.

Course Schedule

Note: You are expected to have read the assignments *by* the date indicated on the schedule. Come to class prepared with commentary and notes for the day’s reading. I reserve the right to make changes, which I will announce in advance. All readings (with the exception of the films) are in the Course Packet.

Week 1

Aug M 25 – Scope of WST 484, Syllabi

Aug W 27 – Introductions

Aug F 29 – Introductory Lecture (Do not miss)

Week 2

Sept M 1 – Labor Day, HOLIDAY

Sept W 3 – Continued

(Note: Missing the introductory lectures will result in major conceptual gaps throughout the semester. Make sure you attend these two classes and take copious notes)

Sept F 5 – “Dr. Laura, Sit on my Face” – Rocko Bulldagger

Week 3

Sept M 8 – “Capitalism and Gay Identity” – John D’Emilio

Sept W 10 – “The Genealogy of a Sex Concept” – Jonathan Katz

Sept F 12 – Discussion Contd.

Week 4

Sept M 15 – “Scientific Racism and the Invention of the Homosexual Body” –Siobhan Somerville

Sept W 17 – “Decolonizing the Queer Native Body” – Chris Finley
Sept F 19 – Discussion Contd.

Week 5

Sept M 22 – “The Mountain” – Eli Claire and Freaks and Queers – Eli Claire
Sept W 24 – Sissies at the Picnic – Roderick Ferguson
Sept F 26– Discussion of Mid-Term assignment requirements

Week 6

Sept 29 – “Skirt Chasers: Why the Media Depicts the Trans Revolution in Lipstick and Heels” – Julia Serano
Oct 1 – “Dismantling Cissexual Privilege” Julia Serano
Oct 3 – Discussion of mid-term thesis statements

Week 7

Oct M 6 – “Hermaphrodites with Attitude” – Cheryl Chase
Oct W 8 – “Clinical Intervention and Embodied Subjectivity” Atypically Sexed Children and their Parents” – Katrina Roen
Oct F 10 – Discussion Contd.

Week 8 –

Oct M 13– Mid-term Paper due; Screening: *How to Survive a Plague*
Oct W 15 – Screening Contd.
Oct F 17 – Discussion of Film
Note: Watch *United in Anger* for discussion and potential quiz on Monday

Week 9

Oct M 20 – Discussion of *United in Anger*
Oct W 22 -- “AIDSdemographics: ACT UP and the art of intervention” – Gabrielle Griffin
Oct F 24 – Discussion contd.

Week 10

Oct M 27 – “Beyond Patient and Polite: a Call for Direct Action and Civil Disobedience on Behalf of Same-Sex Marriage: -- Eric Rofes
Oct W 29 – “Beyond Gay Marriage” – Michael Warner
Oct F 31 – Discussion Contd.

Week 11

Nov M 3 – “What’s Wrong with Rights?”—Dean Spade
Nov W 5 -- “Disciplining Queer Migrants,” “Sexual Aliens and the Racialized State,” “Trans/Migrant: Christina Madrazo’s All-American Story” from *Queer Migrations*
Nov F 7 – Discussion Contd.
Note: Watch *God Loves Uganda* for discussion and potential quiz on Monday

Week 12

Nov M 10 – Discussion of *God Loves Uganda*
Nov W 12 – Screening: *The Transformation*
Nov F 14 – Discussion Contd.

Week 13

Nov M 17 – Exam

Nov W 19 – Exam

Nov F 21 – Exam

Week 14

Nov M 24 – Thanksgiving

Nov W 26

Nov F 28

Week 15

Dec M 1 – “Israeli GLBT Politics between Queerness and Homonationalism” – Ayele Gross
“Celebrating Refusal: The Complexities of Saying No” – Jasbir Puar

Dec W 3 – Discussion of Abstracts

Dec F 5 – Writing workshop

Week 16

Dec M 8 -- Presentations

Dec W 10 -- Presentations

Dec F 12 – Final papers due