WST/SOC 484: Introduction to Lesbian and Gay Studies
3 Credits, UCORE: DIVR
Pre-Requisite: Junior Standing
M.W.F. 12:10pm – 1:00pm
Bryan Hall 324

Instructor: Lizeth Gutierrez
Office Hours: Wednesday, 2:00 pm – 4:00 pm and by appointment
Office: Wilson 114
Email: lizeth.gutierrez@wsu.edu

COURSE DESCRIPTION:
The terms lesbian, gay, bisexual, and transgender—and by extension straight and cisgender—are relatively recent inventions in Western culture. They are not natural categories, but must also be complicated beyond the now familiar academic saying “it’s because it is socially constructed.” In this class students will interrogate and negotiate conceptions of gender, sex, the "body", erotic pleasure, sexuality, and sexual orientation as social, cultural and historical genealogies. As such, these concepts are contextualized beyond identification categories or personal experiences because they operate and are shaped by social, legal, economic, and cultural spheres. Students, in addition, will study "queer" signification as an anti-normative project that has material and performative dimensions in political contexts like that of immigration law, trans law and politics, and the U.S.-Mexico border. Overall, we will explore sex, sexuality, and sexual identities from a range of methods (poetry, ethnography, historical, sociological, cultural analysis, etc.) and from a variety of methodologies (post-structuralism, Chicana feminism, cultural studies, historiography, etc.), to understand their permeation in a variety of institutions in both the public and private spheres.

The class will understand LGBT politics from a comparative and intersectional perspective. This course will focus on both U.S. and global contexts to emphasize 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/SOC 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.

COURSE OBJECTIVES:
1. Understand, develop, and demonstrate facility with terms and theoretical concepts central to the study of human sexuality and gender expression/performance.
2. Analyze the concepts of heteronormativity and homophobia and examine the ways privilege and oppression operate at both the institutional and individual level.
3. Consider the possibilities and limitations of sexual identities (gay, lesbian, bisexual, pansexual, queer, etc.) and gender identities (man, woman, transgender, genderqueer, etc.).
4. Conceptualize sexuality and gender expression beyond Western discourses of categorization.
5. Formulate effective, persuasive, critical communication skills to include writing and presentation on these subjects.
TOPICS, THEMES, METHODS, AND LINES OF INQUIRY WILL INCLUDE:
1. Histories of sexuality and sexual identity;
2. The politics of identity, embodiment, and desire;
3. Heterosexism, homophobia, transphobia, normativity, and other forms of oppression;
4. Queer resistance, activism, and liberation;
5. Intersectionality with race, gender, class, family, religion, ability, and nation;
6. Sexual identity, gender expression and citizenship;
7. And finally, queer temporalities, spaces, and technologies.

CRITICAL QUESTIONS:
This course will address the following questions (though we are by no means limited to these questions):
1. What are the various institutions through which homophobia are mediated?
2. What does it mean to "have" a lesbian, gay, bisexual, transgender, or queer identity?
3. What are the politics of (and problems with) gay assimilation?
4. How does LGBT politics intersect with the politics of race, gender, and ethnicity?
5. What are the uses of thinking about a "history of sexuality"?
6. How does "the closet" narrative function as a primary metaphor for Western conceptions and understandings of LGBT identities? What are the advantages and limitations of such narrative?
7. How does sexuality and gender expression relate to citizenship? Immigration law? Trans law?
8. How does our understanding of queer politics and activism change in a transnational context?

REQUIRED TEXTS:
Book Store:

Course Reader (Available only at Cougar Copies)
1. Ask for the WST/SOC 484 course reader
2. Location: Compton Union Building; Room 80

Class Attendance (75pts): Attendance is required, hence arrive on time. Class will not be lecture-based only, therefore your participation in class is valuable for class discussions. I will take attendance every day. You are allowed two unexcused absences before I start deducting 4 points from your final grade for every absence thereafter. Only approved and documented university excuses will be excused from this rule. Athletes: I will need forms from the Athletic Department handed in BEFORE the absence.

Participation (100pts): I am expecting everyone to participate in class. I do, however, recognize that some students may have a difficult time speaking in public. If that is the case, please see me early in the semester so I am aware of your situation and we can work something out. You will be graded based on your participation and preparation for class discussions. Your contribution to class discussions is very important. As such, you must bring your course packet to class every day. You will lose participation points if your course packet is not in front of you. If you are disrupting the class you will also lose points at my discretion and without any warning.

Mid-Term Exam (125pts): Take-Home Mid-Term Exam is framed to encourage students to review lectures, films, discussions and the readings.
Discussion Presentation and Paper (100pts): At the beginning of the semester, you will choose one reading to summarize and present. You will be responsible for introducing the reading on the day it is scheduled. Your presentation must include at least one outside source that connects with the reading. Organize your presentation in the following manner:

1. Provide information about the author and her/his contribution to the field of queer studies.
2. Why is this essay/text/reading important, significant, and useful?
3. What are some of the implications/applications of the reading?
4. Comment on the reading’s connection with everyday politics or its connection to another reading/cultural text you are familiar with.

Your presentation must be at least 10 minutes. At the end of class, you must provide me with a double-spaced 2-page summary of your insights into the reading.

I would strongly recommend that you schedule a meeting with me or visit office hours prior to your presentation.

Research Paper and Presentation (TOTAL 600pts): There will be one research assignment for this course culminating in a 10-page final research paper on the approved topic of your choice. The research paper can be about a historical event or a contemporary issue of your choice related to LGBT politics. This research paper will attempt to assess the current status of your subject of study, its relevance to US constructions of sexuality, race, social class, gender, and/or nationality within larger discourses of power and oppression. To facilitate this process, the research paper assignment will be divided into several tasks due throughout the semester as follows:

1. One Paragraph Research/Topic Question, (worth 25pts);
2. 1-2 page Prospectus, (worth 50pts);
3. Annotated Bibliography with a Minimum of 8 sources, (worth 50pts);
4. First Draft of Roughly 4 pages & In-Class Peer Reviews, (worth 50pts);
5. Second Draft of Roughly 5-6 pages, (worth 100pts);
6. 500-word Abstract & Presentation, (worth 75pts);

As the class progresses, you will be provided with instructions for each research task, specific requirements and a rubric for the final paper.

Paper Guidelines: Your essays and assignments must have the following information in its heading on the RIGHT side of the paper:

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<tr>
<th>Your name</th>
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<tr>
<td>Date</td>
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<tr>
<td>WST/SOC 484 – Title of Assignment</td>
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<td>Instructor: Gutierrez</td>
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I will deduct points for every item missing or misplaced in the heading. This heading format is also required in your extra credit assignments.

All work must be your own. All written work will be typed, double-spaced, 12 point Times New Roman and have 1-inch margins. You may print on both sides of paper as long as I have space to
comment. All papers must follow MLA style and include a works-cited list. For more information on MLA: [http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/)

**IMPORTANT: I WILL NOT ACCEPT ANY LATE WORK, NO EXCUSES.**

**Extra Credit:** There may be opportunities for extra credit, which I will announce as they arise. Documentation for extra credit will consist of 1-2 page critical analysis of an event, a lecture, or a film. Responses must be typed and doubled-spaced. Extra credit assignments must relate to the course and the material we have covered in class. Students are allowed only 3 extra credit assignments = 5 points each / total of 15 points.

**COURSE POLICIES:**

**Grading**

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Attendance</td>
<td>75</td>
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<td>Participation</td>
<td>100</td>
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<tr>
<td>Mid-Term Exam</td>
<td>125</td>
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<td>Discussion Presentation &amp; Paper</td>
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<td>Research/Topic question</td>
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<td>Prospectus</td>
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<tr>
<td>Annotated Bibliography</td>
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<tr>
<td>First draft of Research Paper</td>
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<tr>
<td>Second draft of Research Paper</td>
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<td>10%</td>
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<tr>
<td>Abstract &amp; Presentation</td>
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<tr>
<td>Final Research Paper</td>
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**Total Points: 1,000 (100%)**

**Grading Scale:**

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<td>900-929</td>
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<td>870-899</td>
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<td>830-869</td>
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<td>670-699</td>
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<td>600-669</td>
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<td>590 and Below</td>
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**Submission of Assignments:** I will only accept a hard copy of all written assignments. Students must turn in all written assignments in the beginning of class. I do not accept assignments through e-mail or other electronic/digital means.

**Academic Integrity:** Washington State University has no tolerance for academic dishonesty. Cheating and plagiarism is prohibited. You must always properly cite and acknowledge your resources because they are not your ideas. Students who violate WSU’s Standards of Conduct for Students will be required to meet with me to determine the disciplinary outcome of the violation in question, which may include failing the assignment or the course. If you want to learn more about WSU’s cheating policies, I suggest you read and understand the definitions that the Standards for Student Conduct WAC 504-26-010 (3) has on their website: [http://conduct.wsu.edu/default.asp?PageID=338](http://conduct.wsu.edu/default.asp?PageID=338).
**Classroom Etiquette:** All cell phones must be turned off. Any devices used to listen to music or surf the internet are also prohibited in my class. Unless you have a documented disability, no earphones are allowed. **No laptops allowed.**

**Electronic Correspondence:** The college experience is meant to prepare you for the professional world. As such, you must begin practicing professional etiquette. That begins with learning how to address your interlocutor in an electronic message correctly. Thus, here are some choices of salutations you may use when you start an email to me: “Dear Ms. Gutierrez;” “Dear Instructor Gutierrez;” “Hello/Hi Ms. Gutierrez;” or “Hello/Hi Instructor Gutierrez.” NOTE: Any messages sent to me without a salutation or with an improper salutation (such as “hey,” “yo,” or “Hi Lizeth,” etc.) will be sent to the trash bin without a reply.

**Disability Accommodations:** 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.

**WSU Email Account Changes:**
All official WSU email messages will be sent to your WSU email account, beginning on August 24 (the first day of fall 2015 classes).
It is important to check your WSU email often for news and updates regarding enrollment, registration, financial aid, housing, and other critical University information. Please note the changes in login procedures and the enhanced technology features added over the summer:

- Students’ Office 365 email login has changed from first.lastname@email.wsu.edu to NIDusername@wsu.edu.
  1. The word “email” has been dropped from the login.
  2. Students’ login is now the same as their login to myWSU.

- Microsoft Office is available to enrolled students at no additional cost. Download up to five copies now at [Office365.wsu.edu](http://Office365.wsu.edu).

If you need assistance accessing your WSU email or more information about Office365, please contact WSU’s Office of Information Technology at 509-335-4357 or visit [cougtech.wsu.edu](http://cougtech.wsu.edu).

**Campus Safety Plan Emergency Information:** For campus safety and emergency procedures please visit these sites:

- [http://safetyplan.wsu.edu](http://safetyplan.wsu.edu) Campus Safety Plan
- [http://oem.wsu.edu/emergencies](http://oem.wsu.edu/emergencies) Emergency management web site
- [http://alert.wsu.edu](http://alert.wsu.edu) WSU Alert site
SECTION I: History of Homosexuality

Week one
Mon, Aug 24  Course Overview and Discussion of Syllabus
Wed, Aug 26  Introductions
Fri, Aug 28  Key Concepts Lecture

Week two
Mon, Aug 31  John D’Emilio, “Capitalism and Gay Identity”
Fri, Sept 4   Discussion Contd.

Week three
Mon, Sept 7   Labor Day Holiday
Fri, Sept 11  Discussion Contd.
One Paragraph Research/Topic Question Due

Week four
Mon, Sept 14  Chris Finley, “Decolonizing the Queer Native Body”
Wed, Sept 16  Emma Pérez, “Sexuality and Discourse: Notes From a Chicana Survivor”
Fri, Sept 18  Julia Serrano, “Bisexuality Does Not Reinforce the Gender Binary” AND “Bisexuality and Binaries Revisited”

SECTION II: Sexual Orientation, Gender Expression and Critical Trans Politics

Week five
Wed, Sept 23  Discussion Contd.
1-2 page Prospectus Due
Fri, Sept 25  Julia Serrano, “Skirt Chasers: Why the Media Depicts the Trans Revolution in Lipstick and Heels”

**Week six**
Mon, Sept 28  Julia Serrano, “Whipping Girl FAQ on Cissexual, Cisgender, and Cis Privilege”
Fri, Oct 2  Dean Spade, “Trans Law and Politics on a Neoliberal Landscape”

**Week seven**
Mon, Oct 5  Screening: *The Transformation*

*Take Home Mid-Term Exam Due*

Wed, Oct 7  Screening: *The Transformation* AND Discussion
Fri, Oct 9  Dean Spade, “Rethinking Transphobia and Power—Beyond a Rights Framework”

**Week eight**
Mon, Oct 12  Dean Spade, “Administrating Gender”
Wed, Oct 14  Dean Spade, “Conclusion: This Is a Protest, Not a Parade!”
Fri, Oct 16  Alisa Solomon, “Christina Madrazo’s All-American Story”

**SECTION III: Re-thinking Queer Visibility**

**Week nine**
Mon, Oct 19  Screening: *Fire*

Wed, Oct 21  Screening: *Fire* AND Ismat Chugtai, “The Quilt”

Fri, Oct 23  Gayatri Gopinath, “Local Sites/Global Contexts: The Transnational Trajectories of Fire and ‘The Quilt’

**Week ten**
Mon, Oct 26  Roderick Ferguson, “Sissies on a Picnic”
Wed, Oct 28  “La Macha: Toward a Beautiful Whole Self” by Ana Castillo
Fri, Oct 30  Sandra Cisneros, “Guadalupe the Sex Goddess” AND Cathy Arellano, “Yeah, I Want a Woman Like My Mother Because I Couldn’t Have Her”

**SECTION IV: Genealogies of Queer Writing**

**Week eleven**
Mon, Nov 2  Cathy Arrellano, “Lesbian”

*Annotated Bibliography with a Minimum of 8 sources Due*
Wed, Nov 4    Tyler Ford, “My life without gender: ‘Strangers are desperate to know what genitalia I have’”

Fri, Nov 6    Gaye Chan, “Lisa’s Closet”

**Week twelve**
Mon, Nov 9    Cherrie Moraga, “A Long Line of Vendidas”

Wed, Nov 11   Veterans Day Holiday

Fri, Nov 13   *First-Drafts of Roughly 4 pages due - In-class Peer Reviews*

**Week thirteen**
Mon, Nov 16   Audre Lorde, “Uses of the Erotic: The Erotic as Power”

Wed, Nov 18   Writing Day – No Class

Fri, Nov 20   *Second Draft of Roughly 5-6 pages due*

**Week fourteen**
Mon, Nov 23   THANKSGIVING VACATION
Wed, Nov 25   THANKSGIVING VACATION
Fri, Nov 27   THANKSGIVING VACATION

**Week fifteen**
Mon, Nov 30   *500-word Abstract & Presentation*
Wed, Dec 2    *500-word Abstract & Presentation*
Fri, Dec 4    *500-word Abstract & Presentation*

**Week sixteen**
Mon, Dec 7    *500-word Abstract & Presentation*
Wed, Dec 9    *500-word Abstract & Presentation*
Fri, Dec 11   *500-word Abstract & Presentation*

**All Final Papers Must Be turned in to Wilson-Short 114 no later than 3pm Thursday Dec. 17**