

Introduction to LGBTQ Studies
Spring 2013
Women, Gender and Sexuality Studies 205

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Office Hours: Tuesday, 3-4; Wednesday 2-3; or by appointment

Course Description

This course offers an introduction to the topics, questions, and approaches that characterize the rapidly growing field of lesbian/gay/bisexual/trans/queer studies. Using an interdisciplinary approach, we will explore such topics as theories of sexual and gender diversity; identity and community; gender/sexuality and power, queer cultures, and lgbtq politics, focusing on the United States. We will ask whether and how “lgbtq” functions as a coherent category of analysis, and we will pay particular attention to differences (of race, ethnicity, gender, sexual practice, embodiment, class, temperament, etc.) that are contained within, and often disrupt, that category.

Required Texts

Alison Bechdel, *Fun Home: A Family Tragicomic*
Kate Bornstein & S. Bear Bergman, eds., *Gender Outlaws: The Next Generation (GO)*
Mary Gray, *Out in the Country: Youth, Media, and Queer Visibility in Rural America*
Michael Warner, *The Trouble with Normal (TWN)*

All other required readings can be accessed through the course Blackboard page, or directly through ARES: <http://ares.wustl.edu/ares/>. (Several links that are not available in Ares are denoted as “BB” on the syllabus. These are on Blackboard). Please be sure that you have access to the readings in class; printing them out is recommended.

Class Requirements:

- Class participation. Class sessions will be organized around discussion of assigned readings. Participation in class (as an attentive and informed listener and a speaker who engages in respectful and productive dialogue) is a substantial part of your grade. If you have any concerns about your participation in discussion, please see me to discuss strategies and/or alternatives for demonstrating your engagement with course materials. There will also be in-class assignments (eg, participation in small discussion groups, reading summaries, free writes, and pop quizzes). These will be assessed as part of your participation grade.
 - A note on reading: If I have one “learning objective” for this class, it is that you will develop your critical reading skills. By this I mean three related skills: your ability to discern and evaluate the argument of a text; your ability to place in dialogue different sorts of arguments on a topic; your ability to think differently about a subject after encountering the thoughts of others. For all of us, me included, this means developing reading practices that help us to engage actively with a text. Some of these practices are: (1) reading a text more than once; (2) taking notes, either while reading or after completing your reading, that sum up the most important ideas or interventions within the text; (3) free-writing to draw out the relationships between texts, and to develop your own ideas in response. If you engage in these practices, you will come to class with something interesting to say about the readings, and that will make the class experience better for everyone. Without doubt, it will also improve your own participation grade.
 - More than three absences (for whatever reason) will affect your class participation grade.

- Papers: You will write three brief papers (4-5 pages) responding to a question about the course readings. Late papers will be penalized by one letter grade for each 24-hour period past the due date. Further information on these papers will be forthcoming.
- There is no final exam.

Your grade for the course will be assessed as follows:

Class participation	25%
Papers	25% each

ALL course requirements must be met to pass this course. For students who are taking the course pass/fail or credit/no credit, a passing grade is C-.

All students are strongly encouraged to participate in the online course evaluation system at the end of the semester, by visiting <http://evals.wustl.edu>

Academic integrity

Plagiarism or other violations of academic integrity will result in a failing grade on the assignment, and may result in a failing grade for the course. Please review Washington University's academic integrity policy at https://acadinfo.wustl.edu/WUCRSLFrontMatter/WebWUCRSLInfo_AcadIntegrity.htm. A very brief helpful guide to understanding plagiarism can be found at <http://artsci.wustl.edu/~writing/plagiarism.htm>

Miscellaneous

Please, if you have any questions or concerns during the semester, talk to me about it. Addressing issues sooner rather than later will make for a better experience for everyone.

This syllabus is a work-in-progress. I reserve the right to change it at any time.

Course Schedule

CONCEPTUALIZING SEXUAL AND GENDER DIVERSITY

WEEK 1: ***Histories of "Homosexuality" and "Heterosexuality"***

T 1/15 Introduction

Th 1/17 READ: "Homosexual and Heterosexual," "Capitalism and Gay Identity," "Trade, Wolves, and the Boundaries of Normal Manhood"

WEEK 2: ***Identity in Historical Perspective***

T 1/22 READ: "Romantic Friendship," "Butch-Femme Courage," "Identity/Politics"

Th 1/24 READ: "Sex Change and the Popular Press," *GO*, pp. 54-9, 66-9, 85-8, 198-203, 247-54

WEEK 3: ***Medicine, Sex & Gender***

T 1/29 READ: "Creating Natural Distinctions," "Differences in Finger Length Ratios," "Scientific Racism and the Invention of the Homosexual Body"

Th 1/31 READ: "Hermaphrodites with Attitude," "Intersex: This is Me" (BB), *GO*, 76-82, 101-6

WEEK 4: ***Religion & Sexuality***

T 2/5 Guest Lecture, Professor Mark Jordan, Danforth Center in Religion & Politics

READ: "Scriptural Authorities"

Th 2/7 READ: "Contested Membership," "We Shall Overcome"

VIEW: "Gay Orthodox Jews - It Gets Better" (BB)

TO BE REAL: IDENTITY AND ITS DISCONTENTS

WEEK 5: *Identity Politics*

T 2/12 READ: *FUN HOME* (complete before class)
Th 2/14 READ: *FUN HOME*

WEEK 6: *Race/Class/Identity I*

T 2/19 READ: "How Gay Stays White," "Tacit Subjects," "Why Suzie Wong is not a Lesbian"
GO, 207-12
Th 2/21 READ: "Black Macho Revisited," "It's Not Just a Black Thing," "Remixing the Closet"
PAPER #1 DUE

WEEK 7: *Race/Class/Identity II*

T 2/26 VIEW IN CLASS: "Paris is Burning"
READ: "Performance as Invention"
Th 2/28 READ: GO, 93-7, 163-8
Discuss film and week's readings

WEEK 8: *Queering the Rural*

T 3/5 READ: *Out in the Country*, pp. xi-118
Th 3/7 READ: *Out in the Country*, pp. 121-183

SPRING BREAK

NORMATIVITIES

WEEK 9: *Sexual norms*

T 3/19 READ: "Thinking Sex," TWN, ch. 1
Th 3/21 READ: "Heteronormativity as Social Theory," TWN, ch 2
PAPER #2 DUE

WEEK 10: *Homonormativity*

T 3/26 READ: "In the Wake of It Gets Better," (BB) "Homonormativity and the Politics of
Race"
Th 3/28 READ: "Dichotomies & Displacement," TWN, ch 4

WEEK 11: *Gender/Age/Normativity*

T 4/2 READ: "The Education of Little Cis," GO, 170-81, 268-72
Th 4/4 Growing American Youth panel

JUSTICE

WEEK 12: *Rights talk*

T 4/9 READ: "Equal Protection and Lesbian and Gay Rights," "Shape of Subordination,"
"Backlash?"
Th 4/11 NO CLASS

WEEK 13: *Intimacy/ Marriage*

T 4/16 READ: "Lawrence v Texas" (only the majority opinion is required), "What is Left of
Sodomy after Lawrence v Texas?"
Th 4/18 READ: "Why Gay People," "Here Comes the Groom," "Queering Citizenship"
PAPER #3 DUE

WEEK 14: *Violence*

T 4/23 READ: "What's Wrong with Trans Rights?"
VIEW IN CLASS: "Toilet Training"
Th 4/25 READ: "When Something is Not Right," "Why I'm Not a Revolutionary"