

## **LGQ150 Introduction to Lesbian, Gay, Bisexual, Transgender, Queer Studies**

Autumn 2014

TTh 1-2:30/Arts&Letters 207

Prof. Gary Cestaro

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SAC 467

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Office Hours: TTh 12-1, T 2:30-3, Th 2:30-4 and by appointment

**PLEASE TURN OFF AND PUT AWAY ALL CELL PHONES BEFORE CLASS.**

### **Course Description**

This course focuses on defining the emerging field of LGBTQ Studies while giving students some perspective on the history and diversity of LGBTQ communities. It also prepares students for study in the various fields covered by the electives required for the minor in LGBTQ Studies. Topics this term will include: social and scientific constructions of sexuality and gender; history of the notion of sexual identity from the ancient world to the US; historical and contemporary perspectives on religion and sexual identity; LGBTQ identity in literature and film; race, class, ethnicity and LGBTQ identity; HIV/AIDS; queer geographies in the US; and contemporary debates in LGBTQ politics. Readings will be taken from history, literature, critical theory, and contemporary journalism. Classes will include lecture, discussion, video and film. This course is approved for Liberal Studies credit in the Self, Society and the Modern World learning domain.

### **Course Materials**

The following required texts are available for purchase at the Lincoln Park Bookstore:

\*Jonathan F. Alexander, Michelle A. Gibson, Deborah T. Meem, *Finding Out: An Introduction to LGBT Studies* (London: Sage Publications, 2010).

\*Larry Kramer, *The Normal Heart* (New York: Plume/Penguin, 1985)

\*Sigmund Freud, *Three Essays on the Theory of Sexuality*, ed./trans. James Strachey (New York: Basic Books, 1962/2000)

\*Other readings will be posted on Desire2Learn

### **Course Requirements**

**Attendance and participation:** Regular, punctual attendance supported by thoughtful reading and preparation is a basic requirement of this course and a significant component of the final grade (20%). I will take attendance every class during the first ten minutes. If you miss class due to a genuine medical or personal emergency, you may contact the Dean of Students Office to attempt to have the absence validated. If the Dean of Students Office deems the absence legitimate and notifies me via email, I will restore part or all of the lost attendance and participation credit. More than five unexcused absences will be cause for failing the course. I will keep track of attendance using the attendance register on D2L. But

please note that a perfect attendance record does not guarantee 100 points for the attendance and participation average, which is also based on quality of attendance/class participation (see guidelines below).

Class participation will be evaluated as follows:

A (90-100): student has read all of the assigned readings and regularly expresses thoughtful comments and/or poses questions. Student is always prepared to provide a summary of assigned readings.

B (80-90): student performs as above 75% of the time.

C (70-80): student rarely volunteers to speak in class and responds only when called upon; responses demonstrate only vague familiarity with assigned readings.

D (60-70): student never volunteers to speak in class and when called upon demonstrates little or no familiarity with assigned readings.

F (0-60): student fails to meet any of the above criteria.

**Three Critical Review Papers:** Please see Guidelines on D2L. In general I will not accept late papers though I may make an occasional exception for extraordinary or emergency situations.

Written work will be evaluated as follows:

A (90-100): The paper is of extraordinarily high quality and fully meets the assignment requirements. It presents a clearly-stated thesis and/or clearly-stated ideas developed and supported by logical arguments, contains coherent sentences and paragraphs, and is free of grammatical and spelling errors. Paper reflects some originality of thought and creativity.

B (80-90): The paper is of good quality and fully meets the assignment requirements. It presents a thesis and/or ideas in a logical manner, contains coherent sentences and paragraphs, and is mostly free of grammatical and spelling errors.

C (70-80): The paper meets requirements only minimally. It may reflect some attempt at organization and development of ideas, but these are insufficient or superficial. Paper may also receive this grade for poor sentence structure, paragraph development, and/or excessive grammatical and spelling errors.

D (60-70): The paper is of poor quality and does not meet the requirements of the assignment. It demonstrates inadequate understanding of course material and little or no attempt at organization.

F (0-60): The paper fails to meet any of the above criteria.

**Exams:** There will be a take-home midterm consisting of ten short-answer questions and definitions due in the fifth week of class and a written final exam covering basic concepts and terms. You must take the written final at the date and time officially scheduled by the university (see syllabus). I reserve the right to give pop quizzes if I feel you are not reading for class.

### **Final Grade**

Attendance and participation 20%

Three critical reviews 40%

Take-home midterm 20%

Final exam 20%

Grading Scale

GRADING SCALE:

93-100 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

70-72 C-

67-69 D+

60-66 D

-59 F

### **Plagiarism**

The *DePaul Student Handbook* defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

### **Classroom environment guidelines**

This course is guided by the assumptions of dignity and respect for all persons in the classroom, which is a safe and non-threatening environment. We will be discussing theoretical and political issues burdened with long-term social prejudice that can also have enormous personal significance for students and instructor alike. I expect everyone to show a sense of respect for all that will facilitate open and productive discussion. You can certainly disagree with or challenge the instructor and other students, but you must do so respectfully. Please do not hesitate to speak with me if you feel you have been disrespected by anything said or done in class.

Students may also find some of the following DePaul resources helpful:

University Counseling Service 773.325.7779

Dean of Students, Lincoln Park 773.325.7290

LGBTQA Student Resource Office 773.325.7294

University Ministry 773.325.7902 (LPC) 312.362.6910 (Loop)

Office of Multicultural Student Affairs 773.325.7325

DePaul Health Service 773.549.7757

**What you can expect from me:**

\*I will treat all students with dignity and respect.

\* I will be attentive to students' academic needs, particularly if you have communicated with me about your needs.

\* I will be available to students during office hours and accommodate meeting with you if you cannot make it to office hours.

\*I will provide timely feedback on your work.

\*I will grade your work fairly and rigorously. I will evaluate students on their academic performance, not on personal characteristics.

\*I will provide full instructions for all written assignments and make the criteria for grading written work and class participation explicit.

**LGQ150. Introduction to LGBTQ Studies**  
**Prof. G. Cestaro/Autumn 2014**

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|----------------------------------|--|
| <b>WEEK 1</b><br>11 September Th | <b>LGBTQ: introduction and definitions</b>   |
| <b>WEEK 2</b><br>16 September T  | <b>thinking about sex and gender: Plato and the Greeks</b><br>read: <i>Finding Out</i> ch. 1; Plato, <i>Symposium</i> (selection)  |
| 18 September Th                  | <b>thinking about sex and gender: an historical typology</b><br>read: David Halperin, "The First Homosexuality?"<br>in the news: "The Decline and Fall of the 'H' Word" ( <i>NYT</i> * 3.21.14);<br>"How Many Americans Are Lesbian, Gay or Bisexual?" ( <i>NYT</i> 7.21.14)                             |
| <b>WEEK 3</b><br>23 September T  | <b>queer diversities</b><br>read: <i>Finding Out</i> , ch. 7 including Readings (Aravosis; Stryker)<br>in the news: "What Is A Woman?" ( <i>The New Yorker</i> 8.4.14)   |
| 25 September Th                  | <b>thinking trans</b><br>read: Susan Stryker, "An Introduction to Transgender Terms and Concepts"<br>in the news: "Transgender, Schlumpy and Human" ( <i>NYT</i> 2.15.14);<br>"Neither Female Nor Male" ( <i>NYT</i> 4.6.14); "A Model's Life, Chapter 2"<br>( <i>NYT</i> 9.5.14)                        |
| 26 September F                   | critical review #1 due by 5pm  |
| <b>WEEK 4</b><br>30 September T  | <b>social and scientific constructions: born gay?</b><br>read: <i>Finding Out</i> , ch. 5; Lynda Birke, "Unusual Fingers: Scientific Studies of Sexual Orientation"; John D'Emilio, "Born Gay?"<br>in the news: "The Scientific Quest to Prove Bisexuality Exists" ( <i>NYT</i> 3.20.14)                 |
| 2 October Th                     | <b>social and scientific constructions: against nature?</b><br>read: Bruce Bagemihl, "The Birds and the Bees"; Joan Roughgarden, "Darwin's Sexual Selection" and "Social Selection"  |
| <b>WEEK 5</b><br>7 October T     | <b>Sodom and its afterlife: the Scriptures</b><br>read: Hebrew Bible: Genesis 1-2, 19; Leviticus 18,20; Christian New Testament: Romans 1-2; 1 Corinthians 6; <i>Gay and Lesbian Rights in the United States</i> , pp. 9-21; John Shelby Spong, "The Bible and Homosexuality"                            |
| 9 October Th                     | <b>Sodom and its afterlife: Catholicism</b><br>read: US Conference of Catholic Bishops 2006, "Ministry to Persons with a Homosexual Inclination"; Public Religion Research, "Roman Catholics & LGBT Justice Issues"<br>in the news: "Gay Marriages Confront Catholic School Rules" ( <i>NYT</i> 1.22.14) |
| 10 October F                     | take-home midterm due by 5pm   |
| <b>WEEK 6</b><br>14 October T    | <b>friendships ancient and early modern</b><br>read: <i>Out of the Past</i> , chs. 1 ("The Age of Whitman") & 5 ("Romantic   |

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\* *NYT*=New York Times

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|                                 | Friendships Between Women")<br>in the news: "The Lives of Emma Edmonds" ( <i>NYT</i> 4.21.14)   |
| 16 October Th                   | <b>sexology: constructing the modern homosexual</b><br>read: <i>Finding Out</i> , ch. 2 including Readings (Ellis case histories; D'Emilio)   |
| <b>WEEK 7</b><br>21 October T   | <b>Freud</b><br>read: Sigmund Freud, <i>Three Essays on the Theory of Sexuality</i> , chs. 1-2 (recommended: 3-Summary); "Letter to an American Mother"   |
| 23 October Th                   | <b>emerging identities</b><br>Radclyffe Hall, "Miss Ogilvy Finds Herself"   |
| 24 October F                    | critical review #2 due by 5pm   |
| <b>WEEK 8</b><br>28 October T   | <b>Stonewall, before and after</b><br>read: <i>Finding Out</i> , chs. 3-4; <i>Out of the Past</i> , ch. 23 ("Stonewall and the Birth of Gay and Lesbian Liberation")  |
| 30 October Th                   | <b>AIDS and the emergence of queer activism</b><br>read: Larry Kramer, <i>The Normal Heart</i>  |
| <b>WEEK 9</b><br>4 November T   | <b>marriage and the courts</b><br>read: <i>Finding Out</i> , ch. 4 including Readings (pp. 95-98 DADT, DOMA)<br>in the news: "One Court, Three Judges and Four States With Gay Marriage Cases" ( <i>NYT</i> 8.6.14); "Federal Judge, Bucking Trend, Affirms Ban on Same-Sex Marriages in Louisiana" ( <i>NYT</i> 9.3.14)<br>watch in class: "The Case Against 8" (Cotner/White, 2014) |
| 6 November Th                   | <b>queer transgressions</b><br>read: <i>Finding Out</i> , ch. 11 including Readings (Sedgwick); Michael Warner "Beyond Gay Marriage"<br>watch in class: "The Case Against 8" (Cotner/White, 2014)   |
| 7 November F                    | critical review #3 due by 5pm   |
| <b>WEEK 10</b><br>11 November T | <b>intersectionalities and representations</b><br>read: <i>Finding Out</i> , ch. 8 including Reading (Ford)<br>in the news: "Can Jill Solway Do Justice to the Trans Movement?" ( <i>NYT</i> 8.29.14)   |
| 13 November Th                  | <b>global contexts</b><br><i>Finding Out</i> , ch. 6 including Readings (Clinton speech)<br>in the news: "Demonizing Gays in Africa" ( <i>NYT</i> 2.11.14); "Antigay Laws Gain Global Attention" ( <i>NYT</i> 3.1.14); "Ugandan Court Invalidates Anti-Gay Law" ( <i>NYT</i> 8.1.14)  |
| 18 November T                   | <b>the politics of location/queer Chicago</b><br>read: <i>Finding Out</i> , ch. 15; Amin Ghaziani, <i>There Goes the Gayborhood?</i> (selection)  |
| 20 November Th                  | final exam 11:45am-2pm  |