Course Description:
This aim of this course is to provide an introduction to the ever growing interdisciplinary field of sexual and gender identity studies. Among the topics to be discussed include the following: theoretical approaches to sex, gender and sexuality; the making of gender and sexual identities and communities; the relationship between LGBTIQ people and social institutions, politics and ethics; and techniques for challenging and resisting systems of privilege.

Course Objectives:
- To understand gender and sexual identities as socially constructed: connected to systems of power and inequality; shifting and unstable; and historically and culturally situated.
- To develop a critical lens through which to examine taken-for-granted notions of sex, gender, and sexuality.
- To recognize the ways in which race, ethnicity, class, ability, and nationality come to inform and shape sexual and gender expressions, embodiments, identities, communities, and politics.
- To gain tools for investigating the values and cultural processes that shape the students own experiences of their identities.
- To make visible various manifestations and consequences of heteronormativity, heterosexism and cissexism in contemporary U.S. culture.

Required Reading Materials:
* Indicates Blackboard Reading

Course Requirements:
Each student is expected to come to lecture having read the assigned readings and able to discuss them. You are responsible for your work in this course. All work you hand in must be your own. However, collaborating in the form of sharing ideas and writing for the poster project is accepted and encouraged. For all other work, you are responsible for adhering to the university’s guidelines on academic misconduct. You can access the official university policy at:
http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf

Penalties for academic dishonesty will almost certainly include no credit on assignments or may well include failing the entire class. If you are struggling with the course material or displeased with your

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own progress in this course, it is your responsibility to schedule an appointment with me to discuss these issues. I encourage you to do this as quickly as possible.

1. There will be 10 graded in-class writing assignments (see handout). You will be given 12, but the lowest two grades will not count towards your final grade. This allows room for two excused or unexcused absences during the semester.

2. There will be one short (4-5 pg.) paper that provides an opportunity to critically reflect upon course readings and to see how course concepts relate to real life experiences (see handout).

3. An in-class quiz will be given at the end of each unit based on the lectures, discussions, readings, and assignments within that unit. Each quiz is worth 5 points. I will not give make-up quizzes. If you miss one on account of an excused absence the average of the rest of your quizzes will replace the missing grade.

4. Pop Culture Poster Project – The goal of this project is to present a critical examination of representations of queer identities, embodiments, and expressions in film or television. In groups of 4-5 you will choose a character from a recent (last 5 yrs) movie or television series (not a documentary or reality T.V. series) and reflect on what messages this character sends about queer identity and experiences. Of course, what message the character sends should be put in the context of his relationship to other characters, show/movie genre and plot, and intended audience. Using the course readings (especially ones from the “Pop Culture and Media” and “Theorizing Normativity” sections), develop an analysis and critique of the representation, keeping in mind how queer identity intersects with race, class, ethnicity, ability, and nation. You will present your analysis in the form of a poster with text and images to the class (see schedule for due date).

5. Critical Annotated Bibliography (see handout).

6. You are expected to attend one event related to gender and/or sexuality during the semester and write a brief (1 page single spaced) report including a description of the event (few sentences) and how it relates to a previous reading. Consider what the author would say about the event, whether the event represents a particular topic/theme/argument from our readings, or whether the event contradicts or challenges the content of a reading (see blackboard events wiki for events). This is due within a week of the event.

Grades are based on a 100 point system:

- In-Class Writing Assignments: 20 pts.
- Unit Quizzes: 15 pts.
- Poster Project: 15 pts.
- Critical Annotated Bibliography: 25 pts.
- Queer Event Report: 5 pts.

Absences:
If you miss a class, it is your responsibility to find another student in the class to loan you notes and tell you what happened in class. If you miss a film, it’s your responsibility to watch it on your own time. Late papers, absences, and failure to participate in discussion will be penalized. In the event of an emergency or unexpected illness on a quiz or presentation day, you must notify me via email within 24 hours of class of your absence. Absences will be excused only for the following reasons:
(1) You have a waiver from the Dean’s office for medical or personal reasons. (2) You are traveling out of town as a member of a UVM club or sports team. Please give me an official copy of your

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schedule in writing at least two weeks before this absence. (3) You are observing a religious holiday. Please give me a documented religious holiday schedule for the semester by the end of the second week of class. Multiple absences will have an adverse affect on your final course grade.

**Coursework and Time Management:**
Please read the College of Arts and Sciences Orientation booklet. You will find information there that will help you throughout your career at the University of Vermont. For this class, I will highlight two sections: pp. 15-17 on support services and academic integrity as well as p. 26 on time management. It is suggested that you re-read these passages to ensure a successful semester.

**Students with Disabilities:**
I will make every attempt to accommodate students with disabilities. Please see the official university policy in the Cat’s Tale Student Handbook. Please make sure I have the relevant paperwork from the ACCESS office as soon as possible, and no later than the end of the second full week of classes so that we can make any logistical arrangements needed. If your accommodations needs change during the semester, please notify me as soon as possible.

**Email Communications:**
I will be communicating with you via email over the course of the semester and will use the university’s email list to send out this information. It is your responsibility to monitor your university e-mail account regularly. I am available to contact via email during working hours only (M-F 9:00-5:00). I will do my best to get back to you as soon as possible and will respond within 48 hours unless under extenuating circumstances. Contact me earlier than later and direct any last minute questions to your classmates.

**Classroom Etiquette:**
Out of respect for other students and the instructor, you should arrive in class on time and stay until class is over. Coming and going in the middle of a lecture is highly disruptive. Turn off your cell phones while you are in class. To be fair, my rule is that if your cell phone goes off in class, I get to answer it. Likewise, if mine goes off in class, you get to answer it. If the use of computers or cell phones becomes disruptive to anyone in the class, including yourself, you may be asked to leave class. Recording lectures and using laptops to take notes is allowed as long as these activities are not disruptive. Eating during lectures is discouraged, but drinks are acceptable.

You must enter the course willing to suspend, challenge, or even change many of your taken-for-granted beliefs about gender, race, size, ability, nationality, sex, sexuality, class and so on. This is often difficult because the multiple layers of our identities are so deeply embedded in our daily lives including our sense of self and our intimate relationships. You will find that being willing to examine multiple perspectives on an issue is your most important and useful tool for understanding the concepts we discuss in class. In this course, we will be covering some sensitive and controversial topics. Some of the issues we discuss may make you feel uncomfortable at times. However, in order for learning to occur, we must act respectfully towards each other, even if there is some disagreement. If, at any time, your behavior is viewed as disruptive to the class, you will be asked to leave. Personal attacks, rude comments, or harassment of any kind (racial, sexual, etc.) will NOT be tolerated! If you experience a personal attack, harassment, or if you feel as though your classmates are spoiling your learning environment, please inform me.

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Violence is a topic that we cover in class this semester. I urge you to be sensitive to your own needs and to leave the room at any time if you find it too difficult to continue with discussion or lecture. Do not hesitate for a minute to seek help dealing with this great pain. If you find yourself overwhelmed with feelings, take one or more of the following actions:

Call a trusted family member.
Call a trusted friend.
Talk with a trusted mentor or teacher on campus.
Seek support by contacting one of the following services:

- UVM ALANA Student Center (802) 656-3819
- UVM Counseling Center (802) 656-3340
- UVM Student Health Center (802) 656-3350
- LGBTQA Services (802) 656-8637

- UVM Women’s Clinic 425 Pearl Street, Second Floor (Room 2221)
  Telephone: (802) 656-0603, Fax: (802) 656-0779
  Hours: Monday - Friday 8:00am - 4:00pm

- Community Health Center of Burlington
  617 Riverside Avenue
  Telephone: (802) 864-6309
  Hours: Monday, Tuesday & Wednesday: 8:00am - 8:00pm, Thursday: 7:30am - 5:00pm
  Friday: 8:00am - 4:15pm, Saturday: 8:00am - 11:45am
  *Transgender Friendly
  www.chcb.org

- Planned Parenthood/Burlington Health Center
  23 Mansfield Ave., Ste. 102
  Telephone: (802) 863-6326
  www.plannedparenthood.org

COURSE SCHEDULE

UNIT 1: THEORIZING SEX, GENDER, SEXUALITY, AND POWER

(M) 08/30: Introduction

Situating Identity and Experience
(W) 09/01
* Kennedy, “Telling Tales: Oral History and the construction of Pre-Stonewall Lesbian History”
* Katz, “Coming to Terms: Conceptualizing Men’s Erotic and Affectional Relations with Men in the United States, 1820-1892”

(F) 09/03
Film: Screaming Queens: The Riot at Compton’s Cafeteria

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(M) 09/06: NO CLASS – LABOR DAY HOLIDAY

(W) 09/08
* Stryker, “A Hundred Years of Transgender History”

(F) 09/10
SGS: Yescavage and Alexander, “Muddying the Waters: Constructions of Sexuality, Gender, and Sex in Cross-Cultural Perspective”
Iki, “’O Au No Keia: Voices from hawai’i’s Mahu and Transgender Communities”

Adopting a Social Lens

(M) 09/13
SGS: Fausto-Sterling, “Dualing Dualisms”
Somerville, “Scientific Racism and the Invention of the Homosexual Body”
Preves, “Intersex Narratives: Gender, Medicine, and Identity”

(W) 09/15
SGS: West and Zimmerman, “Doing Gender”
Collins, “Prisons for Out Bodies, Closets for Out Minds: Racism, Heterosexism, and Black Sexuality”

(F) 09/17
SGS: Kimmel, “Masculinity as Homophobia: Fear, Shame, and Silence in the construction of Gender Identity”
Cahn, “From the ‘Muscle Moll’ to the ‘Butch’ Ballplayer: Mannishness, Lesbianism, and Homophobia in U.S. Women's Sports”
* Namaste, “Genderbashing: Sexuality, Gender and the Regulation of Public Space”

(M) 09/20
* Butler, “Imitation and Gender Insubordination”
Video: Clips from RuPaul's Drag Race

(W) 09/22
SGS: Messerchmidt, “Goodbye to the Sex-Gender Distinction, Hello to Embodied Gender: On Masculinities, Bodies and Violence”
Kanegson, “A Young Man from Chelm: or a Nontraditionally Gendered Hebrew School Teacher Tells All”
* Serano, “Performance Piece”

(F) 09/24: [Reflections on LGBTQ History]
TR: Eggan, “Dykes and Fags Want Everything: Dreaming with the Gay Liberation Front”
Burton-Rose, “Queering the Underground”
Mecca, “It’s All About Class”

Research Paper Due Today

*This syllabus is subject to change.
Normativities: Theorizing Identity, Power, and Desire
(M) 09/27
* Lorde, “The Uses of the Erotic: The Erotic as Power”

(W) 09/29
SGS: Jackson, “Sexuality, Heterosexuality, and Gender Hierarchy: Getting Our Priorities Straight”
* Warner, “Intro to Fear of a Queer Planet”

(F) 10/01
TR: Califa, “Legalized Sodomy is Political Foreplay”
* Rubin, “Thinking Sex: Notes for a Radical Theory of Politics of Sexuality”
* Hale, “Leatherdyke Boys and Their Daddies: How to Have Sex Without Women or Men”

(M) 10/04
SGS: Seidman, “From Beyond the Closet”
TR: Jindal, “Sites of Resistance or Sites of Racism”
* Puar, “Mapping US Homonormativities”

(W) 10/06: In-Class Quiz on Unit 1
TR: Spade, “Fighting to Win”
* Kuban and Grinnell, “More Abercrombie Than Activist?”
* Gray, “From Wal-Mart to Websites: Out in Public”

UNIT 2: IDENTITIES, POLITICS AND CULTURE

(F) 10/08
SGS: Rochlin, “Heterosexism in Research: The Heterosexual Questionnaire”
Skolnik and Anonymous, “Privileges Held by Non-Trans People”
Wilchins, “Click. Hello?”
* McIntosh, “White Privilege: Unpacking the Invisible Knapsack”
* Serano, “Blind Spots: On Subconscious Sex and Gender Entitlement”

Contemporary Identities
(M) 10/11
SGS: Hernandez, “Holding My Breath Under Water”
Wentling, “Am I Obsessed: Gender identity Disorder, Stress, and Obsession”
* Serano, “Coming to Terms with Transgenderism and Transsexuality”

(W) 10/13
Film: Bear Run

(F) 10/15
* Hennen, “Bear Bodies, Bear Masculinity: Recuperation, Resistance, or Retreat?”
* Nagle, “A Gender Agenda: Framing Radical Bisexuality”

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(M) 10/18
Seidman, “Introduction” and “In the Closet” in *Beyond the Closet*

(W) 10/20
Seidman, “Gay and Lesbian Life After the Closet” and “Straight Encounters” in *Beyond the Closet*

**Pop Culture and Media**

(F) 10/2
Steven Seidman “From the Polluted Homosexual to the Normal Gay” in *Beyond the Closet*

SGS: Wong, “When I Was Growing Up”

(M) 10/25
Gray, “To Be Real: Transidentification on the Discovery Channel”

(W) 10/27
SGS: Solis, “Snow White and the Seven Dwarfs—Queercripped”
    * Serano, “Skirt Chasers: Why the Media Depicts the Trans Revolution in Lipstick and Heels”
    * Serano, “Before and After: Class and Body Transformations”

(F) 10/29
*Present Poster Projects in Class*

**Fashioning Community**

(M) 11/01
SGS: Woolfe, “It’s Not What You Wear: Fashioning a Queer Identity”
    Koenig, “Walk Like A Man: Enactments and Embodiments of Masculinity and the Potential for Multiple Genders”

(W) 11/03
SGS: Bolus, “Loving Outside Simple Lines”
    * Boyd, “Persephone”
    * Cromell, “Queering the Binaries: Transsituated Identities, Bodies, and Sexualities”

(F) 11/05: *In-Class Quiz on Unit 2*
    * Casey, “De-dyking Queer Space(s): Heterosexual Female Visibility in Gay and Lesbian Spaces”
    * Fowles, “The Straight Girl at the Party”

**UNIT 3: RIGHTS, RESISTANCE, AND PRIDE**

**Contemporary Rights Debates**

(M) 11/08
TR: Queen, “Never a Bridesmaid, Never a Bride”

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Bailey et al., “Is Gay Marriage Racist?”
* Calhoun, “Defending Marriage”

(W) 11/10
SGS: Hale, “Whose Body is This Anyway”
TR: Anders, “Choice Cuts”
* O’Hartigan, “Transsexuals need the Gender Identity Disorder Diagnosis”
* Wilchins, “Gender Identity Disorder diagnosis harms transsexuals”

(F) 11/12
Film: transparent

(M) 11/15
SGS: Miller, “My Daddy Loves Your Daddy: A Gay Father Encounters a Social Movement”
TR: Schroeder, “Queer Parents: An Oxymoron? Or just Moronic?”

(W) 11/17
* Ward, “Funding Queer Diversity: Bienestar”

(F) 11/19
SGS: Visions of Community for GLBT Youth
TR: de Vries, “Unsuitable for Children”

(M-F) 11/22-26 NO CLASS – THANKSGIVING RECESS

(M) 11/29
TR: Shepard, “Sylvia and Sylvia’s Children: A Battle for a Queer Public Space”
Rosado, “Corroding Out Quality of Life”

Dismantling Privilege, Techniques of Resistance & the Future
(W) 12/01
TR: Chess et al, “Calling All Restroom Revolutionaries”
* Serano, “Dismantling Cissexual Privilege”

(F) 12/03
TR: seMbessakwini, “Sex, Gender, and Letters to Myself”
Bulldagger, “Dr. Laura, Sit On My Face”
Smith, “Stripping for the Movement”
Maltzman, “Revolting”

(M) 12/06
Sycamore, “Gay Shame: From Queer Autonomous Space to Direct Action Extravaganza”
Heiwa, “Getting To The Root”

(W) 12/08: In-Class Quiz on Unit 3

Annotated Bibliography Due During Finals Period, TBD

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