

Sociology/Women's, Gender, & Sexuality Studies 217
Lesbian, Gay, Bisexual, Transgender, and Queer Studies (aka LGBTQ+ Studies)
Fall 2018

Section 010: T/R 3:00 – 4:20 pm OM 141

Professor: Dr. Jason Crockett Office: Old Main 458
Email: crockett@kutztown.edu Phone: 484-646-4290
Office Hours: M/W 11am-1pm; T/R 4:30-5pm; or by appointment

Office Hours and Communications

You may make an appointment with me during or outside of posted office hours to discuss matters related to class or your college experience. You are also welcome to drop by and just chat during posted office hours. Email is the best way to contact me – *please include your class number and section or time in the subject line (e.g., SOC 217-010: question about assignment)!* I will generally respond to emails within 24 hours. Class announcements may be made periodically via KU email and/or D2L, so be sure to check those accounts daily.

Course Overview and Objectives

The purpose of the course is to introduce students to Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Studies. It will trace the conceptual distinctions drawn between sex, gender, and sexuality, as well as the history of diverse genders and sexualities. It will also examine contemporary issues facing LGBTQ+ individuals and communities. Emphasis is placed on feminist and social constructionist approaches to studying LGBTQ+ issues. Upon completion of this course the goals is for students will be able to:

- 1) Define and contrast sex, gender, and sexuality
- 2) Summarize social constructionist arguments regarding sex, gender, and sexuality
- 3) Identify key personalities, events, and concepts in the history of diverse genders and sexualities
- 4) Explain the relevance of studying LGBTQ+ issues both in terms of learning about an aspect of human diversity and in terms of gaining a new perspective for understanding and critiquing social institutions such as education, media, politics, and science
- 5) Discuss the diversity of perspectives on contemporary issues related to sexual identity and behavior as well as gender identity and presentation
- 6) Apply knowledge gained in the course to their own lives, communities, and the larger social world

Course Materials

There is one required textbook for the course:

Orne, Jason. 2017. *Boystown: Sex and Community in Chicago*. Univ. of Chicago Press. Copies of this text should be available for purchase through the campus bookstore and online booksellers. If you order online be sure the book will be delivered in a timely manner (see **Tentative Course Schedule** for approximate days when readings from *Boystown* will be due)! Additional required readings such as research articles, analytical essays, and popular press articles will be linked under “Content” on the course D2L website. You are encouraged to bring

a digital or hard copy of the readings to class discussions – in some cases I may specifically require it. All reading for this course is required unless otherwise noted and to be completed by the day due (see Tentative Course Schedule below).

Course Requirements

Class Introduction & Upload Picture	10pts
Attendance	10pts
In-Class Assignments	20pts
Presentation	30pts
Final Project	<u>30pts</u>
	100pts

Course Grades

A	more than 89pts
B	80-89pts
C	70-79pts
D	60-69pts
F	less than 59pts

Class Introduction & Upload Picture

Go to the “Discussion” tab on D2L then post a short introduction to yourself under “Class Introductions.” Items I’d like you to include are detailed in the topic description. This will help me to get to know you as students and also for students to get acquainted with one another.

Upload a classroom-appropriate portrait of yourself on D2L. You may do so through the D2L profile system or under the “Picture” folder of “Dropbox” tab. This will help me to connect names with faces – so make sure I can see your face clearly in the picture. If you don’t have a(n appropriate) picture to post or need help uploading your picture, please come to office hours.

Attendance

You are expected to arrive to class on time and come prepared, raise relevant questions or comments, and to participate in any in-class assignments and discussions in an active, thoughtful, and respectful manner. Therefore, I will regularly assess attendance for this class. Attendance for 20 or more days will receive full credit. Attendance for fewer than 20 days will result in partial or no credit for attendance, at my discretion.

In-Class Assignments

Periodically as part of class time we will work on individual or group assignments as a way to engage the materials and concepts of the course (some assignments may also have an outside-of-class component). For example, you may be asked to respond to questions related to the reading or class discussion, analyze a case study or current event, or reflect on your own

experiences/knowledge. Assignments will be collected and assessed for completeness, with a final grade evaluation based on overall performance on assignments.

Presentation

For the second half of the course we'll be covering various LGBTQ+-related public issues and controversies, such as religious controversies, hate crimes and bullying, employment and housing discrimination, and recognition of relationships, families, and communities. For this project, you will choose a particular case or event to investigate, design a presentation on it, and then present to the class in the latter half of the course (details on requirements can be found in the Appendix at the end of the syllabus).

Grades for presentations will be based on:

- a) Adherence to the presentation guidelines
- b) Relevant incorporation of concepts, theories, and readings from course
- c) Clear and consistent speaking/writing organization and quality

Final Project

By the end of the semester you must complete a project of your own choosing. This is *separate from*, although it may have *limited* relation to, your presentation. These projects are an opportunity to demonstrate what you have learned about LGBTQ+ issues in a way that matches your abilities and interests – you can even design your own project! I have provided one “built-in” option for a final project but you may also design your own (details on options and requirements can be found in the Appendix at the end of the syllabus – please note that Design-Your-Own proposals are due about a month before the end of the semester – see Tentative Course Schedule). Grades for these projects will be based on:

- a) Relevance to LGBTQ+ Studies subject matter
- b) Comprehensive, relevant incorporation of concepts, theories, and readings from course
- c) Adherence to the project guidelines
- d) Clear and consistent writing/speaking quality and organization

NOTE: If at any point during the course you find that you are not doing as well as you hoped or expected, you are encouraged to contact me and meet with me immediately; do not wait until the end of the semester.

Course Policies

Absences and Late Work

It is your responsibility to attend and participate in class as well as to ensure materials are submitted properly and on time. Do verify any submissions to the D2L system have in fact uploaded properly. Do not wait until the last minute. That said, I understand that during the semester some students may face obstacles to completing course requirements due to such things as personal illness, computer or internet problems, or family/work responsibilities.

Participation grades have built-in “cushions” for just such contingencies. Therefore, I will not allow make-up of attendance (with the exception of advance notification of excused absences for university-sponsored events). Likewise, if you miss a class session (excused or not), do not ask me for information about the missed class. You should make arrangements with one or more classmates in regard to sharing notes or other information missed because of absences. This makes it a good idea to exchange contact information with fellow students early in the course. I also encourage students to complete as many participation points as possible early in the semester to ensure full credit by the end of the semester.

Students may elect to take up to a two-day grace period on the deadlines for the presentation plan/outline as well as the final project, no questions asked (obviously extensions for presentations themselves may not be possible but I will be as accommodating as possible in scheduling presentation dates). If at the end of this grace period you are still having trouble completing the course requirement, you are required to meet with me to go over your ideas for the assignment and set a schedule for completing the assignment. Students that follow these guidelines will receive full credit. Otherwise, assignments may be accepted for partial credit on a case-by-case basis. **I do not accept unsolicited emailed assignments – late assignments should be submitted to the “Late Box” under “Assignments” on D2L.**

Academic Honesty

You are responsible for familiarity with the Kutztown University Academic Honesty Policy: <http://www2.kutztown.edu/about-ku/administrative-offices/student-conduct/policies-and-procedures/academic-honesty/academic-honesty-faq.htm>
At a minimum, academic dishonesty will result in a failing grade.

Accommodations

If you anticipate the need for reasonable accommodations to meet the requirements of this course (for example, due to disability, physical injury, PTSD, or TBI), please contact the Disability Services Office (215 Stratton) and/or contact me privately so that I can assist you and preserve confidentiality. Please plan to meet with me to discuss accommodations and how my course requirements may affect your ability to fully participate. More information is available at: <http://www.kutztown.edu/admin/humandiversity/disabilityservices>

Classroom Behavior

It is my policy to maintain a respectful, safe classroom and it is everyone's responsibility to help maintain such an atmosphere. A respectful, safe classroom ensures a positive learning environment in which everyone can explore class ideas fully. Respectful good practices include such things as coming to class on time and turning off cell phone ringers. (It is also good to practice these habits since they will be expected behaviors by most employers and graduate school supervisors.) Distracting or rude behavior may result in you being asked to leave the classroom. Consistently disruptive behavior will result in you being dropped from the course.

We all have different points of view, different personal values, different life experiences, and different personal preferences that we bring with us to the classroom. Course material may challenge attitudes and assumptions, exposing you to ideas that will require you to think critically, and perhaps differently. You may encounter ideas of which you have never heard or that make you feel uncomfortable. Each student has the right to respectfully disagree with an idea, concept, or opinion that is written or expressed by myself or other learners. While disagreement is expected, hostility is not. A climate of tolerance and respect is essential. Harassment, intimidation, or derogatory comments toward any individual or group will not be tolerated and will result in you being dropped from the course.

Extra Credit

Please share any on-campus or off-campus events that relate to sociology or LGBTQ+ issues and I will be happy to announce such activities in class. I rely on students' knowledge of such activities as one source for extra credit opportunities. Any extra credit opportunities will be announced as such in class and the opportunity to earn extra credit will be available to all students. Do not request individual extra credit for this class.

Extreme Weather

If severe weather becomes an issue, you should check the Kutztown University website or hotline (610-683-4649) for information concerning the campus-wide cancellation of classes. I may also post a specific announcement on D2L.

Questions

If you have questions about this course, please check this syllabus or D2L for answers. If you ask me a question that is answered in the syllabus or on D2L, I will refer you to those sources.

Tentative Course Schedule

Note: I reserve the right to modify the schedule as deemed appropriate during the semester. Some things are bound to change due to class needs, how quickly students grasp material, and class dynamics. Any changes will be announced in the course website "News" section.

WEEK 1

- Aug 28** LGBTQ+ Studies: Course Introduction
Reading Assignment
D2L – Syllabus, "Introduction from Your Professor"
D2L Assignment
- Post a picture of yourself under the "Dropbox"
 - Post an introduction to yourself under the "Discussion" tab
- Aug 30** Understanding Sex, Gender, and Sexuality

WEEK 2

Sept 4 Understanding Diverse Sex, Gender, and Sexuality Categories

Reading Assignment

- Fausto-Sterling, “The Five Sexes” and “The Five Sexes, Revisited”

Sept 6 Phobias and Isms

Reading Assignment

- Rich, “Compulsory Heterosexuality and Lesbian Existence”

WEEK 3

Sept 11 Pre-Modern and Non-Western Sexualities and Genders

Sept 13 Modern History Pre-Stonewall

Reading Assignment

- D’Emilio, “Capitalism and Gay Identity”

WEEK 4

Sept 18 Modern History Post-Stonewall

Sept 20 Social Constructionist and Essentialist Viewpoints

Reading Assignment

- Bem, “Exotic Becomes Erotic: A Developmental Theory of Sexual Orientation”

WEEK 5

Sept 25 Diversity & Intersectionality

Sept 27 Religious Controversies

WEEK 6

Oct 2 Hate Crimes and Bullying

Oct 4 Employment and Housing Discrimination

WEEK 7

T Oct 9 **FALL BREAK - NO CLASS**

Oct 11 Recognition of Relationships, Families, and Communities

HALFWAY POINT OF THE SEMESTER

WEEK 8

Oct 16 Marriage and Alternatives to Marriage

Oct 18 **Boystown, Ch 1 & 2**

F Oct 19 **PRESENTATION PLAN DUE**

WEEK 9

Oct 23 **Boystown, Ch 3, 4, & 5**

Oct 25 **Boystown, Ch 6, 7 & 8**

WEEK 10 (Oct 31 & Nov 2)

Oct 30 **Boystown, Ch 9, 10, & 11**

Nov 1 **Boystown, Ch 12, 13, & 14**

WEEK 11 (Nov 7 & 9)

Nov 6 **Presentations**

Nov 8 **Presentations**

F Nov 9 **DESIGN-YOUR-OWN FINAL PROJECT PROPOSALS DUE**

WEEK 12

Nov 13 **Presentations**

Nov 15 **Presentations**

WEEK 13

Nov 20 **Catch-Up (if needed)**

R Nov 22 **NO CLASSES – THANKSGIVING BREAK**

WEEK 14

Nov 27 **Presentations**

Nov 29 **Presentations**

WEEK 15

Dec 4 **Presentations**

Dec 6 **Presentations**

F Dec 7 **FINAL PROJECT DUE**

Appendix: Presentation and Final Project Details

Basic guidelines:

1. Remember that all work should be centered on LGBTQ+ issues. Therefore, if you are in doubt about your chosen subject matter, be sure to ask me!
2. While you have a lot of choice in the type of presentation and project you do, the primary purpose is to demonstrate what you have learned. Therefore, you should be explicit in demonstrating the breadth, depth, and sophistication of your knowledge: use terms from class and readings, name names where relevant, and explain everything as if you were talking to someone who didn't know anything about LGBTQ+ issues. (For example, discuss how gender performativity theorists like Judith Butler would try to explain something about your subject.)
3. Give credit where credit is due. Written materials should properly cite work in the body of the paper and also include a References page with proper ASA citation (quick guide to ASA style: <http://www.uwp.edu/departments/library/guides/asa.htm>). Audio/video materials should credit sources by name of author and source (e.g., "Judith Butler, in her book *Gender Trouble*, advances the idea that...").
4. Be careful about using unverifiable Internet sources. As you should know, anybody can publish on the Internet. Therefore, without some sort of institutional credentials or "referee," it can be hard to know how much confidence to place in an Internet source. Unless you are using a book or scholarly journal article that has been republished online (such as might be found through the KU library databases or a Google *Scholar* search), you should be cautious about citing websites. That includes information found on sites like Wikipedia – especially if you can't verify through a valid citation. For some presentations or projects it may be appropriate to use a social movement organization's website as a source if you are writing about that social movement organization (SMO), but in general unless an online source is available through a reliable source (e.g. the KU library, another academic source, or a government website) you should avoid it. Again, if you really want to use a source, but have doubts about its validity, be sure to ask me!
5. Be sure to follow the specific guidelines. If it says to do something, do it. For example, if your project guidelines state to "write 4-5 pages," your turned in project better be at least 4-5 full pages unless you have received written approval otherwise from me. If your project guidelines ask you to answer the question "when did the identity emerge?" I'd better know your answer to that question by the time I finish reviewing your project.

PRESENTATION PLAN – DUE F OCT 19

- *Presentation – LGBTQ+ Public Issues and Controversies*

For the second half of the course we'll be covering various LGBTQ+-related public issues and controversies, including religious controversies, hate crimes and bullying, employment and housing discrimination, and recognition of relationships, families, and communities (with a focus on marriage and alternatives to marriage). For this project, you will choose a particular case or event to investigate, design a presentation on it, and then present to the class in the latter half of the course.

First, choose a specific contemporary case or event to investigate. You should choose something that isn't too broad. For example, don't try to tackle all religious controversies but perhaps a

particular debate, denomination, or organization/set of organizations; not the whole marriage movement but a particular country/region, debate, ballot/legislative measure fight, or court case/set of interrelated court cases. You should also avoid being too narrow – be sure you have enough material to have a good presentation. *You should plan to meet with me to briefly discuss and get final approval for the topic.*

Second, research your topic (sources might include news stories, academic articles, organizational websites, and/or public/legal records) and design your presentation. Questions to consider as you prepare your presentation might include:

How many different points of view are you focusing on and/or are being represented? Is there a diversity of perspectives beyond those being focused on? How are sex, gender, and sexuality talked about by the parties involved? What terms are used related to sex, gender and sexuality? Are there examples of homophobia, biphobia, heterosexism, transphobia, or cissexism? Do views expressed reflect a social constructionist viewpoint, an essentialist viewpoint, both, or neither? Why? Is there a diversity of identities and experiences along lines of gender identity, race/ethnicity, socioeconomic status, or other social categories represented? (How) is this issue connected to previous historical LGBTQ+ events or milestones? If the issue or controversy is playing out in a non-Western setting, did you notice any differences in understandings of gender and sexuality compared to contemporary Western assumptions? That's a lot of questions, but the more answers and insights you can provide, the better!

Third, submit the plan for your presentation by the Presentation Plan deadline. I'll provide feedback, if needed, and we'll set a time for you to present to the class.

Hand in: A plan for an 8-10 minute presentation. If written out word-for-word entirely this would constitute 4-5 pages (a general rule of thumb when reading a presentation is it takes about 2 minutes per page), but this is not a requirement – a thorough outline and/or PowerPoint slides of the presentation could be an alternative. In any case, I strongly encourage the use of PowerPoint or other audio/visual aids for the presentation. The final results will not be judged primarily on public speaking ability but rather on the content of your presentation. Does it provide good context for your case? Does it draw on issues, theories, and concepts that we've discussed in class?

FINAL PROJECT – DUE ON F DEC 7 (CHOOSE ONE OF TWO):

- ***Design-Your-Own (Proposals due F NOV 9)***

In order to turn in this option, you **MUST** have submitted a proposal by the deadline and your proposal must have been approved by me.

- ***LGBTQ+-Related Activist Interview***

Find an LGBTQ+-related activist who is willing to be interviewed. If you consider yourself an LGBTQ+-related activist, sorry, you can't interview yourself! 😊 It could be someone you know, especially if you've never really asked them about their activism – now you have a good excuse! However, for the purposes of this project it is much better if you try talking to someone you don't know! Perhaps someone focused on an issue you aren't familiar with or are even opposed to. If they are active on one or more of the issues we'll be talking about in the second

half of the course, that's ideal! Make sure they have actually participated in a social movement (NOT just charities or party politics). For this project, more participation is better!

Keeping your interviewee in mind, you should develop an "interview guide" – an organized sheet of questions or topics you want to cover in your interview. Depending on the person and your prior relationship to them (if any), besides or in concert with talking about their experiences with activism you might ask about such things as different aspects of personal identity, life and/or relationship history, experiences of discrimination and/or prejudice, relationship with broader LGBTQ+ communities, inspirations (historical figures or contemporary role models), beliefs about sexuality and gender, issues they have a passion about and/or personal connection to, and so forth. Consider what is appropriate to ask in a relatively formal research-oriented interview, and be sure the interviewee knows they can decline to answer any of your questions. Generally you should keep your questions broad (not simply "yes or no" questions), although a structured, specific set of questions for at least part of your interview is fine too. During the interview there may be additional things that come up that you hadn't anticipated. You aren't strictly harnessed to your interview guide – you can follow up to ask about those things too! How long your interview will be is up to you and the person you arrange the interview with, but aim for at least 30-60 minutes (enough time for you to get a good amount of information for your project, but not taking up too much of the person's time). How many questions you will need for that amount of time depends on how broad your questions are and how talkative your interviewee is, but unless you have experience with interviews, whatever number of questions you come up with that you think will take up that amount of time, you might want to double or even triple it. You can always prioritize or focus in on the ones you really want answered if it looks like you have too many to get answered during your interview time, but it's harder to come up with additional questions on the spot if you run out! You may want to take notes during and after the interview, and (with permission of the interviewee) you might also record your interview. After the interview, you should reflect on what you learned.

Hand in: (a) A copy of your interview guide. (b) A report on what you learned and how it ties to gender and sexuality theories and concepts from LGBTQ+ Studies. This can be written (4-5 pages double spaced) or digitally recorded (8-10 minutes). I do NOT need to see or hear your entire interview, just your concise summary relating it to information from class. The goal of this project is to synthesize the information about this particular LGBTQ+ activist and their experience with the things discussed and read about in class in a relatively concise way.