San José State University
Sociology Department
SOCI 172, Lesbian, Gay, Bi and Transgender Studies
Section 01, Fall 2014

Contact Information

Instructor: Susan B. Murray
Office Location: DMH 211
Telephone: (408) (924-5327)
Email: Susan.murray@sjsu.edu
Office Hours: Tuesday’s & Thursday’s 8:00-10:15 am; Tuesdays (only): 2:45-5:45pm.
Selected Wednesday’s 1-3pm: September 3, 17; October 1, 15, and 29; November 5, 19; December 3.
Class Days/Time: Tuesday’s & Thursday’s 1:30-2:45
Classroom: DMH 161

Faculty Web Page: www.sjsu.edu/people/susan.murray/

Course Description

This course is an interdisciplinary study of lesbian, gay, bisexual, transgender, intersex, and other queer communities and identities in the context of U.S. history, politics, and culture. While centering our analytic lens on sex, gender, and sexualities, we will, simultaneously focus on issues of race, class, and power. We will address all these issues as they manifest in institutions, communities, identities, and interactions. This is an experiential seminar requiring full participation of all students (and instructors).

Course Goals and Student Learning Objectives

* Understand and apply feminist, sociological, and queer theories.
Explore the ways in which sex, gender, and sexuality intersect in individual's lives and in social institutions.

* Examine the historical construction of gendered and racialized sexualities.
* Examine the personal, political, social, and cultural consequences of gender variance.
* Explore the political terrain of sexuality and gender-based social movements.
* Develop critical analytic skills through our reading, research, discussion, oral presentations, and writing.
* Help one another to listen, to express ourselves, and to get our intellectual needs met within the classroom context.

**Required Texts/Readings**

There are three required texts, a Reader, and several selected articles for this course.


The Texts may be purchased at the Spartan Book store.
The Course Reader may be purchased at Maple Press (San Carlos St. between 10th and 11th streets).
The Selected Articles can be accessed through the university library databases.

I have included many more readings in the reader than you will be “required” to read for this class. My intention in the creation of this reader was, 1) to give us some flexibility as a class to decide what we want to focus on and, 2) to create easy access to relevant articles for those of you who want to read further in a particular area. While I would love it if you would read them all – eventually – I do not expect you to do so for this class. Either at the beginning or the end of class I will instruct you on which reading will be required for the next class period.

**Canvas**

There is a Canvas site for this class and you will be automatically added. You will take all of your quizzes on the readings via Canvas and turn in all assignments here. I will also use Canvas to post important notices and announcements, handouts and assignments, readings, and additional information about assignments and send group email messages should the need arise. I highly recommend that you check Canvas regularly for important messages and announcements and that the email account linked to your Canvas account is an email address that you check regularly.
Library Liaison

Blackmer Reyes, Kathryn
Phone: (408) 808-2097
Email: Kathryn.BlackmerReyes@sjsu.edu

Course Requirements and Assignments

Online Reading Quizzes: Quizzes are online and are comprised of multiple choice and true/false questions. They are open-book and timed (you will get 10 minutes for each quiz). They will be posted on Canvas one week prior to when they are due. They must be completed by the time class starts. There are 7 quizzes worth 20 points each (35% of final grade) upon completion of all 7 your two lowest scores will be dropped. In other words, if you get a 0 because you missed the quiz – the 0 will remain as your grade. However, if you take a quiz and get a 60% and that is your lowest score the 60 will be dropped.

Online Quiz 1: Thursday Sept 11th
Online Quiz 2: Thursday, Sept 18th
Online Quiz 3: Thursday, Sept. 25th
Online Quiz 4: Thursday, October 2nd
Online Quiz 5: Thursday, October 9th
Online Quiz 6: Thursday, October 16th
Online Quiz 7: Thursday, November 6th

Short Research/ Writing Assignments: There are four short research and writing assignments for this course. They will be due October 30, November 13, 20, and December 4th. In other words, there is a short paper due each week for the last month of the course. Plan carefully for this work load: you can begin working on the papers at anytime. You can research the academic articles and websites as soon as you receive this syllabus. Throughout the semester you can collect the materials, think about the issues under investigation, build your analysis, think about how each specific topic fits with the other material we cover, write outlines of your proposed essay. Then, when the week arrives for the paper, you will be well prepared to write the essay.

Research Assignment #1: Queer families and Reproductive Technologies. Queer families often employ assisted reproductive technologies to create children. The two articles assigned this week offer insight into several complexities regarding this process. For this paper, read the two articles as assigned, get inspired, find one academic journal article that explores some aspect of queer families and reproductive technology (could focus on lesbians, gay men, trans-parents, cross racial issues, etc..), and explore one website from an assisted reproductive agency that discusses the same issue. Write a four-page summary and analysis of your findings. Upload assignment to Canvas and bring a hard copy to class for discussion/debate October 30th. This assignment will be turned in for credit. Must be present to receive full credit

Research Assignment #2: Ethnography on Queer Sexuality. Assignment to be posted. The purpose of this assignment is to introduce you to spaces for queer sexuality to better understand the nuances and cultural similarities and differences between straight and
queer sexuality. The goal is for you to identify, and compare and contrast socially constructed meanings about sexuality. There are three options for this assignment – two require that you go out into the field, the third does not. Details of the assignment will be posted and discussed in class. Write a four-page summary and analysis of your findings. Upload assignment to Canvas and bring a hard copy to class for discussion/debate November 13th. This assignment will be turned in for credit. Must be present to receive full credit.

Research Assignment #3: Gays in the Military. Find (at least two) websites and one academic journal article dealing with different perspectives on gays in the military and the recently rescinded, “Don’t Ask, Don’t tell Policy. Find arguments on each for/against gay people being in the military. Look for any evidence on consequences of the ban being lifted. What are the arguments surrounding this issue? Theorize: why did it take so long for the U.S. to lift their ban? Write a four page summary and analysis of your findings. Upload assignment to Canvas and bring a hard copy to class for discussion/debate November 20th. This assignment will be turned in for credit. Must be present to receive full credit.

Research/Teaching Assignment #4: Fear, hatred, and discrimination against queer people manifest in multiple forms across a variety of settings. For this assignment you will conduct independent research on the manifestation, outcome, and response to discrimination against queer people in health care, education, or employment (you will be assigned one of these). You will write an individual essay based on your research. You will then work with a small group of students to develop a power point presentation based on your shared knowledge and you will present this curriculum to the class. For the Paper: Use at least two (legitimate) internet references and one academic source for your individual research. Write a four page summary and analysis of your findings. Bring your notes to class on December 2nd for a curriculum building session with members of your group. Upload your individual essay to Canvas by December 4th and come to class ready to present with your group. Must be present both days to receive full credit.

Final Research Paper: A 5-page research paper on a topic of your choice is due at the final exam period, during which time students will present their research to the class. Please Use American Sociological Association quick style guidelines for both references and in-text citations:
http://www.asanet.org/students/Quick%20Style%20guide.pdf

Grading Policy

Your final grades will be determined as follows: Weekly Quizzes = 35% (7@ 5 points each), Research Assignment #1 = 10%, Research Assignment #2 = 15%, Research Assignment #3 = 10%, Research Assignment #4 = 10%, Final Research Paper = 20% .

Final Letter Grades are calculated according to the following percentages:
A+: 100-97; A: 96-93; A-: 92-90; B+: 89-87; B: 86-83; B-: 82-80; C+: 79-77; C: 76-73; C-: 72-70; D+: 69-67; D: 66-63; D-: 62-60; F: anything below 60. A student earning a grade below 60% will not pass the course.
If at any time during the semester you need clarification about a specific evaluation or would like to discuss your overall standing in the class --- please come to my office hours.

**In general, I assign grades according to the following Grading Criteria:**

**A+, A, A-**
An “A” demonstrates originality, addresses the tasks effectively and uniquely, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. **Completes the task and consistently does extra work that is self-initiated.**

**B+, B, B-**
A “B” may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps in argumentation, and demonstrates a good level of writing and knowledge. **Completes the task as assigned.**

**C+, C, C-**
A “C” may show a fair level of competence, but may be uneven. It will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

**D+, D, D-**
A “D” will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence.

**Classroom Protocol**

**PLEASE NOTE: This Class has a NO CELL PHONE RULE – BEFORE AND DURING CLASS. Unplug yourself before entering the room.**

**Classroom Behavior:** I want you to be fully present in this class. This class requires you to take an hour and 15 minute timeout from being connected to your virtual life. I don’t want you to use cell phones, computers, ipads or other devices in the classroom either before or during class. When you arrive in class find a seat, introduce yourself to the person in the next chair, and say hello. Spend the few minutes waiting for class to start by chatting with the person next to you. Take out paper and a pen and whatever books or other materials needed for the day. Take notes. Ask questions. Make comments. Listen. Talk to one another. Talk to me. Practice being fully engaged in the moment. Sit in different places in the classroom. Get to know as many people as you can by the end of the semester.

**Class Participation:** The materials for this class are presented in multiple formats: lecture, film, speakers, written materials, quizzes, and active learning exercises. I envision the course as a puzzle involving many pieces, all of which are best understood in relation to one another. Participation in this course means showing up for all aspects of the course. While I respect your right to silence, as the subjects we cover can be overwhelming at times, I urge you to be as present for this course as you can.

**Policy on Late Work:** Please be advised that I do not accept late work. I know that most of you work very hard to complete your academic tasks as assigned. I too work hard to return your graded work in a timely manner. To be fair to everyone I will not accept work after the due date. The only legitimate reason to turn an assignment in late is for medical reasons. If you are ill on the day something is due you will need to get a doctor’s note verifying your absence. Attach the doctor’s note (or a copy) to the assignment and turn it in on the day you return to class.
Office Hours: My office hours are for you. If you are having difficulty with any portion of the class, please come and talk with me as soon as you can. Or, if you would simply like to talk about the course, the exams, teaching, or LGBT Studies please come and visit me during my office hours.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/ldrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Campus Non-Discrimination Policy

Please be advised that I am committed to upholding the following S89-15 Policy: Non-Discrimination: [In our classroom] there shall be resolute and unambiguous action to eliminate discrimination on the basis of race, color, religion, national origin, sex, sexual
preference, gender identity and expression *[my addition]*, marital status, pregnancy, age, disability, or veteran status.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter).

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.
List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

**Course Schedule**

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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | August, 26 & 28 | **Herstories, Histories, Queerstories: Where we beg(i)an.**  
**Relevant Readings:**  
Marcus: Start looking, start reading.  
Stryker: Ch 2 “A Hundred Years of Transgender History,” pp. 31-58.  
| 2    | Sept. 2 & 4 | **Herstories, Histories, Queerstories: Where we beg(i)an.**  
**Relevant Readings:**  
Stryker: Ch 2 “A Hundred Years of Transgender History,” pp. 31-58.  
Bronski et al. 2013: Myth “You Can Tell Who’s Gay Just By Looking.” |
| 3    | Sept. 9 & 11 | **Rethinking Foundations: Theorizing Sex, Gender, and Sexualities.**  
**Relevant Readings:**  
**Reading Quiz 1: Thursday Sept 11th** |
| 4    | September 16 & 18 | **Rethinking Foundations: Identity Constructions**  
**Relevant Readings:**  
Tuesday: Film: Tongues Untied  
Bronski et al. 2013: Myth 12: People of Color are More Homophobic than White People.  
**Reading Quiz 2: Thursday, Sept 18th** |
| 5    | Sept. 23 & 25 | **Examining Our Lives, Expanding the Boundaries: Gay Men**  
**Relevant Readings:**  
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| 9    | Oct. 21 & 23 | **Transgender Lives & Investigating Power: Queer Families**  
**Relevant Readings:**  
Marcus: *Transfiguration* : Assignment TBA |
| 10   | October 28 & 30 | **Institutional Politics & Power: Queer Families and Reproductive Technologies**  
**Relevant Readings:** From Gender Watch database:  
**Research Assignment #1: Queer families and Reproductive Technologies.** Queer families often require assisted reproductive technologies to create children. The two articles above offer insight into several complexities regarding this process. For this paper, read the two articles as assigned, get inspired and find one additional academic journal article that explores some aspect of queer families and reproductive technology (could focus on lesbians, gay men, trans-parents, cross racial issues, etc..), and one website from a reproductive agency that explores the same issue. Write a four-page summary and analysis of your findings. Upload your essay to Canvas and bring a copy and any additional documentation to class **October 30th**. This assignment will be turned in for credit. Must be present to receive full credit. |
| 11   | November 4 & 6 | **Investigating Power: Queer Families**  
**Relevant Readings:**  
Bronski et al. (2013): Myth 8 “LGBT Parents and Bad for Children.”  
Bronski et al. (2013): Myth 9 “Same-Sex Marriage Harms Traditional Marriage.”  
Bronski et al. (2013): Myth 10 “All Religions Condemn Homosexuality.” |
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<td><strong>Reading Quiz 7: Thursday, November 6\textsuperscript{th}</strong></td>
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<td>12</td>
<td>No Class Nov. 11</td>
<td><strong>Queer Sexualities</strong></td>
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<td>Nov. 13</td>
<td>Research Assignment #Ethnographies of Queer Sexualities</td>
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<td>The purpose of this assignment is to introduce you to spaces for queer sexuality to better understand the nuances and cultural similarities and differences between straight and queer sexuality. The goal is for you to identify, and compare and contrast socially constructed meanings about sexuality. There are three options for this assignment – two require that you go out into the field, the third does not. Details of the assignment will be posted and discussed in class. Write a four-page summary and analysis of your findings. Bring your mini essay and any additional documentation to class for discussion/debate <strong>November 13\textsuperscript{th}</strong>. This assignment will be turned in for credit. Must be present to receive full credit.</td>
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<td>13</td>
<td>November 18 &amp; 20</td>
<td><strong>Institutional Politics &amp; Power: the Military</strong></td>
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<td><strong>Relevant Readings:</strong></td>
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<td><strong>Research Assignment #3:</strong> Find (at least two) websites and one academic article dealing with different perspectives on gays in the military and the recently rescinded, “Don’t Ask, Don’t tell Policy. Find arguments on each for/against gay people being in the military. Look for any evidence on consequences of the ban being lifted. What are the arguments surrounding this issue? Theorize: why did it take so long for the U.S. to lift their ban? Write a four page summary and analysis of your findings. Bring your mini essay and any additional documentation to class for discussion/debate <strong>November 20\textsuperscript{th}</strong>. This assignment will be turned in for credit. Must be present to receive full credit</td>
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<td>14</td>
<td>November 25\textsuperscript{th}</td>
<td><strong>Re(Envisioning) Community and Social Change: Intersex Politics.</strong></td>
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<td>No Class thu. Nov. 27</td>
<td><strong>Relevant Readings:</strong></td>
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<td>15</td>
<td>December 2 &amp; 4</td>
<td><strong>Institutional Politics &amp; Power: Homophobia, Biphobia, Transphobia.</strong></td>
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<td><strong>Relevant Readings:</strong></td>
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<td>Bronski et al. (2013): Myth 20 “Hate Crime Laws Prevent Violence Against LGBT People.”</td>
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<td>Tuesday: Curriculum Building Day</td>
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<td>Thursday: Group Presentations (25 minutes each).</td>
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<td><strong>Research/ Teaching Assignment # 4:</strong> Fear, hatred, and discrimination against queer people manifest in multiple forms across a variety of settings. For this assignment you will conduct independent research on the manifestation, outcome, and response to discrimination against queer people in health care, education, or employment (you will be assigned one of these). You will write an individual essay based on your research. You will then work with a small group of students to develop a power point presentation based on your shared knowledge and you will present this curriculum to the class.</td>
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<td>For the Paper: Use at least two (legitimate) internet references and one academic source for your individual research. Write a four page summary and analysis of your findings. Bring your notes to class on <strong>December 2nd</strong> for a curriculum building session with members of your group. Upload your individual essay to Canvas by <strong>December 4th</strong> and come to class ready to present with your group. Must be present both days to receive full credit.</td>
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<tr>
<td>16</td>
<td>Dec. 9th</td>
<td>Surprise!</td>
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<tr>
<td>Final Exam</td>
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<td>Wednesday December 17th 12:15 – 2:30/</td>
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