San José State University
Sociology Department   SOCI 172

Lesbian, Gay, Bi and Transgender Studies Section 01,
Spring 2015

Contact Information

Instructor: Andrew House

Office Location:

Telephone: 

Email: Andrew.house@sjsu.edu

Office Hours: By Appointment

Class Days/Time: Tuesday’s & Thursday’s 1:30-2:45

Classroom: DMH 161

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 and a Reader for this course.
Jana Marcus 2011. Transfigurations. 7 Angels Press, Aptos, CA. [www.7angelspress.com](http://www.7angelspress.com)

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). 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. 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**

**Reading Quizzes:** Quizzes will be in class and are comprised of multiple choice and true/false questions. They are open-book and timed (you will get 10 minutes for each quiz). 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.

Reading Quiz 1: Sep 3
Reading Quiz 2: Sept 10
Reading Quiz 3: Sept 17
Reading Quiz 4: Sept 24
Reading Quiz 5: Oct 1
Reading Quiz 6: Oct 8
Reading Quiz 7: Oct 15

**Short Research/ Writing Assignments:** There are four short research and writing assignments for this course. You need bring a hard copy to class to turn in and for the class discussion. Each assignment is worth 100 points, but each is weighted differently in your overall grade (see below for weight of each assignment). To be eligible to receive full points for any paper you must be present on the day of the class discussion. Participation in the class discussion portion of each paper is worth 10 of the 100 points of each paper. While they are all due on specific dates, you may begin working on them at any time. Please note that I do not accept late work. Having computer problems NOT a valid excuse for turning in work late.

**Research Assignment #1: Gay Marriage.** Find an academic journal article the makes a sociological argument concerning gay marriage. Find at least two websites by special interest groups, for or against gay marriage, that offer evidence that could be used to support or undermine the argument made by academics. Write a four-page summary and analysis of your findings. Bring to class for discussion/debate Oct 22nd. 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. Bring to class for discussion/debate Nov 5th. 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. Bring to class for discussion/debate Nov 12th. 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 and the outcomes of
discrimination against queer people in health care, education, or employment (you will be assigned one of these). 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. 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 April 29th for a curriculum building session with members of your group. Bring to class for discussion/debate Nov 19th. Must be present 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. Bring a hard copy to class for your presentation. Please Use American Sociological Association quick style guidelines for both references and in-text citations: [http://www.asanet.org/students/Quick%20Style%20guide.pdf](http://www.asanet.org/students/Quick%20Style%20guide.pdf)

**Grading Policy**

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

Each research paper is worth 100 points – 10 of those points are contingent on you coming to class and participating in the discussion.

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 contact me and/or set up 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.**

**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. 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. 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 email me for any questions or to make a one-on-one appointment for a any discussion you need.

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/latedrops/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/.
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.”

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/.

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. 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 at 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 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 20  | **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    | August 25 & 27 | **Herstories, Histories, Queerstories: Where we beg(i)an.**  
Relevant Readings:
Bronski et al. 2013: Myth 1 “You Can Tell Who’s Gay Just By Looking.” |
| 3    | September 1 & 3 | **Rethinking Foundations: Theorizing Sex, Gender, and Sexualities.**  
Relevant Readings:
**Reading Quiz 1: Thursday September 3rd.** |
| 4    | September 8 & 10 | **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, September 10th.** |
| 5    | September 15 & 17 | **Examining Our Lives, Expanding the Boundaries: Gay Men**  
Relevant Readings:
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<td><strong>Reading Quiz 3: Thursday, September 17th.</strong></td>
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<td>6</td>
<td>September 22 &amp; 24</td>
<td><strong>Examining Our Lives, Expanding the Boundaries: Lesbians</strong> Relevant Readings:</td>
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<td><strong>Reading Quiz 4: Thursday, September 24th.</strong></td>
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<td>7</td>
<td>September 29 &amp; Oct 1</td>
<td><strong>Examining Our Lives, Expanding the Boundaries: Bisexuals</strong> Relevant Readings:</td>
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<td><strong>Reading Quiz 5: Thursday, October 1st.</strong></td>
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| 9    | October 13 & 15 | **Investigating Power: Queer Families**  
**Relevant Readings:**  
Bronski et al. (2013): Myth 8 “LGBT Parents and Bad for Children.”  
**Reading Quiz 6: Thursday, October 8th.** |
| 10   | October 20 & 22 | **Institutional Politics & Power: Gay Marriage**  
**Relevant Readings:**  
Bronski et al. (2013): Myth 9 “Same-Sex Marriage Harms Traditional Marriage.”  
Bronski et al. (2013): Myth 10 “All Religions Condemn Homosexuality.”  
**Tuesday: Film: Equality for All**  
**Research Assignment #1: Gay Marriage.** Find an academic journal article the makes a sociological argument concerning gay marriage. Find at least two websites by special interest groups, for or against gay marriage, that offer evidence that could be used to support or undermine the argument made by academics. Write a four-page summary and analysis of your findings. Bring your mini essay and any additional documentation to class for discussion/debate Oct 22nd. This assignment will be turned in for credit. Must be present to receive full credit |
| 11   | October 27 & 29 | **Queer Sexuality: Stereotyped as ‘Other’**  
Bronski et al. (2013): Myth 21 “Getting Tested On a Regular Basis Helps Prevent the Spread of HIV.” |
| 12   | November 3 & 5 | **Queer Sexualities**  
**Research Assignment #Ethnographies of Queer Sexualities**  
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.
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<td>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 Nov 5th. This assignment will be turned in for credit. Must be present to receive full credit.</td>
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| 13   | November 10 & 12 | **Institutional Politics & Power: the Military**  
**Relevant Readings:**  

**Research Assignment #3:** 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 Nov 12th. This assignment will be turned in for credit. Must be present to receive full credit. |
| 14   | November 17 & 19 | **Institutional Politics & Power: Homophobia, Biphobia, Transphobia.**  
**Relevant Readings:**  
Bronski et al. (2013): Myth 20 “Hate Crime Laws Prevent Violence Against LGBT People.”  

Tuesday: Curriculum Building Day  
Thursday: Group Presentations (25 minutes each).  
**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 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. |
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<td>Use at least two (legitimate) internet references and one academic source for your individual research. Write a four page summary <em>and analysis</em> of your findings. Bring your notes to class on Nov 10th for a curriculum building session with members of your group. Bring a final copy of your mini essay and any additional documentation to class <strong>Nov 19th</strong>. This assignment will be turned in for credit. Must be present to receive full credit.</td>
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<td>15</td>
<td>November 24 &amp; 26</td>
<td>24&lt;sup&gt;th&lt;/sup&gt;: To be decided. <strong>26&lt;sup&gt;th&lt;/sup&gt;: No class/holiday.</strong></td>
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<td>16</td>
<td>December 1 &amp; 3</td>
<td><strong>Re(Envisioning) Community and Social Change: Intersex Politics.</strong></td>
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<td><strong>Relevant Readings:</strong></td>
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<td>Final Exam</td>
<td>Dec 8 &amp; 10</td>
<td>Dec 10: 12:15-2:30 Final. Students will present their Writing Assignment #5. Paper due on the 5&lt;sup&gt;th&lt;/sup&gt; and PPT presentations.</td>
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