

# Introduction to LGBTQIA+ Studies

GWS/SOC 200

E (Elementary); Z (Humanities or Social Science); e (Ethnic Studies) credit

**4 Credits (see Format & Instructors, p. 5)**

Fall 2020

Lectures: TR 2:30 – 3:45 with Dr. Cabell Gathman

**ONLINE AS SCHEDULED**

**(Asynchronous options available to those who need them)**

**Discussion sections as scheduled :**

<b>Section 301</b>	<b>M 9:55 – 10:45</b>	<b>Emerald</b>	<b>TBA</b>
<b>Section 302</b>	<b>M 11:00 – 11:50</b>	<b>Emerald</b>	<b>TBA</b>
<b>Section 303</b>	<b>M 11:00 – 11:50</b>	<b>Cyra</b>	<b>TBA</b>
<b>Section 304</b>	<b>M 12:05 – 12:55</b>	<b>Emerald</b>	<b>TBA</b>
<b>Section 305</b>	<b>M 12:05 – 12:55</b>	<b>Cyra</b>	<b>TBA</b>
<b>Section 306</b>	<b>M 1:20 – 2:10</b>	<b>Cyra</b>	<b>TBA</b>

**NOTE DUPLICATE TIMES & LEARN YOUR SECTION NUMBER!**

Electronic materials and links available at: <http://canvas.wisc.edu/>

## Course Description

This course is an introduction to LGBTQ+ Studies. The plus-sign is included in recognition that "LGBTQ" (lesbian/gay/bisexual/transgender/queer) does not include everyone marginalized for their gender or sexuality, e.g. intersex people, asexual/aromantic people, pansexual/panromantic people, etc. Language and identities are always evolving.

We start from the position that taken-for-granted systems of categorization like gender and sexuality are in fact socially developed, enforced, and reproduced such that members of societies see them as "natural." **Note that this includes categories historically considered "biological" such as sex and race, which are also socially defined.** Although these systems are embedded in particular societies and cultures, and thus may be described as "social constructs," they are quite real to the people who are categorized by them, and who may actively work to reproduce, oppose, or transform them, as well as the personal identities that arise from them. Furthermore, these systems interact in various ways with other social categories such as socioeconomic class, ability, age, etc.

Mainstream representations of LGBTQ+ individuals and the LGBTQ+ community overall tend to reinforce assumptions that the vast majority of LGBTQ+ people are White, middle-class, abled, cisgender men. This course therefore particularly emphasizes the central role in LGBTQ+ activism and communities that has been and continues to be played by transgender people and people of color, along with other underserved groups such as asexual/aromantic people and bi/pan people, and multiply marginalized LGBTQ+ people in general. Throughout the semester, we will address issues of **intersecting oppressions** and the **matrix of domination** originally raised by Black feminist theorists like **Kimberlé Crenshaw** and **Patricia Hill Collins**. We cannot understand how people are affected by gender and sexuality without understanding how they are also affected by other social categories.

Transgender people of color as a group experience some of the most severe negative outcomes in the LGBTQ+ community; although these experiences are sometimes presented as representative of the community as a whole for rhetorical purposes, their needs and goals are rarely prioritized by mainstream scholarship and activism. Rather than restricting coverage of transgender people and people of color to limited units, this course includes materials on trans identity and race and ethnicity throughout the semester in order to present a more accurate and nuanced picture of who exactly "LGBTQ+ people" are, and the complexity of the issues that affect them.

**I encourage you to bring up issues that I may not have considered. I value criticism and feedback from students who may have insight that I lack, and I make an effort to incorporate it as fully and immediately as possible.**

Finally, introductory courses must cover a broad range of materials, and unfortunately often cannot delve into specific topics as deeply as I might like, **but that doesn't mean that they are easy.** I want to see all students succeed in this course, but you will get out of this course what you are willing to put in.

## Course Objectives

- 1) Develop necessary vocabulary for discussing LGBTQ+ people and issues, with an understanding of how language can reinforce or challenge social norms.
- 2) Understand how “natural” categories such as sex, gender, sexuality, and race are constructed and understood in a particular social and historical context, while also respecting individual experiences and identities.
- 3) Practice expressing personal experiences and opinions in conversation with social scientific data and general social trends.
- 4) Learn about the history and current structure and effects of social institutions like criminal justice and healthcare in relation to groups marginalized by race, gender, and sexuality, with particular attention to the experiences and outcomes of multiply marginalized people such as transgender people of color.
- 5) Recognize how gender and sexuality intersect with other identities such as race, ethnicity, ability, age, economic class, etc. and explore how a person’s experiences are shaped by their identities and group memberships.
- 6) Gain general knowledge about the history and present of LGBTQ+ communities and activism in the United States, and develop awareness of both coalitions and divisions within the LGBTQ+ “umbrella,” with particular attention to plurisexual and asexual communities, transgender communities, and LGBTQ+ communities of color.

## Contact information: Dr. Cabell Gathman (“Cabell” rhymes with “Scrabble”)

**Office:** WebEx Personal Meeting Room:  
<https://uwmadison.webex.com/meet/chgathman>

**Office hour:** F 10 – 11am; by appointment

**Email:** [chgathman@wisc.edu](mailto:chgathman@wisc.edu)

**Skype:** cabell.gathman

**Please do NOT contact me via Canvas messages. Although Canvas does forward messages to email, the system usually diverts them from Outlook’s “Focused Inbox,” so it’s likely that if you message me through Canvas, I won’t see it.**

## Contact information: Cyra Polizzi

**Office:** See Canvas announcements

**Office hours:** See Canvas announcements

**Email:** [ckpolizzi@wisc.edu](mailto:ckpolizzi@wisc.edu)

## Contact information: Emerald Rutledge

**Office:** See Canvas announcements

**Office hours:** See Canvas announcements

**Email:** [efrutledge@wisc.edu](mailto:efrutledge@wisc.edu)

## Communication with your teaching team

We welcome student email, but we ask that you follow these basic guidelines:

Please email:

- Requests for minor clarifications regarding course materials and assignments
- Requests to meet outside of normally scheduled office hours (we may or may not be able to accommodate these)
- More complicated questions, with the understanding that we may need to address them in class or with a one-on-one meeting—giving us lead time allows us to provide you with the best, most complete answer

Please do NOT email:

- Questions answered on the syllabus
- Questions answered in emails sent to class lists

We will do our best to answer email in a timely fashion, which means **within 24 weekday hours**. Response times over the weekend may be longer. Please do NOT send follow-up emails less than 24 hours after your initial email; this does not make us respond faster, but it does make it more difficult for us to prioritize student communications effectively.

**You should watch Canvas announcements as they are our primary method of conveying information outside of class** (note that you can change your individual Canvas settings to receive email notifications of announcements on the course site or not, as you choose). We may occasionally send time-sensitive information out via email distribution lists, so you should also be sure to check your WiscMail at least daily.

## Format and Instructors

The course includes two lectures per week on Thursdays and Tuesdays from 2:30 – 3:45, and one discussion section as shown on your course schedule on Mondays. Both lecture and discussion section are hosted **live online** through BBCollaborate Ultra, which is built into Canvas. All lectures will be recorded, and lecture reflections (see below) are structured so as to allow time for students who could not attend live to review the recordings. **We strongly encourage you to livestream lectures as much as you are able**—this will allow you to ask questions about the material before submitting your required Discussion Questions for the week, and most people do better both academically and generally psychologically with a consistent structure/schedule.

Discussion sections will NOT be recorded. If you miss more discussion sections than are covered by the dropped scores for the category, a written make-up procedure is available (see section below on Discussion Questions). There is no limit on the number of make-ups that you may complete, and you are not required to provide any kind of documentation for absences.

In addition to 200 minutes of synchronous instructional time per week, you should expect to spend **8-9 hours per week outside of class**, primarily reading and taking notes on assigned materials, in order to complete graded assignments and prepare to participate fully in weekly discussion sections. The course readings are a mix of popular and more academic styles, but if reading longer pieces tends to be a challenge for you, you may need to be more conscientious about blocking out time outside of class to meet expectations. Your TA and course instructor are also happy to discuss strategies for doing your best in the course.

Lectures will cover general concepts that are also addressed in the assigned readings, but they will NOT be a simple repetition of the readings; they will introduce new information and may also include related videos and other multimedia material. Throughout the semester there may be guest lectures by scholars and activists doing related work.

Discussion sections are not meant to repeat lectures; they are an opportunity for students to engage with the material in a small group setting where they may have productive discussions with their peers. Discussion section is a place to raise questions about lectures and assigned readings and make connections between those materials and concepts and popular culture, other university courses, current events, and personal experiences.

**While TAs will make an effort to review readings that we know from experience may be particularly difficult for many students, it is your responsibility to raise points of ambiguity or interest and actively participate in setting the agenda for individual discussion sections, as is reflected in the Discussion Prompts assignment.**

### **Participating via BBCollaborate Ultra**

In lecture sessions, due to the large size of the course and the use of recordings for future online delivery, student video AND audio are disabled. We encourage you to raise questions and comments via the Chat and Raise Hands features. We will also sometimes incorporate polls to get feedback on a larger scale.

In discussion sections, we encourage you to stream audio and video as much as you are able and comfortable to do so; this is helpful in building a sense of community as we discuss topics that are personally relevant and significant to most members of the class. However, we recognize that students are participating in the course from a wide range of living situations and with different technological resources, and we will never require you to stream in discussion.

### **Policy on Children in Virtual Sessions**

(Based on policies by Dr. Melissa Cheyney, Oregon State University, and Dr. Elizabeth Horn, University of Central Florida)

Caregivers deserve access to education. In our virtual learning spaces, we can expect children to be present in class from time to time since many children are doing in-home remote education and schools & daycares will be facing periodic sudden closures. We also recognize that students may be participating from shared living spaces.

1. Children may be visible on-screen during class sessions, either in a lap or playing in the background. This includes breastfeeding or [chestfeeding](#) babies. Alternatively, you may always choose to turn off your camera for personal privacy reasons.
2. Caregivers who anticipate having children with them during class sessions are encouraged to wear a headset to help minimize background noise (if you have access to one). All students are also welcome to mute their mics and communicate through the "chat" feature for this or other issues of privacy/background noise.
3. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary, and rejoin us when you are able.
4. We are happy to problem solve with you in a way that makes you feel supported as you strive for school-caregiving balance so that you can meet the expectations of this class.

## Accessibility

The policy of the Board of Regents of the UW System is to ensure that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated in the UW System. Each qualified person shall receive reasonable accommodations needed to ensure access to educational opportunities, programs and activities in the most integrated setting appropriate.

If you have official accommodations through the McBurney Center, we should have received an automated email from them, but please also email your TA ASAP to discuss how they will be implemented in this course.

If you do not have official accommodations, but there are conditions or life circumstances that interfere with your ability to fulfill your responsibilities for this course, we still encourage you to meet with your TA ASAP to discuss how best to accommodate you. In some cases, we may recommend that you consult with the McBurney Disability Resource Center (263-2742), but we recognize that official channels are not equally accessible to all students, and we want to support you in doing your best work for this course.

"Disability" is a broad category that includes physical, cognitive, and psychological issues, including chronic or mental illness. **People with disabilities/disabled people have the right to an education.**

## Course Intro Survey

To get to know you better as people, we ask that you fill out an introduction survey via Canvas **no later than 5pm on Friday, September 11<sup>th</sup>**. We have chosen to put this form online in order to allow you more privacy and flexibility in filling it out. It is also a bit longer than similar forms used in hard copy since you will be able to type responses and you will receive course credit for completion. You should have received section-specific link via email prior to our first class meeting. **Note:** If have trouble with the link, you may need to sign out of your personal Google account, as UW uses Google Apps to record your UW username.

Please note that this form also gives you a chance to ask a question for your instructor to answer for the class at some point during the semester. Like you (see below), I have the option to decline, but I hope to make the exchange of information a little more reciprocal.

You may decline to answer any questions that you like, but should go through the entire form and submit it to receive pass/fail credit. Your responses will be visible **ONLY** to your instructor and your assigned TA. The completed survey counts for **2% of your final grade**.

## Discussion Section Introduction Forum

To make up for our lack of a Week 1 Discussion Section due to the Labor Day holiday, and to help everyone familiarize themselves with Canvas and build a sense of community in the online course, we have a discussion forum for each section for TAs & students to introduce themselves. See the forum in Canvas for more detailed instructions. You should make a post introducing yourself no later than 5pm on Tuesday, September 8<sup>th</sup>, and reply to at least four other people no later than 5pm on Friday, September 11<sup>th</sup>. Your intro post is worth 1% of your final grade; each reply is worth .25 points on your final grade, for a total of **2% of your final grade**.

## BBC Ultra Profile Pic Image Upload

We will be using Blackboard Collaborate Ultra (BBC Ultra) for lecture live streams and live virtual discussion sections in this class. BBC Ultra allows you to set a profile pic either across instances (so it would automatically appear every time you entered a BBC Ultra session for ANY class you are taking through UW-Madison) or for single sessions (so you set it every time you enter a new session, and it is not saved/reused by the system—you must **uncheck** “**Always use this profile picture**” when setting the image). Uploading the file to the Canvas assignment helps you to remember to pick an image and allows us to streamline grading, **but you will still need to actually set the image in BBC Ultra (see Course Documents for instructions).**

Your image should be work-safe and recognizable at a small size, but it does NOT need to be a photo! If you want to set it as your Canvas profile pic as well as well, that would be helpful (see Course Documents for instructions), but it is not required since your Canvas pic appears across all Canvas courses. (It's okay to change profile pics during the semester but we ask that you not do so often, since the main purpose of a profile pic is to help people "recognize" you in the virtual classroom setting.)

We ask that you select an image to represent yourself and upload it to the Canvas assignment no later than **5pm on Friday, September 11<sup>th</sup>**. It is worth **2% of your final grade**.

## Lecture Reflections

There are 15 weeks in the fall semester, all of which include at least one lecture session for this course. Following the end of the last lecture for the week (usually 3:45pm on Thursday; 3:45pm on Tuesday, November 24<sup>th</sup> for Week 13), the Lecture Reflection Assignment will become available in Canvas. You will enter a text submission of **at least 250 words** that demonstrates engagement with lecture content, for example by:

- Describing your reaction to specific ideas, data, or materials
- Posing questions about the content of lecture or media used in class
- Relating class content (classmates' comments, lecture, media) to personal experience, current events, or media
- Raising questions or comments that you want addressed in class but may not want directly attached to you

You are never required to share personal information in your reflections, but you are welcome to do so if you like. These reflections will be reviewed and graded by the course instructor, Dr. Cabell Gathman.

Lecture Reflections are DUE by 11:59pm on Friday, and will be accepted up to ONE WEEK following this deadline (note that all lectures will be recorded and made available on Canvas for students who were unable to attend the livestream, or who wish to review the content). Due to the large size of the class, Lecture Reflections cannot be accepted past this extended deadline without prior arrangement.

You MUST submit a Lecture Reflection for Week 1. For Weeks 2-15, THREE (3) zeroes for non-completion or failure to follow the basic requirements will be DROPPED. The remaining Reflections will be graded **pass/fail** on the basis of thoughtful completion. Each Reflection is worth two (2) percentage points on your final grade, for a total of 24% of your final grade for the category.

## Discussion Prompts

There are 13 discussion sections scheduled for the fall semester. These are divided into three blocks; every student will sign up for ONE (1) week in each block to write a set of discussion prompts. TAs will use these to ensure that discussion sections are guided by student interest and investment. Your prompts will be due as a post to a section-specific Canvas discussion forum no later than **5pm Thursday of the relevant week**, giving the TAs time to review them before discussion sections meet on Mondays.

Each set of prompts will be graded out of 50 points (five prompts at 10 points each) and will make up **8% of your final grade** in the course, for a total of **24% of your final grade for the category**.

- **Block 1: Weeks 2-5**
  - Week 2: Social Construction of Sex & Gender
    - 2-point bonus for students who take the first week!
  - Week 3: Social Construction of Sexuality
  - Week 4: Heteronormativity & the Other
  - Week 5: Boundary-Policing: Inclusion & Exclusion
- **Block 2: Weeks 6-9**
  - Week 6: Families & Communities
  - Week 7: Embodiment
  - Week 8: Health & Healthcare
  - Week 9: HIV/AIDS
- **Week 10: ELECTION DAY – NO QUESTIONS ASSIGNED**
- **Block 3: Weeks 11-14**
  - Week 11: Radicalization vs. Normalization
  - Week 12: Institutional Violence
  - Week 13: Media Representation
  - Week 14: Online Counterpublics & Communities

## Discussion participation

This is a general explanation of discussion participation as a component of your course grade. Your TA will cover their expectations further in discussion section.

Because the discussion of readings and related ideas is a major component of this course, you will be graded on your preparation for and involvement in discussion section. This approach asks that you engage fully with the material and explore your own understanding of the issues and concepts that we cover. Expressing your own ideas and hearing others' experiences and responses can help you evaluate your own opinions and ultimately sharpen your thinking.

Please note that the most valuable participation does not come from the student who speaks the most. Students who do not listen to their classmates or who do not make room for various viewpoints and speakers will not earn the highest participation grades.

Students often feel that discussion section is too short—we only get 50 minutes a week and there's a lot to cover! To recognize that these sections are starting points for conversations and the exploration of ideas, you will fill out a log at the end of each section identifying ideas that you want to pursue further, both your own and those raised by classmates. **This log is available as an assignment in Canvas that opens at the beginning of your scheduled section for the week and closes 10 minutes after it ends.** Your TA will use this log to inform their assessment of your participation, which will be scored out of 10 points for each session.

TWO (2) low scores (including zeroes for absence) will be dropped. For the remaining 12 weeks of discussion section, each week's participation grade is worth **TWO (2) percentage points on your final grade, for a total of 22% of your final grade for the category.**

If you will be missing discussion on Monday, September 28<sup>th</sup> for Yom Kippur, or any other date for a religious observance, please let your TA know and your absence will be EXCUSED, which means that it does not count against your two (2) drops.

### **Concept Maps (Intro & Exit)**

For this course, you will construct two (2) **concept maps**; one to demonstrate your starting point with course-relevant materials, and one to illustrate and reflect on everything you've learned over the semester. You will submit the Intro Concept Map no later than **5pm on Friday, September 25<sup>th</sup>** (end of Week 4). You will submit the Exit Concept Map no later than **5pm on Monday, December 14<sup>th</sup>** (our scheduled final exam date—there is no final exam). See Course Documents Module for detailed instructions and examples.

The Intro Concept Map is worth 8% of your final grade; the Exit Concept Map is worth 16% of your final grade. Altogether, the category is worth **24% of your final grade.**

## Course Grading Scheme

Course intro survey	2%
Section intro forum	2%
BBC Ultra Profile Pic image upload	2%
Lecture reflections	24%
Discussion participation	22%
Three (3) discussion prompt posts	24%
Intro Concept Map	8%
Exit Concept Map	16%
<b>TOTAL</b>	<b>100%</b>

**IMPORTANT note on grades:** Grades in this course are not negotiable, but we are happy to discuss course content and strategies for improvement in the future. We do require a 24-hour waiting period between receipt of a grade and discussion thereof so that you can fully read and consider all related feedback. If you have questions about graded work, please set up a time to meet and discuss them with your TA.

## Grading Scale

A	92.5+
AB	87.5 – 92.49
B	82.5 – 87.49
BC	77.5 – 82.49
C	71.5 – 77.49
D	63.5 – 71.49
F	<63.5

## Statement on academic dishonesty

**TL;DR: Life is short; this course has been designed to be extremely hard to fail; please don't cheat.**

Discussion prompts and concept maps are designed to encourage students to share their understanding of the materials and focus on issues they find personally important or interesting. Copying other people's ideas defeats that purpose; we want to know more about YOURS.

If you are unsure how to paraphrase or cite appropriately, we encourage you to take advantage of the Writing Center on campus or to meet virtually with your TA.

We will work with students to help them attribute information and ideas appropriately and highlight their own interpretations and ideas. Cases of intentional plagiarism will be assigned a zero for the assignment and will be reported to the office of the Dean of Students to prevent continuing patterns of such behavior.

For the university's policy on academic dishonesty and misconduct, see:

<https://conduct.students.wisc.edu/misconduct/academic-integrity/>

**Please note: A score of “0” received for academic dishonesty CANNOT BE DROPPED OR REPLACED, regardless of the normal mechanisms for the grade category.**

## Required Readings

All readings for this course are available as PDFs for download in the relevant Week Modules in Canvas.

## Semester Schedule

All readings are available for PDF download or as links in Canvas.

*It's to your advantage to complete all readings by Tuesday, to better make connections between them and lecture content. If you are submitting Discussion Prompts for the week, you will need to have completed the readings before class on Thursday, since the full set of prompts is due no later than 5pm—you might have time to make some quick revisions or add a question on Thursday's lecture, but you won't have time to complete the entire assignment! Discussion sections FOLLOW lectures, so for example, you will discuss Week 3 readings in discussion section on Monday, September 21<sup>st</sup>*

**Week 1 (9/3):**

**Introduction**

**Week 2 (9/8 & 9/10):**

**Social construction of sex & gender**

**Week 3 (9/15 & 9/17):**

**Social construction of sexuality**

**Week 4 (9/22 & 9/24):**

**Heteronormativity & “the Other”**

**Intro Concept Map DUE via Blackboard by 5pm, Friday, September 25<sup>th</sup>**

**Week 5 (9/29 & 10/1):**

**Boundary-policing: Inclusion & Exclusion**

**Week 6 (10/6 & 10/8):**

**Families & communities**

**Week 7 (10/13 & 10/15): Embodiment**

**Week 8 (10/20 & 10/22): Health & healthcare**

**Week 9 (10/27 & 10/29): HIV/AIDS**

**Week 10 (11/5): TBA**

**NOTE: No class on Tuesday, 11/3**

**Week 11 (11/10 & 11/12): Radicalization vs. normalization**

**Week 12 (11/17 & 11/19): Violence & resistance**

**Week 13 (11/24): Media representation**

**NOTE: No class on Thursday, 11/26**

**Week 14 (12/1 & 12/3): Counterpublics & online communities**

**Week 15 (12/8 & 12/10): TBA**

**Exit Concept Map DUE via Blackboard by 5pm, Monday, December 14<sup>th</sup>**