

## **Introduction to LGBTQ+ Studies**

Fall 2022, GWS 200

Professor James McMaster

Class Time: Tue, 12:05-12:55pm

Class Location: Sterling 1310

Email Address: [jmcmaster@wisc.edu](mailto:jmcmaster@wisc.edu)

Course URL: <https://canvas.wisc.edu/courses/320690>

Office Hours (Digital): Mon, 1:30-3:30pm

Office Hours Sign-ups: <https://calendly.com/jmcmaster/office-hours>

Office Hours Zoom Link:

<https://uwmadison.zoom.us/j/98236750930?pwd=bEp0TXpMQnBUZUpOTk5zSGFBUNwZz09>.

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### **COURSE DESCRIPTION:**

This course provides an introduction to the interdisciplinary field of LGBTQ+ Studies. Throughout the semester students will engage in the study of lesbian, gay, bisexual, transgender, and queer identities, communities, cultures, politics, theories, and histories. Other nonnormative sexual and gendered categories, represented by the plus sign, will also be addressed during the course. Specific themes to be covered in lecture and/or course materials include sex, sexuality, gender, race, intersectionality, identity, desirability, pandemics, nightlife, heterosexuality, disability, representation, colonization, imperialism, migration, hate crime, art, and abolition. In assignments, students will be responsible for tracking and analyzing current events related to LGBTQ+ life. Students will also be quizzed and tested on the major conceptual and historical insights of LGBTQ+ studies. Ultimately, the aim of this course is to enable students to begin to critically examine the world through the lens of LGBTQ+ studies in order to imagine better, more nourishing worlds not just for LGBTQ+ people but for everyone.

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### **COURSE ATTRIBUTES:**

3-4 credit units; elementary level; either humanities (H) or social science (S); counts as Liberal Arts and Science credit in L&S; counts toward Ethnic Studies requirement.

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### **TEACHING ASSISTANTS**

Madi Whaley

Email: [mwhaley2@wisc.edu](mailto:mwhaley2@wisc.edu)

Sections: 301, 302, 303, and 305

Office Hours: Mon., 10:00-11:00am or by appointment (Zoom:

<https://uwmadison.zoom.us/my/madiw>)

Becca Owen

Email: rgowen2@wisc.edu

Sections: 304, 306, 307, and 308

Office Hours: Mon., 11:00-12:00pm or by appointment (In-Person in Sterling 3417 or Zoom:  
<https://uwmadison.zoom.us/j/92016540337>)

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#### REQUIRED TEXTS:

- Top Hate basic account (free, join online with your wisc email).
  - Join Code: 598383
- *Disclosure: Trans Lives on Screen* must be viewed on Netflix.

\*All other readings are available as PDF downloads on our CANVAS course website unless otherwise indicated in the syllabus.

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#### LEARNING OUTCOMES:

Essential Learning Outcomes	How will I assess mastery of learning outcomes?
<b>1. Develop vocabulary for discussing and understanding LGBTQ+ people, concepts, histories, and politics.</b>	Through class discussions, section activities, reading/viewing quizzes, and current event letters.
<b>2. Understand how categories such as sex, gender, sexuality and race are not naturally given but socially constructed, which does not make them any less “real.”</b>	Through class discussions, section activities, reading/viewing quizzes, and exams.
<b>3. Internalize that sex, gender, and sexuality intersect inextricably with other categories of difference including race, class, disability, nation, religion, and so on.</b>	Through class discussions, section activities, current events letters, and exams.
<b>4. Cultivate literacy around the many political issues and movements in which LGBTQ+ peoples have significant stake, including those related to migrant justice, decolonization, anti-imperialism, disability justice, and abolition.</b>	Through class discussions, section activities, reading/viewing quizzes, current event letters, and exams.
<b>5. Practice formulating and expressing opinions around current and</b>	Through class discussions, section activities, and current event letters.

historical events affecting LGBTQ+ life.	
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### **COURSE REQUIREMENTS AND GRADING:**

- This class meets for 50 minutes twice per week for lectures and for 50 minutes once per week for discussion section. Additional learning will occur via reading, writing, group work, studying and participating in online forums. For a 3-credit hour course, students should expect 135 hours of labor over the course of the semester, approximately 9 hours per week on average.

### PARTICIPATION AND ATTENDANCE (15% of Final Grade)

\* Participation policy co-authored with Professor Cheryl Naruse of Tulane University.

Attendance in lectures and sections is required. In lecture, reading/viewing quizzes will serve as the central attendance accountability mechanism. In section, each student is allotted two unexcused absences (no questions asked), and each subsequent unexcused absence will result in the subtraction of one point from that student's final grade in the course. Any exceptions to these policies must be sorted between students and TAs.

- o If you find yourself directly affected by COVID-19, please email your TAs as soon as possible to establish an accommodation plan.

Participation, in the spirit of interdependence, participation in lecture and sections will be graded collectively rather than individually. Not only must all students participate actively and thoughtfully, but all students should also participate collaboratively and generously, taking care of each other and each other's ideas. You will all in your section achieve the same grade, and that grade will be based on the level of care, dynamism, and intellectual rigor we achieve together in each session. In this class, and in sections especially, we will strive to have the conversation of our dreams: intellectually satisfying, sincere, and transformational. You should not be leaving the class feeling like the same person you were when you entered it. We are not here to learn what we already know.

Ways to make participation legible:

- 1) Attend Lectures and Sections
- 2) Perform Active Listening.
- 3) Be Engaged w/In-Class Activities
- 4) Cultivate a Culture of Exchange.
  - a) Direct comments to each other, not only to the instructor.

- b) Cite your sources.
  - c) Affirm and uplift when appropriate.
  - d) Move up, move back.
  - e) Ask the questions you actually have.
  - f) Assume good intentions, be accountable to impact.
  - g) Forgive mistakes.
  - h) Land the plane.
- 5) Find Your Growing Edge.

*Participation Evaluations:* Students will complete a written evaluation of the class's collective participation at the midterm and final points of the semester. This 200 word essay will make a case for the grade you feel your section as a whole deserves—you should state the number grade explicitly out of fifteen points. Your argument should be built on concrete observations of class participation, not simply your own feelings. To this end, you are encouraged throughout the semester to take notes on class participation that can inform your essay. Evaluations themselves are graded on a pass/fail basis: failure to complete and submit your evaluation on time will result in a deduction of 5 points from your participation grade.

*Midterm Evaluation: Due Date: 11:59pm, 10/19/2022*

*Final Evaluation: Due Date: 11:59pm, 12/14/2022*

\*Submit in Canvas.

#### READING/VIEWING QUIZZES (15% of Final Grade)

Five times throughout the semester there will be a reading quiz administered at the start of lecture, at 12:05 sharp. The quiz will ask three questions drawn from the readings assigned for that class. Each question will be worth one point. Those who are late or absent from lecture will not be allowed to make-up the quiz (however, exceptions will be made in COVID-related cases).

#### CURRENT EVENT LETTER 1 (10% of Final Grade)

Prior to the midterm exam, each student will complete a 2 page, double-spaced letter addressing a current event or issue related to LGBTQ life. The letter might be addressed to a loved one, a person with the power to make change, or a relevant publication (as in a letter to the editor). The letter should describe the event or issue in question, explaining how and why it matters for LGBTQ people. It should use course materials to argue against anti-LGBTQ activities and in support of LGBTQ life and well-being. Example topics might include the fascist assaults on drag queen story hour, anti-trans legislation at the state level, federal judicial or legislative developments, monkeypox, international incidents affecting trans/queer people, individual instances of hate violence, and so on. Letters will be graded based on how well they understand the relevant event/issue and how well they advocate for LGBTQ+ life in relation to it.

*Due Date: 11:59pm, 10/5/2022*

\*Submit in CANVAS.

MIDTERM EXAM (20% of Final Grade)

Students will take a midterm exam covering material from the first half of the course. The midterm exam will be an open note timed at-home exam on Canvas with multiple choice, true or false, matching, fill-in-the-blank questions and/or short answer questions.

*Exam Window: 10/28/2022*

CURRENT EVENT LETTER 2 (10% of Final Grade)

After the midterm exam but prior to the final, each student will complete a second 2 page, double-spaced letter addressing a second current event or issue related to LGBTQ life. The letter might be addressed to a loved one, a person with the power to make change, or relevant publication (as in a letter to the editor). The letter should describe the event or issue in question, explaining how and why it matters for LGBTQ people. It should use course materials to argue against anti-LGBTQ activities and in support of LGBTQ life and well-being. Example topics might include the fascist assaults on drag queen story hour, anti-trans legislation at the state level, federal judicial or legislative developments, monkeypox, international incidents affecting trans/queer people, individual instances of hate violence, and so on. Letters will be graded based on how well they understand the relevant event/issue and how well they advocate for LGBTQ+ life in relation to it.

*Due Date: 11:59pm, 11/30/2022*

\*Submit in CANVAS.

FINAL EXAM (30% of Final Grade)

Students will take a final comprehensive exam covering material across the entire course. The final exam will be an open note timed at-home exam on Canvas with multiple choice, true or false, matching, fill-in-the-blank questions and/or short answer questions.

*Exam Window: 12/16/2022*

EXTRA CREDIT: JESS X. SNOW RESPONSE (+5% of Final Grade)

On the afternoon of October 12, the artist Jess X. Snow will be giving a public presentation. Students are strongly encouraged to attend that talk in order to complete a one-page, extra credit paper in response to Snow's work. The response paper should first briefly summarize the

significant insights from Snow's public presentation. It should then link Snow's presentations to the themes of the course by answering the following question: What sort of queer and trans cultural politics are advanced by Snow's art practice and how?

*Due Date: 11:59pm, 10/17/2022*

### **Grade Totals**

### **Final Grade Scale**

Participation and Attendance: 15%	92.5-100% = A
Reading/Viewing Quizzes: 15%	87.5-92.4% = AB
Current Event Letter 1: 10%	82.5-87.4% = B
Midterm Exam: 20%	77.5-82.4% = BC
Current Event Letter 2: 10%	59.5-69.4% = D
Final Exam: 30%.	59.4% and below = F

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### **COURSE POLICIES**

Email: Assume that the teaching team will respond to your e-mail within 24 hours. If we have not responded within that amount of time, feel free to e-mail again. We generally do not respond to emails during weekends or breaks. Plan accordingly.

Honesty: Please read the university policy on academic integrity (<https://www.students.wisc.edu/doso/academic-integrity/>). All information borrowed from print sources or the web must be clearly identified and properly credited. Any instance of plagiarism or cheating on written assignments will result in an "F" grade for the assignment and the course.

Late Work: All assignments are due when the syllabus says they are due. Extensions should be requested at least a week in advance of the due date. Late assignments will be subject to grade penalties at the instructors' discretion.

Accommodations: If you have a documented disability, please provide me or your TA with your accommodation information within the first two weeks of class. The University accommodation policy reads as follows:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon

as possible after a disability has been incurred or recognized. Faculty will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Questions about documenting your disability can be directed to the McBurney Disability Resource Center ([mcburney@studentlife.wisc.edu](mailto:mcburney@studentlife.wisc.edu), 608-263-2741).

Pandemic Policies: We are living in a time of overlapping pandemics (COVID-19, monkeypox, HIV/AIDS, and so on). You are **strongly encouraged** to wear masks during lecture and section to avoid putting yourself and others (especially your immunocompromised classmates) at risk of COVID-19 transmission, severe illness, and possible death. Remember: COVID-19 is an airborne virus that sometimes presents without symptoms. If you are experiencing COVID-19 or monkeypox related symptoms, please do not attend in-person meetings and please do inform you TA as soon as possible. If you are immunocompromised and concerned about contracting COVID-19 during course-related in-person activities, please get in touch with your TA and instructor, as well as the McBurney Disability Resource Center ([mcburney@studentlife.wisc.edu](mailto:mcburney@studentlife.wisc.edu), 608-263-2741).

- Specific information regarding COVID-19 testing can be found here: <https://covidresponse.wisc.edu/testing/>.
- Specific information regarding COVID-19 vaccination can be found here: <https://covidresponse.wisc.edu/covid-19-vaccine-information/>.
- Specific information regarding monkeypox can be found here: <https://www.uhs.wisc.edu/monkeypox-info/>.

Online Instruction: On occasion, we may have cause to shift in-person course activities into the virtual space. If this happens, we will use Zoom as our platform for online instruction. Relevant links will be posted to the CANVAS website prior to individual lecture or section meetings. Online sessions will be synchronous and attendance is required. During online sessions you are encouraged to leave your video on. Mute your microphone when you are not speaking and headphone use is strongly encouraged. Failure to abide by these terms can negatively affect your participation grade.

\* If any of the above requirements for online instruction pose a problem you must contact your TA's directly to seek accommodations.

Class Conduct: Racism, misogyny, heterosexism, ableism, transmisogyny, xenophobia, Islamophobia, anti-Semitism, classism and other forms of oppressive speech or behavior will not be tolerated. We seek to understand these systems, not to reproduce them.

Information about Sexual Harassment and Other Forms of Sexual Misconduct: As an instructor, I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, stalking, and sexual exploitation. UW–Madison offers a variety of resources for students impacted by sexual misconduct. If you would like to report sexual misconduct to the campus, a number of reporting options are available. In

addition, each department has staff members, known as Responsible Employees, who can assist you. If you are an undergraduate student, most of the academic and career advisors you work with are designated Responsible Employees. *Please note that Responsible Employees are required to report specific disclosures that you share about sexual misconduct to UW-Madison's Title IX Office.* The Department of Gender & Women's Studies has the following Responsible Employees:

- Department Chair, Dr. Judy Houck ([jahouck@wisc.edu](mailto:jahouck@wisc.edu))
- Department Administrator, Jamie Gratrix ([jamie.gratrix@wisc.edu](mailto:jamie.gratrix@wisc.edu))
- Graduate Coordinator, Susan Nelson ([susan.nelson@wisc.edu](mailto:susan.nelson@wisc.edu))
- Undergraduate Advisor, TBD.

Privacy of Student Records & The Use of Audio Recorded Lectures: Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct. See more information about [privacy of student records and the usage of audio-recorded lectures](#).

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## **COURSE CALENDAR:**

### Week 1: Introductions

**Wednesday, 9/7/22**

#### **Opening Statement**

- Required: Third World Gay Revolution, "What We Want, What We Believe"

### Week 2: Necessary Frameworks

**Monday, 9/12/22**

#### **Axioms: Heteropatriarchy and Intersectionality**

- Required: The Combahee River Collective Statement



- Recommended: Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference.”

**Wednesday, 9/14/22**

**Identity and Its Discontents**

- Required: Cathy Cohen, “Punks, Bulldaggers, and Welfare Queens.”
  - Recommended: PFLAG Glossary of Terms: <https://pflag.org/glossary>.

Week 3: Approaches to Gender and Sexuality

**Monday, 9/19/22**

**Gender (Performativity)**

- Required: Interview w/Judith Butler, “We need to rethink the category of woman.”
  - Recommended: Judith Butler, “Performative Acts and Gender Constitution.”

**Wednesday, 9/21/22**

**Sex (Wars)**

- Required: Gayle Rubin, “Thinking Sex.”
  - Recommended: “How to Have Sex If You’re Queer,” <https://www.teenvogue.com/story/how-to-have-queer-sex>.

Week 4: Historical Foundations

**Monday, 9/26/22**

**Trans/Queer Origin Stories**

- Required: Susan Stryker, *Screaming Queens*.
  - Recommended: Susan Stryker, “Transgender Liberation.”

**Wednesday, 9/28/22**

**The Lavender Scare**

- Required: Ezra Gerard, “Gay Purge: The Persecution of Homosexual Students at the University of Wisconsin–Madison, 1962-1963.”
  - Recommended: Naoko Shibusawa, “The Lavender Scare and Empire: Rethinking Cold War Antigay Politics.”

Week 5: HIV/AIDS and Other Pandemics

**Monday, 10/3/22**

**HIV/AIDS History and Politics**

- Required: Jim Hubbard, *United in Anger: A History of ACT-UP*.

- Recommended: Steven Thrasher, “An Invitation: Sirens, Silence, Standby,” *The Viral Underclass*.

**Wednesday, 10/5/22**

**HIV/AIDS Art, and COVID, and Monkeypox**

- Required: Tony Kushner, *Angels in America: Millennium Approaches*.
  - Recommended: Steven Thrasher, “Why Am I ‘Me’ and You Are ‘You,’” *The Viral Underclass*.
    - **Current Event Letter 1 Due on CANVAS at 11:59pm**

Week 6: Feelings and Desires

**Monday, 10/10/22**

**Affective Politics**

- Required: Hil Malatino, Introduction, *Side Affects: On Being Trans and Feeling Bad*
  - Recommended: José Esteban Muñoz and Lisa Duggan, “Hope and Hopelessness: A Dialogue.”

**Wednesday, 10/12/22**

**Desirability Politics**

- Required: Amia Srinivasan, “Does anyone have a right to sex?”
  - Recommended: Caleb Luna, “On Being Fat, Brown, Femme, Ugly and Unloveable.”

Week 7: Midterm Week

**Monday, 10/17/22**

**Midterm Review**

- Study for the midterm.

**—MIDTERM EXAM: 10/18/22 on CANVAS.**

**Wednesday, 10/19/22**

**The Madison Scene**

- No assignments.

Week 8: The Straights, The Family

**Monday, 10/24/22**

**Straight Culture**

- Required: Jane Ward, *The Tragedy of Heterosexuality*.
  - Recommended: Jonathan Ned Katz, “The Invention of Heterosexuality.”

**Wednesday, 10/26/22**

**The Family**

- Required: Sophie Lewis, “The Family Lottery.”
  - Recommended: Kathi Weeks, “Abolition of the Family: The Most Infamous Feminist Proposal.”

Week 9: Disability, Rurality

**Monday, 10/31/22**

**Disability Justice**

- Required: Leah Lakshmi Piepzna-Samarasinha, “Preface: Writing (With) A Movement From Bed,” *Care Work: Dreaming Disability Justice*.
  - Recommended: Mia Mingus, “Access Intimacy, Interdependence, and Disability Justice.”

**Wednesday, 11/2/22**

**Guest Lecture: Queerness in Rural Spaces**

- Required: Colin R. Johnson, Brian J. Gilley, and Mary L. Gray, “Introduction,” *Queering the Countryside*.
  - Recommended: Laurel Nakanish, “A Private Wild.”

Week 10: Rights to Stay and Move

**Monday, 11/7/22**

**Housing Justice**

- Required: Brandon Andrew Robinson, “Introduction,” *Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness*.
  - Recommended: S.L. Cohen, “Street Transvestite Action Revolutionaries (S.T.A.R.).”

**Wednesday, 11/9/22**

**Migration and Borders**

- Required: Jesus I. Valles, *(Un)Documents*
  - Recommended: Karma Chávez and Eithne Luibhéid, “Introduction,” *Queer and Trans Migrations*.

Week 11: Colonization and Empire

**Monday, 11/14/22**

**Colonialism and Decolonization**

- Required: Qwo Li Driskill, "Stolen From Our Bodies: First Nations Two-Spirit/Queers and the Journey to a Sovereign Erotic."
  - Recommended: Scott Morgensen, "Unsettling Queer Politics: What Can Non-Natives Learn from Two-Spirit Organizing?"

**Wednesday, 11/16/22**

**Imperialism and Internationalism**

- Required: PJ Raval, *Call Her Ganda*.
  - Recommended: Gina K. Velasco, "Queer and Trans Necropolitics in the Afterlife of U.S. Empire."

Week 12: Popular Culture and the Club

**Monday, 11/21/22**

**Trans/Queer Nightlife**

- Required: Jennie Livingston, *Paris is Burning*
  - Recommended: Ramon Rivera-Servera, Kemi Adeyemi, and Kareem Khubchandani, *Queer Nightlife*.

**Wednesday, 11/23/22**

**Pop Culture**

- Required: Laverne Cox, *Disclosure*.
  - Recommended: Will and Grace, Episode 6 Season 2, "Last Ex to Brooklyn."

Week 13: Homonormativity and Homonationalism

**Monday, 11/28/22**

**Marriage Equality and Homonormativity**

- Required: Dustin Lance Black, 8.
  - Recommended: Lisa Duggan, "The New Homonormativity: The Sexual Politics of Neoliberalism."

**Wednesday, 11/30/22**

**Pinkwashing and Homonationalism**

- Required: Dean Spade, *Pinkwashing Exposed*
  - Recommended: Sarah Schulman, "Israel and 'Pinkwashing.'"
    - **Current Event Letter 2 Due on CANVAS at 11:59pm.**

## Week 14: Hate Crime and Abolition

**Monday, 12/05/22**

### **Hate Crime**

- Required: Moises Kaufman, *The Laramie Project*.
  - Recommended: Alicia Garza, “Eleven Black Trans Women Have Been Murdered This Year (2019). It’s Time for Another Uprising.”

**Wednesday, 12/07/22**

### **Abolition**

- Required: Morgan Bassichis, Alexander Lee, and Dean Space, “Building an Abolitionist Trans and Queer Movement with Everything We’ve Got.”
  - Recommended: S. Lamble, “Transforming Carceral Logics: 10 Reasons to Dismantle the Prison Industrial Complex Using a Queer/Trans Analysis.”

## Week 15: Art and the End of the World

**Monday, 12/12/22**

### **Guest Lecture: Reading Queer Art**

- Required: “*Abstract Bodies and Otherwise*: A Conversation with Amelia Jones and David Getsy on Gender and Sexuality in the Writing of Art History.”
- Required: Tina Takemoto, “Queer Art/Queer Failure.”
  - Recommended: José Esteban Muñoz, “Introduction,” *Disidentifications: Queers of Color and the Performance of Politics*.

**Wednesday, 12/14/22**

### **Final Review/Closing Statement**

- Recommended: Third World Gay Revolution, “What We Want, What We Believe”

—**FINAL EXAM: 12/16/22 5:05pm-7:05pm on CANVAS.**