

GWS 340

**Bi/Pan/Asexuality:
Community & Representation**

Spring 2020

3 credits

Intermediate; Humanities or Social Science

NOTE: Based on the traditional “Carnegie unit” definition for credit hours in a traditionally formatted college course, you should expect to spend an average of approximately 7-8 hours a week outside of class on readings and assignments in a 14-week semester

Grainger 1185

MW 2:30 – 3:45

Dr. Cabell Gathman (she/her)

Office: Sterling 3323

Office hours: W 10:30 – 11:30; F 3:00 – 4:00; by appointment (must be arranged via email >24 hours in advance)

Email: chgathman@wisc.edu

Please do NOT contact me via Canvas messaging—use email.

Electronic materials, assignments, and required activities available through Canvas course site: <https://canvas.wisc.edu/courses/193658>

Course Description

Bisexual/biromantic, pansexual/panromantic, and asexual/aromantic (BPA) people are often denied (full) membership in the "queer community," or assumed to have the same experiences and concerns as lesbian and gay (LG) people and thus not offered targeted programs or services. Recent research has shown a wide variety of negative outcomes experienced by bisexual/biromantic people at much higher rates than LG people, and still barely acknowledges the existence of pansexual/panromantic or asexual/aromantic people. (Although research differentiating pan and bi people is still quite sparse, what exists suggests that systematic differences may exist between these groups, as well.)

This course builds on concepts and information covered in Introduction to LGBTQ+ Studies (GWS 200). It will explore the experiences, needs, and goals of BPA people, as well as their interactions with the mainstream lesbian & gay community and overlap and coalition building with other marginalized groups. Throughout the course, we will keep in mind that within the BPA community, some groups may be multiply marginalized in ways that artificially drag down outcomes for the entire community. If bisexual people are disproportionately likely to be people of color, for instance, we might find that the documented lower wages earned by bisexual people as a group are largely the result of structural racism experienced by bisexual people of color. While available research on these topics may be limited, it is important to keep such questions at the forefront of our investigation.

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.

Course Prerequisites

- GWS 101 or GWS 102 AND "a course in a related discipline"
- OR GWS 200
- OR Consent of instructor

...If you're already enrolled, I wouldn't worry about it.

Course Learning Outcomes

- 1) Learn about specific outcome disparities for BPA people as compared to both heterosexual and LG people. Pose potential explanations for these disparities with particular attention to the concepts of social support and minority stress.
- 2) Build on existing understanding of identity categories to better understand the social context in which BPA people come to self-identify and form communities, with particular attention to how BPA identities may be shaped by and challenge existing norms and structures.
- 3) Consider how BPA people and communities intersect and form coalitions with other identity categories and communities such as trans folks, new religious groups, kink, and disability communities, and explore how these groups may fit into existing structures or work towards social change.
- 4) Analyze media representations of and by BPA people, consider their consequences for BPA individuals and communities, and engage with transformative works that explore alternative understandings of BPA identity.
- 5) Throughout the course, recognize how sexual and romantic identity intersects with other identities such as gender, trans or cis status, race, ability, age, economic class, etc. and explore how a person's experiences are shaped by their identities and group memberships, with particular attention to which subgroups may experience disproportionately positive or negative outcomes.

Required Texts

There are two required books for this course, along with articles available electronically via our course website in Canvas. The books are on order at A Room of One's Own (315 W. Gorham St.), a local independent bookstore serving feminist and queer communities.

Bi: Notes for a Bisexual Revolution

By Shiri Eisner

ISBN-13: 978-1580054744

The Invisible Orientation: An Introduction to Asexuality

By Julie Sondra Decker

ISBN-13: 978-1634502436

You will also need to supply **a pack of 3"x5" note cards** for participation self-assessment (see pp. 6-7). **I cannot accept scraps of paper or different sizes of note card.**

All readings (including chapters/page numbers for the books) are listed by week on the Canvas home page for the course. You should complete readings by **5pm on Sunday, before** our first class meeting for the week. There is significant research indicating that understanding and synthesis of written materials are enhanced by “sleeping on it,” and students who are submitting memos for the week must complete them by midnight on Sunday.

Communication with your instructor

Note: All contact information and office location are provided on the first page of this document.

Office hours: Office hours are first come, first serve unless you have made a specific appointment during the block. When office hours are scheduled, I am in the office and ready to talk to students—feel free to just drop in! I am happy to answer questions about material, course concepts, related issues, and what have you, or just chat if no one has a more pressing need for my expertise. I like makeup and superheroes, among other things.

Email: I try to answer all email within 48 weekday hours of receipt. This means that email sent on Friday may not receive a response until Tuesday of the following week. If you have a general question that your classmates might be able to answer, it's quite likely the General Questions Discussion forum on Canvas will be faster. If it has been more than 48 weekday hours and you have not received a reply, please DO email me to follow up, as occasionally emails get lost in the shuffle.

Please check Canvas announcements for the course on a regular basis. I will not typically use WiscMail for class communications; announcements have the advantage of relative permanence, but I cannot push them to email. **You should customize your personal notification settings in Canvas to ensure that you don't miss these.** (I know the site default is just to bombard you with notifications about EVERYTHING THAT HAPPENS, which is not helpful!)

Format

This class meets for 75 minutes twice a week on Mondays and Wednesdays from 2:30-3:45pm. It will be a mixture of lecture, small and large group short discussions, and structured small group discussions (see below). We will conclude the semester with student final project presentations.

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, we may also have some guest lectures from researchers and activists doing related work.

Electronic Devices

I am fine with the use of electronic devices for note-taking and to reference readings in lecture. Many of your classmates find it distracting when you use devices for non-class purposes; if this becomes a recurrent problem, you may be asked to leave.

If you need a device during lecture or discussion for access purposes (e.g. a translation device, a recorder, etc.), please let me know as soon as possible and show me the device.

If you have a personal need to be available for contact, please notify me ASAP. You should keep your device as low as possible to receive notifications, and step out of the classroom if you need to respond.

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, please schedule a meeting with me ASAP to discuss how we can implement them 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, I still encourage you to meet with me ASAP to discuss how best to accommodate you. In some cases, I may recommend that you consult with the McBurney Disability Resource Center (263-2742), but I recognize that official channels are not equally accessible to all students, and I 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.**

Attendance & Participation

Because the discussion of readings and outside sources introduced in our class discussion forums is a major component of this course, you will be graded on your preparation for and involvement in class in Weeks 2-12 (special instructions will be given for Weeks 13 & 14 and our final exam period, when major project presentations are scheduled). This approach asks that you engage fully with the materials and explore your own ideas about the topics covered. Although I set the grading criteria, you assign your own participation grade daily **(though I reserve the right to change these grades)**.

Please note that the most valuable participation does not necessarily 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.

Please keep in mind that the classroom is a place for actively working through questions that have no right answer. As a result, contributing to class discussion is not always about what you know when you walk into class. I also want to tap into what you struggle with and what you are confused by. There is no wrong answer to many of the questions we pose, and your willingness to share where you are with an issue is a valuable contribution to discussion.

I am aware that some students are much more comfortable speaking up in small groups, which is one reason that they will be a regular component of class. If you find it difficult to participate in both large and small group discussions, please meet with me outside of class to discuss alternative participation strategies such as written memos and one-on-one meetings in office hours.

You should assign yourself a participation grade after each class based on the rubric on the following page; you will submit your name and proposed participation grade on a 3"x5" notecard at the end of class. I will review these grades and may adjust them as I see fit. **NOTE: In order to maintain accurate records, I cannot accept self-assessments in any other format (different sized cards, scraps of paper, etc.). I will not supply note cards after Week 1.**

How to Grade Your Participation (based out of a **maximum of 9 points**):

1) Attendance points		2
If you show up on time and stay the whole class period, you earn full credit. If not, adjust accordingly.		
2) Attention points		2
If you pay attention to the conversation, give yourself full credit. If you surf the web or zone out, adjust accordingly.		
3) Preparation points		3
If you read all the readings AND artifact analyses for the week (Thursdays), give yourself full credit. If not, adjust accordingly.		
4) Participation		
Participation points gauge several aspects of course involvement. They reflect whether you have understood the basic issues, engaged with the material, volunteered your opinions, and listened to your classmates. Choose the category (and the point assignment) that best fits your situation.		
Category A:	No participation	0
	Did not participate in discussion	
Category B:	Good participation	1
	Answered a question when directly asked	
	Volunteered an item for a board list or close-ended question	
Category C:	Better participation	2
	Asked a question	
	Participated in small groups discussion	
	Voluntarily offered an interpretation of an event or reading	
	Voluntarily responded to a classmate's comment	
	Voluntarily offered a summary of a reading	

The discussion format is based upon the notion that students can and do learn from each other. To acknowledge this, **the last (10th) discussion point will be assigned by your peers.**

After every discussion, you will indicate which TWO (2) people you believe contributed the most value to discussion that day and explain why. Please note that this is not a reward for sheer quantity. Instead, perhaps someone asked one question that you made you rethink an issue. Perhaps somebody brought two disparate strains together in a way that enlivened discussion. So carefully consider which of your classmates helped you engage and analyze the material. I will compile these points after each class. If at least two of your classmates indicated that you made a particularly valuable contribution, you will receive an additional point on your participation grade for that day.

I have make-up policies in place to accommodate students who must miss class for various reasons. **Please do not come to class if you are ill.** Your classmates and I appreciate you protecting us from exposure to your illness.

Any religious observances will be excused (not counted as a drop). Since they are set in advance, please notify me by the end of Week 3 of class.

Including our final exam period but excluding the first day, we have 27 class sessions for the semester. THREE (3) absences will be dropped; the remaining 24 sessions will each count for .75 percentage points on your final grade, for a total of **18% of your final grade**.

Participation Make-Ups

I recognize that people sometimes miss class for various reasons, and that some people may need to miss more than three class sessions due to circumstances beyond their control. To make up for absences beyond the three that are automatically dropped, you should post additional answers to questions posed in your small group's discussion memo forum for the date that you missed. You have until Wednesday class time of the following week to do so (for example, if you miss Monday OR Wednesday in Week 4, you would have to post make-up replies by 2:30pm on Wednesday, February 19th—after this deadline, the forum will no longer be available). You must post answers to THREE (3) additional questions, following the standard discussion reply requirements. Each reply is worth up to THREE (3) points of attendance make-up credit, for a total of up to NINE (9) points.

Because the tenth point for participation is awarded based on peer evaluation in class, the maximum score on a make-up is 9/10. Late make-ups will not be accepted. There is no limit on the number of absences that can be made up, but all make-ups must answer separate questions, and if making up multiple days for a week, you must use at least two different required readings in your replies. If you have also completed your required reply for the same week, you must use different required reading(s) for any make-ups in that week.

Child Attendance Policy

If circumstances arise such that you cannot attend class without bringing your (non-sick) child(ren) with you, you are welcome to bring them to class. To minimize disruption for everyone, please follow these guidelines:

1. Sit near the door in case you need to step out with them.
2. If you don't want them to hear course content, you should provide them with a device and headphones (they are welcome to hear course content if you so choose!).
3. If you anticipate the need to bring them more than a couple of times over the semester, you should schedule a meeting with me so that I know what to expect.

Introductions Discussion Forum

To encourage you to familiarize yourself with some aspects of Canvas and make first week grading more streamlined, I am requiring you to introduce yourself in a Discussion in the course site in Canvas. The instructions for this post are in the Discussion, and require that you embed a YouTube video, provide at least one active hyperlink, and include at least one image of your choosing (you will also upload this image to a separate assignment in Canvas). These are due no later than 11:59pm on Monday, January 27th. The introduction post is worth one 1.5 percentage points on your final grade.

You must also reply to at least THREE (3) of your classmates (instructions in Discussion forum). Each of these replies is worth 0.5 percentage points on your final grade, for a total of 1.5 percentage points on your final grade. All replies are due no later than 11:59pm on Friday, February 2nd.

Combined, your introduction, image upload, and replies are worth **3% of your final grade**.

Discussion Memos

Students will sign up to submit memos for selected weeks. **Sign-ups will become available electronically on Canvas** at 8am on Monday of Weeks 2, 3, 5, and 8 (1/27, 2/3, 2/17, and 3/9). All students will submit ONE (1) memo in each of the following periods:

- Weeks 3-4
- Weeks 5-7
- Weeks 8-10
- Weeks 11-12

For your selected weeks, you will write a memo of **500-750 words** incorporating AT LEAST:

- TWO (2) assigned readings from the week
- ONE (1) additional assigned reading from the week OR a supplementary reading from the week OR an outside artifact (a blog post, news item, website, video, TV episode, etc.) that relates to the week's content

Your memo should identify a central theme to which your sources connect, although they may not agree with each other or provide the same kind of information! You do NOT need a separate introduction or conclusion, but the beginning of your memo should make clear what sources you're using and what you see as the central theme.

Questions to consider while writing your memo (address at least THREE of these for full credit in the analysis section of the rubric):

- What underlying assumptions do the authors/creators work from? Are these warranted or not?
- Who is/are the author/creator(s)? How might their perspectives shape their ideas?
- What empirical information do the sources provide about the topic at hand (e.g., rates, trends, disparities, etc.)?
- What personal perspectives do the sources provide on the topic at hand, and how are they influenced by other aspects of identity or experience such as race, class, ability, body size, etc.?
- What do the sources indicate, if anything, about the evolution of specific concepts or changes in relevant issues over time and context (EX: academic settings vs. activist organizations vs. popular culture)?
- How do the sources agree with and speak to each other? Disagree with each other?
- What are strengths/weaknesses of the sources that you used? How do they contradict or complement each other (that is, they might not exactly agree, but one source might fill in gaps for another)?
- How do the sources tie into larger themes of the course?
- You may allude to course materials from other weeks, as long as you are primarily engaged with the readings for the selected week.
- You may reference personal experience if it is directly relevant to the topic.

Following the body of the memo, you will provide a bulleted list of SIX (6) detailed discussion questions, TWO (2) for each of your three required sources (or two required sources and one outside artifact). **NOTE: Questions do not count toward memo word limits.**

Your questions should be designed to help your peers connect the readings (and your artifact, if applicable) to each other and the world around us as well as to identify strengths and weaknesses in their methods and the arguments that they convey. You may include questions about how to apply terms and concepts from a source to other situations, but you should NOT ask for simple definitions or other "one right answer" responses. (See Week 2 handout for a model.)

You will submit this memo in TWO (2) places on Canvas. You should upload it as a .docx file to the Discussion Memo Assignment for the related week (you can download .docx files from Google Docs if you do not have a Microsoft Word license), and copy and paste it into a post for the Discussion Memo Forum for the related week. While it may seem redundant, this ensures an opportunity to review and revise your work before posting, prevents data loss that might occur composing in a Canvas forum window, and streamlines grading for memos and memo replies (your memo grade will be entered for the assignment; reply grades will be entered for the discussion forums).

For your forum post, please be sure to provide a working link to your outside artifact if you have one! You can embed videos directly from YouTube using the button in the forum posting interface; for content that is not available for free, such as movies and television episodes, you should provide a link to the relevant IMBD page. For all URLs, be sure to hit "Enter" to move to the next line in the post; this will automatically create a hyperlink in your post that people can follow.

Your memo & questions will be graded together out of 100 points (see Canvas rubric attached to assignment). Your memo is due no later than 11:59pm Sunday **preceding** the assigned week; for example, the Week 3 Discussion Memo is due no later than 11:59pm, Sunday, February 2nd. This allows time for your classmates to read, consider, and post required memo replies by the Tuesday deadline. Each memo is worth eight (8) percentage points on your final grade, for a total of 32% of your final grade for the category.

For up to FIVE (5) bonus points on your first Discussion Memo grade, you can post discussion questions for Week 2 readings in the appropriate Discussion forum no later than 11:59pm on Tuesday, January 28th.

Memo Replies

In each period, you are also responsible for replying to ONE (1) member of your small group. Reply posts are graded out of 10 points based on these criteria: They must be at least 200 words, substantively address ONE (1) of the questions posed by the original poster, and make meaningful, **original** use of at least ONE (1) required reading for the week in their response. Your reply should add meaning and value to the discussion beyond what the original poster has already contributed.

Your reply post is due no later than 11:59pm Tuesday of the relevant week; for example, Week 3 replies are due no later than 11:59pm, Tuesday, February 4th. **NOTE: Before posting a reply, you will need to make a placeholder post to reveal others' posts—you can just reply to the instructions with "Placeholder for reply."**

Please do NOT reply to more than one memo in a given week; **I will only grade your first reply in the discussion.** I will, however, take into consideration extended dialogue on a single original memo post when grading the memo and replies. **You should NOT post a reply in the same week that you post your own memo.** Each reply is worth three (3) percentage points on your final grade for a total of 12% of your final grade for the category.

Major Project

For this course, you will complete a major project. We will cover detailed instructions in Week 2. Altogether, your final project and peer evaluations that you provide for other students count for 35% of your final grade (see below).

You will upload your outline to Canvas no later than 11:59pm on Friday, February 28th (Week 6). The outline is worth **5% of your final grade**. Canvas will randomly assign five peer reviews, which you must submit no later than 11:59pm on Friday, March 13th (Week 8). Each outline peer review is worth one (1) percentage point on your final grade, for a total of **5% of your final grade**. Please note: Because Canvas assigns peer reviews automatically, late submissions may lose the opportunity to participate in peer review.

You will upload your completed major project to Canvas no later than 11:59pm on Friday, April 17th (Week 12), and no more than FOUR (4) PowerPoint slides for a presentation on the project to Canvas no later than 11:59pm on Sunday, April 19th (Week 12). Presentations will be scheduled for our Weeks 13 & 14 class sessions, and the final exam period. By submitting your major project in mid-April, you will be able to better divide your time and effort among classes at the end of the semester. The major project itself is worth 20% of your final grade, and your presentation is worth 5% of your final grade.

The last two weeks of the semester will be devoted to short presentations on the final projects. I will assign presentation dates; each presentation will be **capped at SEVEN (7) minutes, with an additional three (3) minutes for peer questions and comments**. Your presentation, including the slides you uploaded, is worth **5% of your final grade**.

If you must miss a presentation date, you will be responsible for submitting 250-500 words of feedback for each of FOUR (4) selected recorded presentations to both me and the presenter.

Course Grading Scheme

Canvas Introductions	3%
Attendance & Participation	18%
FOUR (4) Discussion Memos	32%
FOUR (4) Memo Replies	12%
Major Project Outline	5%
Outline Peer Evaluations	5%
Major Project	20%
Major Project Presentation	5%
TOTAL	100%

IMPORTANT NOTE: Grades in this course are not negotiable, but I am happy to discuss course content and strategies for improvement in the future. I do not discuss grades via email, or immediately before or after class. I do require a 24-hour waiting period between receipt of a grade and discussion thereof. If you have questions about graded work, please come to office hours or set up an alternate time to meet and discuss them with me.

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

I take academic dishonesty and plagiarism extremely seriously, and I will pursue all avenues allowed by the university in the event that I discover any student misrepresenting the words or ideas of another, published or unpublished, as their own. In addition to any grade penalties imposed for the course, any student caught engaging in any form of academic dishonesty, including plagiarism, 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:

<http://www.wisc.edu/students/saja/misconduct/misconduct.html>

Please note: A score of "0" received for academic dishonesty CANNOT BE DROPPED, regardless of the normal mechanisms for the grade category.

Semester Schedule

Please see Canvas Modules for assigned readings and specific assignment deadlines, including individualized Discussion Memo deadlines!

Week 1 (1/22): **Getting Started**

MAY SUBMIT: Introductions Forum Post (1/27)
Introductions Replies (2/2)

ASSIGNED READINGS: "Pronoun Round Etiquette" – West Anderson (*The Body is Not an Apology*)
"The Prison and the Closet" – Patricia Hill Collins
"A New Politics of Sexuality" (July 1991) – June Jordan (*The Progressive*)

Week 2 (1/27 & 1/29): **Terms & Conversations**

MUST SUBMIT: Introductions Forum Post (1/27)
Introductions Replies (2/2)
MAY SUBMIT: Bonus Discussion Questions (1/28)

ASSIGNED READINGS: Chapter 1: "What is Bisexuality?" (pp. 13-58) – Shiri Eisner
Chapter 6: "Bi and Trans" (pp. 235-259) – Shiri Eisner
Part One: "Asexuality 101" (pp. 3-13) & Part Two: "Asexual Experiences"
(pp. 17-41) – Julie Sondra Decker
"Regardless of Their Gender': Descriptions of Sexual Identity Among
Bisexual, Pansexual, and Queer Identified Individuals"
– Galupo et al.
"Producing facts: Empirical asexuality and the scientific study of sex"
– Ela Przybylo

Week 3 (2/3 & 2/5): **Norms & Biases**

MAY SUBMIT: Week 3-4 Discussion Memo (2/2)
Week 3-4 Discussion Memo Reply (2/4)

NOTE: If you are not submitting your memo this week, you **MUST** submit a reply, as the block is only two weeks.

ASSIGNED READINGS: Part Three: "The Many Myths of Asexuality" (pp. 89-134)
– Julie Sondra Decker
"Compulsory Sexuality" – Elizabeth F. Emens
"The Epistemic Contract of Bisexual Erasure" – Kenji Yoshino
Chapter 5: "Bisexuality, Feminism, and Men" – Shiri Eisner (pp. 193-234)
"I Don't Know If She Is Bisexual or If She Just Wants to Get Attention':
Analyzing the Various Mechanisms Through Which Emerging Adults
Invisibilize Bisexuality" – Alarie & Gaudet

Week 4 (2/10 & 2/12): *Identity Development & Coming Out*

MAY SUBMIT: Week 3-4 Discussion Memo (2/9)
Week 3-4 Discussion Memo Reply (2/11)

NOTE: If you are not submitting your memo this week, you MUST submit a reply, as the block is only two weeks.

ASSIGNED READINGS: Part Four: If You're Asexual (Or Think You Might Be) (pp. 137-157)
– Julie Sondra Decker
"Challenging Accepted Scripts of Sexual 'Normality'": Asexual Narratives
of Non-normative Identity and Experience" – Mitchell & Hunnicutt
"Freedom, Invisibility, and Community: A Qualitative Study of Self-
Identification with Asexuality" - MacNeela & Murphy
"Creating a Bisexual Display: Making Bisexuality Visible" - Julie E. Hartman
"Cis Privilege and Identity Policing in the Bi and Pan Community: 3 Harmful
Tropes and 3 Ways We Can Unite Instead" - Adrian Ballou
Pansexual essays #AMPLIFY from PghLesbian Correspondents

Week 5 (2/17 & 2/19): *Multiple Marginalizations*

MAY SUBMIT: Week 5-7 Discussion Memo (2/16)
Week 5-7 Discussion Memo Reply (2/18)

ASSIGNED READINGS: Chapter 7: "Bisexuality and Racialization" (pp. 260-286) – Shiri Eisner
"Asexual Community" (pp. 68-84 ONLY) – Julie Sondra Decker
"Asexuality in disability narratives" - Eunjung Kim
"On the Racialization of Asexuality" - Ianna Hawkins Owen
"What's R(Ace) Got To With It" - returnthegayze

Week 6 (2/24 & 2/26): Erasure & Rejection

MUST SUBMIT: Major Project Outline (2/28)
MAY SUBMIT: Weeks 5-7 Discussion Memo (2/23)
Weeks 5-7 Discussion Memo Reply (2/25)

ASSIGNED READINGS: "Society, Discrimination, and Queer Communities" (pp. 45-68 ONLY)
– Julie Sondra Decker
"Intergroup bias toward 'Group X': Evidence of prejudice, dehumanization, avoidance, and discrimination against asexuals"
– MacInnis & Hodson
Chapter 2: "Monosexism and Biphobia" (pp. 59-93) – Shiri Eisner
Chapter 3: "Bisexuality, Privilege, and Passing" (pp. 94-135) – Shiri Eisner
"Between a Gay and a Straight Place: Bisexual Individuals' Experiences with Monosexism" - Roberts et al.

Week 7 (3/2 & 3/4): Health Disparities

MAY SUBMIT: Weeks 5-7 Discussion Memo (3/1)
Weeks 5-7 Discussion Memo Reply (3/3)
Major Project Outline Peer Reviews (3/13)

ASSIGNED READINGS: "Differences in Health Risk Behaviors Across Understudied LGBT Subgroups"
– Smalley et al.
"LGBTQIA people of color: Utilizing the cultural psychology model as a guide for the mental health assessment and treatment of patients with diverse identities" – Matthew Lee Dominguez
"Reproductive coercion, sexual risk behaviours and mental health symptoms among young low-income behaviourally bisexual women: Implications for nursing practice" – Alexander et al.
"Why We Need Mental Healthcare Without Asexual Erasure – And How to Get There" - Kristin Kelley (Everyday Feminism)

Week 8 (3/9 & 3/11): Family & Relationships

MUST SUBMIT: Major Project Outline Peer Reviews (3/13)
MAY SUBMIT: Weeks 8-10 Discussion Memo (3/8)
Weeks 8-10 Discussion Memo Reply (3/10)

ASSIGNED READINGS: "Biphobia in the Family Context: Experiences and Perceptions of Bisexual Individuals" - Todd et al.
"Bisexual Identity in the Context of Parenthood" – Bartelt et al.
"Queer Intimacies: A New Paradigm for the Study of Relationship Diversity"
– Hammack et al.
"Freedom and foreclosure: Intimate Consequences for Asexual Identities"
– Dawson et al.
"Asexuality in China's sexual revolution: Asexual marriage as coping strategy" – Day Wong

SPRING BREAK (3/16 – 3/20): NO CLASS

Week 9 (3/23 & 3/25): *Alternative Communities: Polyamory & Kink*

MAY SUBMIT: Weeks 8-10 Discussion Memo (3/22)
Weeks 8-10 Discussion Memo Reply (3/24)

ASSIGNED READINGS: "Identity plus? Bi-curiosity, sexual adventurism and the boundaries of 'straight' sexual practices and identities" – Kath Albury
"Polyamory: Intimate practice, identity or sexual orientation?"
– Christian Klesse
"Ace of (BDSM) clubs: Building asexual relationships through BDSM practice" - Lorca Jolene Sloan
"Minion Wants To Talk About What It Means to be a Queer, Black, Futch Leathergirl #AMPLIFY" - PghLesbian Correspondents
"My Ace Poly Manifesto" - Singularly Bizarre

Week 10 (3/30 & 4/1): *Community & Coalition Activism*

MAY SUBMIT: Weeks 8-10 Discussion Memo (3/29)
Weeks 8-10 Discussion Memo Reply (3/31)

ASSIGNED READINGS: Chapter 6: "Bi and Trans" (pp. 235-259) – Shiri Eisner
Chapter 8: "Bisexuality and the GGGG Movement" (pp. 287-318)
– Shiri Eisner
"‘When we talk about gender we talk about sex’: (A)sexuality and (A)gendered Subjectivities" – Karen Cuthbert
"‘Asexual’ Isn’t Who I Am”: The Politics of Asexuality – Dawson et al.

