**University of Pittsburgh**

**Dietrich School of Arts and Sciences**

**Intro to LGBTQ+ Studies**

GSWS 0230-1100

Spring 2020

Tuesdays & Thursdays 11:00-12:15 AM

Cathedral of Learning 402

**Instructor**

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Office Hours: Tu 1:30-2:30, Th 4:00-5:00 E-mail: [mtlovett@pitt.edu](mailto:mtlovett@pitt.edu)

**Course Description**

This course is an introduction to Lesbian, Gay, Bisexual, Trans\*, and Queer+ Studies. It is composed of a collection of interdisciplinary and intersectional approaches to a field that has emerged over the last century. Our course readings will speak to the history and development of LGBTQ+ identity, politics, health, legality, and culture broadly construed. We will attempt understand how sexual orientation, gender identity, and gender expression work to shape the human experience and to forge senses of community and modes of belonging. Students will work towards gaining an understanding of LGBTQ+ identity, history, and community as they have been constituted through race, class, gender, and location. We will explore the lived experiences of LGBTQ+ individuals and their/our family and kinship structures. Course readings, activities, and viewings will be based on the premise that we must understand early texts as well as contemporary texts that have emerged from this history, as well as the recognition that these “studies” are *about* and *for* those we are “studying.”

**Course Objectives**

⬪ Identify key issues, concepts, and debates in LGBTQ+ Studies

⬪ Foster a critical understanding of intersectional approaches to LGBTQ+ Studies

⬪ Identify various critical approaches and methods in LGBTQ+ Studies

⬪ Develop an understanding of the ways in which sexual orientation intersects with gender,

race, class, and desire more broadly

⬪ Understand and critique various interpretations of sexual orientation and gender identity

⬪ Become familiar with the various ways in which LGBTQ+ folx live, cohabitate, and

survive through various cultural means

⬪ Learn about the importance of local queer communities (in urban and non-urban

environments)

**Required Texts**

All readings in this class are required, and you are required to bring them to class. However, no texts are required to purchase. The source of the readings is indicated in the reading schedule. PDFs will be uploaded on CourseWeb under Course Documents. Some texts and videos are embedded in the syllabus via hyperlink. Any text that is designated “ebook” is available to read via PittCat (simply search the name of the book and we have copies of it available for you). If you have trouble accessing any of these, please let me know and I will find a way to get the text to you. Unless I tell you otherwise, everything that is labeled “watch” or “view” will be done in class.

**Assignments and Evaluation**

**Reading Quizzes (20%):**

Quizzes: I will give you 11 quizzes throughout the semester to test your comprehension of and attention to the readings. Each quiz will be worth 2% of your final grade. Questions may include short answer, multiple choice, matching, or short essay formats. I will drop your lowest quiz grade.

**Papers (25%):**

Movie Reflections (5%): I have assigned (at least) three movies for you to watch over the semester. In order to ensure that you watch these, I will ask you to write a brief (at least one page) summation and reflection on the films. Each film is available on Panopto, and I’ve provided a link on our CourseWeb site. You may also obtain the movies from Stark Media Services, should you prefer.

Final Paper: You will write one final paper of roughly 8 pages on a topic of your choosing. The paper will be a literature review, and further instructions will be given in class. This paper will be 20% of your final grade.

**Participation (20%):**

General Participation: Participation will be considered a mandatory portion of your grade. This requires active engagements with the readings, in the discussion board, and in class discussion. Your participation grade will be adversely affected by the use of cell phones in class, looking at non-class-related materials, “spacing out,” and, of course, by not participating in discussion. Your participation grade may also take into account your engagement with me outside of the classroom, for instance in meeting during office hours, sending emails relevant to the material, and so on. Frequent absences will also negatively impact your participation grade. I expect you to participate in some form in almost every class, and I will also be monitoring each person’s contribution to group work. General participation will comprise 10% of your final grade.

Discussion Leading: Each of you should choose (or will be assigned) one article to lead discussion on in the semester. This will involve offering an explanation of what you think is most essential and providing questions to the class to facilitate discussion as well as leading and moderating the discussion. This will comprise 10% of your final grade.

**Discussion Board (15%):**

Original Posts: These are very informal writing assignments that you will post to our discussion board *two times* (or more) throughout the semester. One post should be *before* class on a reading from that class, and another should be *after* class, to continue the discussion or to air questions or comments that were inspired by class discussion. These can be on any day that you like and they do not have to be announced. These are 5% each.

Responses: You are required to respond to two discussion board posts. These can be on any post at any time. These comments each comprise 2.5% of your final grade.

**Final Advocacy Presentations (20%):**

Group Presentation: Based on the interests you suggest to me (if it works out), I will assign you into groups that are concerned with issues that affect the LGBTQIA+ community. Your presentation will involve research into obstacles faced (stigma, discrimination, access, etc.) and into organizations that currently work with these communities towards solutions and assistance. You will then, together, come up with a tentative plan for advocacy—what do you think could be effective in bringing about changes that would help these communities in these fields? Be specific, even if speculative.

**Course Policies**

Academic Integrity: All work you submit in this class must be your own. Any writing you present as your own that comes, directly or indirectly, from the work of another without reference or citation constitutes plagiarism. This is a breach of academic integrity and performs a disservice to yourself, to the instructor, to your classmates, and to the person responsible for publishing the work plagiarized. Any idea of which you are not the originator must be referenced as such. For more information on this, you can find the University of Pittsburgh’s guidelines for Academic Integrity here:

<http://www.as.pitt.edu/fac/policies/academic-Integrity>

**Any and all** **plagiarism will result in immediate failure of the assignment in question, with no make-ups**. Students are responsible for proofreading their work so as to avoid any possible cases of plagiarism. **No excuses will be considered.** Students suspected of plagiarism will also be reported to the University.

Attendance and Preparedness: You should aim to attend all classes. **You are allowed two free absence. If you have more than two unexcused absences, not only will your participation grade be lowered, your final grade will drop one full point for every class missed.** You should have completed all assigned readings before the class in which they are assigned and be prepared to discuss them. Some of the readings may be difficult or opaque for you, so you should feel no pressure to have fully understood them or to “have all the answers.” You should, however, demonstrate honest and earnest effort to understand the text. Clarifying and critical questions are equally, if not more, important than answers to questions, so feel free to contribute in this way. Because this class will include material that is not only text, I will inform you of your responsibilities for each class. No whining about the amount of reading—I’ve seriously cut it down since last year! ☺

Accessibility: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services (DRS), 140 William Pitt Union, 412-648-7890, drsrecep@pitt.edu, 412-228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Cell Phones, Computers, Tablets, & Other Technology: Technology gives us access to an astonishing amount of information; it also gives us Facebook, Snapchat, Candy Crush, Tinder, and a number of other distractions. The temptation to use technology in class is obvious: it may distract us when we would rather not be in class, but it may also allow us to access information relevant to the course (including PDFs, websites, and so on). That being the case, should you choose to use technology in my class, you are *de facto* consenting to my looking at your device to see what you are viewing, and I reserve the right to question you on this without warning. Use of any technology for any reason other than coursework will negatively impact your participation grade. If you are expecting an emergency call, or if you have any other reasonable reason for needing to have access to your phone during our scheduled meetings, please let me know before class. Repeated violation of this will result in your being excused from class and your grade docked more seriously.

Class Etiquette, Speech, and Language: The discussion of ideas should be open, and in order for this to be facilitated, we should treat each other with respect. We should aim to approach the subject matter and each other with maturity and sophistication. Remember: not everyone has a shared history or shared set of experiences (and, indeed, in this course we will discuss some of the most vulnerable members of society), and so we ought to be aware of this. At the same time, as adults dealing with serious and controversial subject matter, we are all also obligated to be willing to discuss those ideas that cause strong feelings in us, be they anger, discomfort, anxiety, confusion, excitement, humor, etc. Above all, be respectful (even when you strongly disagree), use each others’ preferred pronouns, and be conscious of the ways that our identities position us in the classroom. You will know the content of the class in advance, as you’ll have seen the syllabus and done the readings. This being so, there will be no “trigger warnings” provided, and class discussion should happen organically and respectfully. Please look over the syllabus in advance and feel free to talk to me should you have any concerns. Also, if a subject discussed in class *does* seem “triggering” to you, you are free to step out of the room.

Gender-Inclusive Language Guidelines: Aspiring to create an academic environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, The University of Pittsburgh Gender, Sexuality, and Women’s Studies Program provides guidelines regarding gender-inclusive/non-sexist language. Following these guidelines fosters an inclusive and welcoming environment that will strengthen and enrich academic discussion and writing.

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women’s experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Title IX and Required Reporting: The University is committed to combatting sexual misconduct.  As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office so that the victim may be provided appropriate resources and support options.  What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the **designated University employees, who work as counselors and medical professionals, and do not have this reporting responsibility**, and can maintain confidentiality, can be found here: <http://www.titleix.pitt.edu/report/confidentiality>

**An important exception to the reporting requirement exists for academic work.**Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

Title IX  412-648-7860

SHARE @ the University Counseling Center  412-648-7930 (8:30 A.M. TO 5 P.M. M-F)

412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, contact the University of Pittsburgh Police, 412-624-2121.

Other reporting information is available here: <http://www.titleix.pitt.edu/report-0>

Late Work: Assignments will be due on the date and time specified. Paper grades will be docked 1/3 of a letter grade per day late (including weekends and holidays).

Grading Scale: The relation of each assignment to the student’s final grade is documented above. Here is the breakdown of the correlation between number and letter grades:

A+ 97-100 B+ 87-89 C+ 77-79 D+ 67-69 F 0-59

A 93-96 B 83-86 C 73-76 D 63-66

A- 90-92 B- 80-82 C- 70-72 D- 60-62

**Schedule of Readings**

(\*Schedule subject to change if necessary)

**Week 1: Introduction to the Course**

**01.07.** Discussion: Key Terms, Course Policies, and Syllabus

**01.09.** Lecture: Vern L. Bullough, from *Science in the Bedroom: A History of Sex Research*

**Week 2: The Development of the Field: Interdisciplinarity and History**

**01.14.** Gayle Rubin, “Studying Sexual Subcultures” (PDF)

**01.16.** Brandon Ambrosino, “[The Invention of Heterosexuality](http://www.bbc.com/future/story/20170315-the-invention-of-heterosexuality)” & Anne Fausto-Sterling,

“Thinking About Homosexuality” (PDF)

**Week 3: Gender, Sexuality, and Normativity**

**01.21.** Kristen Schilt & Laurel Westbrook, “Doing Gender, Doing Heteronormativity:

‘Gender Normals,’ Transgender People, and the Social Maintenance of

Heterosexuality” (PDF) & Anne Fausto-Sterling, “[Why Sex Is Not Binary](https://www.nytimes.com/2018/10/25/opinion/sex-biology-binary.html)”

Watch: [Gender](https://vimeo.com/209451071)

**01.23.** Patrick Hopkins, “Gender Treachery: Homophobia, Masculinity, and Threatened

Identities” (PDF)

Watch: [Quantum Theory Helped Me Understand My Identity](https://www.facebook.com/bbcthree/videos/1863122577075629/)

**Week 4: University of Pittsburgh Archives and Special Collections**

**01.28.** Meet in G-20 Hillman Library (by Stark Media Services)

**01.30.** Meet in G-20 Hillman Library (by Stark Media Services)

**Week 5: Sex in the City: Urbanity and Queerness**

**02.04.** John D’Emilio, “Capitalism and Gay Identity” (PDF) & George Chauncey, “Urban

Culture and the Policing of the ‘City of Bachelors’” in *Gay New York: Gender, Urban Culture, and the Makings of the Gay Male World* (ebook)

**02.06.** Kath Weston, “Get Thee to a Big City: Sexual Imaginary and the Great Gay

Migration” (PDF)

Watch: Bronski Beat, “[Smalltown Boy](https://www.youtube.com/watch?v=88sARuFu-tc)”

**Week 6: Working Class and Rural Queerness**

**02.11.** Scott Herring, “I Hate New York” from *Another Country: Queer Anti-Urbanism* (ebook)

View: [Queer Appalachia](https://www.instagram.com/queerappalachia/) Instagram

**02.13.** Elizabeth Lapovsky Kennedy & Madeline D. Davis, “To Cover Up the Truth Would

Be a Waste of Time” from *Boots of Leather, Slippers of Gold: The History of a Lesbian Community* (ebook)

**Week 7: Vogue and Ballroom**

**\*Sometime before this week, please watch the film *Paris Is Burning*. It’s available on Panopto, and a link can be found on our CourseWeb site.**

**02.18.** Marlon M. Bailey, “Performing Gender, Creating Kinship, Forging Community,” p.

36, and pp. 145-end of “‘It’s Gonna Get Severe Up in Here’: Ball Events, Ritualized Performance, and Black Queer Space” in *Butch Queens Up in Pumps: Gender, Performance, and Ballroom Culture in Detroit* (ebook)

**02.20.** Madison Moore, “What’s Queer about the Catwalk?” from *Fabulous: The Rise of the*

*Beautiful Eccentric* (ebook)

**Week 8: Club Culture**

**02.25.** Fiona Buckland, “The Currency of Fabulousness: Fashioning the Self, Fashioning the

Lifeworld,” pp. 78-end of “Slaves to the Rhythm?: Using Music, Space, and the Ideas

of the Body,” from *Impossible Dance: Club Culture and Queer World Making* (ebook)

Watch: [Club Kids on Joan Rivers and Phil Donahue](https://pleasekillme.com/90s-nyc-club-kids-on-daytime-talk-shows/)

[Chicago's Queer Underground Mecca](https://www.facebook.com/RedBullMusic/videos/268634567335149/)

*Party Monster* (clips)

**02.27.** Luis-Manuel Garcia, “[An Alternate History of Sexuality in Club Culture](https://www.residentadvisor.net/features/1927)”

**Week 9: HIV/AIDS History and Activism**

**\*Sometime before this week, please watch one of the following films (or more than one, should you choose): *How to Survive a Plague*, *We Were Here*, *BPM (Beats Per Minute)*, and/or *United in Anger: A History of ACT UP*. They are all available on Panopto, and a link can be found on our CourseWeb site.**

**03.03.** Tom Crewe, “[Here Was a Plague](https://www.lrb.co.uk/v40/n18/tom-crewe/here-was-a-plague)”

**03.05. \*No Class – Professor at Conference.** (The following are suggested!):

[Familial Rejection and Caretaking in the Age of AIDS](https://www.arktimes.com/arkansas/ruth-coker-burks-the-cemetery-angel/Content?oid=3602959) & David Wojnarowicz, from

*Close to the Knives* (PDF)

View: The Art of [Gran Fury](https://www.google.com/search?tbm=isch&source=hp&biw=1103&bih=695&ei=nR42XNigKcqc5gKDnIuIBw&q=gran+fury&oq=gran+fury&gs_l=img.3..0l10.371.1110..1224...0.0..0.78.603.9......0....1..gws-wiz-img.....0.axXfxLabJMw)

**Week 10: Spring Break**

**03.10. \*No Class**

**03.12. \*No Class**

**Weeks 11 & 12: Trans\* Experiences, Trans\* Histories**

**\*Sometime before this week, please watch the film *Mala Mala*. It’s available on Panopto, and a link can be found on our CourseWeb site.**

**03.17.** Andrea Long Chu, “[On Liking Women](https://nplusonemag.com/issue-30/essays/on-liking-women/)” & Selections from Lou Sullivan’s Diaries

(PDF)

**03.19.** Jack Halberstam, *Trans\*: A Quick and Quirky Account of Gender Variability*, Chs. 1 & 2

**03.24.** Halberstam, Chs. 3 & 4

**03.26.** Halberstam, Chs. 5, 6, & Conclusions

**Week 13: Bisexuality**

**03.31.** Loraine Hutchins, “Bisexuality: Politics and Community” (PDF)

**04.02.** Selections from *Getting Bi: Voices from Bisexuals Around the World* (PDF)

**Week 14: DIY Queer Community**

**04.07.** Frick Fine Arts Zine Collection (meet in Frick Fine Arts library)

**04.09.** Class visit from local LGBTQ+ figures, TBD

**Week 15: Radical LGBTQ+ Politics and Separatisms**

**04.14.** Radicalesbians, [The Woman-Identified-Woman](https://repository.duke.edu/dc/wlmpc/wlmms01011) & Lillian Faderman, “Lesbian Nation:

Creating a Women-Identified-Women Community in the 1970s” in *Odd Girls and Twilight Lovers* (ebook)

**04.16.** Anonymous Queers, “[Queers Read This!](http://archive.qzap.org/index.php/Detail/Object/Show/object_id/184)” & [On Harry Hay and Radical Faeries](http://www.radfae.org/harry-john#harry)