



## Sexualities, Genders, and Bodies

### Wgst Hum Soc 366-001

#### HOW TO REACH ME

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<http://amybrainer.youcanbook.me>

To learn more about me, including my research and teaching areas, see: <http://amybrainer.com>

#### COURSE INFO

Fall 2018  
Tue & Thu 11am-12:15pm  
CASL 1046  
3 Credit Hours, Lecture

This is the foundational course for students who wish to earn a certificate in LGBTQ studies. More information about the certificate is available here: <https://umdearborn.edu/casl/undergraduate-programs/certificates/lgbtq-studies-certificate>

#### COURSE DESCRIPTION

This course introduces key concepts and debates in lesbian, gay, bisexual, transgender, and queer studies. Students explore how sexualities, genders, and bodies are constructed and contested, how these constructions vary in diverse contexts and historical moments, and what gaps remain in our knowledge of LGBTQ lives.

#### COURSE LEARNING GOALS

1. Analyze how lesbian, gay, bi, trans, and queer studies intersect with each other and with other areas of inquiry, such as critical race, feminist, and postcolonial theories.
2. Assess how these fields have been responsive (or not) to various gender and sexual subcultures, politics, and practices.
3. Reflect on how our personal biographies inform our interpretations and responses to the course material.
4. Identify diverse LGBTQ issues in our own communities and lives.

#### ASSIGNMENT & GRADING DISTRIBUTION

1. Participation in class ~ 20% (daily)
  2. Midterm ~ 25% (10/18)
  3. Short essays ~ 30% (10/26 & 12/5)
  4. Final ~ 25% (12/11)
- See p. 5 for assignment details.

#### GRADING SCALE

A 94-100%	B- 80-83%	D+ 67-69%
A- 90-93%	C+ 77-79%	D 64-66%
B+ 87-89%	C 74-76%	D- 60-63%
B 84-86%	C- 70-73%	

#### READINGS & CANVAS

There is no textbook for this course. All required readings are available on Canvas. I also use Canvas for important announcements, grades, etc. Please check it daily and/or turn on notifications for your Canvas app. **I will post questions in Discussions → Guiding Questions every Friday for the week ahead.** These are not assignments (you don't have to turn them in). They are intended to help you pull key themes from the readings in preparation for class.



COURSE OUTLINE		
Foundations in Action	Thu 9/6	<ul style="list-style-type: none"> <li>• <b>No class.</b></li> </ul> <p>I will be presenting at a symposium for U-M faculty, staff, and students on LGBTQ Inclusion as Researchers &amp; in Research. It is free to you if you'd like to join us for all or part of the day. For more info and to RSVP, visit: <a href="https://umlgbtqsymp.splashthat.com/">https://umlgbtqsymp.splashthat.com/</a></p>
	Tue 9/11	<ul style="list-style-type: none"> <li>• Vito Russo (speech 1988), "Why we fight," <a href="http://www.actupny.org/documents/whfight.html">www.actupny.org/documents/whfight.html</a></li> <li>• Eve Sedgwick, "Queer and now"</li> </ul> <p><i>Total reading: 10 pages + Russo's speech</i></p>
	Thu 9/13	<ul style="list-style-type: none"> <li>• Jeffrey Iovannone, Queer History for the People, "Simply Sylvia"</li> <li>• View ahead of class: Speech by Sylvia Rivera at the 1973 Gay Pride March at Washington Square Park, <a href="https://vimeo.com/234353103">https://vimeo.com/234353103</a> (the speech begins at 01:15)</li> <li>• Footage of Black Lives Matter protest at the Toronto pride parade, <a href="http://janayakhan.com/2016/07/05/hadnt-stopped-parade/">http://janayakhan.com/2016/07/05/hadnt-stopped-parade/</a> (scroll down to play the video)</li> </ul> <p><i>Total reading: 10 pages + 8 minutes of video</i></p>
Foundations in Community	Tue 9/18	<ul style="list-style-type: none"> <li>• Robert Goss, "Silencing queers at the Upstairs Lounge: The Stonewall of New Orleans"</li> <li>• Kelly Hankin, "Confessions of a former lesbian barfly"</li> <li>• Vincent Cervantes (blog post), "Sacred geography: A queer Latino theological response to Orlando"</li> </ul> <p><i>Total reading: 15 pages</i></p>
	Thu 9/20	<ul style="list-style-type: none"> <li>• Mignon Moore, "Black and gay in L.A.: The relationships Black lesbians and gay men have to their racial and religious communities"</li> </ul> <p><i>Total reading: 24 pages</i></p>
Queer Struggles for Economic and Racial Justice	Tue 9/25	<ul style="list-style-type: none"> <li>• Amber Hollibaugh, "Queers without money: They are everywhere, but we refuse to see them"</li> <li>• Dorothy Allison, "A question of class"</li> <li>• Patrisse Cullors Esquire magazine profile, <a href="https://www.esquire.com/news-politics/a45823/patrisse-cullors-black-gay/">https://www.esquire.com/news-politics/a45823/patrisse-cullors-black-gay/</a></li> </ul> <p><i>Total reading: 15 pages + profile</i></p>
	Thu 9/27	<ul style="list-style-type: none"> <li>• Qwo-Li Driskill, "Doubleweaving Two-Spirit critiques: Building alliances between Native and queer studies"</li> </ul> <p><i>Total reading: 20 pages</i></p>
	Tue 10/2	<ul style="list-style-type: none"> <li>• Elvia Rosales Arriola, "Queer, undocumented, and sitting in an immigration detention center: A post-Obergefell reflection,"</li> <li>• Jennicet Gutierrez (opinion piece), "I interrupted Obama because we need to be heard"</li> </ul> <p><i>Total reading: 23 pages</i></p>

Beyond L & G: Bi, Trans, and Queer Interventions	Thu 10/4	<ul style="list-style-type: none"> <li>John Aravosis (blog post), “How did the T get in LGBT?” and response by Susan Stryker, “Why the T in LGBT is here to stay”</li> <li>Milaine Alarie &amp; Stéphanie Gaudet, “I don’t know if she’s bisexual or if she just wants to get attention: Analyzing the various mechanisms through which emerging adults invisibilize bisexuality”</li> </ul> <p><i>Total reading: 25 pages</i></p>
	Tue 10/9	<ul style="list-style-type: none"> <li>April Callis, “Bisexual, pansexual, queer: Non-binary identities and sexual borderlands”</li> <li>Rafi D’Angelo (blog post), “So I went home with a lesbian last night”</li> </ul> <p><i>Total reading: 17 pages</i></p>
	Thu 10/11	<ul style="list-style-type: none"> <li>Nicholas Miller, “Asexuality and its discontents: Making the ‘invisible orientation’ visible in comics”</li> <li>Midterm review session</li> </ul> <p><i>Total reading: 20 pages</i></p>
Midterm	Tue 10/16	<ul style="list-style-type: none"> <li><b>No class ~ Fall study break.</b></li> </ul>
	Thu 10/18	<ul style="list-style-type: none"> <li><b>Midterm</b></li> </ul>
Bodies Out of Bounds	Tue 10/23	<ul style="list-style-type: none"> <li>Georgiann Davis, “Parents as pawns: Intersex, medical experts, and questionable consent”</li> </ul> <p><i>Total reading: 14 pages</i></p>
	Thu 10/25	<ul style="list-style-type: none"> <li>Heike Raab, “Visual politics in crip queer activism”</li> </ul> <p><i>Total reading: 14 pages</i> For an introduction to crip theory, see: <a href="https://www.wright.edu/event/sex-disability-conference/crip-theory">https://www.wright.edu/event/sex-disability-conference/crip-theory</a></p>
	Fri 10/26	<ul style="list-style-type: none"> <li><b>DUE: Essay #1</b> Upload your essay to Canvas by 11:59pm.</li> </ul>
Gender, Space, & Belonging	Tue 10/30	<ul style="list-style-type: none"> <li>Mary Gray, “From Walmart to websites,” chap. 4 in <i>Out in the Country: Youth, Media, and Queer Visibility in Rural America</i></li> </ul> <p><i>Total reading: 32 pages</i></p>
	Thu 11/1	<ul style="list-style-type: none"> <li>Ellen Riggle, “Experiences of a gender nonconforming lesbian in the ladies’ (rest) room”</li> <li>Emi Koyama, “Whose feminism is it anyway? The unspoken racism of the trans inclusion debate”</li> </ul> <p><i>Total reading: 20 pages</i> For background on the controversy surrounding the Michigan Womyn’s Music Festival that Koyama writes about, see: <a href="http://www.advocate.com/michfest/2015/04/21/years-michigan-womyns-music-festival-will-be-last">www.advocate.com/michfest/2015/04/21/years-michigan-womyns-music-festival-will-be-last</a></p>
	Tue 11/6	<ul style="list-style-type: none"> <li><b>No class ~ Election day.</b></li> </ul> 

Gender, Space, & Belonging (continued)	<b>Thu 11/8</b>	<ul style="list-style-type: none"> <li>• <b>No class.</b> I will be at the National Women's Studies Association annual conference. We will include today's reading in our discussion on 11/13.</li> <li>• Khalida Saed, "On the edge of belonging"</li> </ul> <p><i>Total reading: 9 pages</i></p>
Is there a global gay (or trans) identity?	Tue 11/13	<ul style="list-style-type: none"> <li>• <i>Australian Humanities Review</i> debate on global queering: Read the opening article by Dennis Altman (pp. 1-7) and the replies by Fran Martin (pp. 10-11) and Michael Tan (pp. 12-13) <i>Tip: This is a complex debate and will require some time and concentration to absorb. You will probably need to read these 11 pages two or three times in order to understand how the authors' positions overlap and how they differ – something to keep in mind as you plan your week.</i></li> <li>• Katrina Roen, "Transgender theory and embodiment: The risk of racial marginalisation"</li> </ul> <p><i>Total reading: 22 pages</i></p>
	Thu 11/15	<ul style="list-style-type: none"> <li>• Dean Spade, from "II. Gay and lesbian rights as cover for State violence" (p. 86) to end of article (p. 100)</li> <li>• Sonnet Gabbard, "Preserving the nation: Transnational Serbia, the European Union, and homophobia"</li> </ul> <p><i>Total reading: 20 pages</i></p>
(Rethinking) Movement Strategies	Tue 11/20	<ul style="list-style-type: none"> <li>• Marlon Bailey, "Performance as intravention: Ballroom culture and the politics of HIV/AIDS in Detroit"</li> </ul> <p><i>Total reading: 20 pages</i></p>
	<b>Thu 11/22</b>	<b>No class ~ Thanksgiving break.</b>
	Tue 11/27	<ul style="list-style-type: none"> <li>• Melanie Heath, "The long journey to marriage: Same-sex marriage, assimilation, and resistance in the heartland"</li> <li>• "Is gay marriage racist? A conversation with Marlon Bailey, Priya Kandaswamy, &amp; Mattie Udora Richardson"</li> </ul> <p><i>Total reading: 32 pages</i></p>
	Thu 11/29	<ul style="list-style-type: none"> <li>• Eric Pritchard, "For colored kids who committed suicide, our outrage isn't enough: Queer youth of color, bullying, and the discursive limits of identity and safety"</li> </ul> <p><i>Total reading: 23 pages</i></p>
	Tue 12/4	<ul style="list-style-type: none"> <li>• Joseph DeFilippis, "A new queer liberation movement and its targets of influence, mobilization, and benefits"</li> </ul> <p><i>Total reading: 26 pages</i></p>
Final	<b>Wed 12/5</b>	<ul style="list-style-type: none"> <li>• <b>DUE: Essay #2</b> Upload your essay to Canvas by 11:59pm.</li> </ul>
	Thu 12/6	<ul style="list-style-type: none"> <li>• Final review session</li> </ul>
	<b>Tue 12/11</b>	<ul style="list-style-type: none"> <li>• <b>Final</b></li> </ul>

## ASSIGNMENTS

### Participation in Class

Participation involves being present and prepared, listening actively and with respect, and contributing to the discussion. Every class session is worth 1% of your overall grade with the exception of final review and exam days.

We will be doing many rich and challenging readings. Our time together in class is essential for making sense of them and applying them to our own lives and fields of study.

### Absences

I will automatically drop your three lowest participation scores.

This means you can miss three classes without any impact on your grade – no documentation or explanation needed.

You are welcome to talk with me about things going on in your life, but this is not required for me to excuse your absences.

Fourth and subsequent absences cannot be excused.

### Short Essays

These assignments ask you to connect course readings to one another and to real world situations. Each essay should be typed and about 500 words in length. You may use your preferred font, spacing, and citation style. To see how I plan to grade the essays, go to Canvas and click on Assignments → Essay #1 (or Essay #2) → Rubric.

#### Essay prompt #1 (due 10/26)

Imagine that you are helping to create a new LGBTQ center on campus. You put together an advisory board of scholars to consult about the center. Board members include Dorothy Allison, Mignon Moore, Susan Stryker, and one other scholar whose work we have read in this course. In your essay, describe the recommendations that you think each scholar would make. What might they advise you to be mindful of, to include, or to avoid as you construct the new center? The essay should demonstrate your knowledge of the unique perspective each scholar brings to our understanding of LGBTQ lives.

#### Essay prompt #2 (due 12/5)

In “Performance as Invention: Ballroom Culture and the Politics of HIV/AIDS in Detroit,” Marlon Bailey is critical of the public health category “communities of risk.” He argues that we need to shift instead to studying “communities of support.” In your essay: a) explain what it means to shift from studying communities of risk to studying communities of support; b) choose two other course readings that demonstrate this principle. How do the authors of these readings move from a “risk” approach to a “support” approach? (Note: The authors will not use the same language; you are looking not for the words “risk” and “support” but for the shift in perspective that Bailey advocates.)

### Exams

The midterm and final are in-class, closed book exams comprised of 25 short answer, true/false, and multiple-choice questions worth 1 point each.

The midterm covers content from 9/11-10/11. The final covers content from 10/25-12/4. It is not cumulative.

I will post a study guide on Canvas and make time to review it in class. Review sessions are on Thursday 10/11 (ahead of the midterm) and Thursday 12/6 (ahead of the final).



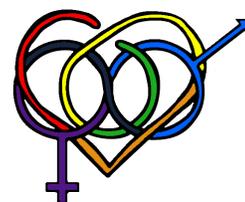
### DISABILITY STATEMENT

*University disability statement:* The University will make reasonable accommodations for persons with documented disabilities. Students need to register with Counseling & Disability Services (DS) every semester they are enrolled. DS is located in 2157 UC, [http://www.umd.umich.edu/cs\\_disability](http://www.umd.umich.edu/cs_disability). To be assured of having services when they are needed, students should register no later than the end of the add/drop deadline of each term. If you have a disability that necessitates an accommodation or adjustment to the academic requirements stated in this syllabus, you must register with DS as described above and notify your professor.

*My additional disability statement:* I view differences of ability as a form of diversity that is welcome and valued in my classrooms. Please do not hesitate to let me know of ways I can make the class more accessible.

### PREFERRED NAMES & PRONOUNS

There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. I will gladly honor your request to address you by the name you prefer and gender pronouns that correspond to your gender identity. Please advise me of your name's proper pronunciation, and any name or pronouns not reflected by the record in Canvas early in the semester so that I can make appropriate changes to my records.



### UNIVERSITY POLICIES

**Reporting Incidents on Campus:** Title IX of the Civil Rights act recognizes that students should be able to study in a safe atmosphere free of sexual violence, harassment, bias and discrimination. Should you wish to report an incident of sexual assault, harassment, discrimination or bias, visit <https://umdearborn.edu/offices/enrollment-management-student-life/incident-and-complaint-reporting>.

**Academic Integrity Policy:** The University of Michigan-Dearborn values academic honesty and integrity. Each student has a responsibility to understand, accept, and comply with the University's standards of academic conduct as set forth by the Code of Academic Conduct, [umdearborn.edu/697817](http://umdearborn.edu/697817), as well as policies established by each college. Cheating, collusion, misconduct, fabrication, and plagiarism are considered serious offenses and violations can result in penalties up to and including expulsion from the University.

**University Attendance Policy:** A student is expected to attend every class and laboratory for which he or she has registered. Each instructor may make known to the student his or her policy with respect to absences in the course. It is the student's responsibility to be aware of this policy. The instructor makes the final decision to excuse or not to excuse an absence. An instructor is entitled to give a failing grade (E) for excessive absences or an Unofficial Drop (UE) for a student who stops attending class at some point during the semester.

**Safety:** All students are encouraged to program 911 and UM-Dearborn's University Police phone number (313) 593-5333 into personal cell phones. In case of emergency, first dial 911 and then if the situation allows call University Police. The Emergency Alert Notification (EAN) system is the official process for notifying the campus community for emergency events. All students are strongly encouraged to register in the campus EAN, for communications during an emergency. The following link includes information on registering as well as safety and emergency procedures information: <http://umdearborn.edu/emergencyalert>. If you hear a fire alarm, class will be immediately suspended, and you must evacuate the building by using the nearest exit. Please proceed outdoors to the assembly

area and away from the building. Do not use elevators. It is highly recommended that you do not head to your vehicle or leave campus since it is necessary to account for all persons and to ensure that first responders can access the campus. If the class is notified of a shelter-in-place requirement for a tornado warning or severe weather warning, your instructor will suspend class and shelter the class in the lowest level of this building away from windows and doors. If notified of an active threat (shooter) you will Run (get out), Hide (find a safe place to stay) or Fight (with anything available). Your response will be dictated by the specific circumstances of the encounter.

Program Goals: The course incorporates the learning objectives of Women's and Gender Studies, as well as cross-listed programs in Sociology and Humanities, which are linked on their UM-Dearborn program websites. More information about these learning outcomes can be found by following these links:

1. WGST <https://umich.app.box.com/s/olic2td9saxrzwh05wttgauuq3er7t75>
2. SOC <https://umich.app.box.com/s/641dmszav3owpmpcbcsf40ynnjy4bs4h>
3. HUM <https://umich.app.box.com/s/79wlql07iq2efm860di76rbknoiql94j>