

Course Title: Introduction to LGBTQ History and Culture

Prefix: SST 294

Instructor: Dr. Mellissa Linton mlinton3@asu.edu

Course Description: This undergraduate course offers a comprehensive overview of LGBTQ+ history and culture in the United States, tracing the evolution of their identities, movements, and cultural expressions from the early homophile movement in the 1950s, through the 1960s-1970s civil rights movement, the 1980s HIV/AIDS crisis, and the formation of the discipline in the 1990s. Students will engage with pivotal events, notable figures, and transformative movements that have shaped the LGBTQ+ landscape of identities and politics, while critically examining the intersections of race, gender, and sexuality. Additionally, students will engage with contemporary LGBTQ+ cultural productions, including film, literature, and other media, fostering a critical evaluation of how these works reflect, resist, and reshape societal narratives surrounding sexuality and identity. This course will introduce students to formative cultural texts including the film *Paris is Burning* (1990) and the semi-autobiographical novel *Stone Butch Blues* (1993) by Leslie Feinberg.

Course Objectives: By the end of the course, students will develop a nuanced understanding of LGBTQ+ histories and cultures in the U.S., equipping them with the analytical tools to critically engage with ongoing dialogues surrounding representation, intersectionality, and social justice in both historical and contemporary contexts.

Expected Learning Outcomes:

1. Students completing SST 294 will be able to annotate scholarly sources, establish the main arguments of academic texts and cultural production, and articulate their perspectives within the literature and media.
2. Focus on line editing for student responses will develop students' writing skills, culminating in their final reflection paper of 5-7 pages.
3. Engagement with cultural production like film and literature will expand students' analytical capabilities.
4. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
5. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
6. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Required Readings

All readings (unless otherwise noted) are available as links or .PDFs on the course Canvas page with proper copyright permission.

Course Schedule & Grading

Activities used for instruction and assessment of learning include: discussions; lectures, article readings; videos and individual assignments (research paper, and quizzes).

- **Weekly Modules** - This course is divided into 7 weekly modules and the final week (Week 8) for the submission of your final paper.
- **Readings** - Take careful notes on your readings, focusing on main arguments, basic concepts, and looking up unfamiliar terms. Although some themes might be covered again through the lecture slides, many will not, so it is up to you to ensure that you comprehend the readings.
- **Lecture Videos** - Lecture Videos are accessed online, a strong, stable internet connection is critical. If you are having problems accessing these at home, please visit a computer center or library on campus, or have some kind of backup system in place in case your internet connection or computer experience a technical difficulty. You will not be able to request an extension due to technical difficulty, so make sure you plan ahead. If you are having a technical problem (such as no video or audio), please contact tech support and/or your instructor.
- **Lecture Slides** - To some extent, lecture slide sets cover materials like keywords and concepts from your readings, but they also contain information not contained in your readings. So, you need to pay careful attention to these lectures to do well on the discussion and quizzes. **The lecture slides are not comprehensive. They are merely supplementary material. Do NOT rely only on these lecture slides.**
- **Weekly Discussions** - Weekly discussions are useful in framing your own views and critical understanding about the course materials. It will also provide you with an interactive platform where you engage with other students about the weekly topics. Each week you will respond to weekly prompts in no less than 300 hundred words making connections between the reading materials, videos and lectures in the unit. This post should be substantial and substantive, should critically analyze the week's readings, and pose several questions for discussion. In addition, each week you are expected to respond to at least one of your peers' posts in no less than 150 words. Discuss ideas that you concur with or disagree with from what your peers have posted and respectfully voice your opinions about the topic of discussion. Discussion post assignments are worth 60% of your grades, pay attention to them accordingly.
- **Quizzes** - For weeks 3 and 5, you will need to complete a quiz. The quizzes will consist of a range of questions based on your activities covered in the modules up until the week of the quiz. Completing these quizzes will ensure that you understand

the main ideas from the weeks' module. Quiz due dates are located in the course schedule and you can also find them below. If you do not complete a quiz, you will not have access to the answers.

- **Final Paper** - There is a short Reflection Paper (5-7 pages) on topics and issues discussed in this class that you wish to further pursue and understand. Topics can cover issues ranging from the subheadings included in the course readings.

WEEK 1: Origins of LGBTQ Studies in the United States

Discussion Board 1*	20	03/22
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WEEK 2: Women of Color and Lesbian Feminist Foundations

Discussion Board 2*	20	03/29
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WEEK 3: Black Queer Studies

Discussion Board 3*	20	04/05
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Quiz 1	10	04/01
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WEEK 4: Cultural Production and Black Queer Studies

Discussion Board 4*	20	04/12
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WEEK 5: Trans Experiences in the LGBT Community

Discussion Board 5*	20	04/19
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Quiz 2	10	04/15
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WEEK 6: Trans Experiences in the LGBT Community Part 2

Discussion Board 6*	20	04/26
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WEEK 7: Queer of Color Critique and Abolition

Final Reflection Paper Due	60	05/02
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Total Points	200	
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Grading

Grading scale

Discussions Boards (6) (20 points each)	120 points
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Final Reflection Paper (1) (60 points each)	60 points
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Quizzes (2) (10 points each)	20 points
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Total

200 points

Grading Guidelines

Canvas assignments are hard deadlines; if an assignment is due at 11:59pm, 12:00am is considered late. Canvas automatically flags late assignments.

Late Policy: You will lose a letter grade each day an assignment is late, up to a 50% grade markdown.

If you are having trouble completing your assignments or have extenuating circumstances, please communicate with me in office hours.

Your grade will be determined based on the grading schema according to [ASU grading policies](#).

Reading Schedule

Week 1: Origins of LGBTQ Studies in the United States

- Henry L. Minton, (Editor) *Gay and Lesbian Studies*, Haworth Press (1992).
 - Read pages 1-48.

Week 2: Women of Color and Lesbian Feminist Foundations

- Read: Adrienne Rich, "Compulsory heterosexuality and lesbian existence (1980)." *Journal of Women's History*, vol. 15, no. 3, 2003, *Contemporary Women's Issues*.
- Read Selections from Audre Lorde in *Sister Outsider*:
 - "Uses of the Erotic: The Erotic as Power"
 - "The Uses of Anger"
 - "The Transformation of Silence into Language and Action"
- Audio: Listen to Audre Lorde read Uses of the Erotic

Week 3: Black Queer Studies

- Read: Cathy J. Cohen, "Punks, Bulldaggers and Welfare Queens: The Radical Potential of Queer Politics" in *Black Queer Studies* edited by E. Patrick Johnson and Mae G. Henderson.

Week 4: Cultural Production and Black/Latinx Queer Studies

- Watch film Paris is Burning

Week 5: Trans Experiences in the LGBT Community

- Begin Novel by Leslie Feinberg *Stone Butch Blues: a Novel*. Ithaca, N.Y: Firebrand Books, 1993.
 - Read Chapters 1-13.
- Watch: Sylvia Rivera, "Y'all Better Quiet Down" Original Authorized Video, 1973 Gay Pride Rally NYC

Week 6: Trans Experiences in the LGBT Community Part 2

- Complete *Stone Butch Blues: a Novel* by Leslie Feinberg
 - Read Chapters 14-26

Week 7: Introducing Queer of Color Critique

- Read this article FIRST "Building an Abolitionist Movement with Everything We've Got" by Dean Spade
- Read the Introduction to *Disidentifications: Queers of Color and the Performance of Politics*. Minneapolis: University of Minnesota Press, 1999 by José Esteban Muñoz

Recommended Readings:

- Johnson, E. Patrick, and Henderson, Mae. *Black Queer Studies : A Critical Anthology*. Durham, NC: Duke University Press, 2005.
- Eng, David L., and Hom, Alice Y. *Q & A : Queer in Asian America*. Asian American History and Culture. Philadelphia: Temple University Press, 1998.
- Hames-Garcia, Michael Roy., and Martínez, Ernesto Javier. *Gay Latino Studies : A Critical Reader*. Durham, NC: Duke University Press, 2011.
- Qwo-Li Driskill; Chris Finley; Brian Joseph Gilley; Scott Lauria Morgensen (editors). *Queer Indigenous Studies : Critical Interventions in Theory, Politics, and Literature*. Tucson: University of Arizona Press, 2011.
- Sharon Holland, *The Erotic Life of Racism* (Durham, NC: Duke University Press, 2012).
- Hong, Grace Kyungwon and Roderick A. Ferguson. Eds. *Strange Affinities: The Gender and Sexuality Politics of Comparative Racialization*.
- Roderick Ferguson, *Aberrations in Black: Toward a Queer of Color Critique* (Minneapolis, MN: University of Minnesota Press, 2004).

- Chandan Reddy, *Freedom with Violence: Race, Sexuality, and the US State* (Minneapolis, MN: University of Minnesota Press, 2011).

General Course Policies

Accommodation for [Religious Practices \(ACD 304-04\)](#)

- Faculty are asked to recognize the obligations of their students who may be participating in the observance of religious holidays and allow make up of work or tests missed.
- Students should notify faculty at the beginning of the semester about the need to be absent from class due to religious observances.

Missed Classes Due to University-Sanctioned Activities (ACD 304-02)

Excused absences related to university-sanctioned events/activities must adhere to ACD 304-02, “Missed Classes Due to University-Sanctioned Activities.”

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

[For if class is offered in-person] Attendance and Participation Policy: Throughout the course, you will be graded on attendance and participation. You have one excused absence. More than one unexcused absence will impact your grade (reducing your overall grade by 5%, and a further 5% for each happening). Three or more unexcused absences will result in a participation grade of 0%. Excused absences require appropriate documentation.

Excellent participation means actively engaging the material and your classmates in a respectful and open-minded manner. This includes asking questions, participating in group work, and demonstrating to me that you have completed and thought about the readings.

- *Here are some tips about participation: Highlight passages from the readings that you found confusing, and bring to them discussion sections; bring in relevant news or media that you found connected to the readings in some way; respond to each other's blog posts with curiosity and ask further questions.*

Electronic Devices

Discussion is meant to involve active engagement. You may take notes on a laptop or tablet if it better suits your learning needs. However, if anyone in the class interrupts others because they

are using their device for anything other than taking notes or scanning the readings, everyone will lose the right to electronics. No cellphones; silence them before entering the classroom.

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Disruptive, Threatening, or Violent Behavior (SSM 104-02)

All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students.

Disability Resources and Policies

ASU Student Accessibility and Inclusive Learning Services (SAILS) provides support and access to students with disabilities for programs and services. Qualified students with disabilities who will require disability accommodations in this class are encouraged to register with SAILS. Note: Prior to receiving disability accommodations, verification of eligibility from SAILS is required. Disability information is confidential.

- Inquire about learning accommodations at <https://eoss.asu.edu/accessibility>.

Copyright

All the content in this course, including lectures and assignments, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304-06). Students may not upload to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work unless the student first complies with all applicable copyright laws. The instructor reserves the right to delete materials on the grounds of suspected copyright infringement (see ACD 304-10).

Title IX Statement

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

ASU Writing Center

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Graduate academic tutoring is available for writing and statistics.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.
- Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view the ASU Writing Center schedules, or to book an appointment.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral

communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.