

Bergen Community College
Division of Business, Arts Social Sciences
Department of Social Sciences

Departmental Syllabus

SOC-106 Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Cultures

Date of Most Recent Syllabus Revision: March, 2021

Course Typically Offered: Fall _____ Spring _____ Summer _____ Every Semester __x__ Other _____

Syllabus last reviewed by: BCC General Education Committee _____ Date: _____

(Most courses need review Ad Hoc Committee on Learning Assessment _____ Date: _____

by only one of the following) Curriculum Committee: _____ Date: _____

Semester and Year:
Course and Section Number: SOC-166-xxx
Meeting Times and Locations 3 contact hours/week

Instructor:
Office Location: A-306B
Phone: 201-493-3608
Departmental/Division Secretary:
Office Hours:
Email Address:

Course Description

SOC-106 presents an introductory and interdisciplinary approach to lesbian, gay, bisexual, transgender, and queer (LGBTQ) cultures, including biopsychosocial and historical perspectives regarding voices and experiences of LGBTQ people in the U.S. since Stonewall in 1969. Topics include exploring 1970s gay liberation and lesbian feminism, 1980s AIDS epidemic, the rise of “queer” theory in the 1990s, popular fiction and memoirs in the 2000s, and the emergence of current transgender and intersex issues, research, and theory.

3 lectures, 3 credits

Prerequisites: None
Co-requisites: None
General Education Course
Diversity Course

Student Learning Outcomes/Means of Assessment

Outcomes: Upon successful completion, the student will be able to:	Means of Assessment: This outcome will be measured by one or more of the following:
1) Identify and critically analyze key concepts and themes in the field of LGBTQ and/or Queer studies using appropriate necessary vocabulary for discussing LGBTQ people and issues and demonstrating familiarity with the needs, challenges and contributions of LGBTQ people in America.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2) Analyze the intersections of sexuality with gender, race, class, culture, and nation and explore how a person's experiences are shaped by their identities and group memberships.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3) Explain how sexuality—including sexual identity, orientation, and desire—is influenced by socially constructed norms.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
<p>4) Demonstrate an understanding of the consequences of the ways perceived differences in sexual identity and/or orientation, or gender identity, combined with institutional power and privilege, often result in discrimination among marginalized groups.</p> <p>5) Analyze the role of social and cultural institutions, including familial, religious, educational, economic, healthcare, and criminal justice institutions on LGBTQ populations</p> <p>6) Evaluate the historical overview of LGBTQ experience and related social movements in America by recognizing important figures, events, and views within LGBTQ studies</p> <p>7) Discuss the importance of political power for LGBTQ issues and social issues in general.</p>	<p>Objective tests, essay questions, oral reports, class discussions, and writing assignments</p> <p>Objective tests, essay questions, oral reports, class discussions, and writing assignments</p> <p>Objective tests, essay questions, oral reports, class discussions, and writing assignments</p> <p>Objective tests, essay questions, oral reports, class discussions, and writing assignments</p>

Course Content

The sequence in which these topics are covered in class is suggested by the following outline, but instructors are free to rearrange the suggested sequence. Exams, projects, essays, research papers, etc. are to be scheduled accordingly.

I. Introduction to the discipline of LGBTQ studies

- . Queer Axioms, Key Terms
- . History: Before Identity
- . Before Stonewall: Being LGBT

II. During and After Stonewall; Rising Up

- . Documentary: Stonewall Uprising, (American Experience, PBS)
- . Stonewall—Eyewitness Accounts
- . Visions After Stonewall: 1970s – Politics of Sexuality and Sexual Identity
- . Adrienne Rich, Gloria Anzaldua
- . Judy Grahn, Audre Lorde
- . Gay Liberation
- . Inclusion/Equality/Diversity

III. Intersectionalities

- . Lesbianism/Feminism
- . Queer Theory & the 80s and 90s
- . Pride
- . AIDS & Queer Theory
- . Film, “Angels in America”

IV. Trans Lives & Theories

- . Guest Speaker
- . LGBTQ Issues in the Present
- . LGBTQ Stories
- . The Law
- . LGBTQ Issues—What’s Next?
- . The Future
- . Wrap up, Grades, Course Assessment

Research, Thinking, Writing, and/or Examination Requirement(s)

Writing Activity:

All students in the Introduction to LGBTQ Studies course will be expected to engage in weekly written assignments. These assignments may be essay questions on one or more tests, short essay reading responses, or written report based on readings or activities.

Critical Thinking:

Students should be encouraged through classroom activities to think about, analyze, and use basic psychosocial concepts. Memorization of key concepts and theories should be thought of as the first, not the final, stage of learning significant course materials.

Student Evaluation:

In determining a student's semester grade, a minimum of three, and preferably more, objective and subjective grading mechanisms will be employed. Term projects and research papers will be encouraged.

Attendance Policy**BCC Attendance Policy:**

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Social Sciences Department Attendance Policy:

The department has agreed to leave attendance policies up to the discretion of each instructor.

Attendance Policy in this Course:

To be determined by the instructor

Student and Faculty Support Services

Accommodations for Disabilities: Bergen Community College aims to create inclusive learning environments where all students have maximum opportunities for success. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Specialized Services at 201-612-5269 or via email at ossinfo@bergen.edu for assistance.

The distance Learning Office-for any problems you may have accessing your online courses	Room C-334	210-612-5581 psimms@bergen.edu
Smartthinking Tutorial Service	On Line at:	www.bergen.edu/library/learning/tutor/smart/index.asp
The Tutoring Center	Room L-125	201-447-7908
The Writing Center	Room L-125	201-447-7908
The Online Writing Lab (OWL)	On Line at:	www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room L-115	201-612-5270 www.bergen.edu/oss
The Sidney Silverman Library	Room L-226	201-447-7436

SAMPLE Textbook, Readings, Assignments, Format for Course Outline and Calendar

Finding Out: An Introduction to LGBT Studies, edited by Michelle Gibson, Jonathan Alexander, and Deborah Meem (Sage, 2017—3rd edition)

**Alternate: The American LGBTQ Rights Movement: An Introduction, Kyle Morgan, and Meg Rodriguez, Humboldt State University, Copyright Year: 2020; ISBN 13: 9781947112445
Publisher: Humboldt State University Press**

The Stonewall Reader, The New York Public Library, Penguin USA, 2019 (This acronym for this text is *SWR in our syllabus).

The Routledge Queer Studies Reader, (RQSR), edited by Donald Hall, Annamarie Jagose, et al (Routledge, 2012)

Excerpts from The Lesbian and Gay Studies Reader, (LGSR) edited by Henry Abelove, Michele Barale, and David Halperin, (Routledge, 1993)

Note: Other handouts and media will be assigned. All readings need to be completed by the class date in which they appear and be brought to class.

GRADING POLICY

A variety of objective and subjective evaluation methods can be utilized including critical and opinion essays, tests, related topical research papers, reviews of related agencies and organizations by students, etc. The following is an example:

-Attendance/Participation

Your participation and input into our collective knowledge-making is valuable. You are responsible to your classmates as well as to yourself for the success of our joint teaching and learning; therefore, your active participation is expected. You will demonstrate your commitment to the class by contributing respectfully to discussions and helping us to build a safe space for all ideas to be expressed.

-Critical Response Essay

You will submit a critical response essay. This essay paper should reflect critical observations and ideas about topics and will include discussion and analysis of course readings. Correct quotations/citations are required.

-Review of LGBTQ Organizations

You will explore at least three LGBTQ social, political, or activist-oriented organizations working to challenge the oppression of or discrimination against LGBTQ communities. You may do so by exploring their websites and/or other literature, as well as through discussion or correspondence with their staff or volunteers. (More info to be shared later).

-Research Paper

You will choose a topic based on the themes, readings and films discussed in class (topics to be approved). No late papers accepted.

Course Calendar

UNIT #	TOPIC	ASSIGNMENT
Week 1	I. Introduction to the discipline of LGBTQ studies Queer Axioms, Key Terms	READINGS: The ABCs of

<p>Week 2</p>	<p>History: Before Identity</p>	<p>L.G.B.T.Q.I.A.+ by Michael Gold (NYT, 7/7/2019); The Heterosexual Questionnaire by Martin Rochlin Ph.D., and Glossary from A Queer History of the United States for Young People by Michael Bronski Ph.D</p> <p>Finding Out: intro and Ch. 1-2 (1-64); LGSR: Ch. 28—"Is there a History of Sexuality" (Halperin, 416-31); Jeffrey Weeks, "The Challenge of Gay and Lesbian Studies" (from Lesbian and Gay Studies edited by Theo Sandforth, et al, pp. 1-14.) Finding Out: Ch. 2 and 3 (pp. 43-90);</p> <p>LGSR: Ch. 29 'They Wonder to Which Sex I Belong': The Historical Roots of Modern Lesbian Identity" (Martha Vicinus,432-52); Foucault, intro & excerpts from The History of Sexuality, vol 1</p>
<p>Week 3</p>	<p>Before Stonewall Being LGBT</p>	<p>READINGS: (In *SWR) Audre Lorde, from Zami:A New Spelling of My Name, pp3-11; Del Martin and Phyllis Lyon, from "Lesbians United," pp24-33</p> <p>READINGS: (In *SWR) Franklin Kameny, from Gay is Good, pp 34-41; Mario Martino, from Emergence: A Transsexual</p>

		Autobiography, pp 82-86; Virginia Prince, "The How and Why of Virginia," pp 42-48
Week 4	<p>II. During and After Stonewall; Rising Up</p> <ul style="list-style-type: none"> . Documentary: Stonewall Uprising, (American Experience, PBS) . Stonewall—Eyewitness Accounts <p>Critical Response Essay Due</p>	<p>READINGS: (In *SWR) Dick Leitsch, "The Hairpin Drop Heard Around the World," pp 99-104; Howard Smith, "View from Inside: Full Moon over the Stonewall," pp 108-112</p> <p>Finding Out: Ch. 4 and 5 (91-148); intro to Letters to ONE (Craig Loftin, 2012, 1-12); view excerpts from Coming Out Under Fire (Arthur Dong, 1994)</p>
Week 5	<p>Visions After Stonewall: 1970s – Politics of Sexuality and Sexual Identity</p> <ul style="list-style-type: none"> -Adrienne Rich, Gloria Anzaldua -Judy Grahn, Audre Lourde -Jonathan Katz <p>Gay Liberation</p>	<p>READINGS: (Handout)</p> <p>"Homosexual Bill of Rights," in The Stonewall Riots: A Documentary History by Marc Stein, PhD</p>
Week 6	Inclusion/Equality/Diversity	<p>Finding Out: Ch. 6 and 7 (151-98); view Tongues Untied (Riggs, 1989); RQSR Ch. 6 E. Patrick Johnson, "'Quare' Studies, or (Almost) Everything I Know about Queer Studies I Learned from My Grandmother" (96-118); Ch. 24, Jose Esteban Munoz, "Feeling Brown, Feeling Down" (412-21)</p>
Week 7	<p>III. Intersectionalities</p> <p>Review of LGBTQ Organizations Due</p>	<p>Finding Out: Ch. 8 (201-30) and Ch. 9 (art and lit, 231-60); RQSR Ch. 7, Roderick Ferguson, "Introduction: Queer of Color Critique,</p>

		<p>Historical Materialism, and Canonical Sociology” (119-33); Ch. 19, Richard T. Rodriguez, “Making Queer Familia” (324-32)</p> <p>READINGS: White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh, Ph.D.; (Handout) “Native Peoples—Different Genders, Different Sexualities” in A Queer History of the United States for Young People, by Michael Bronski, Ph.D.</p>
Week 8	Lesbianism/Feminism	<p>LGSR: Marilyn Frye, Ch. 4, “Some Reflections on Separatism and Power” (991-98); Ch. 16, Adrienne Rich, “Compulsory Heterosexuality and Lesbian Experience” (227-54); Ch. 19, Sue Ellen Case, “Toward a Butch-Femme Aesthetic” (294-306); Ch. 22, Audre Lorde, “The Uses of the Erotic” (339-43); Ch. 9, Teresa De Lauretis, “Sexual Indifference and Lesbian Desire” (141-58); and Ch. 34, Esther Newton, “Just One of the Boys: Lesbians in Cherry Grove, 1960-88” (528-41); Finding Out Ch. 10 (lesbian and gay pulp, 269-84); Freeman on LGBT fiction (Blackboard)</p>
Week 9	Queer Theory & the 80s and 90s Pride	<p>Finding Out Ch. 11 and 12 (289-344); LGSR Ch. 1 Gayle Rubin, “Thinking Sex” (3-44), Eve Sedgwick, “Epistemology of</p>

		the Closet" (45-61); RQSR, Ch. 1, Eve Sedgwick, "Queer and Now" (1-17), Ch. 2, Judith Butler, "Critically Queer" (18-31), Ch. 14, Tavia Nyong'o, "Do you Want Queer Theory (or Do You Want the Truth): Intersections of Punk and Queer in the 70s" (223-35)
Week 10	AIDS & Queer Theory Film, "Angels in America"	LGSR Ch. 13 Simon Watney, "The Spectacle of AIDS" (202-11), Ch. 8, Cindy Patton on AIDS in Africa, "From Nation to Family" (127-40); RQSR, Ch. 22, Ann Cvetkovich, "AIDS Activism and Public Feelings" (371-97); watch excerpts from United in Anger (2012); Blackboard: Michael Warner, "The Politics of Shame and HIV Prevention" from The Trouble With Normal
Week 11	IV. Trans Lives & Theories	RQSR, Ch. 3 Jay Prosser, "Judith Butler: Queer Feminism, Transgender, and the Transubstantiation of Sex" (32-59); RQSR, Ch. 26, Ian Morland, "What Can Queer Theory do for Intersex Lives" (443-63), Ch. 27, J. Halberstam, "Transgender Butch" (464-87), Ch. 28, Robert McRuer, "Compulsory Able-bodiedness and Queer/Disabled Existence" (488-97), Ch. 33, Lucas Cassidy Crawford,

		"Transgender Identity without Organs" (558-67)
Week 12	Guest Speaker	
Week 13	LGBTQ Issues 2000-Present LGBTQ Stories The Law - https://www.hrc.org/resources/federal-legislation	READINGS: (Handout) "Queer in Trump's America," in Real Queer America: LGBT Stories from Red States.; (Handout) "Jennifer Finney Boylan, Love Prevails, Mostly," New York Times, June 16, 2019 READINGS: (Handout) "Homosexual Bill of Rights," in The Stonewall Riots: A Documentary History by Marc Stein, PhD
Week 14	LGBTQ Issues—What's Next? The Future Research Paper Due	READINGS: "Young People Today: The Future of Queer History," in A Queer History of the United States for Young People, M. Bronski

Week 15	Wrap up, Grades, Course Assessment	

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.