**COURSE DESCRIPTION:**
Undoubtedly, U.S. culture has made progress in the last forty years since the Stonewall Riots in the Greenwich Village neighborhood of New York City, often cited as marking the beginning of the gay rights movement in the United States. But, just as the struggles for sexual justice reach further back than 1969 and include locations beyond New York City, despite the gains that have been made such struggles still persist. Although many believe that full equality is simply a matter of time that will come in the adulthood of the next generation, homophobia is in fact evolving into more sophisticated and subtler forms that not only continue to thrive and grow in our current society, but also are harder to detect and combat.

In response to the changing faces of discrimination based on sexuality and the continued threat to sexual justice for all, this course asks students, how do we recognize homophobia in U.S. society in the new millennium? Informed by intersectional methodological approaches with roots in LGBT Studies, Sociology, Cultural Studies, and Women’s Studies this course explores contemporary manifestations of homophobia in U.S. social, cultural, political, and legal arenas in order to challenge students to be more aware of how homophobia continues to circulate and strengthen in our society. However, it is not sufficient to simply become aware of homophobia. It is imperative that students contribute to and involve themselves in efforts to eradicate such discrimination. This course is designed to prepare students to participate as informed, conscientious, and responsible citizens in the ever-increasingly global efforts to end discrimination based on sexuality.

**REQUIRED TEXTS:**
♦ LGBT 289I course readings are available via Blackboard

**COURSE OBJECTIVES:**
1. To become more familiar and more comfortable with reading, discussing, and writing critically.
2. To learn vocabulary, concepts, theories, and methods of interdisciplinary scholarship as they relate to manifestations of homophobia.
3. To understand the ways in which sex, sexuality, gender, race, ethnicity, class, religion, disability, and age intersect in regard to manifestations of homophobia.
4. To investigate how individuals and institutions help to maintain and/or dismantle homophobia in a variety of areas, including popular culture/media, legislation/politics, religious and cultural communities, and queer subcultures.
5. To achieve a better understanding of our power and responsibilities within the continuing struggles to end discrimination based on sexuality.
COURSE REQUIREMENTS & POLICIES:
♦ Reading Assigned Texts:
For us to have productive discussions, students must read the assignments in a timely and attentive fashion by taking notes, jotting down questions or ideas raised by texts, sometimes reading things twice (or more), and allowing themselves time to think about and process the material. Be sure to bring relevant course materials to class every day—this includes all required readings made available through Blackboard.

♦ Attendance and Participation:
Class is most productive if we are all prepared and present. Students are expected to come to class on time having completed all the day’s assigned readings and writing tasks. Students’ presence in class and participation in class discussions are essential to their success in class, as well as the success of the class as a whole.

Class discussion is a major feature of this course, and all students are expected to participate actively—asking questions, listening carefully, offering ideas, and cooperatively working with each other—as a means of grappling with texts. The use of cell phones, including to text messages, will not be tolerated. In addition, during discussion laptops should only be used for class related purposes.

If students have to miss a class, it is their responsibility to seek out another student for an explanation of what was covered that day. Missed in-class assignments cannot be made up. See Graded Assignments for other policies regarding late work.

Students will not be penalized because of observances of their religious beliefs. However, it is the students’ responsibility to inform the instructor of any intended absences for religious observances in advance.

In the event of official campus closures (for example, due to inclement weather) or other official unscheduled class cancellations, keep to the assigned dates for readings and assignments.

♦ Disability Access:
Students with disabilities who feel they may have access issues are invited to discuss their concerns with the instructor. They are also urged to contact the Disability Support Services Office on the 4th floor of Susquehanna Hall. Call 301-314-7682, voice & TTY.

♦ Academic Integrity:
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, go to http://www.shc.umd.edu

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."
Graded Assignments:
- In-class and Ad Hoc Assignments – 20%
- Midterm – 15%
- Critical Essays – 35%
- Research – 20%
- Final – 10%

Except for in-class assignments, all assignments should be typed, double-spaced, proofread, and follow MLA or APA guidelines for formatting citations and bibliographies. Information and ideas that are not your own must be appropriately cited.

In-class and Ad Hoc Assignments - 20%:
To help facilitate our discussion and our thinking about course materials we will do a number of in-class reading and writing exercises throughout the semester, including but not limited to: quizzes, free-writes, brainstorming, etc. Ad hoc assignments are those given out a class or two before hand. These will graded using a √+, √, √- grading system. These cannot be made up, so if you are absent, come to class late, and/or leave early, you will receive a zero for any in-class exercises missed. Please note: there may be ad hoc assignments due via Blackboard.

Midterm Exam – 15%:
To assess students’ vocabulary, concepts, theories, and methods of interdisciplinary scholarship as they relate to manifestations of homophobia, there will be one in-class midterm examination, consisting of ten short answer questions. Make-up exams will only be given to students with confirmed excused absences.

Critical Essays - 35%:
To demonstrate their proficiency in interpreting manifestations of homophobia in U.S. society and culture, students will prepare two formal essays. Essay #1 will be a 3-5 page interpretive essay worth (15%), and Essay #2 will be a 4-6 page argumentative essay worth (20%). Essays will be evaluated based on demonstrated ability to: write fairly clearly and concisely; formulate a substantive, debatable thesis about how homophobia shapes contemporary U.S. society and culture; construct an argument that is coherent and persuasive; and develop and prove the thesis through well-chosen textual evidence and interpretation.

Students should post their critical essay to Blackboard (in the Discussion Board section), as well as turn in a hard copy to the instructor. These assignments may be turned in prior to deadline dates, but no late essays will be accepted.
Research: Individual Research Essay & Group Presentation - 20%

As an I-series course, LGBT 289I is designed to investigate significant issues with imagination and intellect with a belief that they will inspire future investigation and provide concrete mechanisms to implement innovative ideas. More specifically, this course challenges students to wrestle with the persistent lack of sexual justice for all.

To demonstrate their critical reasoning and research skills in investigating manifestations of homophobia, this assignment asks students to apply their knowledge, based on academic research and real-world viability and practicality, to propose possible avenues of intervention into U.S. society and culture in order to end discrimination based on sexuality. To this end, students will prepare: (1) an individual research essay and (2) a group in-class presentation.

Research essays and presentations will be evaluated based on demonstrated ability to: make effective use of related interdisciplinary methods related to recognizing homophobia; successfully locate and appropriately apply academic research; synthesize and apply relevant vocabulary, concepts, and theories; and formulate coherent, persuasive, and creative proposals to end discrimination based on sexuality.

Final – 10%: Wednesday May 19 10:30am-12:30pm

To assess students’ ability to comprehensively synthesize and analyze required course materials, at the end of the semester, there will be an in-class final essay examination, consisting of two essay questions. Possible essay exam questions will be distributed on the last day of class. Students will be allowed to use their texts and notes during the examination.

All assignments, with the exception of in-class/ad hoc assignments, will be graded on a letter scale (A+ to F).

Explanation of Grades: Marking System (*UMCP Undergraduate Catalog*)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+, A, A-</td>
<td>Denotes excellent mastery of the subject and outstanding scholarship.</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Denotes good mastery of the subject and good scholarship.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Denotes acceptable mastery of the subject.</td>
</tr>
<tr>
<td>D+, D, D-</td>
<td>Denotes borderline understanding of the subject. It denotes marginal performance, and it does not represent satisfactory progress towards a degree.</td>
</tr>
<tr>
<td>F</td>
<td>Denotes failure to understand the subject and unsatisfactory performance.</td>
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</tbody>
</table>

***This syllabus is subject to change. You will be notified in advance of important changes that could affect grading, assignments, or deadlines, but you are responsible for keep up with changes announced in class.***
# LGBT 289I(0101) Spring 2010 Course Schedule*

(*this schedule is subject to change)

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Introduction to the Course/Homophobia as a System of Oppresion</th>
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<tbody>
<tr>
<td>Tu Jan. 26:</td>
<td>Introduction to the course and each other</td>
</tr>
<tr>
<td>R Jan. 28:</td>
<td>Yamato, Gloria. “Something About the Subject Makes it Hard to Name”</td>
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<td>DUE:</td>
<td>“Introduction Questionnaire”</td>
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<tr>
<th>WEEK 2</th>
<th>Contextualizing Homophobia</th>
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<tbody>
<tr>
<td>R Feb. 4:</td>
<td>Schulman, Sarah. “The Oppressed Will Always Believe the Worst About Themselves”</td>
</tr>
<tr>
<td>F Feb. 5:</td>
<td>Fone, Byrne. “Epilogue: Last Acceptable Prejudice”</td>
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*(F Feb. 5: Last day of schedule adjustment)*

<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>Privilege and Power</th>
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<tbody>
<tr>
<td>Tu Feb. 9:</td>
<td>Carbado, Devon W. “Privilege”</td>
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<tr>
<th>WEEK 4</th>
<th>Same-Sex Marriage – Popular Frames</th>
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<tbody>
<tr>
<td>Tu Feb. 16:</td>
<td>Klein, Ethel D. “The Anti-Gay Backlash?”</td>
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<tr>
<td>R Feb. 18:</td>
<td>Fisher, Shauna. “It Takes (at Least) Two to Tango”</td>
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<table>
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<tr>
<th>WEEK 5</th>
<th>Same-Sex Marriage – Alternative Frames</th>
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<tr>
<th>WEEK 6</th>
<th>Conducting Library Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu March 2:</td>
<td>Group 1 - McKeldin Library tutorial (meet in MCK 6107)</td>
</tr>
<tr>
<td>R March 4:</td>
<td>Group 2 - McKeldin Library tutorial (meet in MCK 6107)</td>
</tr>
</tbody>
</table>
WEEK 7  
Tu March 9:  Representations  
(in-class film) *Further Off the Straight and Narrow: New Gay Visibility on Television 1998-2006*  
Streitmatter, Rodger.  “Introduction.”  
Streitmatter, Rodger.  “Notes on Gay Visibility vs. Lesbian Visibility”  
Streitmatter, Rodger.  “Conclusion”  
DUE:  Critical Essay #1  
R March 11:  Streitmatter, Rodger.  “Will and Grace”  
Streitmatter, Rodger.  “Queer as Folk”  

*(Spring Break March 15 – March 19)*

WEEK 8  
Tu March 23:  Representations  
Rosenberg, Debra.  “(Rethinking) Gender”  
(in-class film) *Transgender Basics*  
R March 25:  Midterm  

WEEK 9  
Tu March 30:  Interventions: Public Space  
Shepard, Benjamin.  “Sylvia and Sylvia’s Children: A Battle for a Queer Public Space”  
R April 1:  Spade, Dean.  “Compliance is Gendered: Struggling for Gender Self-Determination in a Hostile Economy”  

WEEK 10  
Tu April 6:  Interventions: Public Space  
Rosado, Justin Anton.  “Corroding Our Quality of Life”  
R April 8:  Girshick, Lori B.  “Gender Policing”  

WEEK 11  
Tu April 13:  Interventions: Schools  
Holmes, Sarah E. and Sean Cahill.  “School Experiences of Gay, Lesbian, Bisexual and Transgender Youth.”  
Denizet-Lewis, Benoit.  “Coming Out in Middle School”  
R April 15:  Kumashiro, Kevin K.  “Introduction.”  
Kumashiro, Kevin K.  “ Appropriation of Frames About ‘Safety.’”  

WEEK 12  
Tu April 20:  Interventions: AIDS  
Cohen, Cathy J.  “Contested Membership: Black Gay Identities and the Politics of AIDS”  
R April 22:  Boykin, Keith.  “Seven Deadly Lies and Other Myths”  
Boykin, Keith.  “Let’s Talk About Sex”  
DUE:  Critical Essay #2
WEEK 13  
Tu April 27:  Group Research Presentations  
R April 29:  Group Research Presentations  

WEEK 14  
Tu May 4:  Group Research Presentations  
R May 6:  Group Research Presentations  

WEEK 15  
Tu May 11:  Review for Final Exam  
DUE:  Individual Research Project  

FINAL  
Wed May 19 10:30am-12:30pm
Throughout our required readings thus far in the semester, our authors have argued in various ways that attitudes about homosexuality, and about lesbian, gay, bisexual, and transgender people have changed over time. In fact, many of our readings have presented ways in which attitudes have changed favorably over time (e.g. Michael Sullivan’s “Homophobia, History, and Homosexuality,” Byrne Fone’s “The Last Acceptable Prejudice”).

More specifically, our required texts explicitly discuss suggests for bringing about such favorable change in varying contexts (e.g., Gloria Yamato’s “Something About the Subject Makes it Hard to Name,” Cooper Thompson’s “On Being Heterosexual in a Homophobic World,” Sarah Schulman’s “The Oppressed Will Always Believe the Worst About Themselves,” Dean Carbado’s “Privilege,” Jamison Green “How Do You Know?” Jillian Todd Weiss’ “GL vs. BT: The Archaeology of Biphobia and Transphobia Within the U.S. Gay and Lesbian Community,” Ben Ehrenreich’s “Anatomy of a Failed Campaign”).

In large part, our readings demonstrate that these changes over time in the attitudes about homosexuality as well as LGBT people are closely associated with changes in prevailing frames of homophobia (e.g., Ethel Klein’s “The Anti-Gay Backlash?” Shauna Fisher’s “It Takes (at Least) Two to Tango,” Marlon Bailey et al.’s “Is Gay Marriage Racist?” and Michael Gross’ “Pride and Prejudice”).

Prompt: Changing Frames of Homophobia

Pick ONE required text that you feel discusses the best suggestion for bringing about favorable changes in attitudes towards homosexuality and LGBT people. Then, in a focused and well-organized essay, describe how this text provides the best outlook for favorable changes against frames of homophobia, by addressing the following:

- In what specific context does this text examine homophobia?
- What specific course of action for change against homophobia does this text suggest?
- How does this specific course of action work towards favorable changes against homophobia?
- How and why is this text, and its suggestion for bringing about favorable changes in attitudes towards homosexuality and LGBT people better than other suggestions?

Essays should be at least 3-5 double-spaced pages, and cite enough evidence from our required readings to make their thesis/argument convincing. (I think it would require at least two of the readings but you have to determine for yourself whether you have enough evidence.) The best essays will not only demonstrate your knowledge and familiarity with our readings, but also highlight your understanding and analysis of our texts. In other words, the best essays will not just summarize points from our readings, but will clearly demonstrate how and why students are interpreting a particular text and suggestion for change as “best.”

Students should post their critical essay to Blackboard (in the Discussion Board section in the week you think best fits your thesis), as well as turn in a hard copy to the instructor. No late essays will be accepted.
LGBT 289I -- Critical Essay #2, Argumentative Essay -- DUE Thursday, April 22

Our required readings this semester reflect upon existing strategies and frameworks for combating homophobia. More specifically, many of our texts point out the limits of existing frameworks that reflect assimilationist and accommodationist politics and challenge us to take a different approach based on a radical liberatory queer politics.

Decide where you stand in this debate between assimilationist politics versus radical liberatory politics within LGBTQ contexts. (It may be useful to think in terms of a particular context that our readings have discussed—same-sex marriage, media representations, public space, etc.) Then, in a focused and well-organized essay, write an argumentative essay that makes clear what your position in this debate is, why you hold this position, and why you think others should share your same position.

Essays should be at least 4-6 double-spaced pages, and cite enough evidence from our required readings to make their thesis/argument convincing. (I think it would require at least two of the readings but you have to determine for yourself whether you have enough evidence.) The point is not to summarize points from our readings, but rather to show off your thinking and analysis of our texts.

Students should post their critical essay to Blackboard (in the Discussion Board section in the week you think best fits your thesis), as well as turn in a hard copy to the instructor. No late essays will be accepted.

LGBT 289I - Research: Individual Research Essay & Group Presentation

Individual Research Essay: Due Tuesday May 11

The research essay aims to encourage students’ systematic thinking about a specific manifestation of homophobia and the continued struggle to end discrimination based on sexuality and gender that lesbian, gay, bisexual, transgender, and queer people face. There should be clear links between the topic you choose, the course objectives of our class, and the research you conduct.

In order to share their findings with others, students will prepare a 5-7 page research essay that includes each of the following elements:

- An introductory section that describes in detail what the issue is, including a background/history of how this issue illustrates a specific manifestation of homophobia, and why it is an important issue to address. You should cite at least one of our required texts in this section in order to explicitly connect your topic to our class.

- A section that presents the research you gathered about your issue that pays particular attention to, and offers your analysis and evaluation of, the existing attempts to end oppression based on sexuality related to your topic. You should cite at least three sources from the research you conducted in this section.

- A final section that foregrounds, in detail, your specific innovative ideas about how to better work towards achieving sexual justice for all, yet takes into account real-world viability and practicality. In addition, this section should include at least two specific justifications that explain the positive potential impact and significance of your suggestion for change.
Possible research topics could include such things as: gaining same-sex marriage rights; minimizing the harassment that LGBT students face in high school; securing parental rights for LGBT people; increasing attention to LGBT people of color and their specific concerns; increasing the funding available for research on HIV/AIDS; increasing the awareness of specialized health concerns for LGBT people, etc.

**Group Presentation: April 27, April 29, May 4, and May 6**

**Basic Requirements:**
- Prepare a creative, informative, and polished 13-16 minute group presentation
- Create an original and useful handout that is interestingly connected to your group’s presentation. Make this handout available to the class electronically through Blackboard by posting it to the “Discussion Board” in “WK 13-14 – Group presentations”
- Submit a 1-2 page self-evaluation assessing your own contributions and learning throughout the research, preparation, and presentation process (Self-evaluations are due in class the day you present.)
LGBT 289I Spring 2010 Required Texts


