



WOMS 2315: Introduction to Gay and Lesbian Studies Spring 2016

Instructor: Dr. Wendell A. (Alex) Hunnicutt

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Section Information: WOMS 2315-001 (Spring 2016)

Time and Place of Class Meetings: TTh, 11:00 a.m.-12:20 p.m., LS-120

Teaching Assistant (TA): Mr. Vincent Sosko.

TA's Email Address: vincentstephen.sosko@mavs.uta.edu

TA's Office Hours: 4:30 – 5:00 p.m., Mon. & Wed., UH-223

DESCRIPTION OF COURSE CONTENT: In this course we will explore the social, cultural, and political history of lesbians, gay men, and other socially constituted sexual and gender minorities from the ancient world to 21st-century America. Specifically, we will look at status and context of same-sex practitioners and their roles and acceptance (or rejection) by contemporary culture. Because the production and regulation of queer life has always been intimately linked to the production and policing of “normal” sexuality and gender, we will also pay attention to the shifting boundaries of normative sexuality, especially heterosexuality, and to other broad developments in American history. Themes include the emergence of homosexuality and heterosexuality as categories of experience and identity; the development of diverse lesbian and gay subcultures and their representation in popular culture; the sources of antigay hostility; religion and sexual science; generational change and everyday life; AIDS; and gay, antigay, feminist, and queer movements.

CLASS PREREQUISITES: No special requirements or prerequisites.

REQUIRED TEXTBOOKS:

There are 5 required books for this class:

Bérubé, Allan. *Coming Out Under Fire: The History of Gay Men and Women in World War II*. New York: Macmillan, 1990. (Various editions since, including a 20th Anniversary edition from The University of North Carolina Press.) ISBN: 978-0743210713

Eaklor, Vicki L. *Queer America: A People's GLBT History of the United States*. Westport, CT: The Greenwood Press, 2008. ISBN: 978-1595586360

Gifford, James J., ed. *Glances Backward: An Anthology of American Homosexual Writing, 1830-1920*. Peterborough, Ontario: The Broadview Press, 2007. ISBN: 978-1551117287

Heatley, Holly S. *“Commies and Queers”: Narratives That Supported The Lavender Scare*. Arlington, Texas: University of Texas at Arlington, 2007. **This is available in the UTA library – you do not need to purchase this.**

Rocke, Michael. *Forbidden Friendships: Homosexuality and Male Culture in Renaissance Florence*. (Studies in the History of Sexuality). Oxford: Oxford University Press, 1996. ISBN: 978-0195122923

In addition to these texts, I will provide short readings through blackboard.

STUDENT LEARNING OUTCOMES:

During this course, students will learn how to:

- That students be able to demonstrate a basic knowledge of the roles and status of GLBT people in Western culture.
- That students be able to discuss and differentiate the cultural diversity of human sexualities

- That students be able to explain how cultural artifacts like film, television, and audio media both record and shape GLBT history.
- That students be able to describe how changing attitudes regarding the human body and human sexuality affected the status and treatment of GLBT persons.
- That students be able to analyze the relationship between heteronormative and “queer” sexualities, demonstrating an understanding of the inherent power structure within such structures.

FACULTY EXPECTATIONS:

I expect that students will

- not cheat, plagiarize, collude or commit other acts of academic dishonesty
- participate fully by attending class regularly and being prepared for discussions and other assignments. Being prepared means doing your reading assignment or other class prep before the class session
- do college-level work in all written assignments. You will receive specific and detailed instructions for all assessments within this course, follow them. Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, utilize the services of the Writing Center)
- turn in work on time
- show respect to your instructor and your fellow students in all interactions
- ask for help when needed – Ask questions if something is not clear.
- be courteous during class lectures and discussions, as well as in online communications
- do not sleep in class
- do not read anything in class other than class materials
- do not use earphones or headphones in class unless you have written permission from the office of student disabilities..
- turn off phones during class period. (If your employer or medical or family reasons require you to maintain phone contact, please put it on vibrate so it will not disturb the class and alert me at the beginning of the semester of your situation. If you must respond to an emergency, please leave the classroom, attend to the situation, and return quietly when you have taken care of it.)

CLASS FORMAT: This course relies on approximately 50% lectures and 50% class discussions, individual presentations, and other activities. Some course content and all assignments are provided through Blackboard. I welcome an engaged classroom where students feel free to ask questions and express their ideas and opinions. However, I ask that students maintain proper classroom etiquette. Students should come to class fully prepared. If you find yourself concerned about any aspect of the course, please come to talk with me, at office hours or by appointment. At any reasonable time your arguments and comments will be most welcome. Especially with respect to quick questions (e.g. what is included on a quiz), I encourage you to get in touch with me by email. Email usually is not appropriate for answering more complex questions -- for instance a clarification on a major topic discussed in class. If you do not understand a point made in a lecture, please feel free to raise your hand at that time. Informed, intelligent questions are welcome. Should you wish to discuss a topic at greater length or to explore other treatments of a particular subject, I will be available to discuss these and related matters during office hours.

ASSIGNMENTS AND ASSESSMENTS:

Book Reviews

There are two book reviews, one each over Locke and Bérubé. The format and expectations of these book reviews will be discussed thoroughly in class and handouts and guidelines will be provided both in class and on Blackboard. Each of the two book reviews counts as 15% of the course grade for a total of 30%.

Individual Presentations

Each of you will be assigned an article or a chapter from Eaklor or one of the other texts I provide to prepare and present orally to the class. This will be a mini-book review similar to the major reviews you do on Locke and Bérubé, but will be conducted in class. You will essentially teach that chapter to the class. These will be approximately 10-15 minutes in length. You will submit a hard copy to me as well. This paper and presentation counts as 15% of the course grade.

Student Cultural Paper

There are two elements to for this requirement. Each part is worth 15%, for a total of 30%.

Part 1. A four to five-page paper. Write a mini-ethnography of the place of lesbians, gay men, bisexuals and/or transgendered people in two social milieux you know well: UTA, and one other social world you've inhabited (high school, church, singing group, sports team, etc.). How did you first realize these individuals were GLBT? How are they regarded and treated in these social worlds? How visible, accepted, and/or involved are they in these milieux? What are the terms that people use for them and/or that they use themselves—gay, lesbian, queer, other, none?

Part 2. A four to five page paper. This paper option asks you to interview your parents and grandparents (aunts, uncles, other older family members or friends are potentially acceptable). Interview them about their attitudes toward homosexuality and the lesbians and gay men they knew (if any) when they were young; you are not required to record or transcribe the interview, just to take good enough notes for you to quote them in the paper, in which you will place their attitudes and experiences in historical context. How do their statements and recollections square with what you have learned from the texts, discussions, and lectures in class? If there are differences, what do you think accounts for these variances?

Semester Final Paper

You will submit a larger, final paper near the end of the semester. This paper will tie together the many threads of the course. It should not be a book review but it should rely all of the course texts, the lecture notes and other class discussions. It is not intended as a research paper and should not require extensive recourse to additional sources. The goal is to demonstrate your knowledge and understanding of how GLBT people have existed and been treated, how queer and normal culture coexist, and how political sexuality has been and continues to be. This paper counts as 15% of the course grade. Guidelines and specifics will be available in class and on Blackboard.

Classroom Discussion and Participation

Within the class periods, time will be available to for discussions, either in small groups or as an entire class. In addition, there will be occasional exercises in class, possibly short paragraphs or small group projects. And, I will check roll. Your mere presence will count at least to some extent toward your participation grade. Classroom discussion and participation count as 10% of the course grade.

In summary, the final grade for the course will be based on the following:

GRADED ASSIGNMENTS

Item	Points	Percent of Grade
Rocke Review	150	15%
Bérubé Review	150	15%
Individual Presentation	150	15%
Cultural Paper 1	150	15%
Cultural Paper 2	150	15%
Semester Final Paper	150	15%
Participation	100	10%
Total Points available	1000	100%

Check the **Course Calendar** for dates of these assignments, quizzes, and exams.

The essays and projects will be accessible and available for several days prior to the due date. **You do not have to wait until the due date to complete these assignments.** If the due date conflicts with your schedule, then complete the assignment early, or contact me *beforehand*. If you do not like the day it is due, then do it some other day.

In other words, "I forgot," or "I had a conflict that prevented me from completing the assignment at the time it was due," is not a valid excuse except in cases of genuine, unforeseeable, and verifiable emergencies.

Technical problems are also not good excuses, because there was ample time to complete the assignment and to resolve any technical issues. If Blackboard itself becomes unavailable, then extensions will be granted. Blackboard administrators always make announcements regarding Blackboard outages.

Make Up Contingencies.

Students are expected to complete all assignments on time. If a student is unable to make a class presentation at the scheduled time, he or she should contact the professor to see **if** a make-up presentation will be allowed or an extension can be arranged. There is no guarantee of a make-up or an extension implied. The individual presentations will be made up either at the mutual convenience of the student and professor or else at the time of the final exam. Missing an individual presentation and presenting as a make-up affects the subsequent schedule of the course and affects other students. The overall class progress will not be sacrificed to accommodate a student make-up.

LATE SUBMISSION PENALTIES:

Unless some extraordinary circumstances apply, an assignment that is submitted late will receive a 10% reduction in grade per day late. I will apply this on a pro-rated scale down to the minute.

Exceptions to due dates will be given only in unusual or prearranged circumstances.

GRADES / POINTS (Total Accumulated Points)

Total Points Accumulated	Percent	Grade	Translation
900 and above	$\geq 90\%$	A	Excellent
800 – 899	80% - 89%	B	Good
700 – 799	70% - 79%	C	Average
600 – 699	60% - 69%	D	Passing
Below 600	$<60\%$	F	Failing

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

EXTRA CREDIT

If there are any other extra credit opportunities along the way, I will make an announcement both in class and through Blackboard. If there are such opportunities, they would be available to all students and a general announcement will be forthcoming.

EXPECTATIONS FOR OUT-OF-CLASS STUDY: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6-9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Attendance Policy:

Regular attendance is **STRONGLY** recommended. Though regular attendance does not guarantee success in the class, years of teaching experience has shown me that

STUDENTS DO NOT DO WELL WITHOUT ATTENDING EVERY LECTURE.

Students who miss a class meeting should get the notes for the class they miss from a fellow student. If you have any questions about the notes you receive, you should feel free to ask me for clarification.

Since exams are based on assigned readings, lecture material, and class discussions, obviously class attendance is important. Students need to come to class, be on-time, and remain in class until dismissed. I expect your complete attention. Do not sit in class and text-message. Turn off and put away your cell phones, headphones, etc. before you enter the classroom. If a student is unable to comply with this, that individual should drop the class.

Thank you for your courtesy to me and to the rest of the class.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

http://www.uta.edu/catalog/content/general/academic_regulations.aspx#19.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected

violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

I try to answer all emails within a few hours of receiving them. If as much as 24 hours pass without a reply from me, please write me again. Chances are, I did not receive it or else I am dead or held captive.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the center and the East end of the building. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Course Schedule.

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Wendell A. Hunnicutt.”

Date	Day	Readings	Lecture Topic	Graded Items Due
1/19	Tu		Introduction, Preliminary Discussions, Terminology	
1/21	Th	Crompton: Early Greece Cantarella: The Classical Age		
1/26	Tu	Crompton: Rome and Greece Richlin: Not before Homosexuality		
1/28	Th	Crompton: Judea	Ancient World: Greece and Rome	
2/2	Tu	Cantarella: The Empire	Ancient World - Others: Hebrews	
2/4	Th	Crompton: The Medieval World	Decline of Roman Empire and Beginning of the Dark Ages	
2/9	Tu	Begin reading Locke		
2/11	Th			
2/16	Tu	continue reading Locke	Renaissance	
2/18	Th	Norton: t.b.a.	18th and 19th century Britain & France	
2/23	Tu	t.b.a.		
2/25	Th	Norton: t.b.a.		
3/1	Tu	Hirshfeld, Kraft-Ebbing	19th Century Britain	Cultural Project 1
3/3	Th	Hirshfeld, Kraft-Ebbing	19th Century Germany	
3/8	Tu	Gifford and Eaklor; t.b.a.	19th Century America	
3/10	Th	Gifford and Eaklor; t.b.a.		
3/15	Tu	Spring Break		
3/17	Th			
3/22	Tu	Gifford and Eaklor; t.b.a. begin Bérubé	American West	
3/24	Th	Gifford and Eaklor; t.b.a. continue Bérubé	Early 20th Century America	
3/29	Tu	Gifford and Eaklor; t.b.a. continue Bérubé		
3/31	Th	Eaklor; t.b.a. finish Bérubé	World War II	Book review on Bérubé
4/5	Tu	Eaklor; t.b.a. begin Heatly		

4/7	Th	Eaklor; t.b.a. continue Heatly	Cold War, McCarthy, The Lavender Menace	
4/12	Tu	Eaklor; t.b.a. finish Heatly		Cultural Project 2
4/14	Th	Eaklor; t.b.a.	Early Post-War Activism	
4/19	Tu	Eaklor; t.b.a.	60s & Stonewall	
4/21	Th	Eaklor; t.b.a.	Stonewall	
4/26	Tu	Eaklor; t.b.a.	70s & Disco; Feminism and Self-Discovery	
4/28	Th	Eaklor; t.b.a. Shilts	AIDS & the 80s	
5/3	Tu	Eaklor; t.b.a.	New Gay 90s	Semester final paper
5/5	Th	Eaklor; t.b.a.	21st Century: Marriage and beyond	
5/10	Tu		FINALS WEEK	
5/12	Th		FINALS WEEK	

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Librarian to Contact: Jody Bailey, jbailey@uta.edu, 817.272.7516

Library Home Page..... <http://www.uta.edu/library>
 Subject Guides..... <http://libguides.uta.edu>
 Subject Librarians..... <http://www.uta.edu/library/help/subject-librarians.php>
 Database List <http://www.uta.edu/library/databases/index.php>
 Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
 Library Catalogue..... <http://discover.uta.edu/>
 E-Journals..... <http://liblink.uta.edu/UTALink/az>
 Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
 Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>
 Ask A Librarian..... <http://ask.uta.edu>

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> . If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.