ACCOMMODATION FOR STUDENTS WITH DISABILITIES:
We all have varying abilities. Students who have verification from Disability Services are responsible for contacting the instructor as soon as possible to make necessary arrangements. The Office for Disability Services verifies the need for accommodations and assists in the development of accommodation strategies. Please let me know early on in the quarter what we can do to maximize your learning potential, participation, and general access in this course.

The Office for Disability Services is located at 150 Pomerene Hall
http://www.ods.ohio-state.edu

Course Description
This course will examine the construction of the lesbian and the development of "lesbian" identities, cultures, and communities over the 19th, 20th, and 21st centuries. We will explore the diversity of lesbian, dyke, and queer cultures in the US through a close examination of lesbian/feminist/queer theory, autobiography, music, art, literature, film, television, and pornography. The goal of the course is to give you a rich and nuanced understanding of how sexual identity shapes one’s political, economic, and social belonging in the United States; we will do so by tracing one group's (in this case, lesbian’s) diverse experiences of, and responses to, political, economic, and social marginalization. Investigating the ways sexual identity intersects with gender identity, class position, disability, racial/ethnic identity, and nationality will form the foundation of our discussions and textual analyses.

Texts
- Additional articles available electronically on Carmen. To access Carmen, log on at http://carmen.osu.edu and select this course from the list of Winter 2012 classes.

Course Requirements & Grading
Students will complete the following:
- Reading Quizzes (6) 15%
- Midterm Paper 20%
- Participation (class & blog) 20%
• Book or film review 20%
• Final Project 25%

Participation – 20%
There are 3 components to your participation grade:
1. **Attendance:** Attendance will be taken every day. You are permitted 2 unexcused absences, no questions asked. After 2 absences, your absences will have an adverse effect on your participation grade – after all, if you are not in class, you are not participating. If at all possible, please contact me in advance if you need to miss class.
2. **Class Discussion:** Class discussion is designed to help you become engaged with, and think critically about, the materials presented in the essays, films, and lectures we encounter. **It is mandatory that you complete all of the reading in order to participate meaningfully in class discussion.** You must come to class everyday prepared to discuss. I ask that you be open to exploring issues of gender, sex, and sexuality through a feminist lens. Our critical thinking will be deployed to analyze ideas and arguments - personal attacks are not permitted.
3. **Class Blog:** Blog participation is the third element of your participation grade. To receive a passing grade in participation, you must post a minimum of FIVE (5) times throughout the quarter. You will be assessed on both the quantity and **quality** of the posts. Postings can continue a class discussion or spark a new one. I encourage you to respond to other postings, in addition to creating your own discussion postings. You may respond thoughtfully to a class reading. You may link us to a news article, an advertisement, or a music video. You may post about song lyrics, a media character, a film, or a TV show that you heard/saw. You may want to tell us about an event you attended or a personal experience you had. All of these options are open to you, although I expect all blog posts to be **relevant to our course and/or class discussions.** Although I hope this classroom will become a space where you feel confident sharing your thoughts and insights, I also know that sometimes it takes time to think through what we want to say. If you’re feeling quiet, posting to the blog throughout the quarter will greatly help your participation grade.
   a. Our class blog will not be made public – only students in this course will be able to see/read/comment on it.
   b. Our blog address: http://wgss370winter2012.blogspot.com/

**Reading Quizzes – 15%**
Seven (7) times over the course of the quarter I will ask you to respond in class to a written question/query addressing the readings for that day. The lowest quiz grade will be dropped.

**Midterm Paper – 20%**
Instead of a midterm exam, you are asked to write a 4-5 page (typed, double-spaced) essay. **A prompt will be passed out closer to the due date.** You can have fun with this paper, but be sure it demonstrates your best writing, including careful organization and proper grammar, spelling, and punctuation. A works cited page is required (in whatever style you’re
comfortable with: MLA, APA, Chicago, etc.). At minimum you should be using 3 sources from class to write this paper. **DUE: 2/7 in class**

**Book or Film Review – 20%**

At some point over the course of the quarter you are required to publish to the class blog a review of a written or visual text whose main characters are lesbian, bisexual, transgender, or queer. I would prefer that you choose a text written or directed by someone who also identifies as lesbian, bisexual, queer, or transgender. The review should include a description of the storyline (250 words), some brief information about the author of the text (1 paragraph), and your analysis of the text itself (500-750 words). I highly recommend that you write your review in Word, and then copy and paste into a blog post. This will allow you to get an accurate word count and will prevent you from losing your entire analysis – which can happen sometimes when you’re working online! Some questions to consider in your analysis:

- How does this text connect to the concepts and histories we are learning about in this class? Does this text clarify some of those concepts/histories? Which ones and how?
- What, if anything, about this book/film raises further questions for you? Is there anything about this book/film that might be problematic? What?
- Does this text seem to be speaking to a mainstream audience, or to an audience we might say is “in the know?” How might this text contribute to the formation of an alternative culture or community? Who might you recommend this film to, and why?

**Final Project – 25%**

Your final is either a creative project OR an academic research paper related to “lesbian cultures.” Whatever you choose, be sure to be thoughtful and creative. What topic related to lesbian cultures do you think deserves further research and thought? What topic motivates you either personally or politically (or both)? How can you use your own passion to generate a successful final project? Do not choose something that is uninteresting or boring to you. The most exciting creative and intellectual work is motivated by personal investments. Take the time to brainstorm and journal about potential ideas.

*Every student will be required to meet with me before he or she begins work on this project. Project proposals (~ one page) are due 1/24 in-class. After I receive your proposal, I will give you feedback during a required face-to-face meeting (scheduled on 1/26 or 1/27) to help you further refine your focus. Please do the necessary work to make sure this project or paper is feasible. Once you turn in your proposal I ask you to stick to that project. Your focus may get tweaked, or you may end up choosing one specific part of your proposal to explore in greater detail—this kind of change is expected and encouraged! But if you spend the first 9 weeks of the quarter thinking you’re going to write a paper about lesbians in sports, and then panic during the last week of the quarter because you have procrastinated doing your research, you cannot decide to then start working on a documentary video. **DUE: 3/15***
**Research Paper Option:** 10-12 pages (typed, double-space, 12-point font) research paper on a topic of your choice. This option requires library research and the use of outside sources. I especially encourage this option if you're interested in learning more about a topic related to lesbian cultures that was not covered in class (or not covered in detail).

**Creative Project Option:** This could be a website that you design and produce, a photo exhibit that you curate, a print ‘zine that you create, a short film that you make, etc. Note: subject release forms may be required if you photograph, film, or interview people for your projects. We can talk about this during your one-on-one meeting.

**Late/Make-Up Work**
Assignments are due in class on the day listed on the syllabus. I will only accept late work or work submitted by email with verifiable proof of an emergency, extenuating circumstances, or illness. Quizzes can only be made up if you have an EXCUSED absence. If at all possible, you should consult with me prior to the due date and should call or e-mail as soon as a problem crops up. Do not assume that you will be granted an extension for anything until you have spoken with me.

**Academic Misconduct and Plagiarism**
As defined in University Rule #3335-31-02, plagiarism is “the representation of another’s works or their ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report ALL cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the course to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own; plagiarism search engines make documenting the offense very simple.

- Always cite your sources (your TA or instructor can help you with this)
- Always ask questions before you turn in your assignment if you are uncertain about what constitutes plagiarism
- Always see your TA or instructor if you are having difficulty with an assignment

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**
**CLASS SCHEDULE**

***: find essay on CARMEN
Faderman: *Odd Girls and Twilight Lovers* text

**TUE 1/3: INTRODUCTION TO THE COURSE** (week 1)

**THR 1/5: CITIZENSHIP, GENDER, & SEXUALITY** (week 1)
- “Heterosexism” page on Wikipedia ***
- Heterosexual privilege checklist ***

**TUE 1/10: BEFORE THE LESBIAN & INVENTING THE LESBIAN** (week 2)
- Faderman. Chapter 1 & 2

**THR 1/12: EARLY GAY AND LESBIAN FORMATIONS** (week 2)
*FILM: Before Stonewall*
- Faderman. Chapter 3, 4, 5

**TUE 1/17: BUTCHES & FEMMES** (week 3)
- Faderman. Chapters 6 & 7

**THR 1/19: LESBIAN FEMINISM** (week 3)
- Faderman. Chapter 8

**TUE 1/24: LESBIAN SEPARATISM** (week 4)
*Project proposal due, in class*
- Faderman. Chapter 9

**THR 1/26: THE SEX WARS** (week 4)
*Film (excerpt): If These Walls Could Talk II*
- Faderman. Chapter 10

Required meeting to discuss project proposal: Thursday 1/26 or Friday 1/27.
Your meeting time: _____________________
TUE 1/31: **THE 90’s (week 5)**
- Faderman. Chapter 11
- Anonymous queers. “Queers Read This: I Hate Straights.” (1990) ***
- Browse the Lesbian Avengers website, including the Lesbian Avenger Handbook ***

THR 2/2: **QUEER GENDERS (week 5)**
- Bergman, S. Bear. Selections from *Butch is a Noun* and *The Nearest Exit May Be Behind You.* (2006, 2009) ***

TUE 2/7: **LESBIAN COMMUNITIES & INCLUSION (week 6)**
*Midterm paper due, in-class*
- Additional essays TBD

THR 2/9: **CASE STUDY: MICHIGAN WOMYN’S FEST (week 6)**
- Browse Michigan Womyn’s Music Fest website ***
- “How the Michigan Womyn’s Music Festival’s Topless Women Changed my Lesbian Life Forever” (2009) ***
- **OPTIONAL:** Browne, Kath. “Womyn’s separatist spaces: rethinking spaces of difference and exclusion.” ***

TUE 2/14: **THE MARRIAGE DEBATE (week 7)**
- Ettelbrick, Paula L. “Since When Is Marriage a Path to Liberation?” (1989) ***
- Beyond Marriage Statement (2006) ***

THR 2/16: **LESBIAN/QUEER SEXUAL CULTURES (week 7)**

TUE 2/21: **FAMILY & KINSHIP (week 8)**
• “Children of lesbians do better.” (2010) ***
• “Our genderqueer family has a lesbian dad.” (2011) ***
• “Parenting by gays more common in the south.” (2011) ***
• Commentary on gay parenting in the south (2011) ***
• Browse the “Biological Clock” project (2011) ***
• Browse the “It’s Conceivable” website ***

THU 2/23: HEALTH (week 8)
• Essays TBD

TUE 2/28: REPRESENTING LESBIANS (week 9)
Episode: The L Word
• Read 3 of the following essays:
  o Chambers, Samuel A. “Heteronormativity and the L Word: From a Politics of Representation to a Politics of Norms.” ***
  o Wheeler, Lorna and Lara Raven. “Straight-up Sex in the L Word.” ***
  o Johnson, Merri Lisa. “L is for Long-term: Compulsory Monogamy on the L Word.” ***
  o Moore, Candace and Kristen Schilt. “Is She Man Enough? Female Masculinities on the L Word.” ***

THR 3/1: LESBIAN VISUAL CULTURES (week 9)
Film: The Watermelon Woman

TUE 3/6: DRAG & PERFORMANCE CULTURES (week 10)
Guest Speakers

THU 3/8: RETHINKING CITIZENSHIP (week 10)
• Phelan, Shane. Excerpts from Sexual Strangers. (2001) ***

THR 3/15 : FINAL PROJECTS DUE 3:30pm-5:18pm
• We will meet as a class to turn in our projects and share them with one another.