TO ACCOMPANY PROPOSAL FOR NEW UNST CLUSTER

Title of proposed cluster
SEXUALITIES

Proposing faculty member Ann Mussey

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1) PARTICIPATING CHAIRS AND FACULTY: SEE ACCOMPANYING SIGNATURE PAGE(S)

2) CLUSTER COORDINATING COMMITTEE

[Signature]
CHAIR, CLUSTER COORDINATING COMMITTEE

12.31.00
DATE

3) OFFICE OF UNIVERSITY STUDIES

[Signature]
DIRECTOR


DATE

4) UNIVERSITY STUDIES COMMITTEE

[Signature]
CHAIR, UNIVERSITY STUDIES COMMITTEE

12.18.00
DATE

5) UNST CURRICULUM OVERSIGHT COMMITTEE


DATE

5) UNIVERSITY CURRICULUM COMMITTEE


DATE

Current personnel in the categories noted above are Craig Wollner (IMS), Chair of Cluster Coordinators; Judy Patton (UNST), UNST Director; and Sherri Gelmon (PA), Chair, UNST Curriculum Oversight Committee

Copies of completed document are to be filed with cluster coordinator(s) as well as sent to appropriate department chair(s), Office of University Studies, UNST Scheduling, and Chair, Cluster Coordinators.

University Studies: November 2000
Title of proposed cluster: Sexualities

Proposing faculty member: Ann Mussey, Women’s Studies

When will the Sophomore Inquiry course first be offered? The Sophomore Inquiry course will be offered Fall 2001.

Statement of cluster theme: This cluster will explore human sexualities from a variety of disciplinary and topical perspectives. While we tend to speak of sexuality in the singular, it actually encompasses a broad array of behaviors and beliefs which differ quite radically across cultures and time. Bodily sex, reproductive functions, and erotic expressions are all part of what we call “sexuality” and can be viewed from multiple vantage points, for example, historically, cross-culturally, biologically, through literature or the arts. All of the courses begin with the presumption that sexed bodies and expressions of desire are both socially constructed and highly contested. Furthermore, sex and sexuality are interwoven with other social categories, such as gender, race, class, and nationality. This topic will enable a complex exploration of the constitutive work of sexuality in the formation of social institutions and power relations. Finally, this is a theme which lends itself to interdisciplinary education, cutting across the divides between the arts, humanities, social sciences, and physical sciences.

B. General Education goals:

1) Inquiry and Critical Thinking: Commonplace knowledge about sexuality routinely passes without interrogation. However, this course will explore how we organize sexuality around the categories of race, class, sexual orientation, gender, national origins, and religion. It will focus on contested knowledge about the body and desire including presumptions about the transhistorical, apolitical and strictly personal meaning of sexuality; sex essentialism; the sex/gender dichotomy; and the seamless fit between the body, gender, sexual identity, and desire. Students will be confronted with interpretations which bring into question common wisdom and traditional scholarship regarding sexuality. They will be called upon to analyze the politics of various assumptions about sexual identities and desires, and they will be encouraged to critically consider alternative interpretations.

2) Communication: All of the courses rely on interactive, student-centered learning strategies such as small group discussions, group projects, and experiential exercises. A variety of writing assignments from journals, to short reaction papers, to more traditional analytic essays are also typical of the courses in this cluster.
3) Human Experience: The cluster focuses on sexuality and its meanings in personal and social relationships. But it also places those relationships in the larger context of the production of knowledge, the regulation of social behavior, and the constitution of institutional power.

4) Ethical Issues and Social Responsibility: This cluster will raise awareness of the multiplicity of sexual identities and practices which exist and call attention to the inequities of power that are based on sexual expression and gender presentation. The courses will expand students’ abilities to think critically about systems of normativity, especially those related to gender, the sexed anatomy, and sexual desire. Given the intensity of the current contestation over the civil rights of sexual minorities, it is crucial that students learn to think critically and humanely about these issues.

C. Cluster coherence: While coming from a variety of disciplines, the faculty all share a knowledge of feminist scholarship on sexuality and gender and scholarship in the emerging field of queer studies. All of the courses begin with the presumption that sexuality is socially/historically constructed and can be understood as such through the various methods of analysis appropriate in each discipline.

D. Brief description for students: This cluster will explore the diversity of human sexualities from a variety of disciplinary and topical perspectives. From the biology of sexual orientation to the changes in sexual expression across time, you will learn to think critically about the cultural assumptions regarding what is “normal” and “natural” in terms of sex, gender, and desire. You will also examine the complex interaction of sexual orientation with race, gender, national origin, class, age, and ability.

E. Outline of Sophomore Inquiry: [see attached document]

F. Interdisciplinary breadth of cluster: This cluster incorporates courses from the social sciences and the humanities, including history, sociology, English, and Women’s Studies.
### G. Cluster schedule:

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<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>2001-02</td>
<td>Soph. Inquiry: Sexualities</td>
<td>Introduction to Queer Studies</td>
<td>Lesbian History</td>
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<td>Lesbian and Gay Fiction</td>
<td>History of Sexualities</td>
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<td>Introduction to Queer Studies</td>
<td>Lesbian History</td>
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<td>Lesbian and Gay Fiction</td>
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<td>Gender and Sexualities</td>
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<td>Soph. Inquiry: Sexualities</td>
<td>Introduction to Queer Studies</td>
<td>Lesbian History</td>
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<td>Lesbian and Gay Fiction</td>
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</tbody>
</table>
E. Outline of Sophomore Inquiry:

SEXUALITIES

Instructor: Ann Mussey

Course Description: This course will look at sexuality with its multiple meanings as body, desire, identity, and reproduction from a variety of different perspectives. We will consider sex and the sexed body as historical constructions and explore the debates about the role of biology and culture in shaping desires, practices, and identities. We will then look at specific examples in which sexualities are regulated by societies. Finally, we will explore the interweaving of sex, race, class, and nationality.

Outline of Topics:
Weeks 1 & 2
SEXUALITY AS AN HISTORICAL CONSTRUCT: This set of readings introduces students to the concept of socially constructed sexuality through historical and anthropological narratives. These texts explore the multiple meanings attached to sexuality as erotic desire, social identity, biological reproduction, and social reproduction.
   Readings: Thomas Laqueur, "Orgasm, Regeneration, and the Politics of Reproduction,"
The Making of the Modern Body
   Will Roscoe, Zuni Man-Woman (excerpts)
   George Chauncey, Gay New York (excerpts)
   Alice Dreger, Hermaphrodites and the Medical Invention of Sex (excerpts)

Weeks 3 & 4
BODY/GENDER/IDENTITY/DESIRE: ARE THEY CONGRUENT?: In this unit, we explore the assumed congruence of desire with anatomical sex, gender behavior, and gender identity. We take a look at a variety of sex and gender systems.
   Readings: Ann Fausto-Sterling, Sexing the Body: Gender Politics and the Construction of Sexuality
   Kate Bornstein, The Gender Workbook
   Barbara Smith, “The Dance of Masks” The Persistent Desire
   Tomas Almaguer, “Chicano Men: A Cartography of Homosexual Identity and Behavior”
   Serena Nanda, “The Hijras of India” A Queer World
   Gilbert Herdt, Same Sex, Different Cultures (excerpts)

Weeks 5 & 6
SEX AND SURVEILLANCE: Sexuality has been the site for the enactment of social control. It has been used to enforce dichotomous gender distinctions, ethnocentrism, racism, colonial power, and
a hierarchy of sexual value in which some forms of sexual expression are considered “normal” and others perverse. These readings explore the politics of sexuality as social control.

Rickie Solinger, Wake Up Little Susie (excerpts)
Deborah McDowell, “It’s Not Safe. Not Safe at All’: Sexuality in Nella Larsen’s Passing” A Queer World
Janet Halley, “The Construction of Heterosexuality,” Fear of a Queer Planet
Carole Vance, “Negotiating Sex and Gender in the Attorney General’s Commission on Pornography,” Uncertain Terms
John O’Neil and Patricia Kaufer, Irrikapungu/ Sex Determination and the Inuit Struggle for Birthing Rights in Northern Canada” Conceiving the New World Order

Weeks 7 & 8
SEXUALITY, COLONIALISM, AND NATION-BUILDING: We commonly think of sexuality as primarily an intimate act of personal relationships. But its uses and meanings have been much more political, as all of the pervious readings have shown. This section looks at how sexuality has functioned to build national identities, served to impose colonial power, and become a conduit for international relations.

Readings: George Chauncy and Elizabeth Povinelli, eds., Thinking Sexuality Transnationally (excerpts)
Veena Das, “National Honor and Practical Kinship: Unwanted Women and Children,” Conceiving the New World Order
Anna Anagnost, “A Surfeit of Bodies: Population and the Rationality of the State in Post-Mao China,” Conceiving the New World Order
Elizabeth Povinelli, “Sex Acts and Sovereignty,” The Gender/Sexuality Reader
Phillip Harper, et al., Queer Transsexions of Race, Nation, and Gender
Video: La Operacion
Martha Hodes, ed., Sex, Love, Race: Crossing Boundaries in North American History (excerpts)

Week 9
GETTING PERSONAL: NEGOTIATING DESIRE: This final section looks at personal narratives of desire and the ways in which individuals have negotiated their sexuality amidst the complex social meanings we have studied throughout the term.

Readings: Dorothy Allison, Skin (excerpts)
Pat Califia, Public Sex: The Culture of Sex Radicalism (excerpts)
Joan Nestle, “My Mother Liked to Fuck,” Pleasure and Danger
Irena Klepfisz, “They’re Always Curious,” Pleasure and Danger
Audre Lorde, “The Uses of the Erotic,” Sister Outsider
Robert Mapplethorpe, selected photos
Gloria Hull, “‘The Lines She Did Not Dare’: Angelina Weld Grimke, Harlem
   Renaissance Poet,” Lesbian and Gay Studies Reader
Cheryl Clarke, selected poems
Video: Marlon Riggs “Tongues Untied”
Diane Hugs, “Pleasures,” With the Power of Each Breath: A Disabled
   Women’s Anthology (Women Images)
Gloria Anzuldua, Borderlands (excerpts)
Kitty Tsui, “Who Says We Don’t Talk About Sex?” A Persistent Desire
PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of proposing faculty: Ann Mussey

Title of proposed course: Introduction to Queer Studies

Department: Women's Studies

Title of cluster: Sexualities

Name of cluster coordinator: Ann Mussey

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COURSE APPROVED FOR CLUSTER INCLUSION BY

Department Chair: John Doe
Date: 12/14/00

Cluster Coordinator: Ann Mussey
Date: 12/14/00

Chair, Cluster Coordinators: ____________________________ Date: ______________

Chair, UNST Committee: ____________________________ Date: ______________
PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of proposing faculty: Ann Mussey

Title of proposed course: Introduction to Queer Studies

Department: Women’s Studies

Title of cluster: Sexualities

Name of cluster coordinator: Ann Mussey

A. Course Description: This is an interdisciplinary course that will introduce students to the lives of sexual “minorities” in social and historical context with a focus on lesbian, gay, bisexual, and trans histories and identities. We will look at the historical roots and political uses of sexual norms and sexual identities and explore the complex interactions of race, class, gender, and desire. Finally, we will look at some of the current contests around sexual difference and diversity such as same-sex marriage, feminism and transgender issues, transsexual rights, sex radicalism, and HIV/AIDS.

B. Course Development: This is not a new course.

C. General Education Goals:

1. Inquiry and Critical Thinking: The materials of this course construct a series of challenges to commonplace assumptions about sexuality: sexuality as a transhistorical given; sex essentialism; sex and gender dichotomies; the presumed congruence of the sexed body, desire, gender display, and identity; and the necessity of identity politics.

2. Communication: This course relies on interactive learning methods, such as small group discussions and group projects. It is also writing intensive with in-class reaction writing, short analytical think pieces throughout the term and more conventional research writing.

3. Human Experience: Sexuality is a very human experience. Students will explore variations in sexual expression, examine the narratives we all use to explain who we are as sexual beings, and read numerous first-person accounts about sexual subjectivity.

4. Ethical Issues and Social Responsibility: Students will examine the social implications of heterosexist assumptions in history, science, politics, the legal justice system, and familial relationships and go on to explore possible interventions. This course is designed to affirm those students who do not fit the heteronormative ideals and support more inclusive attitudes and behaviors among all.

E. Course Outline [see attached syllabus]
COURSE DESCRIPTION
This is an interdisciplinary course that will introduce you to the lives of sexual "minorities" in social and historical context with a focus on lesbian, gay, bisexual, and trans histories and identities. We will look at the historical roots and political uses of sexual norms and sexual identities and explore the complex interactions of race, class, gender, and desire. Finally, we will look at some of the current contests around sexual difference and diversity.

READING MATERIALS
Books for purchase at In Other Words Bookstore, 3734 SE Hawthorne, 232-6003
Vera Whisman, Queer by Choice
Leila Rupp, A Desired Past
Packet of xeroxed articles at Clean Copy

GRADED ASSIGNMENTS
1. Attendance, class participation, short writing assignments (40%, 150 pts): Class preparation, attendance, and participation are an important part of this course. To help you prepare for class and underscore the importance of active learning, there will be ten short writing assignments based on the course readings and discussions. You will write some outside of class and others you will write impromptu during class time. Many of the assignments are already on the syllabus. Each is worth 15 points. I will accept late assignments as long as they are no more than a week late; the first two late assignments will be accepted without penalty; all subsequent late assignments will lose 2 points. The questions typically will ask you to synthesize several of the course readings, explore concepts, and/or analyze passages from the readings. I would prefer that the assignments you write outside of class be typed, but you will not be penalized if you write by hand. They are designed to get you to work with the ideas in the course material; they are not meant to be polished essays and will be graded keeping in mind the exploratory nature of the writings. WARNING: Missing even one or two of these assignments can drop your grade from an “A” to a “B” or even “C”.

2. Discussion questions and essay (20%, 75 pts): You and one or more partners will prepare discussion questions based on the assigned readings for one class meeting. These questions may be used during class; however, you will not be expected to take responsibility for leading the class meeting. You will also write a short essay explaining why the questions you pose are significant, especially in terms of the course materials, what issues in the readings you hoped to explore, and your answers to the questions. The questions are due during the class meeting immediately preceding your assigned date, and your essay is due on your assigned date. Five (5) points will be
deducted from the grade of late essays.

3. Final exam OR research paper (40%, 150 pts): You may choose to do either an in-class final essay exam to be given during the final exam period OR write an 8 page research paper due by noon on the final exam day. Research topics and working bibliographies must be approved by instructor on or before Monday, Nov. 13. Except under unusual circumstances, eight (8) points will be deducted from the final grade of late papers.

SCHEDULE OF ASSIGNMENTS [*denotes classes for student discussion questions]

What is Queer Studies?
M Sept 25: Introduction: Defining queer identity and queer positionality
W Sept 27: Moon, "Whose History? The Case of Oklahoma"
   Rich, "Compulsory Heterosexuality"
   In-class writing assignment: Rich gives many examples of how heterosexuality is enforced, especially among women. Identify and explore at least one example of heterosexism that you have encountered in your life. If you can, use an example which Rich does not use.
   Katz, "'Homosexual' and 'Heterosexual"
   In-class writing assignment to be announced in class.

Queer Histories
W Oct 4: Rupp, A Desired Past, p. 1-72
   Discussion question: How does Rupp define her historical subjects (the people whom she places at the center of her study)?
   Video: “Out of the Past”
* M Oct 9: Rupp, p. 72-129
   Katz, “Coming to Terms”
* W Oct 11: Rupp, p. 130-199
   Kennedy, "Telling Tales"
   Out of class writing assignment due W Oct 11: What are some of the broad historical changes that Rupp outlines in her narrative?

Sexual Identities and their Complexities
M Oct 16: Gomez, "The Event of Becoming"
   Video: “Tongues Untied”
* W Oct 18: Courvant, “Strip”
   Allison, “A Question of Class”
   Lee, "Why Susie Wong is Not a Lesbian"
   In-class writing assignment on the insights and analysis that Riggs, Gomez, Allison, Lee, and Courvant offer about the intersections between racial, class, disability, gender and sexual identities.

Sex and Gender Trouble
* M Oct 23: Roscoe, "Gender Diversity"
Almaguer, "Chicano Men"
Nanda, "The Hijras"

_in-class writing assignment:_ What is meant by di-morphic gender, also referred to as the gender dichotomy? What do these cross-cultural examples reveal about dominant American cultural assumptions about sex and gender?

*W Oct 25: Kessler, "Creating Good-Looking Genitals"
   Feinberg, "We Are All Works in Progress"

_out of class writing assignment due W Oct 25: What are the normative assumptions of that our society holds about sex, gender and desire? Give specific examples from the readings in this unit which illustrate how these assumptions contribute to homophobia and heterosexism.

_Narratives of Sexual Identity: Essentialism and Social Constructionism_

   According to Whisman there are three narratives that gays and lesbians use to talk about their sexual orientation. Come to class ready to describe them. Do you have a narrative to explain your sexual orientation? If so, what is it? If not, think about why you don't.

*W Nov 1: Whisman, p. 68-126
   _In-class writing assignment:_ Construct a narrative of sexual desire or sexual orientation that does not rely on essentialism.

_Science and Sexuality_

*M Nov 6: Terry, "The Seductive Power of Science"
   Nelkin and Lindee, "Creating Natural Distinctions"

*W Nov 8: Zicklin, "Media, Science, and Sexual Ideology"
   Byne, "LeVay's Thesis Reconsidered"

_out of class writing assignment due W Nov 8: What criticisms do Terry, Nelkin, Zicklin, and Byne raise about scientific investigations of sexual orientation? What positive contributions could science make that would avoid these problems? Think about research topics, questions and goals as well as methodologies.

_The Politics of Sexuality_

*M Nov 13: Hunter, "Life After Hardwick"
   Goldstein, "Homosexual Identity and Gay Rights"

_in-class writing:_ How are essentialist and constructionist explanations of sex and gender embedded in legal conceptions of sexual behavior and identity?

_Research topics and working bibliographies must be approved by instructor on or before Monday, Nov. 13._

_W Nov 15: Hardisty and Gluckman, “The Hoax of Special Rights”_
   Video: Ballot Measure 9

*M Nov 20: Chang, "Colin Powell's Reflections"
   Gates, "Backlash?"

*W Nov 22: Rubin, "Thinking Sex"
   Patton, "AIDS and Adolescence"

_out of class writing assignment due W Nov 22: What is Rubin's “radical theory of sexuality” and how does she use history to develop her theory?

5
*M Nov 27: Duggan, "Queering the State"
   Gamson, "Must Identity Movements Self-Destruct?"
W Nov 29: Clarke, et al., "Twenty-Five Years After Stonewall"
   Nardi, "Changing Gay and Lesbian Images in the Media"
   Video: After Stonewall

**FINAL EXAM** Monday Dec. 4, 12:30-2:40
Portland State University
Introduction to Queer Studies
Bibliography/Table of Contents
Fall 2000


PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of proposing faculty: Ann Mussey

Title of proposed course: History of Sexualities

Department: Women's Studies

Title of cluster: Sexualities

Name of cluster coordinator: Ann Mussey

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COURSE APPROVED FOR CLUSTER INCLUSION BY

Department Chair: [Signature] Date: 12/14/09

Cluster Coordinator: [Signature] Date: 12/14/10

Chair, Cluster Coordinators: ______________________ Date: __________

Chair, UNST Committee: __________________________ Date: __________
PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of proposing faculty: Ann Mussey

Title of proposed course: History of Sexualities

Department: Women's Studies

Title of cluster: Sexualities

Name of cluster proposal coordinator: Ann Mussey

A. Course Description: This course will look at the various meanings given to sexual desires and practices throughout history as reproduction, perversion, and pleasure and as sites for state regulation and subversive agency. We will focus on change over time in the North American context emphasizing the contests involving sexuality related to the intertwining of multiple cultures. We will examine how relations of power have been consolidated around sexuality.

B. Course Development: This is a new course which will be developed during Winter and Spring 2001 by Ann Mussey whose research fields include the history of sexuality. It will be taught first in Spring of 2001 in a special weekend time slot and beginning in 2001, every Fall term.

C. General Education Goals:

1. Inquiry and Critical Thinking: This course will examine the construction of sexual beliefs and behaviors across time. Such explorations call attention to many familiar assumptions about sexuality, for example, that sexuality is shaped by a biological drive which transcends the forces of history or that we would all be free to express our sexual desires if we could only root out the vestiges of Puritan guilt or Victorian prudishness. This class is designed to foster critical engagement with the past as a context for understanding the current contests involving sexuality such sex education, homosexuality, and abortion.

2. Communication: This course will rely on interactive learning methods, such as small group discussions and group projects. It will also be writing intensive, using a combination of intellectual journal writing, in-class reaction writing, and analytical essays.

3. Human Experience: Students will explore the very human experiences of erotic desire, reproduction, gender expression, and intimate relationships through the lens of history. The readings for the course include historical documents of first person narratives which give a very personal dimension to the past. We will continually bring forth history to explore its implications for our current social attitudes.

4. Ethical Issues and Social Responsibility: This course places current contests around issues such as abortion, same-sex desire, HIV/AIDS, and family values in historical context. It will help students envision a just future by learning about how power has played itself out in peoples’ intimate lives in the past.
E. Course Outline:
I. Theorizing the History of Sexuality: How have historians approached the topic of sexuality? What are some of the major historical narratives?
  
  Bibliography:
  Ann Ducille, “‘Othered’ Matters: Reconceptualizing Dominance and Difference in the History of Sexuality in America” Journal of the History of Sexuality
  David Halperin, “Is There a History of Sexuality” Lesbian and Gay Studies Reader
  Michel Foucault, The History of Sexuality

II. The Colonial Borderlands: Native Americans, Spaniards, Africans, English, and French all came together in North America. In this unit we will look at how the experience of the colonizers and the colonized were often shaped by their respective systems of gender and sexual practices.
  
  Bibliography:
  Rayna Green, “The Pocahontas Perplex: The Image of Indian Women in American Culture” Unequal Sisters
  Ramon Gutierrez, “A Gendered History of the Conquest of America: A View from New Mexico” Gender Rhetorics
  Kathleen Brown, “The Anglo-Algonquian Gender Frontier” Negotiators of Change

III. Early Euro-American Attitudes: Sexual practices and beliefs are not transhistorical and what we think of as “traditional” has no basis in history. Nothing reveals this more than looking at dominant beliefs about sexuality in historical context.
  
  Bibliography:
  Alan Bray, “The Curious Case of Michael Wigglesworth” A Queer World
  Nancy Cott, “Passionlessness: An Interpretation of Victorian Sexual Ideology, 1790-1850”
  Cornelia Hughes Dayton, “Taking the Trade: Abortion and Gender Relations in an 18th Century New England Village” Women’s America
  Carroll Smith-Rosenberg, “The Female World of Love and Ritual”

IV. Sexuality and Social Anxieties: Social Anxieties are often mapped onto sexual practices. The moral reform movements of the 19th century and the reconfiguration of the racial hierarchy through sexuality after the Civil War reveal the important imbrication of politics and sexuality.
  
  Bibliography:
  Martha Hodes, “The Sexualization of Reconstruction Politics: White Women and Black Men in the South After the Civil War”
  Catherine Osborn, “‘Dear Friend and Ex-Husband’: Marriage, Divorce, and Women’s Property Rights on the Southern Ute Reservation, 1887-1930” Negotiators of Change
  Kathy Peiss, “Charity Girls’ and City Pleasures: Historical Notes on Working-Class Sexuality, 1880-1920” Unequal Sisters

V. The Medicalization of Sexuality: Sexology colonized sexuality beginning in the latter half of
the 19th century. We will look at its effects in the early 29th century including the rise of heterosexual norms and the control of desire.

Bibliography:
Jonathan Katz, “‘Homosexual’ and ‘Heterosexual’: Questioning the Terms” A Queer World
Carol Groneman, “Nymphomania: The Historical Construction of Female Sexuality” A Queer World
Christina Simmons, “Companionate Marriage and the Lesbian Threat” Women and Power in American History
Jennifer Terry, “Anxious Slippages Between ‘Us’ and ‘Them’: A Brief History of the Scientific Search for Homosexual Bodies” Deviant Bodies
Siobhan Sommerville, “Scientific Racism and the Invention of the Homosexual Body” Gender and Sexuality Reader

VI. Sexuality in Black and White: This unit will take a close look at the racialization of sexuality in the 20th century by looking specifically at the use of beliefs about sex to reinscribe white supremacy and deny sexual normativity for African Americans.

Bibliography:
Paula Giddings, “The Last Taboo” Unequal Sisters
LeeAnn Whites, “Rebecca Latimer Felton and the Problem of ‘Protection’ in the New South” Visible Women
Hazel Carby, “‘It Jus Be’s Dat Way Sometime’: The Sexual Politics of Women’s Blues” Unequal Sisters
Darlene Clark Hine, “Rape and the Inner Lives of Black Women in the Middle West” Unequal Sisters

VII. Turning Points: We will look at the relationship between gender transgression and sexual “perversion” at mid century. While McCarthyism brought surveillance, movements of resistance were stirring.

Bibliography:
John D’Emilio, “Capitalism and Gay Identity”
John D-Emilio, Sexual Politics/Sexual Communities (excerpts)
Elaine Tyler May, Homeward Bound (excerpts)
Susan Cahn, “From the Muscle Moll to the Butch Ballplayer” The Politics of Women’s Bodies (also Women’s America)
Jessie Rodrique, “The Black Community and the Birth Control Movement” Women and Power in American History
Regina Kunzel, “Unwed Mothers, Social Workers and the Postwar Family: White Neurosis, Black Pathology” Women’s America
VIII. Current Issues: This final unit will examine current issues around sexuality, e.g. abortion, AIDS, the politicization of the religious right, the contest over family values, sex radicalism, and the complication of sexual identities.

Bibliography:
Kristan Luker, “Abortion, Motherhood, and Morality” Women’s America
Rosalind Petchesky, “Fetal Images: The Power of Visual Culture in the Politics of Reproduction” Gender and Sexuality Reader
Phillida Bunkle, “Calling the Shots: The International Politics of Depo-Provera” The Racial Economy of Science
Joshua Gamson, “Rubber Wars: Struggles Over the Condom in the U.S.”
City Patton, “Between Innocence and Safety: Epidemiologic and Popular Constructions of Young People’s Need for Safe Sex” Deviant Bodies
Emi Koyama, “Transfeminist Manifesto”
Tomas Almaguer, “Chicano Men: A Cartography of Homosexual Identity and Behavior”
Patricia Zavella, “Playing with Fire: The Gendered Construction of Chicana/Mexicana Sexuality” Gender and Sexuality Reader
Gloria Anzaldúa, Borderlands excerpts
Carole Vance, “Negotiating Sex and Gender in the Attorney General’s Commission on Pornography” Gender and Sexuality Reader
Judith Stacey, “The New-Family-Values Campaign” Gender and Sexuality Reader
PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of proposing faculty: Ann Mussey

Title of proposed course: Lesbian History in the U.S.

Department: Women’s Studies

Title of cluster: Sexualities

Name of cluster coordinator: Ann Mussey


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COURSE APPROVED FOR CLUSTER INCLUSION BY

Department Chair: [Signature] Date: 12/14/00

Cluster Coordinator: [Signature] Date: 12/14/00

Chair, Cluster Coordinators: ________________________________ Date: __________

Chair, UNST Committee: ________________________________ Date: __________
PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of proposing faculty member: Ann Mussey

Title of proposed course: Lesbian History in the U.S.

Department: Women’s Studies

Title of cluster: Sexualities

Name of cluster proposal coordinator: Ann Mussey

A. Course Description: This course will explore the history of lesbian existence in the U.S. by looking at important topics in the field. We will begin by asking what “lesbian” means, explore the various definitions that historians have employed, and examine the historical evidence used to construct the lesbian past from the documents of sexology, ethnography, literature, and the popular media to oral history interviews and community studies. We will look at the emergence of lesbian subcultures and communities and the development of identities of difference during 20th century. Finally, we will delve into the politics of identity and activism which emerged in the late 1960s with gay liberation and the second wave of feminism, ending with a look at contemporary lesbian issues.

B. Course Development: This is not a new course.

C. General Education Goals:

1. Inquiry and Critical Thinking: What is a lesbian? This course asks students to explore the historical complexity of the category “lesbian,” first by looking the conflicts around what counts as historical evidence lesbian subjects and then by examining how the social locations of race and class create diverse expressions of same-sex desire across time. Such approaches bring into question some of the assumptions about the transhistorical and unitary nature of sexual identity categories.

2. Communication: This course relies on interactive learning methods, such as small group discussions and group projects. It is also writing intensive with short writing assignments throughout the term as well as a more traditional writing in the form of a research paper.

3. Human Experience: Students will explore the very human experiences of women’s same-sex desire, gender expression, and intimate relationships through the lens of history. The readings for the course include first person narratives which give a very personal dimension to the past.

4. Ethical Issues and Social Responsibility: Learning about the historical context for homophobia and heterosexism raises student awareness of the current prejudices around sexual diversity and the complex interactions of desire with race, gender, class, age, and physical ability. If sexual subjectivity and beliefs about sexual normativity have changed
over time then it is possible to imagine ways of creating equality. Students are challenged to think about fostering equality while embracing difference rather than erasing or denying variations in sexual expressiveness.

E. Course Outline [see attached syllabus]
Portland State University
LESBIAN HISTORY IN THE U.S.
HST 407/507 and WST 407
Spring 2000

Ann Mussey
E-mail: bram@odin.pdx.edu
Office: CH 492G
Office phone: 725-3979
Office hours: M & W 12:45-1:15
M & W 2:30-3:00

COURSE DESCRIPTION
This course will explore the history of lesbian existence in the U.S. by looking at important topics in the field. We will begin by asking what "lesbian" means, explore the various definitions that historians have employed, and examine the historical evidence used to construct the lesbian past from the documents of sexology, ethnography, literature, and the popular media to oral history interviews and community studies. We will look at the emergence of lesbian subcultures and communities and the development of identities of difference during 20th century. Finally, we will delve into the politics of identity and activism which emerged in the late 1960s with gay liberation and the second wave of feminism, ending with a look at contemporary lesbian issues.

READING MATERIALS
Books for purchase at In Other Words 3734 S.E. Hawthorne, 232-6003:
   Lillian Faderman, Odd Girls and Twilight Lovers (price: ~$13.00)
   Kris Kleindienst, This is What Lesbian Looks Like (price: ~$19.00)
One of the following (selected in second week) also available for purchase at In Other Words:
   Leslie Feinberg, Stone Butch Blues
   Audre Lorde, Zami
   Sarah Shulman, My American History
   Dorothy Allison, Skin
   Karla Jay, Tales of a Lavender Menace
Packet of xeroxed articles (price: ~$50.00) available for purchase at Clean Copy, S.W. 6th

GRADED ASSIGNMENTS
1) Research paper (40%, 100 pts): You will write a 10-14 page research paper on a topic in U.S. lesbian history using both primary and secondary sources. You will be required to turn in a rough draft with a complete bibliography (40 pts) and a final essay (60 pts). Five (5) points will be deducted from any late rough draft and final paper.
2) Group Book Project (20%, 50 pts): You will participate in a small group project focused on a book that your group will read (from the list above). Your group will then plan and facilitate an interactive exercise with the whole class which introduces the class to some of the central themes, ideas and/or questions raised by the book.
3) Short Writing Assignments (40%, 100 pts): Attendance, class preparation, and participation in discussions are important parts of this course. To help you prepare for class and underscore the importance of attending class, there will be approximately eight (8) short writing assignments, based on the readings and class discussions, designed to get you to work with the ideas in the course materials. The questions typically will ask you to synthesize several of the course readings,
explore concepts, and/or analyze passages from the readings. You will write some of these assignments outside of class and others you will write impromptu during class time. I would prefer that the assignments you write outside of class be typed, but you will not be penalized if you write by hand. Each is worth 12.5 points. I will accept three late assignments as long as you hand them in within a week of the due date.

SCHEDULE
M Mar 27 Introduction: What is a lesbian?

The Roots of Lesbian Historiography
W Mar 29
Freedman, "The Historical Construction of Homosexuality in the U.S."
Rupp, "Finding Lesbians in Lesbian History."

M Apr 3
Blackwood, "Sexuality and Gender in Certain Native American Tribes."
The San Francisco Lesbian and Gay History Project. "She Even Chewed Tobacco"
Video: "She Even Chewed Tobacco"

W Apr 5
Faderman, Odd Girls, Ch. 1
Smith-Rosenberg, "The Female World of Love and Ritual."
Hansen, "No Kisses Is Like Youres: An Erotic Friendship between Two African-American Women."

M Apr 10
Penn, "Queer: Theorizing Politics and History."

Constructing the Deviant Lesbian
W Apr 12
Faderman, Odd Girls, Ch. 2
Duggan, "The Trials of Alice Mitchell."

Communities of Their Own
M Apr 17
Faderman, Odd Girls, Ch. 3 and 4
Video: Before Stonewall
W Apr 19
Kennedy, "But We Would Never Talk about It"
Thorpe, "A House Where Queers Go"

M Apr 25
Weis, "A Queer Feeling When I Look at You"
Video: excerpts from Hollywood films

Containment and Resistance: On the Verge of Gay Liberation
W Apr 27
Faderman, Ch. 5 and 6
Penn, "The Sexualized Woman: The Lesbian, the Prostitute and the Containment..."
Video: excerpts from "A Walk on the Wild Side"

M May 1
Kennedy and Davis. ""A Weekend Wasn’t a Weekend if There Wasn’t a Fight"

W May 3
Faderman, Odd Girls, Ch. 7
Group Presentation: Stone Butch Blues

M May 8
Faderman, Odd Girls, Ch. 8
Group Presentation: Zami
Video: Last Call at Mauds

Lesbian Feminism: Essential Documents

W May 10
Faderman, Odd Girls, Ch. 9

Primary Documents:
Radicalesbians, "The Woman-Identified Woman"
Koedt, "The Myth of the Vaginal Orgasm"
Rich, "Compulsory Heterosexuality"

Complications, Conflicts and Coalitions

M May 15
Faderman, Odd Girls, Ch. 10

Primary Documents:
Nestle, "The Fem Question"
Califia, "Feminism and Sadomasochism"

W May 17

Primary Documents:
Combahee River Collective, "The Combahee River Collective Statement"
Lorde, "I Am Your Sister"
Anzaldua, "Bridge, Drawbridge, Sandbar, or Island"

M May 22
Franzen, "Differences and Identities: Feminism and the Albuquerque Lesbian Community."
Group Presentation: Tales of a Lavender Menace

Current History, Contemporary Activism

W May 24
Faderman, Odd Girls, Ch. 11
Carter, “The Emperor’s New Clothes” in WLLL-- This is What Lesbians Look Like
Smith, “Doing It From Scratch: The Challenge of Black Lesbian Org.” in WLLL
McMichael and Wallace, “Who Is the ‘We’?” in WLLL
Group Presentation: Skin

ROUGH DRAFT OF RESEARCH PAPER DUE

M May 29 Memorial Day Holiday
W May 31
    Raffo, "Moving Between Fool and Freedom" in WLLL
    Vazquez, "Citizen Queer" in WLLL
    Courvant, "Strip!" in WLLL
    Law, "Evolution" in WLLL
    Queen, "Lesbian/Sex" in WLLL
    Group Presentation: My American History

M June 5 FINAL EXAM 12:30-2:20
    FINAL RESEARCH PAPER DUE
    We will meet during the final exam period and you will give brief presentations on your research to the class.
BIBLIOGRAPHY
LESBIAN HISTORY IN THE U.S.
WS 407/HST 407
Spring 2000

The Roots of Lesbian Historiography

Experts Construct the "Lesbian"

Communities of Their Own

Two Views of the 1950s
PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of proposing faculty: Patti Duncan

Title of proposed course: Race and Sexuality in U.S. Culture

Department: Women's Studies

Title of cluster: Sexualities

Name of cluster coordinator: Ann Mussey

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COURSE APPROVED FOR CLUSTER INCLUSION BY

Department Chair: Johanna Braume Date: 12/14/00

Cluster Coordinator: Ann Mussey Date: 12/14/00

Chair, Cluster Coordinators: Date: 

Chair, UNST Committee: Date: 

1
PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of proposing faculty: Patti Duncan

Title of proposed course: Race and Sexuality in U.S. Culture

Department: Women’s Studies

Title of cluster: Sexualities

Name of cluster coordinator: Ann Mussey

A. Course Description: What is race, and what is sexuality? In what ways do history and culture shape notions of race, sexuality, and their relationship? In what ways do race and sexuality intersect, converge, and inform one another, and in what ways do they diverge and remain separate. How do people, ideas, and practices become racialized and/or sexualized? Finally, how might we begin to reconceptualize and to transform the cultures and processes of race and sexuality?

This discussion course investigates the institution, practices, and discourses that comprise notions of race and sexuality in U.S. culture. Emphasizing feminist, queer, and critical race frameworks and politics, it attempts to intervene into assumptions of whiteness in queer studies, and movements, by demonstrating the ways in which notions of sexuality have always depended upon and been informed by conceptions of race in the U.S.

B. Course Development: This will be an entirely new course at Portland State University, but the topics of this course are directly related to my current scholarship. While there are other courses offered in Women’s Studies and other department that are certainly related to this one, it will be the first to deal explicitly with race in relation to queer subjects, and with the relationships between race and sexuality.

C. General Education Goals: The pedagogical goals for this course fulfill the University’s goals for General Education, in terms of focusing the content for this course primarily on human experience and social responsibility, especially in terms of understanding human agency in social transformation.

1. Inquiry and Critical Thinking: More than simply providing an introduction to readings and topics of race and sexuality, an objective for this course involves fostering the development of critical frameworks for students, especially those of critical race theory and queer studies. Through developing such frameworks for understanding race and sexuality, students will then be able to turn their analysis to other realm of experience and history. By the end of the course, students should be able to articulate and apply understandings of racism, heterosexism and homophobia, internal colonialism, power/privilege, and hegemony.

2. Communication: Communication will be stressed in all aspects of this course, especially as this course will be structures as a discussion-centered course. Students will be required to collaborate with one another to give in-class presentations, and to write at least two critical essays, exploring the themes of this course. Finally, each student will be required to conduct a term-long
independent project, of his/her own design, the details of which will be worked out in consultation with the professor. All students will be asked to present and discuss these final projects during the last week of the term.

3. Human Experience: Human experience lies at the core of this course, with people of color and queer people of central concern. Because the themes of this course will be deeply connected to the everyday lived realities of people in relation to their racial and sexual subject positions (and since of course all people are situated in relation to race and sexuality), this course will engage students in thinking through their own relationship to these terms, identities, and histories.

4. Ethical Issues and Social Responsibility: By examining deeply rooted forms of oppression such as homophobia/heterosexism and racism, this course emphasizes the need to take responsibility for challenging all forms of oppression. Also, in our exploration of situated positions such as whiteness and heterosexuality, this course will engage all students in thinking through issues of power, privilege, and personal accountability.

D. Course Outline

Week 1: In this week, students will be introduced to critical definitions of race, racism, and racialization, especially as outlined by Michael Omi and Howard Winant, in their text, *Racial Formation in the U.S.* We will attempt to set up some frameworks for understanding and interpreting writings on race.

Week 2: During this week, we will explore ways in which sexuality is often understood. We will read excerpts from Michel Foucault’s *History of Sexuality, Vol. 1*, and Judith Butler’s *Gender Trouble*, to establish the context for much of what is considered to fall under the realm of “queer studies.”

Week 3-4: At this point, we will attempt to bring the two realms, race and sexuality, together. To do so, we will examine ways in which popular understandings of race influenced and even determined understandings of sexuality during the late 19th century and the early 20th century in the U.S. We will study the ways in which men and women of color were sexualized in particular ways during the time of slavery, and immediately after the Civil War, especially as African American women were represented as oversexualized “breeders,” and African American men were portrayed as sexual aggressors (especially in relation to white women). We will explore ways in which Chinese men and women were sexualized as deviant during their immigration to the U.S., with Chinese and other Asian women most often portrayed as prostitutes. We will examine the construction of Mexican women and men as sexually promiscuous and “hot-blooded.” And we will compare all of these representations to the newly emerging figures of gay men and lesbians (“inverts,” “perverts,” “degenerates,” and members of the “third sex”). Thus, through readings of essays by Siobhan Sommerville, Paula Giddings, Angela Davis, Evelyn Brooks Higginbotham, Paula Gunn Allen, Ronald Takaki, Judy Yung, Jonathan Katz, Deborah McDowell, Richard Fung, and John D’Emilio and Estelle Freedman, we will explore ways in which subjects were constituted through popular stereotypes that were both racist and homophobic.

Week 5: To complicate students’ understandings of the categories, race and sexuality, we will spend at least a week examining what are often considered unmarked “norms”: whiteness and heterosexuality. To understand how whiteness, too, constructs one’s relationship to the world, we
will read excerpts from Ruth Frankenberg’s *White Women, Race Matters*. And to explore heterosexuality as a social institution. We will read works by Adrienne Rich, Dorothy Allison, and Barbara Smith.

**Week 6-8:** During these three weeks, we will spend our time exploring and discussion the effects of such constructions on people of color and on lesbian, gay, bisexual, and transgendered people, both historically and in contemporary U.S. society. We will read works such as Nella Larsen’s novella, *Passing*, James Jones’ study, *Bad Blood*, Michelle Cliff’s personal essay, “If I Could Write This in Fire, I Would Write This in Fire,” and Gloria Anzaldúa’s text, *Borderlands*, in order to explore the significance and meaning of crossing borders of race and sexuality. Also, we will view Gregg Bordowitz’s film, *Fast Trip, Long Drop*, and Marlon Riggs’s documentary, *Black Is Black Ain’t*, in order to critically examine ways in which even representations of HIV/AIDS, and persons with AIDS, have been constructed according to specific formulations of race and sexuality, formulations resisted by both Riggs and Bordowitz.

**Week 9:** At this time, we will examine explicitly drawn connections between racial and sexual communities, in order to explore resistance on the part of people of color and lesbian, gay, bisexual, and transgendered people (with particular emphasis on the movement work of queer people of color). By noting relationships between such terminology and ideology behind movements like “Black Nation” and “Queer Nation,” we will begin to understand that while distinct, forms of oppression have much in common. Also in this week, our understandings of race and sexuality will be enhanced by introducing students to community speakers, representing local organizations committed to working against homophobia and racism. All term, students will be asked to read local publications and become acquainted with local movement organizing around issues of race and sexuality, in order to better contextualize the themes of this course.

**Week 10:** In this final week of the term, students will be asked to present the results of their independent projects for this course.
PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of proposing faculty: Robert Mercer

Title of proposed course: Gay and Lesbian Fiction

Department: English

Title of cluster: Sexualities

Name of cluster coordinator: Ann Mussey

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COURSE APPROVED FOR CLUSTER INCLUSION BY

Department Chair: [Signature] Date: 12/4/00

Cluster Coordinator: [Signature] Date: 12/4/00

Chair, Cluster Coordinators: ____________________________ Date: __________

Chair, UNST Committee: ______________________________ Date: __________
Proposal for an upper division cluster course

Name of Faculty Member  Robert Mercer

Title of Course  Gay and Lesbian Fiction

When will the course be offered  Fall 2001

Name of Cluster/Cluster Coordinator  Sexualities/Ann Mussey

I. Course Description. This course focuses primarily on contemporary works of fiction written by lesbian/gay writers that address issues of sexuality, the varieties of gay/lesbian communities and the cultural milieu in which they grow up, create their identities, and address their place in the larger society. Majority of works will be by American writers; though some British works may also be included.

II. While not currently on the books, this course has been offered—in amended form—three times over the last eight years. Each of those times it was cross-listed in Women’s Studies and English. I think that the subject matter naturally lends itself to the upper division cluster goals. For the most part, we will read works for which little traditional criticism exists. The lack of a lesbian and gay canon of works, allows for a freshness and diversity of interpretation and creates, in the classroom, an interpretive community for the works. This places greater responsibility on the students to participate in the analysis of texts and also requires that they address multiple, and often, conflicting interpretations. Except for one summer term when I was paid to teach this course, I have taught it as an overload.

III. General Education Goals

1. Inquiry and Critical Thinking  The emphasis of this course is placed on the complex issues related to sexual identity, identity politics, gender issues, and the variety of gay and lesbian communities. The intention, directed primarily be readings but intentionally included in all discussions, is for students to explore a range of literary gay and lesbian experiences in contemporary U.S. society. Students are expected to explore sociological—even biological—issues as they relate to sexual identity; including on-going consideration of the essentialist and constructionist arguments of sexual orientation and acculturation. Works, and class activities, are selected with particular intention that students see gay and lesbian culture not as a monolithic, unchanging entity; but rather acknowledge the variety of its’ manifestations and the role of the dominant culture in its’ evolution.

2. Communication. The intention of this course is to rely on a cooperative learning model. Students will regularly work in small groups where they will respond as a group to questions generated by the students themselves and by the instructor. Students will present their weekly reading responses to their group, and will make oral presentations to the class based on a compilation of ideas generated from their papers and their small group discussion. Students submit short reading responses (1-2 pages) at each class session based on that day’s reading. They also submit two questions based on the day’s reading which are used to focus discussion. Students are also asked to submit a 4-5 page response that reflects the terms readings and major issues of the subject.

3. Human Experience. Viewing contemporary U.S. society through the writing and lives of lesbian and gay writers and narratives. Students will have a chance to experience other perspectives; whether it be students from the dominant straight culture exploring the range of lesbian and gay experience; or gay and lesbian students learning about the different experiences within the community that reflect gender, class, race, ethnicity, and historical reference. Students will be asked to share their own experiences and perceptions of lesbian/gay culture. Critical and
formal analysis of the texts will always be rooted in the real human experiences of gay and lesbian people.

4. Ethical and Social Responsibility: The course is centered on depictions of lesbians and gay both within their own communities and in the larger American culture. We will explore how representations of gays and lesbians can alter the perceptions of the mainstream culture; and explore ethical issues within the lesbian and gay communities around race, class, gender, and sexualities.

IV. Syllabus attached
English 308U/WS 399U/ Gay and Lesbian Literature
Robert Mercer
Fall 2000
Office: 491A NH
CRN: WS 14440/ ENG 14479
mercerr@pdx.edu
NH 458 MW 6:40- 8:30
office: 725-5059
appt: 725-3822

We tell stories, learn to live within them, stories full of feelings—but not our own.
Eventually, though, good enough

Tell any story often enough and it will come true

Joey Manley
The Death of Donna-May Dean

I think many adults are trying to keep faith with vividly remembered promises made to ourselves in childhood: promises to make the invisible possibilities and desires visible; to make the tacit things explicit; to smuggle queer representation in where it must be smuggled and, with the relative freedom of adulthood, to challenge queer-eradicating impulses frontally....to tell kids who are supposed never to learn this that further along, the road widens and the air brightens; that in the big world there are worlds where our demand is plausible....

Eve Kosofsky Sedgwick
"Queer and Now"

This course will focus on reading, listening, and discussion. For the most part we will read works for which little traditional criticism exists. While the lack of a “canonized text” body of lesbian and gay work allows for a freshness and diversity of interpretation, it also places a greater responsibility on us all, to participate together as an interpretive community, by carefully reading all assignments and taking part in class discussions.

The readings will typically be one book-length work a week (with maybe a few articles or short stories thrown in on occasion). Works covered are intentionally diverse. Within the time constraints of the term, I hope we’ll gain exposure to the breadth of—mainly—contemporary gay and lesbian fiction. It’s critical that we keep an open mind to the varying perspectives relayed in the readings and in class discussions. We all need to feel that the classroom is a place where we can discuss complex issues in an atmosphere of mutual respect. This doesn’t mean we won’t disagree, or that we won’t be confronted with radically differing points of view. If we agreed on everything, none of us would be likely to learn very much.
Texts:

Jeanette Winterson, *Oranges are not the Only Fruit*
Geoff Ryman, *Was*
Dorothy Allison, *Trash*
Joseph Beam, ed., *In the Life*
Virginia Woolf, *Mrs. Dalloway*
Michael Cunningham, *The Hours*
Leslie Feinberg, *Stone Butch Blues*

Requirements:

Daily Reading Journal
Daily Questions
Class Participation
Final Exam

Each student will be required to bring a one page reading response to each class. These papers reflect your engagement with the assigned readings. Although these will not be graded, they will be read and recorded and they will figure in your final grade. Be prepared to read these papers to small groups of students daily. The reading responses should also contain two critical questions based on the readings. Questions should be interpretive in nature, such as “What does Winterson’s choice of title suggest about the novel?” Questions like “What was the name of Dorothy’s dog in *Was*?” are less likely to serve as the basis for a good discussion. At final time you will be asked to review your response papers and provide a *letter of reflection* over your work in the course. This 2-3 page typed letter will be turned in on the day of the final and will be graded as part of your in-class final exam.

Knowing how hard it was for me to make the reading selection for this class, I am certain that others may be disappointed about not finding a favorite work on the reading list. I want to leave open the option to—in place of the letter of reflection and possibly the final—accept a formal 8-10 page paper on a work not used in this course. This arrangement would need to be cleared with me individually. If the work is something with which I am not familiar, your final grade may be delayed until I’ve had a chance to read it.

Schedule*: Depending on the arrival date of *In the Life*, or other unforseeable occurrences, this schedule may be altered.

Monday, September 25th:

Introduction
Syllabus
Book sale by *In Other Words Bookstore*
Wednesday, September 27th: Winterson, *Oranges are not the Only Fruit*
Monday, October 2nd: Winterson, *Oranges are not the Only Fruit*
Wednesday, October 4th: Film: *Tongues Untied*
Monday, October 9th: Beam, *In the Life*
Wednesday, October 11th: Beam, *In the Life*
Monday, October 16th: Feinberg, *Stone Butch Blues*
Wednesday, October 18th: Feinberg, *Stone Butch Blues*
Monday, October 23rd: Feinberg, *Stone Butch Blues*
Wednesday, October 25th: Book Exchange
Monday, October 30th: Ryman, *Was*
Wednesday, November 1st: Ryman, *Was*
Monday, November 6th: Allison, *Trash*
Wednesday, November 8th: Allison, *Trash*
Monday, November 13th: Woolf, *Mrs. Dalloway*
Wednesday, November 15th: Woolf, *Mrs. Dalloway*
Monday, November 20th: Cunningham, *The Hours*
Wednesday, November 22nd: Cunningham, *The Hours*
Monday, November 27th: Book Exchange
Wednesday, November 29th: Book Exchange
Monday, December 4th: In-class final
PROPOSAL FOR AN UPPER DIVISION CLUSTER COURSE

Name of proposing faculty: Heather Hartley

Title of proposed course: Gender and Sexualities

Department: Sociology

Title of cluster: Sexualities

Name of cluster coordinator: Ann Mussey

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COURSE APPROVED FOR CLUSTER INCLUSION BY

Department Chair: _______________________________ Date: 12/1/00

Cluster Coordinator: _____________________________ Date: 12/1/00

Chair, Cluster Coordinators: _________________________________ Date: 

Chair, UNST Committee: _________________________________ Date: 

1
PROPOSAL FOR A JUNIOR-SENIOR LEVEL CLUSTER COURSE

Title: Gender and Sexualities (Soc 344)

Course to be offered: started Fall, 2000

Title of cluster: Sexualities

Name of cluster proposal coordinator: Ann Mussey

A. Course description

This course will examine the ways in which social constructions of gender both influence and are influenced by the cultural organization of and individual expression of sexuality. Focusing on the United States, the course will explore the intersections among sexuality, culture, gender, and the body. Throughout this exploration, the course will examine a variety of sexualities and will emphasize the multifaceted nature of power, privilege and oppression.

B. Course development

This is a new course.

C. General education goals

_Inquiry and critical thinking_

This course is explicitly designed to facilitate students’ abilities to critically examine their world. The course will develop an analysis of gender as a social category that shapes our perceptions, feelings, and behaviors – in general and specifically in regards to sexuality in its various forms. The course will enable students to develop a gender analysis within a general consideration of the multifaceted nature of power, privilege and oppression. Students will be asked to decenter heterosexuality, problematizing what may be taken-for-granted assumptions about our cultural organization of sexuality and sexual expression. In exploring the intersections among sexuality, culture, and gender, students will come to better understand the nature of U.S. society. Furthermore, with its focus on gender and on diversity within gender, the course will add to educational diversity. It will further enhance educational diversity in its focus on a range of sexualities (lesbian and gay sexuality, bisexuality, heterosexuality) and in its incorporation of queer studies scholarship in particular.

_Communication_

This course draws upon Paulo Freire’s belief, as described in his _Pedagogy of the Oppressed_, that learning can be a tool for student self-empowerment. Key to
fostering this empowerment is to facilitate the development of students’ capacities for situating their personal experiences within a larger social whole. To achieve this end, the course will limit the use of a hierarchical “banking” approach to teaching, in which the instructor functions as the “expert” who “deposits” information into passive students who then merely repeat the information back on examinations. The course will maximize use of a “dialogic” classroom format, in which the instructor presents information and context while encouraging students to share comments, to reflect on and communicate their experiences and observations, and to collectively work through the process of learning. This process will be facilitated through the dynamics of the classroom process and through class assignments (i.e., several short papers and feedback exercises).

*Human experience*

Sexuality is central to the human experience. As noted above, a central focus of the course is to examine a range of sexualities, which will develop in students not only an appreciation of the processes of social construction but also a recognition of the diversity of human experience. An explicit incorporation of queer studies and issues of multiculturalism will further foster an understanding of diversity.

*Ethical issues and social responsibility*

As noted above, the course will examine the multifaceted nature of power, privilege and oppression in U.S. society, with a focus on gender and sexualities. The course will thus develop in students an awareness of social inequality. Students will be required to apply their critical inquiry to practical suggestions for social change and intervention, to assess strategies for restructuring unequal power relations in society.

D. Course outline

**Understanding the basics of a sociology of gender and sexualities (weeks 1-2)**

- Gender polarization and “doing gender”
- Cultural constructions of masculinity and femininity
- The biological and social forces at play
- Gender socialization and the learning of sexuality
- How sexuality is shaped by culture

**Decentering heterosexuality: What’s “queer studies” got to do with it? (weeks 3-4)**

- Contextualizing the multifaceted nature of power and oppression
• Heterosexual/male/class/white privilege (or, homophobia, sexism, classism, racism)
• The making of sexual orientation
• The contributions of queer studies
• Integrating a multicultural perspective

Embodying sexuality and gender (weeks 5-7)

• Media images in advertising and popular culture
• Beauty myths and body image
• Enacting straight and queer sexualities
• Gender bending, fetishism, and transsexuality
• Sexual response/arousal/dysfunction
• Sports, bodily ability and movement

Sexual relations, gender, intimacy and power (weeks 8-10)

• Partnering
• Reproductive freedom: Meanings across sexualities
• Sexualities, work, and family
• Gender and sexual violence
• Sex, fantasy, and commerce: Pornography, sex work and sex shops
• Sex, gender, and the future: The role of technological change
GENDER AND SEXUALITIES
Sociology 410/510
Fall 2000

Professor Heather Hartley
Office: 217S Cramer Hall; 725-8161
Office hours: Mon. and Wed. 11-12
Email: hartleyh@pdx.edu

TA: Shari Carson
Office:
Office hours:
Email: rcarson813@aol.com

COURSE DESCRIPTION:

This course will examine the ways in which social constructions of gender both influence and are influenced by the cultural organization of and individual expression of sexuality. Focusing on the United States, the course will explore the intersections among sexuality, culture, gender, and the body. Throughout this exploration, the course will examine a variety of sexualities and will emphasize the multifaceted nature of power, privilege and oppression.

COURSE READINGS:

Course reader, available from Clean Copy (1704 SW Broadway).

Be sure to do the assigned readings before coming to lecture. For example, if a reading is assigned for October 30, do the reading before the lecture that day. I have placed one copy of the reader on 2-hour reserve at the main library, but I strongly encourage you to purchase it.

COURSE REQUIREMENTS AND GRADING (total points for course = 300):

1. Two in-class exams, worth 100 points each. Each exam will cover approximately 1/2 of the course material. You will receive a review sheet one week prior to the exams.

2. Two essays (2-3 pages each), worth 50 points each. You will receive guidelines. one to two weeks before papers are due.

SUMMARY OF DEADLINES:

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Oct. 12</td>
<td>R</td>
<td>ESSAY 1 due</td>
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<tr>
<td>Oct. 26</td>
<td>R</td>
<td>EXAM 1, in class</td>
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<tr>
<td>Nov. 16</td>
<td>R</td>
<td>ESSAY 2 due</td>
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<tr>
<td>Dec. 5</td>
<td>T</td>
<td>EXAM 2, 8:00-9:50 am, in regular classroom</td>
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SCHEDULE OF CLASSES AND READINGS  (T = Tuesday; R = Thursday)

Understanding the basics of a sociology of gender and sexualities

Sept. 26  T  Introduction: Gender socialization and the learning of sexuality

Sept. 28  R  Gender polarization and “doing gender”


Oct. 3    T  How sexuality is shaped by culture: Biological and social forces


Oct. 5    R  Cultural constructions of masculinity

FILM:  “Tough Guise.”

Oct. 10   T  Cultural constructions of femininity

FILM:  “Still Killing Us Softly.”

Decentering heterosexuality: What’s “queer studies” got to do with it?

Oct. 12   R  ESSAY 1 DUE at start of class.
Heterosexual/male/class/white privilege (or, homophobia, sexism, classism, racism): The multifaceted nature of power and oppression

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<th>Date</th>
<th>Type</th>
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<tr>
<td>Oct. 17</td>
<td>T</td>
<td>The making of sexual orientation</td>
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<td><strong>Reader:</strong> Kimmel, M. 2000. “Masculinity as homophobia.”</td>
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<td>Oct. 19</td>
<td>R</td>
<td>Integrating a multicultural perspective</td>
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<td><strong>Reader:</strong> Rust, P. 2000. “The impact of multiple</td>
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<td></td>
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<td>marginalization.”</td>
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<td>Oct. 24</td>
<td>T</td>
<td>The contributions of queer studies and queer theory</td>
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<td></td>
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<td>land: Recontextualizing butch in twentieth-century lesbian culture.”</td>
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<td><strong>Review for exam</strong></td>
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<tr>
<td>Oct. 26</td>
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<td>EXAM #1</td>
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*Embodying sexuality and gender*

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<td>Oct. 31</td>
<td>T</td>
<td>Sexual response/arousal/dysfunction</td>
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<td><strong>Reader:</strong> Fracher, J. and M. Kimmel. 1998. “Hard</td>
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<td></td>
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<td>issues and soft spots: Counseling men about sexuality.”</td>
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<td><strong>Reader:</strong> Hitt, J. 2000. “The search for the female Viagra and</td>
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<td>other tales from the second sexual revolution.”</td>
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<td><strong>Reader:</strong> Bordo, S. 2000. “Pills and power tools.”</td>
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<td>Nov. 2</td>
<td>R</td>
<td>Enacting straight and queer sexualities</td>
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<td><strong>Reader:</strong> Stoltenberg, J. 1990. “How men have (a) sex.”</td>
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<td><strong>Reader:</strong> Duncan, P. 1996. “Identity, power, and difference:</td>
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<td>Negotiating conflict in an S/M dyke community.”</td>
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<td>Nov. 7</td>
<td>T</td>
<td>Gender bending, fetishism, and transsexuality</td>
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<td><strong>Reader:</strong> Dunbar, M. 2000. “Dennis Rodman – Do you feel</td>
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<td>feminine yet? Black masculinity, gender transgression, and</td>
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<td>reproductive rebellion on MTV.”</td>
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Nov. 9  R  Sports, bodily ability and movement

Reader: Sabo, D.  “The myth of the sexual athletes.”

Sexual relations, gender, intimacy and power

Nov. 14  T  Partnering, family and reproductive freedom:  Meanings across sexualities

Handout: Civil unions in Vermont

Nov. 16  R  ESSAY 2 DUE at start of class
Gender and sexual violence

Reader: Tolman, D. and T. Higgins. 1996. “How being a good girl can be bad for girls.”
Handout: Statistics on sexual violence

Nov. 21  T  Sexual violence:  Solutions

GUEST PANEL

Nov. 23  R  THANKSGIVING – NO CLASS

Nov. 28  T  Sex, fantasy, and commerce:  Pornography and sex work


Nov. 30  R  Sex, gender, and the future
Review for exam

Dec. 5  T  EXAM 2
8:00-9:50 am, in regular classroom