

**Key Concepts in LGBTQ Studies**  
**Spring 2022**  
**Brooklyn College (Online)**  
**Time: MW 3:40-4:45**



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### **COURSE DESCRIPTION**

This course looks at the history and canonical literatures of sexuality and gender as expressed through the vantage points of emergent queer and trans communities. The term “queer” encompasses lesbian, gay, and bisexual sexualities that came into being at the turn of the 20th century. The term “trans” encompasses identities that historian Susan Stryker has described as “crossing-over” or “transgressing” a person’s assigned sex/gender. Special attention will be paid to intersecting identities of class, race, and ethnicity in the development of sex, gender, and sexuality. We will also focus on areas of rebellion and resistance in terms of social praxis along these lines of difference with a particular interest in the Black Lives Matter movement(s). While the primary focus of this course is twentieth-century history we will have occasion to look into the late nineteenth century in order to draw connections among the expansion of sexual and gender identities in both theoretical and material terms.

### **COURSE GRADES AND RELATED ASSIGNMENTS**

The course’s grade will be determined by the following assignments. All assignments must be uploaded or completed in the appropriate online module. *I will not accept assignments via email.*

**Written Quizzes (30%):** Students will write a short paragraph-length answer to questions posted on Blackboard throughout the semester for various “themes” of related readings with corresponding deadlines in the “Course Reading and Assignment Schedule.” These assignments should give students the opportunity to express concerns with the readings themselves: the theme(s), methods, thesis, etc., that the author(s) are expressing.

**Final Exam/Project (50%):** Students will have a choice between taking a final exam or producing a final project. The final exam will consist of five essay questions from which students are expected to select two to answer. That means one essay-length response for each question. The questions cannot be answered in a single, long-essay. The final project will consist of any medium (or form) of the student’s choosing, but its content must



reflect one or more key themes from the class. For example, a student might choose to use acrylic paint and canvas as media for an art presentation about the Stonewall Riots, or Sylvia Rivera. The project should come with a 1-2 page summary of the project's intent and overall theme.

**Attendance/Participation (20%):** Attendance and participation will be taken every session. The participation portion of this percentage will be in the form of “chat room questions” and breakout sessions.

## CLASS EXPECTATIONS

These are strange times (as I hope other courses and colleagues emphasize). Much of the experiences that proceed will be new to both you (the students) and me. Although I have had the last several months (and the end of the last semester) to adjust to the use of Zoom and other online meeting software, I understand that this may not be the case for all of you. Because of issues related to access, time, and other material constraints I want to explain how we will meet.

Time: This course will consist of what colleges and universities are calling “synchronous” meeting times via Zoom. **Our regularly scheduled (or synchronous) meetings are scheduled for Mondays and Wednesdays from 3:40-4:45.** The permanent Zoom link will be sent out with a passcode associated with it via the Announcements section of Blackboard. For that matter, all communication will be coordinated through Blackboard.

Changes: If there are any difficulties accessing Blackboard or Zoom for any particular day or length of time, I will inform the entire course in one email/announcement. If you have any questions, please use my Graduate Center email address located in the heading of the syllabus ([baultman@gradcenter.cuny.edu](mailto:baultman@gradcenter.cuny.edu)). All course readings will be uploaded to Blackboard for free as a series of PDFs from my own collection of materials.

**Academic Honesty:** If a student is found in violation of academic integrity standards while an undergraduate at Brooklyn College, the following sanctions shall be imposed:

First Offense: The student shall receive an F on the assignment/examination. The student may in addition receive an F in the course at the discretion of the instructor. In the event that the student receives an F in the course and subsequently elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF, a grade that is equivalent to an earned F in the cumulative quality point index. The case shall be documented in the student's file, where it will remain until the time of the student's graduation from the college, at which time the material will be removed from their file. Any records kept for the purpose of analysis and program evaluation by the AIC and not destroyed will have all personal identifying information removed.

Second Offense: The student shall receive an F for the course and shall be subject to suspension or expulsion from the college, at the discretion of the dean. In the event that the



student receives an F in the course and subsequently elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF, a grade that is equivalent to an earned F in the cumulative quality point index. If the student is expelled, the notation—Withdrawn by the University—will appear on their transcript. The case shall be documented in the student’s file, where it will remain until the time of the student’s graduation from the college, at which time the material will be removed from their file. Any records kept for the purpose of analysis and program evaluation by the AIC and not destroyed will have all personal identifying information removed.

**Third Offense:** If a student is found guilty of a third violation of academic integrity, the student will receive an F for the course and will be expelled from the University, at the discretion of the dean. In the event that the student receives an F in the course and subsequently elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF, a grade that is equivalent to an earned F in the cumulative quality point index. If the student is expelled, the notation—Withdrawn by the University—will appear on their transcript.

**Accommodations:** It is the mission of the Center for Student Disability Services (CSDS) to ensure that students with disabilities have equal access to all campus facilities, curricula, and activities. The program's objective focuses on providing students with reasonable disability-related accommodations and the opportunity to maximize their academic success at Brooklyn College. The goal is to ensure an inclusive environment while maintaining and enhancing the college's academic excellence by providing students with disabilities the opportunity to achieve their highest possible academic potential. Please contact CSDS at either 718-951-5538 or [testingcsds@brooklyn.cuny.edu](mailto:testingcsds@brooklyn.cuny.edu). Please note that students are not eligible to receive any academic accommodations until they have formally registered with ODS and completed their intake appointment. Accommodations are not made retroactively, so it is best to contact ODS to begin this process during the summer before entering.

**Pronouns and Gender Identity:** My name is B. I am nonbinary, transfeminine. I use gender-neutral pronouns (they/them). I adhere to a strict policy of respect for the gender identities and correct pronoun usage for all of my students, including names that are not yet a part of “official” documentation. *Intentional speech-acts with the aim of dehumanizing another student or slandering their personal integrity based on race, ability, ethnicity, religion, sexuality, gender, gender identity, and/or sex will result in the dismissal from that session of class.* I will consult with the dismissed student afterward. Continued abuses will result in disciplinary action in accordance with the appropriate College administrators including, but not limited to, the Title IX Office.

**Trigger and Content Warnings:** Some portions of the class reading will deal with issues of racism, transphobia, misgendering, sexual violence, and other potentially disturbing content. I will make a note before each class about such content—in many instances one can tell by the title of the content’s potentially triggering nature. Please consult with me if you have questions or concerns.



## CLASS TEXTS

There are no required textbooks. All readings will be made available on Blackboard PDFs or URL links. It is important that we keep a steady track forward and finish the material assigned for that reading day. However, it is more important that we comprehend the readings and their overall thematic relationship. If that means we spend more time in one, and less in another, then so be it. Thus, course readings and assignments may change as a result.

## COURSE READING AND ASSIGNMENT SCHEDULE

### INTRODUCTIONS



**Jan. 31:** Overview of the syllabus and the general field of WGST.

### HISTORICIZING OUR QUESTION



**Feb. 2-7:** Michel Foucault, *History of Sexuality, Vol. 1 An Introduction* “Part Four: The Deployment of Sexuality” Chapter 1-2, PDF pp 75-100

**Feb. 14-16:** Eve Kosofsky Sedgwick, *Epistemology of the Closet* “Chapter One: Axiomatic”

**Feb. 21:** Laura Erickson-Schroth, “Transgender History,” Excerpt from *Trans Bodies/Trans Selves*

## QUIZ: FEB. 16

Describe some of the differences between Sedgwick and Foucault in terms of their argument about sexuality and power.



## URBANIZATION AND THE QUESTION OF DESIRE



**Feb. 23: Saidiya Hartman**, “A Minor Figure,” *Wayward Lives, Beautiful Experiments*.

**Feb. 28: Adrienne Rich**, “Compulsory Heterosexuality and Lesbian Existence,” in *The Collected Works of Adrienne Rich*.

**Mar. 2-7: George Chauncey**, “Chapter Two: The Fairy as an Intermediate Sex,” in *Gay New York*.

## QUIZ: MAR. 2

What did Adrienne Rich mean by Lesbian Existence as opposed to simply “Lesbians,” or “Lesbian Community.”



**Mar. 9-14: Emma Heaney**, “Chapter One: The Development of the Allegory of Trans Femininity: Sexology, Gay Rights, Psychoanalysis, and Literary Modernism,” in *The New Woman*

**Mar. 16: Esther Newton**, “Introduction,” *Mother Camp & Bunch*, “Lesbians in Revolt,” Duke University Online Digital Archives

## POST-STONEWALL AND THE POLITICS OF HISTORICAL CONSCIOUSNESS



**Mar. 23: Emma Heaney**, “Chapter One: The Trans Feminine Allegory,” in *The New Woman*

**Mar. 28: Sam Feder**, “Disclosure: Trans Lives on Screen”

**Mar. 30:** Documentary Discussion and Follow-Up.

## QUIZ: MAR. 30

What did you think was most surprising about the realizations in Feder's documentary?

### HIV-AIDS, QUEER THEORY, AND THE BIOPOLITICS OF RACE



**April 4: Leo Bersani**, "Is the Rectum a Grave?"

**April 6-11: Emma Heaney**, "Chapter Six: Materialist Trans Feminism against Queer Theory," in *The New Woman*

**April 13: Lauren Berlant**, "Slow Death," *Cruel Optimism*

## Closed: April 15-22

No Classes. College Closed.

### RACIAL CAPITALISM AND THE LONG 20<sup>TH</sup> CENTURY



**April 25-27: C. Riley Snorton**, "Chapter One: The Anatomical" from *Black on Both Sides*

**May 2: Sid Issar**, "Listening to Black Lives Matter"

**May 4: Kara Keeling**, "Chapter One: The Image of Common Sense," in *The Witch's Flight*

## QUIZ: MAY 2

What is your position on Snorton's historiography that trans archives are built on violence? Does this Change Your attitude about gender histories?



# FINAL EXAM

Deadline TBD



## SHORT ANSWERS/ESSAY FORMAT RUBRIC

Quizzes and exams should be written in essay format (this format, for instance). This includes presenting a thesis statement about the given piece. There should be a “topic sentence” that establishes the premise of any given paragraph followed by a “body,” or collection of sentences that serve as evidence for your thesis. The first paragraph usually establishes a firm sense of what will follow and be argued. Finally, each paragraph should be considered a complete thought unto itself.

The following parts of the essay is the body. The overall purpose of this assignment is to present one or two themes from the reading that most interested you and to comment on it/them. Ideally, the summary/response will contain a few statements about what the reading is “doing” or is attempting to argue. Some chapters/articles have multiple and complex arguments. You are not responsible for elaborating each one. By selecting one or two arguments, or if you decide upon a single argument that captures the entirety of the reading, you will explain in your own words what they mean (both as a text and in a practical sense).

The final paragraph is usually reserved for concluding thoughts. These thoughts can attempt to sum anything that may have been dispersed throughout the essay. These thoughts can also revolve around a central issue you feel was either compelling or lacking, an argument/theme that you would like to see discussed at length elsewhere. Or, this paragraph might be reserved for what the piece means to a broader, more lived experience of the text. Can the text be applied in ordinary life? If so how?

