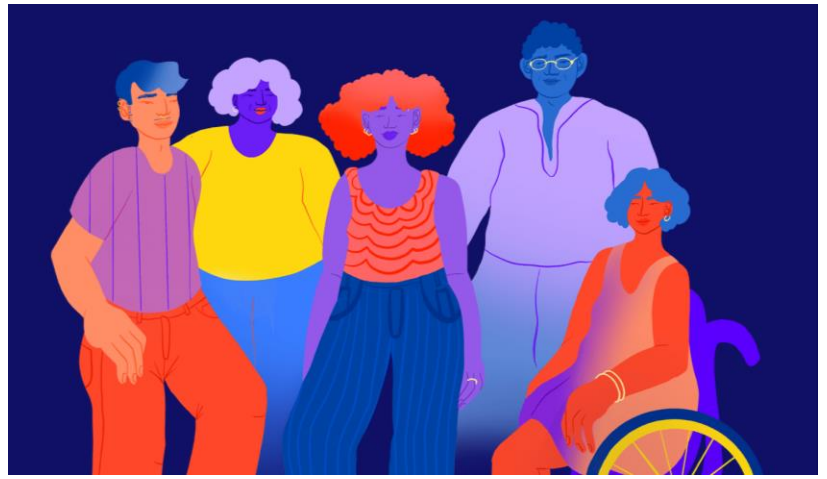


# Intro to LGBTQ+ Studies



Graphic courtesy of the Trevor Project  
<https://www.thetrevorproject.org/>

**WGS F293   3.0 credits   Spring 2024   CRN 36907   January 16-May 4, 2024**  
**Prerequisites: none**

## Your instructor



### **Instructor**

Dr. M. Kayt Sunwood (you can call me Dr. Kayt)

### **Office location**

virtual office hours by [Zoom](#)

### **Office hours**

by appointment, email/chat to schedule

### **Email contact**

[mksunwood@alaska.edu](mailto:mksunwood@alaska.edu)

My lifelong passions are teaching, learning, and helping people to connect to community. I received my PhD from Iowa State University, and my MA and BAS from the University of Minnesota Duluth. I also studied at community colleges in Iowa, Arizona, and at the overseas campus of the University of Maryland. Born in Iowa, I have lived in Arizona, Minnesota, Germany, and now, Alaska. I play standup bass, enjoy Qigong, participating in writing circles, and, of course, living on the edge of the Alaskan wilderness.

## Course description

This course is an intersectional and cross-disciplinary survey of research about LGBTQ+ people and their communities. We will study the history of queer theory, global sexualities, the queer new world, US LGBTQ+ history, legal history, prejudice and discrimination, health and wellness, relationships and family, education, and film and literature. As current events about LGBTQ+ continue to emerge, throughout the semester we will engage with contemporary issues through online discussion with our classmates.

## Student learning outcomes

Students who successfully complete the course will be able to:

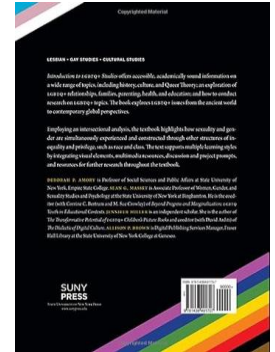
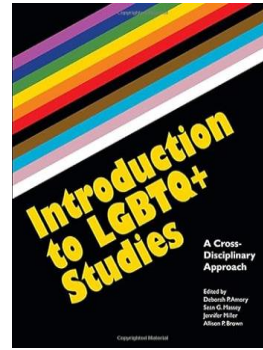
- Use queer theory to analyze and interpret both historical and contemporary issues about LGBTQ+ persons and their communities
- Describe the differences and similarities of LGBTQ+ communities across global boundaries
- Articulate the “queer new world,” including envisioning its future in the US and beyond
- Detail the history of LGBTQ+ communities from antiquity to the present
- Define how laws and legal regulations have shaped the LGBTQ+ experience in the US
- Explain the origin and extent of prejudice and discrimination against LGBTQ+ communities
- Discuss issues related to LGBTQ+ health and wellness both on the individual and community level
- Describe LGBTQ+ relationships and families in the US, including political challenges to these forms
- Elucidate the contemporary and historical issues related to education by, for, and about LGBTQ+ persons
- Articulate the vibrancy of contemporary film, art, and literature by and about LGBTQ+ communities

## Required text

The textbook is available online. You can download the [pdf](#) version for **free**, or [read the text](#) for **free** online. You may also [purchase a hardcopy](#) of the text for the **low cost** of \$37 or the Kindle version for \$11.49 from online vendors.

### *Introduction to LGBTQ+ Studies: A Cross-Disciplinary Approach*

- Deborah P. Amory, SUNY Empire State College
- Sean G. Massey, Binghamton University
- Jennifer Miller, University of Texas at Arlington
- Allison P. Brown, SUNY Geneseo



SUNY Press Open Textbook Library Copyright Year: 2022; Last Update: 2023 ISBN 13: 9781438491707

To download the [pdf](#), [read the text online](#), and/or to [purchase](#) the book, bookmark this link:  
<https://open.umn.edu/opentextbooks/textbooks/1268#:~:text=About%20the%20Book&text=The%20book%20explores%20LGBTQ%2B%20issues,such%20as%20race%20and%20class>

## Technical requirements for the course

### Computer required

This is an online course. Participants will use a computer connected to the internet to communicate, to access the required textbook and multimedia (audio, video), and to create materials for submission. You need to have a laptop, desktop, or tablet computer. Do not attempt to use only a smartphone for this course. Participants are expected to have the most current versions of their computer operating system and applications.

### Internet requirements

You must have regular access to a computer with adequate Internet speed to access, download, and upload materials and assignments in Canvas and to post to the Learning Community Discussions space. Because you will be listening to and watching online audio and video materials, a good internet connection is necessary. If you do not have adequate computer and internet access at your home, you may use any of the computer labs on the UAF campus or any public library in your community that has computers available with adequate internet access. Alternately, if you own a laptop or tablet computer, you might be able to participate in the course at a coffeeshop or other public space that has public Wi-Fi. Many of the parking lots on the UAF campus have Wi-Fi access, so you could work in your car. If you are unable to regularly access both a computer and a reliable internet connection, this might not be the course for you.

### Canvas

We will use Canvas as our learning management system (LMS). All course materials and assignments will be posted to our Canvas site. Connect to the Canvas site for WGS F293 by logging in here using your UA username and password: <https://canvas.alaska.edu>

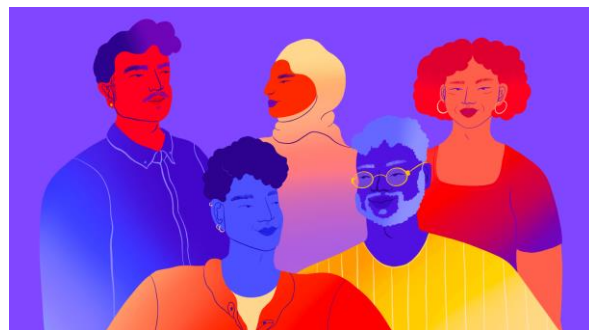
If you need support using Canvas, go here: <https://www.uaf.edu/uaf/current/canvas.php>

## Be ready to roll on the first day of class by doing this before the first class session

- Establish access to your UA Online account (<https://www.alaska.edu/uaonline>)
- Establish access to your UAF email account (<http://webmail.alaska.edu>)
- Connect to the Canvas site for WGS F293 (<https://canvas.alaska.edu>)
- Familiarize yourself with Canvas (for help, visit <https://www.uaf.edu/uaf/current/canvas.php>)
- Review the course layout so you are ready to roll on day one.

## Keys to success in WGS F293X: active learning and supportive community

This course is an open book, open-engaged mind, authentic learning, and critical thinking-based course. Therefore, students are required to be active learners in this online Canvas-based course and to invest a minimum of 10-12 hours per week in completing the work for the class. The process of active learning includes thoroughly studying required readings and completing required assignments and activities each week, thinking critically about your assumptions, engaging in the course material, and vigorously participating in creating a supportive community in our Canvas Discussions Learning Community. You will want to always have your textbook handy to complete assignments, posts, and projects for WGS F293X.



*From the Trevor Project*

If circumstances might prevent you from being an active learner in this class, and from spending at least 10-12 hours per week on this class, please reconsider whether this course is right for you at this time in your life.

## Grading and points value

You can earn up to 100 points in this class. The tables below illustrate the point value of each assignment, and the grading scale for awarding final course grades.

Grading scale	
A+ = 97>	C+ = 77-79
A = 93-96	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
	F <60

Assignments	Points value	Due dates
Learning Community Participation	5 points each x 12 weeks = 60 points total*	By 11:59PM most Sundays
Creative Project Proposal	5	By 11:59PM on Sunday, March 3
Creative Project	15	By 11:59PM on Sunday, March 31
Connections Essay	20	By 11:59PM on Sunday, April 28
* No Learning Community posts required for March 31 or April 28.		

## Assignments

For details about each assignment, click on the **Assignments** menu link in the left-hand menu bar in Canvas. In the assignment pages, you will find a walk-through of the requirements and expectations for each assignment, the due date, and the link for assignment submission. Late assignments may or may not be accepted depending on the reason for lateness and your previous record of timely submission.

### Learning Community Participation (LC)

**Due dates:** by 11:59PM each Sunday except weeks ending on March 31 and April 28

**Points available:** 5 points each for 12 weeks = 60 points total towards your final course grade

Each week, participate in our Learning Community (LC) by discussing your choice of a resource found in the **Quick Dip** or **Deep Dive** sections at the end of each chapter in our [textbook](#). For this assignment, choose a resource such as a film, article, website, or other resource listed and post your discussion about the resource. Some questions you might consider answering in your Learning Community response include: What additional information did you discover in the resource? How did the approach that the resource took affect your

understanding of the chapter? Did you find the resource to be empowering? Why or why not? What additional questions did the resource raise for you?

Your responses must be in-depth, and should reflect considerable thinking about the resource. Additionally, reply to at least one of your classmate's posts to demonstrate your engagement with your colleagues in our Learning Community.

### **Creative Project**

***Proposal due date: by 11:59PM on Sunday, March 3; worth 5 points towards your final course grade***

***Creative Project due date: by 11:59PM on Sunday, March 31; 15 points towards your final course grade***

At the end of each chapter in the text, under **Research Resources**, you will find a suggestion labeled **Create**. For the Creative Project assignment, choose one of the chapters in the text. Then, answer the question posed in the **Create** section: What idea, person, or event from the chapter really moved you? Do more research on that idea, person, or event based on the resources provided in the chapter. Then create your own creative response. In your work, demonstrate both what you have learned and how you feel about the issue or person. Ways to approach the Creative Project include:

- Creating sequential art such as a cartoon or a set of panels for a graphic short story
  - Writing a fictionalized diary or journal entry by a person discussed in the chapter
  - Writing a poem or song; consider filming yourself reading the poem or performing the song
  - Drawing a picture, making a painting or sculpture or hand-cut print
  - Creating a series of photos to tell your story, or curating and creatively editing photographs you find online
  - Making a short video to explain your responses to the idea, person, or event you find most compelling
- 1) You will first submit a Creative Project Proposal to your instructor for feedback and approval. This is due on March 3. Wait until you receive this feedback before you begin serious work on your Project.
  - 2) After you receive instructor approval, submit your completed Creative Project by March 31.

### **Connections Essay**

***Points value: 20 points towards your final course grade***

***Due date: by 11:59PM on Sunday, April 28***

Write an essay on your choice of topics discussed in this class. Use resources found in your textbook at the end of each chapter under the heading **Quick Dip: Online Resources** and **Deep Dive: Books and Film** to gather information to use for your essay. A good way to think about how to structure your essay is to pose a question that you will then answer in your essay. Your personal insights about the topic you choose might also be valuable, as long as you support your ideas by citing appropriate resources. We will discuss the Connections Essay in more detail online in our Canvas course, and of course, you are also welcome to brainstorm your ideas with your instructor.

Your essay should be in 12-point type, Times, Times Roman, or Arial, with one-inch margins all around. Do not insert extra line spaces between paragraphs. Number your pages at the bottom. Visit the [UAF Writing Center](#) or the [Purdue OWL site](#) for writing help including [how to avoid plagiarism](#), formatting your essay, and more.

## **Course Policies**

### **Contacting your instructor**

The best way to contact me is through email. When you email me, use your UA email address, and use an appropriate subject line that includes the course name/course designator and your name. If you need to meet with me for "office hours," email me to set an appointment. I try to answer emails within 48 hours.

## Academic freedom

Students and faculty alike have academic freedom, and I will vigorously protect our academic freedom in this class. Academic freedom allows us to discuss and write about the course material using a broad array of terms, concepts, and ideas from the disciplines that shape the course. To be successful in the class, you do NOT have to adopt my ideas, the ideas from the course material, or the ideas of other students. But you MUST use the course material in your work in this class. Additionally, you must remain civil and respectful of others. Everyone makes communication mistakes and small errors of judgment. However, students who repeatedly disrupt class discussions, who flame and/or bait others, who chronically refuse to respect academic freedom, or who insist on using non-applicable arguments/materials will lose points on assignments, may be dropped from this course, and/or have their final grade lowered significantly for failing to appropriately and academically participate. I may have to interrupt if anyone strays too far away from course material in our discussions, and/or disrupts or distracts our Learning Community conversations. If you have concerns, please contact me privately.



*From the Trevor Project*

## Explanation of NB/I/W grades

This course adheres to the UAF regulations regarding the granting of NB Grades. The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.

Your instructor also follows the UAF Incomplete Grade Policy: “The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course, but for personal reasons beyond the student’s control, such as sickness, has not been able to complete the course during the regular semester. Negligence, indifference, and/or inadequate time spent engaging in the course are not acceptable reasons for an “I” grade.”

Successful, timely completion of this course depends on committing yourself early and maintaining your effort throughout the semester. To this end, and in adherence to the UAF eCampus Procedures for a faculty-initiated withdrawal, the first contact assignment, which is your first post in our Learning Community, is due within one week of the first day of instruction. Failure to submit this assignment within the first two weeks of the course could result in withdrawal from the course.

## How to check your grades

To check your grades for assignments and to find comments from your instructor, click on the **Grades** link in the sidebar menu in Canvas. All the assignments and their due dates are listed. After you submit an assignment and the assignment is graded the score you earned plus feedback and other details are available. See the [Canvas Help guides and tutorials](#) for more information on using the Canvas Grades link and functions.

## Academic integrity

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes but is not limited to, cheating on an exam, plagiarism, and collusion. Plagiarism includes the use of another author’s words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for the fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of “F.” For more information see the [Student Code of Conduct](#) at <https://uaf.edu/student-affairs/student-resources/conduct.php#condu>.

## AI (Artificial Intelligence) Considerations and Responsibilities

Here are some things to consider as AI programs develop and their use rises. Natural language processing (NLP) applications like ChatGPT or Sudowrite are useful tools for helping us improve our writing, communication, and stimulate our thinking. However, they should never serve as a substitute for our own thinking, writing, and communication. And, in WGS 293X, they cannot. Think of the help you get from NLP apps as a much less sophisticated version of the assistance you can receive (for free!) from a [UAF Writing Center](#) tutor or [Communication Center](#) coach. UAF tutors and coaches might ask questions to jump-start your imagination, steer you away from the passive voice, or identify a poorly organized paragraph, but should never do the writing or thinking for you. Also, important to realize: an NLP app is not a person. It is a machine that is trained to recognize patterns, reorganize them and regurgitate “data” back. It cannot think for itself. And it cannot think for you. With that analogy in mind, we will adhere to the following guidelines in our class.

### *Appropriate use of AI:*

- You are free to use spell check, grammar check, and synonym identification tools (e.g., [Grammarly](#))
- You are free to use app recommendations for rephrasing sentences or reorganizing paragraphs you have already drafted yourself
- You are free to use app recommendations for tweaking posts or assignments you already drafted yourself

### *Inappropriate use of AI:*

- Using sentences or paragraphs suggested by an app without providing quotation marks and a citation, just as you would to any other source. If you use [ChatGPT](#), citations should take this form: OpenAI, ChatGPT. Response to the prompt: “What are catch-phrases that refer to love between men in Ancient China?” (February 22, 2024, <https://chat.openai.com/>).
- You may not have an app write a draft of an entire post or assignment for you. In WGS 293 your voice, your insights, and the connections you make are what we need to hear.

I’m assuming we won’t have a problem with inappropriate use of AI in WGS 293 but want to make sure that the expectations and parameters are clear so that we can spend the semester sharing, connecting, learning, growing, and creating a supportive learning community together, human to human. AI can do the mundane spell-checking, grammar-checking, and phrasing enhancement after you do the reflecting, connecting, and drafting of your posts. AI isn’t equipped to meet these learning outcomes for you. Use it to do what it does best so you can spend your time on supportive Learning Community building and understanding enhancement.

Be aware that other classes may have different policies, some may forbid AI use altogether, while others might require AI use to practice crafting AI responses. The above guidelines are for WGS 293 only.

## Student Support Services

### UAF Help Desk

Go to <https://www.uaf.edu/nooktech> to see about current network outages and news.

For help with technology, contact the [Help Desk](#) by emailing [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu); calling 907.450.8300 (in the Fairbanks area) or 1.800.478.8226 (outside of Fairbanks); or visiting the [OIT self-service site](#)

### Effective Communication

For assistance with oral presentations and/or writing, please contact one or all of the following resources. They are here to help:

- [UAF Department of Communication’s Speaking Center](#) (907.474.5470, [uaf-speakingcenter@alaska.edu](mailto:uaf-speakingcenter@alaska.edu))
- [UAF English’s Department’s Writing Center](#) ([uaf-writing-center@alaska.edu](mailto:uaf-writing-center@alaska.edu), Gruening 8th floor)
- [CTC’s Student Success Center](#) (604 Barnette St. in downtown Fairbanks)

See the **Student Handbook** ([www.uaf.edu/handbook](http://www.uaf.edu/handbook)) for how to access a vast array of support services, including: academic advising; tutoring; library and academic support; disability services; computing and technology; veteran and military support; academic complaint and appeals; late withdrawals; behavior expectations; and more.

**UAF eCampus Student Services** helps students with [registration](#) and [course schedules](#), assists with the [examination process](#), and answers [general questions](#). Contact the UAF eCampus Student Services staff at 907.455.2060 or toll-free 1.800.277.8060 or contact staff directly with eCampus' [directory listing](#).



*From the Trevor Project*

### Student Protections and Services Statement

Every qualified student is welcome in my classroom. As needed, I will work with [Disability Services](#), [Military and Veteran Services](#), and [Rural Student Services](#) to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination ([Title IX](#)), and [minors have additional protections](#). As required, if I notice or am informed of certain types of misconduct, then I am [required to report](#) it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please see the following site: [www.uaf.edu/handbook](http://www.uaf.edu/handbook) scroll to the bottom and click on the **Complaint & Appeals** or the **Protections** section.

### Advocacy Services

The [Associated Students of the University of Alaska Fairbanks](#) (ASUAF), the student government of UAF, offers [advocacy services](#) to students who are facing issues with staff, faculty, and/or other students specifically if these issues are hindering the ability of the student to succeed in their academics or go about their lives at the university. Students who wish to utilize these services can contact the Student Advocacy Director by visiting the [ASUAF](#) office or emailing [asuaf.office@alaska.edu](mailto:asuaf.office@alaska.edu).

### Notice of Nondiscrimination

UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: [www.alaska.edu/titleIXcompliance/nondiscrimination](http://www.alaska.edu/titleIXcompliance/nondiscrimination)



In an effort to reduce costs to students as much as possible, your instructor has worked to make this a NoLo course. This means the required textbook and materials are no or low cost and do not exceed \$40.

## Course Schedule

Finish the required readings and submit the assignments by 11:59PM on Sundays. Details about each assignment are found in our Canvas site under the **Assignments** tab, and are also described in this syllabus in the **Assignments** section. Submit assignments in [Canvas](#) by logging in using your UA credentials: <https://north.open.uaf.edu/login/>. All readings are in the textbook, *Introduction to LGBTQ+ Studies: A Cross-Disciplinary Approach*.

To access the text, download the [pdf](#), [read the text online](#), [purchase](#) the book, or follow the chapter links provided in the table below.

For quick access, bookmark this link:

<https://open.umn.edu/opentextbooks/textbooks/1268#:~:text=About%20the%20Book&text=The%20book%20explores%20LGBTQ%2B%20issues,such%20as%20race%20and%20class>

Week	Topic	Due date	Assignments due by 11:59PM on Sundays
1	Chapter 1: <a href="#">Thirty Years of Queer Theory</a>	1-21	<ul style="list-style-type: none"> <li>Read Chapter 1</li> <li>Post in Learning Community Discussions</li> </ul>
2	Chapter 2: <a href="#">Global Sexualities: LGBTQ+ Anthropology, Past, Present, and Future</a>	1-28	<ul style="list-style-type: none"> <li>Read Chapter 2</li> <li>Post in Learning Community Discussions</li> </ul>
3	Chapter 3: <a href="#">Queer New World: Challenging Heteronormativity in Archaeology</a>	2-4	<ul style="list-style-type: none"> <li>Read Chapter 3</li> <li>Post in Learning Community Discussions</li> </ul>
4	Chapter 4: <a href="#">U.S. LGBTQ+ History</a>	2-11	<ul style="list-style-type: none"> <li>Read Chapter 4</li> <li>Post in Learning Community Discussions</li> </ul>
5	Chapter 5: <a href="#">LGBTQ+ Legal History</a>	2-18	<ul style="list-style-type: none"> <li>Read Chapter 5</li> <li>Post in Learning Community Discussions</li> </ul>
6	Chapter 6: <a href="#">Prejudice and Discrimination Against LGBTQ+ People</a>	2-25	<ul style="list-style-type: none"> <li>Read Chapter 6</li> <li>Post in Learning Community Discussions</li> </ul>
7	Chapter 7: <a href="#">LGBTQ+ Health and Wellness</a>	3-3	<b>Creative Project Proposal due</b> <ul style="list-style-type: none"> <li>Read Chapter 7</li> <li>Post in Learning Community Discussions</li> </ul>
8	Chapter 8: <a href="#">LGBTQ+ Relationships and Families</a>	3-10	<ul style="list-style-type: none"> <li>Read Chapter 8</li> <li>Post in Learning Community Discussions</li> </ul>
<b>Spring Break March 11-15 no assignments due this week</b>			
9	Chapter 9: <a href="#">Education and LGBTQ+ Youth</a>	3-24	<ul style="list-style-type: none"> <li>Read Chapter 9</li> <li>Post in Learning Community Discussions</li> </ul>
10	<b>Creative Project due</b>	3-31	<b>Creative Project due</b>
11	Chapter 10: <a href="#">Screening LGBTQ+</a>	4-7	<ul style="list-style-type: none"> <li>Read Chapter 10</li> <li>Post in Learning Community Discussions</li> </ul>
12	Chapter 11: <a href="#">LGBTQ+ Literature</a>	4-14	<ul style="list-style-type: none"> <li>Read Chapter 11</li> <li>Post in Learning Community Discussions</li> </ul>
13	Chapter 12: <a href="#">A Practical Guide for LGBTQ+ Studies</a>	4-21	<ul style="list-style-type: none"> <li>Read Chapter 12</li> <li>Visit the Assignment in Canvas to view the prompt for this week's Learning Community</li> </ul>
14	<b>Connections Essay due</b>	4-28	<b>Connections Essay due</b>