
UNIVERSITY OF ILLINOIS, SPRINGFIELD
ECCE: LGBTQ & Allied Peer Education

Course: WGS 357

Credits: 3

Session: Fall 2011

Days/Time: TBA

Room: TBA

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Office Hours: by appt.

Course Description

Experiential learning course that seeks to combat homophobia, transphobia, and heterosexism by training students in peer-education skills focused on LGBTQ issues. Interdisciplinary course materials and topics with focus on interpersonal communication, group facilitation, multicultural/social justice, and queer theory. The larger goal is produce a team of student peer educators that provides workshops and other activities throughout the year in residence halls, classrooms, athletic teams, and student organizations.

Course Format

This course is taught in seminar format where student presentation of personal narratives and discussion of assigned readings and other course materials will form the major class activity. Each class will typically consist of discussion of news and current events, the topic of the day, interactive activities, and the practicing of facilitation, communication and public speaking techniques. Occasionally, campus and community experts will visit the class to address specific topics.

Course Objectives

Upon completion of this course, students will be able to:

- Discuss LGBTQ community history, politics, identity, issues and resources and how these have shaped the public discourse related to institutionalized discrimination, tolerance, and eventual inclusion.
- Understand the concept of intersectionality and people with multiple identities (culture/LGBTQ/race/religion/class, etc.).
- Understand individual identities and how communicating them as an LGBTQ or allied peer educator constitutes leadership for change on campus and in the local community.
- Listen, present, and speak in public in order to inform the general UIS student population about LGBTQ issues
- Engage peers in open-minded discussion based on both personal experience and current literature and research on LGBTQ issues and people.

Required Text/Readings

- select readings on Blackboard (see readings schedule)
- Howard, K. & Stevens, A. (2000). *Out & about campus: personal accounts by lesbian, gay, bisexual, & transgendered college students*. Los Angeles, CA: Alyson Publications. ISBN: 1555834809. (Available online from \$4-12.00 used.)

- Marcus, E. (2005) *Is it a choice?: answers to the most frequently asked questions about gay and lesbian people*. San Francisco: Harper Collins. ISBN: 0060832800. (Available online from \$3-15.00 used.)

Course Requirements (course worth 1000 points total)

- *Attendance* (see below)
- *Weekly Response Papers & Brief Presentation* (350 points): dates on syllabus. There is a cluster of questions for each major subject area for each class. These constitute the questions most frequently asked by undergraduate students of LGBTQ peers. After completing the reading assignment for the week, you will write a short response paper, 1-2 pages, to one of the questions in each cluster. One short response paper is due each class where you will present your thoughts to the class using presentation skills learned so far in the class. You will want to draw on information found in the readings, make sure to cite at least one reading using APA style. Make sure to use any of your own personal experience you feel is relevant. The questions are addressed to LGBTQ persons. If you are not an LGBTQ person, you will need to phrase your answers in a way that responds to the question while simultaneously honoring your own identity and experience. For example, you might begin with, "As a heterosexual ally, I have learned that ..." or "When my brother came out to our parents..." I will gladly assist any student who feels that ze does not have any relevant experience upon which to draw upon.
- *One Day Retreat* (300 points): date on syllabus.
- *Final Group Presentation* (350 points): outline due date on syllabus; final presentation due date on syllabus. The course culminates in the creation of a peer-to-peer workshop that a team of students will create. Submit a subject and outline, under consultation with the instructor, for the workshop by late October. The workshop outline should include goals, objectives, process questions, process statements, media used, and example cases that illustrate how to implement the workshop. Each team will present their workshop at the end of the semester with a pre-determined and agreed upon audience of UIS students Workshops should be based on material from class discussion and anticipated needs at UIS. These workshops will form the basis of future student peer-to-peer interactions.
- *Extra credit* (up to 50 points): *optional* extra credit options will be announced over the course of the semester.

General Course Policies

Attendance and Participation

Attendance and participation in class is crucial and **required**. You will be allowed only one un-excused absence without a direct impact on your final grade. This excused absence will be allowed for a religious observation, or, at instructor's discretion, some other bona fide reason. An excused absence *must* be agreed upon in advance. It is your responsibility to contact another student for an explanation of what was covered during an excused or un-excused absence. If the instructor notices that you are silent or not participating in activities, ze will ask to speak with you one-on-one. Students are required to attend a five hour retreat in September and group presentation rehearsal on a date to be determined.

- **Regular, punctual attendance is required.** A sign-in sheet will be circulated during the first few minutes of class. It will serve as proof of your attendance/absence.
- **Second and Third** absences will result in a *course* grade penalty of 50 points per absence.
- **Any student who misses FIVE or more classes will automatically fail the course, regardless of the quality of other work.**
- Late arrivals/early departures are disruptive to everyone in class. **If you arrive more than 10 minutes late, are gone during or depart more than 10 minutes early from, class you will receive a tardy.** Three tardies = one absence.

Grading

- the same standard will be used to assess your work whether you are taking the course to fulfill a major/minor, general education, or elective requirement!
- late work is **NOT** accepted. Plan your time accordingly....
- student work must be submitted on paper, **NOT** electronically.
- if you are offered an opportunity to rewrite a paper, you will have one week to complete it. A rewritten paper must be accompanied by the original paper or it will not be graded. Clock stops when assignment reaches instructor (**NOT** when it is slid under an office door, given to a secretary, or placed in a mailbox!)
- if you are taking the class Pass/Fail you must earn a 70/C- average to receive credit.
- the instructor reserves the right to adjust a student's final course grade (up **OR** down) if grades earned on course requirements do not reflect a student's overall performance in the course.

Academic integrity

Please familiarize yourself with the University's Academic Integrity Policy, which governs student work in this course. Students caught cheating or representing someone else's work as their own (plagiarism) will **automatically fail the course** and be referred to the Academic Integrity Council for appropriate discipline. Always cite any material or concepts you use in your written work. Ask if you have questions. Ignorance is no defense!

Disability accommodations

Reasonable accommodations for those with disabilities will be made, as required by law and University policy. However, prompt action on your part is essential: if you require accommodations to complete your education please contact the instructor or the Office of Disability Services (ODS) located in HRB 80. No accommodations can be made without prior registration and documentation with ODS .

Classroom Civility

Much of this course will be focused on the personal narrative. Students are expected to be respectful of others as they share personal stories. Expect to hear experiences that may be different from your own. Students may also have skills sets and communication styles more or less advanced than others. An atmosphere of mutual cooperation, guidance, and feedback is expected.

Schedule of topics and paper questions

8/23: Introduction & Basic Presentation Skills

Discussion questions: Who is your audience? What do they know? What do they want to know? What should they know? What skills are needed? How do I learn to present?

Assignment: Be prepared to explain to the class about your motivation, personal goals, and reasons for joining this seminar and becoming a peer educator on LGBTQ and allied issues at UIS.

8/30: Coming Out

Reading: Howard & Stevens, *Out & About Campus, Coming In*, p. 1-11

Reading: Marcus, *Is It A Choice, The Basics* (p. 1-27), & *Coming Out & Going Public* (p. 40-57)

Reading: -Stryker, "Transgender Terms and Concepts," 29pp. BB **FOCUS ON PP. 7-24**

Reading questions: What does coming out really mean? Isn't this your private business? Why do you have to tell us? Can a heterosexual come out? Do your parents know? How did they react? How do you relate to them now? How did you tell them? What about siblings and other family members?

Assignment: Answer at least one question in a 1-2 page written essay. Cite at least one reading, use personal experience, and be prepared to make a <3-5 minute presentation on your essay.

9/3: One-Day Weekend Local Retreat – Team Building, Communication & Speaking Skills, Basic Listening Skills, Coming Out Story Telling, & Brainstorming.

9/6: Etiology and self-satisfaction.

Reading: Howard & Stevens, *Out & About Campus, Sisterhood* (p. 31-40), *Competitive College* (p. 54-61)

Reading: Marcus, *Is It A Choice, Socializing and Friends* (p. 161-169).

Readings:

- Greenberg, "Gay By Choice?: The Science of Sexual Identity," 5pp. BB

-Zicklin, "Media, Science, and Sexual Ideology," QW 381-94.

-Nelkin/Lindee, "Creating Natural Distinctions," QW 309-27.

-Burr, "Homosexuality and Biology," *Atlantic Monthly* (March 1993): 47-65. BB*

-Meyer-Bahlburg, "Psychobiologic Research on Homosexuality," QW 285-297.*

-Byne, "LeVay's Thesis Reconsidered," QW 318-27.

-Mooallem, "Can Animals Be Gay?," *New York Times* (4 April 2010): MM24+. BB

-Puts/Jordan/Breedlove, "O Brother, Where Art Thou? The Fraternal Birth-Order Effect on Male Sexual Orientation," 2pp. BB

Reading questions: Why do you want to be an LGBTQ person? What made you that way? Is homosexuality a choice, learned, or instinctive? Did past experiences in childhood affect your sexual orientation? Were you influenced by a person or event? Do you enjoy being an LGBTQ person? Are you ashamed? Do you wish you were straight, or do you like being different? Given a choice, would you become heterosexual? Why?

Assignment: Answer at least one question in a 1-2 page written essay. Cite at least one reading, use personal experience, and be prepared to make a <3-5 minute presentation on your essay.

9/13: Discrimination

Reading: Howard & Stevens, *Out & About Campus, Getting Real at ISU* (p. 12-18), *A Deep, Sad Sorrow* (p. 41-53), *Out & Proud* (p. 124-130)

Reading: Marcus, *Is It A Choice, Discrimination and Anti-gay violence* (p. 186-194)

Readings:

-Cathcart, "Boy's Killing, Labeled a Hate Crime, Stuns Town" 3pp. BB

-Clark, "Sexual and Racial Violence and American Masculinity: The James Byrd and Matthew Shepard Murders," 6pp. BB

-GenderPAC, "Fifty under 30," 12pp. BB

Reading questions: Do you feel you have to hide your sexual orientation or gender identity? Have you ever experienced discrimination because of your sexual orientation or gender identity? How do your friends react? How do you cope with discrimination? Should you have special rights? Is it hard for you to go out in public? What do you fear most?

Assignment: Answer at least one question in a 1-2 page written essay. Cite at least one reading, use personal experience, and be prepared to make a <3-5 minute presentation on your essay.

9/20: Developmental Issues

Reading: Marcus, *Is It A Choice, For Parents of Gay Children* (p. 70-96)

Readings:

-Kinsey, "Kinsey's Seven-Point Scale of Sexual Identity," 3pp. BB

- Kerry Poynter, *Implementing theory to meet lesbian, bisexual, & gay student needs: the McCarn & Fassinger model.* (1999) Unpublished Presentation: Durham, NC: Duke University. BB

- Brent Bilodeau, & Kristen Renn, "Analysis of LGBT identity development models and implications for practice." In *Gender identity and sexual orientation: research, policy, and personal perspectives* (2005) (pp. 25-39). BB

- Nancy Evans, & Ellen Broido, (2005). "Encouraging the development of social justice attitudes and actions in heterosexual students." In *Developing social justice allies* (2005) (pp. 43-54). BB

Discussion questions: How long have you been LGBTQ or heterosexual? When did you first feel that way? Did it start in childhood? Was there a turning point?

Assignment: Answer at least one question in a 1-2 page written essay. Cite at least one reading, use personal experience, and be prepared to make a <3-5 minute presentation on your essay.

9/27: Intersections/Multiple Identities

Readings: Howard & Stevens, *Out & About Campus, From the Margins* (p 19-30), *Creating Familia*, p. 200- 211

Readings:

- Kerry Poynter & Jamie Washington, "Multiple identities: Creating community on campus for LGBT students." In *Gender identity and sexual orientation: research, policy, and personal perspectives* (2005) (pp. 41-47). BB
- Laura Sullivan, "Chasing Fae: *The Watermelon Woman* and Black Lesbian Possibility," *Callaloo* 23, no. 1 (2000): 448-460. BB
- Samuel R. Delany, "Some Queer Notions about Race," in *Dangerous Liaisons: Blacks, Gays, and the Struggle for Equality*, Eric Brandt, ed. (NY: New Press, 1999), 259-289. BB
- Cherrie Moraga, "Queer Aztlan: The Re-formation of Chicano Tribe," excerpted from *The Last Generation* (Boston: South End Press, 1993), 145-165. BB
- Urvashi Vaid, "Inclusion, Exclusion, and Occlusion: The Queer Idea of Asian Pacific American-ness," *Amerasia* 25, no. 3 (1999-2000): 1-16. BB
- Nanda, "The Hijras of India," QW
- DeMarco, "Gay Racism," 7pp. BB
- Hoy, "Secret Sex and the Down Low Brotherhood, 3pp. BB
- Gomez, "The Event of Becoming," 6pp. QW
- Roy, "Curry Queens," 6pp. BB

Discussion questions: Are you accepted in your ethnic/racial community? How is being an LGBTQ person of color different from being a white LGBTQ person? What ways is discrimination against sexual minorities intertwined with discrimination against others on the basis of race, class, and sex?

Assignment: Answer at least one question in a 1-2 page written essay. Cite at least one reading, use personal experience, and be prepared to make a <3-5 minute presentation on your essay.

9/4: Western Religious Traditions

Reading: Howard & Stevens, *Out & About Campus*, Gay and in Bible College, p. 163-171; Babel, p. 224-233

Reading: Marcus, *Is It A Choice*, Religion (p. 170-185).

Discussion questions: What is your religious background and present religious affiliation? How do you justify your lifestyle from a religious perspective? How do you justify your actions through the Bible? What about other texts such as the Qur'an? Are most LGBTQ people Atheist?

Assignment: Answer at least one question in a 1-2 page written essay. Cite one reading, use personal experience, and be prepared to present.

10/11: Marriage and Equality

Reading: Marcus, *Is It A Choice*, Family and Children (p. 58-69); Politics and Activism (p. 218-228).

Readings:

-John D'Emilio, "Stonewall: Myth and Meaning," in *The World Turned: Essays on Gay History, Politics, and Culture* (Durham, NC: Duke University Press, 2002), 146-53.

-Elizabeth Armstrong and Suzanna Crage, "Movements and Memory: The Making of the Stonewall Myth," *American Sociological Review* 71 (October 2006): 724-51. BB

-Pierceson, "Same-Sex Marriage and the American Political Tradition", In *Moral Argument, Religion, and Same-Sex Marriage*, (2009), p.129-134.

- Wolfson, "What is Marriage?," 15pp. BB
- Parker-Pope, "Kept from a Dying Partner's Bedside," 2pp. BB
- Frank, "Why Other People's Marriages are Our Business," 2 pp.
- Miller, "Our Mutual Joy," 4pp. BB
- Ettelbrick, "Since When Is Marriage a Path to Liberation?," 4 pp. BB
- Polikoff, *Beyond (Straight and Gay) Marriage*, pp. 1-10 **ONLY** BB
- Duggan/Kim, "Beyond Gay Marriage," 4pp. BB
- Coontz, "Taking Marriage Private," 1 pp. BB

Discussion questions: Should same-sex marriage be legalized? Do you wish to marry? Are you married? How do you feel about the laws regarding same-sex marriage? Do you think it is fair to the child to be raised in a same-sex headed household in terms of peer pressure, teasing, and so forth? Do you think you will have an influence on that child's sexual orientation? Do you believe children need male and female role models?

Assignment: Answer at least one question in a 1-2 page written essay. Cite at least one reading, use personal experience, and be prepared to make a <3-5 minute presentation on your essay.

10/18: Transgender Identities/Genderqueer

Readings: Howard & Stevens, *Out & About Campus*, Wearing the Dress, p. 83-91; Finding My Place in the World, or Which Bathroom Should I Use, p. 172-179; It's a Long Journey, So Bring an Extra Set of Clothes, p. 244-255 From the Margins, p. 19- 30;

Readings:

- Kerry Poynter, "The Transgender Umbrella", *Safe-on-Campus Manual/DVD*, (2003) Duke University. BB
- Kate Bornstein, K., "Which outlaws? or, 'who was that masked man?'" In *Readings For diversity and social justice*. (2000). New York, NY: Routledge. 220-228. BB
- John Colapinto, "The True Story of John/Joan," *Rolling Stone* (11 Dec. 1997): 54-72. BB
- John Colapinto, "Gender Gap: What Were the Real Reasons behind David Reimer's Suicide?," *Slate.com* (3 June 2004). 2pp. BB
- Suzanne Kessler, "The Medical Construction of Gender: Case Management of Intersexual Infants," *Signs* 16, no.1 (1990): 3-26. BB
- Judith Butler, "Doing Justice to Someone: Sex Reassignment and Allegories of Transsexuality," *GLQ* 7, no. 4 (2001): 621-636. BB
- Bergman, "The Field Guide to Transmasculine Creatures," 6pp. BB
- Weil, "What If It's (Sort of) a Boy and (Sort of) a Girl?," 7pp. BB

Discussion questions: Would you want to adopt a child? Do you think it is fair to the child to be raised in a same-sex headed household in terms of peer pressure, teasing, and so forth? Do you think you will have an influence on that child's sexual orientation? Do you believe children need male and female role models? What about same-sex marriage?

Assignment: Answer at least one question in a 1-2 page written essay. Cite at least one reading, use personal experience, and be prepared to make a <3-5 minute presentation on your essay.

10/25: Dating and relationships*****DUE: Basic Outline for Workshop/Presentation (see assignment)******Reading:* Marcus, *Is It A Choice; Dating, Relationships, and Marriage* (p. 97-123).*Discussion questions:* Do you ever have straight people as partners? How do you dress, and what do you do to attract the same sex? How do you find one another? Is there such a thing as “gaydar”? What would you describe as an ideal relationship? Does one person take a more masculine or feminine role? Do you think it is fair to the child to be raised in a same-sex headed household in terms of peer pressure, teasing, and so forth? Do you think you will have an influence on that child’s sexual orientation? Do you believe children need male and female role models?*Assignment:* Answer at least one question in a 1-2 page written essay. Cite one reading, use personal experience, and be prepared to present.**11/1: Health***Reading:* Howard & Stevens, *Out & About Campus, The Politics of Silence*, p. 71-82; *And Then They Came*, p. 154-162*Reading:* Marcus, *Is It A Choice, Sex* (p. 124-137).*Readings:*-Gayle Rubin, “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality,” from *Pleasure and Danger: Exploring Female Sexuality*, ed. Carole S. Vance (London: Pandora Press, 1992 [orig. 1982]), 267- 319. BB

-Lauren Berlant and Michael Warner, “Sex in Public,” [1998] 10 pp. BB

-Dennis Altman, “Sex: The New Front Line for Gay Politics,” (1982), 6pp. BB

-Michael Warner, “Unsafe: Why Gay Men are Having Risky Sex,” *Village Voice* (31 January 1995). 7pp. BB-C. Jacob Hale, “Leatherdyke Boys and Their Daddies: How to Have Sex Without Women or Men,” from *Queer Studies: An Interdisciplinary Reader*, Robert J. Corber and Stephen Valocchi, eds. (Malden, Mass.: Blackwell, ???), 61-70. BB*Discussion questions:* Are you afraid of getting AIDS? What kind of support is there for people with AIDS? Do you practice safer sex? How? What other health risks do LGBTQ people face? What about suicide rates in LGBTQ youth? Where and how have you learned about sex with someone of the same gender?*Assignment:* Answer at least one question in a 1-2 page written essay. Cite at least one reading, use personal experience, and be prepared to make a <3-5 minute presentation on your essay.**11/8: Presentation/Workshop Practice Session****11/15: Presentation/Workshop Practice Session****11/29: Presentation/Workshop Practice Session****12/6: Final Presentation/Workshop to a campus wide audience.****12/13: Semester review and evaluation. Next semester steps.**