LGBT Identities in Popular Culture
HNRS HU 1540 - COMM 2810 - WGS 2900
W 5:30 - 8:10 pm, Fall 2016, Classroom: Elizabeth Hall, room 323

Contact Information
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801-626-8129  Other times by appointment

NOTE: You will receive regular communication by email via Canvas, so check your email daily and respond immediately. Be sure to forward your Canvas email and set it to be received daily. Otherwise, you may miss important communication about assignments, etc.

Course Description:
This course meets the Hu Gen Ed learning outcomes by looking at the history and legal status of LGBT people and how that is reflected in their mediated identities and portrayed in popular culture. Students will discuss, analyze, and write about their expanded understanding of diversity.

Required Text:

Learning Outcomes – Course Level and Gen Ed

1. Describe how LGBT identities are constructed today through viewing LGBT-themed T.V. and film. (HU Gen Ed Learning Outcome: Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures).
   Assessment: Weekly film discussion; exams

2. Demonstrate knowledge of LGBT history, current laws, and foundational language. (HU Gen Ed Learning Outcome: Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines).
   Assessment: Individual interactive quizzes; exams; online discussion questions

3. Develop empathy and intercultural communication skills. (HU Gen Ed Learning Outcome: Demonstrate ability to effective communicate your understanding of humanities materials in oral forms).
   Assessment: Weekly film discussion; presentation of LGBT media artifact

4. Develop research skill. (HU Gen Ed Learning Outcome: Demonstrate ability to effectively communicate your understanding in written form).
   Assessment: Do relevant research in order to design a possible research study related to course content or to create an LGBT project.

Course Content Areas
● History of sexualities as psychological disorders
● Overview of past and current laws and politics regarding sexualities
● Queer Theory in Literature and Foundational LGBT terminology
● LGBT intersectional identities and their sociological impact
• LGBT identities as portrayed in popular culture
• Relationships and conversations with LGBT people

Assignments

■ INDIVIDUAL LEARNING CHECKS (6 @ 5 pts. = 30 pts.). Learning quizzes after assigned weekly reading.

■ ONLINE TEXTBOOK QUESTIONS FOR DISCUSSION (11 @ 5 pts. = 55 pts.). Discussion questions/comments on the chapter reading, posted by Wednesday noon for the class to discuss.

■ ONLINE DISCUSSION ASSIGNMENT IN LIEU OF CLASS (15 pts.). Discussion questions/comments on the chapter reading, posted by Wednesday noon for the class to discuss.

■ CLASS LGBT MEDIA CONTRIBUTION (30 pts.). Bring example of LGBT culture example from media (film, TV, literature, art) and lead a discussion with the class on it.

■ ONLINE POPULAR CULTURE REFLECTIONS (10 @ 5 pts. = 50 pts.). Reflections on the films viewed in class.

■ TWO EXAMS (2 @ 75 pts. = 150 pts.). Test items will be short essay questions on Chitester. The essay questions will be provided a week ahead.

■ RESEARCH PROPOSAL (100 pts.). Design and explain a research study based on LGBT identities in popular culture with an annotated literature review.

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■ CREATIVE LGBT PROJECT (100 pts.). Create and explain an artifact that illustrates what you have learned about LGBT identities in popular culture: Art work, poetry, fiction, video, play, etc.

ATTENDANCE (70 pts.). Each class period counts for 5 pts. Late arrival or leaving early will result in minus pts.

Points for Grades

☐ Individual Learning Checks 30
☐ Online Class Discussion Questions 55
☐ Online Popular Culture Reflections 50
☐ Online Assignment In Lieu of Class 15
☐ Two exams 150
☐ Research Proposal or Creative Project 100
☐ Class LGBT Media Contribution 30
☐ Attendance 70

Total 500 pts.

Grading:
Final grades will be based on the total points possible: 500
94% = A, 90% = A-, 87% = B+, 83% = B, 80% = B-, 77% = C+, 73% = C, 70% = C-, 67% = D+, 63% = D, 60% = D-, below 60% = E.
No extra credit will be assigned. Late assignments may be accepted if a late submission is requested prior to the due date, but there will be a points penalty, depending upon their lateness. Late submission
will not be permitted for the online class will be due at 11:59 PM on the day that they are due. Online discussions and interactive quizzes cannot be submitted late. Just like class discussions, if you are not there to participate during that time frame (posting by Thursday each week, then responding by Friday) it cannot be recaptured because few students go back to read what people have written days later. For the two papers, late submissions will result in a point’s penalty, depending upon their lateness. If you know in advance that you will need to submit your paper late, please let the instructors know.

**Evaluation of Course Work**

This course has been designed to take into account individual learning differences. Assignments include a variety of assessment strategies to allow for different performing strengths and weaknesses: Objective interactive quizzes; exams; online discussion questions; presentation of media artifact; and a choice between a creative or a research project. All course work will be graded based on clear criteria and a grading rubric.

**Course Policies**

CLASS CONDUCT must be respectful of your classmates and professor at all times. This means staying focused on and engaged in the class discussion. If you use your phone for texting or your laptop to roam the Internet, you will be asked to put them away or leave.

CLASS ATTENDANCE begins promptly at the beginning of the designated class and ends promptly. Tardiness is disruptive to others. If tardiness is going to be habitual for any reason, drop the class because it will affect your final grade. Perfect attendance will result in 10 points extra credit. NO EXCUSES are acceptable for perfect attendance.

AMERICANS WITH DISABILITIES ACT provides for any student requiring accommodations or services due to a disability to receive help, if they contact Services for Students with Disabilities (SSD in Room 181 of the Student Service Center) to arrange for help. If you have a disability for which you need any kind of instructional accommodation, please talk to those services and SSD will notify me at the start of the semester with the proper documentation, explaining how I can assist you.

CONFLICTS REGARDING CLASS ASSIGNMENTS OR CONTENT and a student’s “core beliefs” may occur, in which case students are directed to WSU Policy and Procedures Manual 6-22, Part IV, which states that students are to: “determine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.”

Popular culture examples will include excerpts from R-rated films or television episodes with language, innuendos, or ideas that may be offensive to some students. In class, you are free to cover your eyes/ears or leave the room. You will not be tested on these media examples.

COUNSELING CENTER. If you find yourself struggling with class work for personal reasons, whether related to home life situations or overwhelming stress and anxiety, please make an appointment with the counseling center before dropping out of class or school (SC 280, ext. 6406).
EMERGENCY CLOSURES. If for any reason the university is forced to close for an extended period of time, we will conduct our class via Canvas, so look for emails and instructions as to how that will occur.

ACADEMIC HONESTY. As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is “the unacknowledged (uncited or improperly cited) use of any other person’s or group’s ideas or work.”

PLAGIARISM. Students sometimes plagiarize without considering that they are doing so. This can result in an “F” on a paper. Examples include extensive quoting of an author without showing it as “direct quotes” with a page number. (Just citing the author and date indicates that you have paraphrased the source and it is your words, not the author’s words verbatim.)

Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Any student who fails to give complete and proper credit for ideas that s/he takes from another source is guilty of plagiarism. Depending upon the extent of the plagiarism, we will drop you a full grade on the paper, fail you on the paper, or fail you in the class. Additionally, if failed for the course, s/he will be reported to the Dean of Students for further action.

**TENTATIVE Schedule**
(Not all films will be reviewed; Options listed)

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading / Films</th>
<th>Assignment Due</th>
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<tr>
<td>1</td>
<td>Aug. 31</td>
<td>ch. 6: Inclusion &amp; Equality</td>
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<td>“The Out List”; “Boys in the Band”; “Equality U”</td>
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<td>2</td>
<td>Sept. 7</td>
<td>ch. 7: Queer Diversities</td>
<td>Ch. 7-Q; Reflections-1; LC-1</td>
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<td>“To Wong Fu with Love”; “Transamerica”</td>
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<td>Sept. 14</td>
<td>ch. 15: Queer Space</td>
<td>LC-2; Ch. 15-Q; Reflect-2</td>
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<td>LGBT Panel - SSC 154; “Flag Wars”</td>
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<td>4</td>
<td>Sept. 21</td>
<td>ch. 8: Intersectionalities</td>
<td>Ch. 8-Q; Reflect-3</td>
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<td>“Paris Is Burning”; “Transparency”; “Kinky Boots”</td>
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<td>5</td>
<td>Sept. 28</td>
<td>ch. 1: The Ancient World</td>
<td>Ch. 1-Q; Reflect-4</td>
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<td>YouTube video clips</td>
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<td>6</td>
<td>Oct. 5</td>
<td>ch. 2: Sexology</td>
<td>Ch. 2-Q; LC-3</td>
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<td>“Kinsey”; “(A)Sexuality”</td>
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<td>7</td>
<td>Oct. 12</td>
<td>ch. 5: Nature, Nurture, &amp; Identity</td>
<td>Ch. 5-Q; Reflect-5; LC-4</td>
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<td>“The Kids Are All Right”; “Beginners”</td>
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<td>Oct. 19</td>
<td>ch. 3: Toward Liberation</td>
<td>Ch. 3-Q; Reflect-6; LC-5</td>
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<td>“Milk”; Barney Frank film at Egyptian Theater</td>
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<td><strong>Chitester exam 1: Due Oct. 22</strong></td>
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<td>9</td>
<td>Oct. 26</td>
<td>ch. 4: Stonewall and Beyond</td>
<td>Ch. 4-Q; Reflect-7; LC-6</td>
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“We Were Here”; “Freeheld”

10 Nov. 2  ch. 11 & 12: Transgressions & Censorship  Ch. 11&12-Q; Reflect-8
“Pride”

11 Nov. 9  CLASS ONLINE  ch. 9 & 10: Art, & Pulp Novels  Reflect-9
YouTube videoclips  ONLINE ASSIGNMENT

12 Nov. 16  ch. 13: Film & Television  Ch. 13-Q
“Ellen”; “Will & Grace”; “L-Word”; “Modern Family” etc.

13 Nov. 23  ch. 13: Film & Television  Reflect-10; Media artifacts presented

14 Nov. 30  ch. 14: Queers & the Internet  Video Blogs;  Media artifacts presented

15 Dec. 7  Creative & Research Projects presented

Finals Week

Exam 2: Ch. 9-15