

San José State University

Sociology and Interdisciplinary Social Sciences

Sociology 172, Spring 2024

**COURSE AND CONTACT INFORMATION**

Instructor:	Jesi Faust
Office Location:	DMH 237A
Telephone:	N/A
Email:	jesi.faust@sjsu.edu
Office Hours:	Mondays from 12:00-1:00 PM
Class Days/Time:	Tuesdays and Thursdays from 10:30-11:45 AM
Classroom:	DMH 231

**COURSE GENERAL INFORMATION**

**Course Description:** Examination and analysis of social construction of sexuality and gender through interaction and social institutions. Explores the social construction of sexualities, and how intersections of gender, race, class, and sexuality shape an individual’s experiences.

**Canvas and MySJSU:** Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU (or other communication systems as indicated by the instructor). **To log onto Canvas, go to <https://one.sjsu.edu/>**

**Required Texts/Readings**

1) Quesada, Uriel, Letitia Gomez, and Salvador Vidal-Ortiz. *Queer Brown Voices: Personal Narratives of Latina/o LGBT Activism*. (2015). Austin, TX: University of Texas Press. (Full text available online through SJSU Library. You have to sign-in to get access)

**Other required readings** are available on Canvas.

**Course Learning Outcomes**

CLO (Course Learning Outcome)	Measurement
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1) Apply feminist, sociological, and queer theories to questions surrounding sexuality and gender.	1. Midterm and final exams 2. In-class exercises 3. Reading Assignment
2) Identify and state the ways in which sex, gender, and sexuality intersect in individual's lives and in social institutions.	1. Midterm and final exams 2. In-class exercises 3. Reading Assignment
3) Identify intersectionality around race, class, sexualities, and gender	1. Midterm and final exams 2. In-class exercises 3. Reading Assignment
4) Compare and contrast the lived experiences of people living at the intersections of race, class, sexuality, and gender.	1. Class discussions 2. Global Perspectives Project 3. Readings
5) Describe some theoretical models that guide queer studies.	1. Midterm and final exams 2. Global Perspectives Project 3. Class discussions

## COURSE REQUIREMENTS AND ASSIGNMENTS

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**\*\*If you are struggling or think you may fail the class, please come and see me during office hours. The earlier you talk with me, the more I can assist you. Please do not come to discuss passing the class in the last few weeks of class.**

### Exams (40%)

The exams, one midterm and one final, will consist of multiple choice, true/false, and short answers based on the readings, lectures, classroom presentations, media shown, and discussions. A makeup of a missed exam requires an official notice from a doctor, court officer, or other official.

### Participation/Discussion/Films (25 %)

You receive points for showing up to class and doing the in-assignment on days we do in-class assignments. Points are not assigned based on how many times you raise your hand or talk in class. Some students do not enjoy talking in front of the class, and other students enjoy it. I would like every person to participate as much as they are able. See classroom protocol for use of devices, which is a different issue. Participation will be measured through graded participation assignments which will take place in class 1-2 times per week. There are no make ups for these assignments unless by specific arrangement from the instructor due to an excused absence. Your lowest 2 participation grades will be dropped to account for absences due to illness, mental health, family issues or other reasons. Sometimes these will be group assignments completed in class, other times they will be submitted via discussion board during class. You may only submit participation assignments via discussion board if you are physically present in class or by prior arrangement due to an excused absence. There will also be several opportunities to make up missed participation points through extra credit. In addition, there will be a couple of

times this semester where you will not come to campus for class. For those dates, I will assign something, and you will turn in your notes and/or post to a discussion board. For specifics, please see Canvas.

### **Reading Quick Notes/Summary (25%)**

To include in your Quick Notes/Summary :

- In your own words, write at least three statistics, facts, or points the author makes from the reading (not quotes).
- Come up with at least 2 discussion questions for each reading
- Write at least one paragraph on something you found interesting from the reading.
- Turn in your assignment by the due date. These will be turned in on Canvas.
- You will turn in 11 Quick Notes/Summaries over the semester.
- Your lowest score will be dropped.
- Do not turn in a page of quotes.
- Make sure the writing is in your own words.
- Your Turnitin Score must be under 10% for credit for this assignment.

### **Global LGBTQ Rights (10%)**

During the first week of class, you will choose a group project for the course. You will research and present on an issue that has to do with LGBTQ people, organizations, laws, rights or movements in one country (Not the US). Your group can pick a specific focus, such as trans rights, current LGBTQ struggles, Legal battles, etc. You will be presenting this as a group during the semester. Your group will be presenting a short 10-minute presentation on the issue and country of your group. Each group member will be graded separately, but you need to coordinate and work as a group on your project. Each person will have two to three minutes to present.

### **LATE POLICY**

I will accept assignments turned in to me before class up until one week past the due date. I will not accept assignments through email. If you turn in the assignment late, you will receive partial credit, up to one half of the full credit for the assignment.

### **CLASSROOM PROTOCOL**

You are expected to arrive on time, participate in class discussions, and to be attentive during lectures and discussions. It is important to be courteous and respectful to your peers as well as to the instructor. Please refrain from using computers (unless typing notes for lecture), cell phones, earphones or other devices during class. When someone is using their phone or browsing the web on their computer, it is difficult to lecture, and makes discussions impossible. It is also distracting to other students. We do activities in class, so if you cannot participate in class without your technology, you should find another class.

If you are using your phone or computer while in class (unless cleared ahead of time), you may be asked to leave for the rest of the class period. If you are talking while the professor is lecturing or other students are presenting, you may be asked to leave for the remainder of the class period. This is not meant as a punishment; it is meant to ensure the wellbeing of the class as a whole. If you come to class, I expect you will give the class your full attention.

**EMAIL:** If you have an emergency that you think I can help you with, please email me. If you have general questions, please don't email me about those questions. Please ask any general questions during our class

sessions. We meet in person, and there will always be time in class to ask any questions about assignments, due dates, possible topics of research, and any other issue you might want to discuss. If you have something personal you want to discuss, please come to my office hours. If you do need to get ahold of me for something you cannot ask me in class or during office hours, please send an email. If I do not respond within two days (excluding weekends), please assume I missed your email and resend it. I appreciate your understanding of email fatigue.

**PHONE:** I do not check the phone assigned to me, so please see me in class or during office hours for any important issues.

## UNIVERSITY POLICIES

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## SJSU COUNSELING SERVICES

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#).

## GRADING

Percentage	Grade Assigned
100 or higher	A+
93-99	A
90-92	A
88-89	B+
83-87	B
80-82	B
78-79	C+
73-77	C
70-72	C
68-69	D+
63-67	D

60-62	D
59-	F

Assignment	Percentage of Final Grade
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Reading Quick Notes	25
Discussions and participation	25
Global LGBTQ Rights Project	10
Midterm	20
Final Exam	20
TOTAL	100

### Course Calendar

Week 1	
	Readings: None
1/25 (Th)	
Week 2 Intro	
1/30 (T)	Readings:
2/1 (Th)	1. Wolf, Sherry. (2009) "Stonewall: The birth of gay power" International Socialist Review
Week 3 Histories of Queerness	
2/6 (T)	Reading notes due 2/5
	Readings:
2/8 (Th)	1. Arrioloa, Elvia R. A. 1995. "Faeries, Marimachas, Queens, and Lezzies: The Construction of Homosexuality Before the 1969 Stonewall Riots." Columbia Journal of Gender and Law 5, no.1. (Pp.33-34; 36; 59-60; 67-68).

	2. Leslie Feinberg. <i>Transgender Warriors: Making history from Joan of Arc to Dennis Rodman</i>
Week 4 Sexuality in Community	
2/13 (T)	Reading notes due 2/12
2/15 (Th)	Readings: 1. Chris Finely, “Decolonizing the Queer Native Body” 2. Vidal-Ortiz. <i>Queer Brown Voices</i> (Introduction—to page 27)
Week 5 Sexuality in Community	
2/20 (T)	Reading notes due 2/19
2/22 (Th)	Readings: 1. Vidal-Ortiz. <i>Queer Brown Voices</i> (28-63) 2. Vidal-Ortiz. <i>Queer Brown Voices</i> (64-83)
Week 6 Sexuality in Community	
2/27 (T)	Reading notes due 2/26
2/29 (Th)	Readings: 1. Vidal-Ortiz. <i>Queer Brown Voices</i> (83-102) 2. Kai M. Green “Troubling the Waters”
Week 7 Sexuality in Community	
3/5 (T)	Reading notes due 3/4
3/7 (Th)	Readings: 1. Wilkinson, Willy. <i>Born on the edge of race and gender: A voice for cultural competency</i> . Read all of part 2 pages 105-136 2. Ray Sin, “Does sexual fluidity challenge sexual binaries? The case of bisexual immigrants from 1967–2012”
Week 8 Families and Children	
3/12 (T)	Reading notes due 3/11
3/14 (Th)	Readings: 1. Nancy Mezey, “Race, Class, and Lesbians’ Mothering Decisions” 2. Daley, Solomon, Newman, and Mishna, “Traversing the Margins: Intersectionalities in the Bullying of Lesbian, Gay, Bisexual and Transgender Youth”
Week 9 Midterm Exam	
3/19 (T)	No readings
3/21 (Th)	
Week 10 Policing	

3/26 (T)	Reading notes due 3/25
3/28 (Th)	Readings <ol style="list-style-type: none"> <li>Burdge, Licon, and Hyemingway, "LGBTQ YOUTH OF COLOR: Discipline Disparities, School Push-Out, and the School-to-Prison Pipeline"</li> <li>Mogul, Joey L., Andrea J. Ritchie and Kay Whitlock. 2015. "The Ghosts of Stonewall: Policing Gender, Policing Sex." Truthout July 8. (<a href="https://truthout.org/articles/theghosts-of-stonewall-policing-gender-policing-sex/">https://truthout.org/articles/theghosts-of-stonewall-policing-gender-policing-sex/</a>)</li> </ol>
Spring break 4/1-4/5	
Week 11 Homonationalism and Imperialism	
4/9 (T)	Reading notes due 4/8
4/11 (Th)	Readings: <ol style="list-style-type: none"> <li>Jasbir Puar, <i>Terrorist assemblages: Homonationalism in queer times</i>. Introduction</li> <li>Curran Nault, "Documenting the Dead: Call Her Ganda and the Trans Activist Afterlife of Jennifer Laude."</li> </ol>
Week 12 TERFS, Pinkwashing, and Exclusionary Feminisms	
4/16 (T)	Reading notes due 4/15
4/18 (Th)	Readings: <ol style="list-style-type: none"> <li>Pearce, Ruth, Sonja Erikainen, and Ben Vincent. "TERF wars: An introduction."</li> <li>Ritchie, Jason. "Pinkwashing, homonationalism, and Israel–Palestine: The conceits of queer theory and the politics of the ordinary."</li> </ol>
Week 13 Queer Futures	
4/23 (T)	Reading notes due 4/22
4/25 (Th)	Readings: <ol style="list-style-type: none"> <li>Stanley, Spade, and Queer (In) Justice "Queering Prison Abolition, Now?"</li> <li>"Cruising Utopia: The Then and There of Queer Futurity" by José Esteban Muñoz</li> </ol>
Week 14 Final presentations	
4/30 (T)	No readings
5/2 (Th)	Presentations due 4/29
Week 15 Final presentations	
5/7 (T)	
5/9 (Th)	
Final Exam	