



UNIVERSITY of WISCONSIN  
GREEN BAY

# WOST 201: Introduction to LGBTQ Studies

Fall 2022: September 7—December 18  
Hybrid modality; 3 credits

## Professor Contact Information

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(Political Science and Women's, Gender, and Sexuality Studies)

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**Office hours:** Tuesdays, 10am-12pm ([sign up here](#)) or gladly by appointment (email me)

## Land Acknowledgement

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We at the University of Wisconsin–Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menominee Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon. Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Potawatomi Nation, Ojibwe Nation communities, Stockbridge-Munsee Band of the Mohican Nation, and the Brothertown Indian Nation.

We acknowledge the First Nations People of Wisconsin.

*Visit with and learn from First Nations elders in an informal setting at the Education Center for First Nations Studies in Wood Hall 410: <https://www.uwgb.edu/education-center-for-first-nations-studies/>*

## Course Overview & Catalog Description

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This course will provide an introduction into Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Studies. Considering LGBTQ Studies as an interdisciplinary field, this course will focus on how the central concepts of sexual orientation and gender identity work within history, politics, literature, technology, art, music, philosophy, education, and psychology. Throughout this course, students will work towards a deep understanding of the intersectional dynamics of privilege and oppression as they relate to LGBTQ individuals and culture by exploring the lived experiences of LGBTQ individuals and their families.

## General Education Designation & Outcomes

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This course fulfills UWGB's Ethnic Studies Perspective and Social Sciences general education designation.

## Course Learning Outcomes

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This course satisfies the below outcomes for the Women's, Gender, and Sexuality Studies (WGSS) Program (more details about [UWGB's WGSS program here](#)).

A student who completes a WGSS minor at UWGB will demonstrate the ability to:

- critically read, recognize, and analyze the gendered identities presented to them;
- understand how gender expectations function in culture, history, and social dynamics
- investigate how gender constructs impact their everyday lives and issues within their major or current field of study
- begin to appreciate/understand other cultures and peoples through investigation of the role that gender plays in their societies
- construct alternative ways to analyze, synthesize, and evaluate their views of their major and related fields
- initiate positive change in terms of gender definition/stereotypes
- enhance their overall general education by synthesizing the various disciplines through this minor's pedagogical approach.

A student who completes an LGBTQ Studies Certificate will demonstrate knowledge of the following concepts and issues:

- The socio-cultural and historical construction of gender and sexual identities.
- Intersectionality of gender and sexuality with race/ethnicity, religion, class, and nationality.
- How to effectively challenge bigotry, inequality, and systems of oppression, including those based on gender and sexuality.
- Major issues pertaining to the lives of LGBTQ people, historically and in contemporary societies (e.g. representations of LGBTQ individuals; the impact of queer culture on the dominant culture; violence; relationships between LGBTQ individuals/communities and institutions such as the medical and mental health professions, the law, religion, the media, education, and the military; family; and the LGBTQ Community and work.

## Inclusive & Equitable Learning Environment

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We are all responsible for creating an equitable, inclusive, affirming, and supportive learning environment for our peers, especially those of us who are marginalized and underrepresented within higher education institutions. This university supports the right of all students to a full and equal educational opportunity. Below are some initial considerations and I am always eager for feedback on how to create an environment for you to thrive:

- **Access:** If there are ways I can reduce barriers so that you can access this course, I invite you to share these with me. You may wish to self-identify and register with the Student Accessibility Services (SAS) Office to streamline accessibility services in this course and semester, as well as for other courses and semesters. Once you register, your request will be sent electronically to the SAS Office for review, approval, and forwarding to faculty. Then we will work together to ensure you

have access. You can contact the SAS office if you have any questions: (920) 456-2841; [sas@uwgb.edu](mailto:sas@uwgb.edu); <https://www.uwgb.edu/student-accessibility-services/>.

- **Name and pronouns:** If you have a different name than what appears in SIS that you go by, or if you feel comfortable sharing your pronouns, please feel free to let me and/or your classmates know. If you misgender someone, the best practice is to apologize (concisely) and move on.
- **Observances:** If you have religious, cultural, or community observances that coincide with this class, please honor and celebrate these commitments. If you would like support figuring out how to make up class or assignments, please let me know in advance and/or check in with a classmate so you can find out what you missed.
- **Providing feedback:** I invite you to share feedback with me about the course. There will be surveys throughout the semester to provide you with opportunities to share your thoughts with me, and you can also visit my office hours or contact me over email. I am committed to doing everything within my power to support students and I am always grateful for feedback on how to do this better. If you would feel more comfortable sharing feedback with someone else, you can contact the chair of Democracy & Justice Studies, Professor Jon Shelton ([sheltonj@uwgb.edu](mailto:sheltonj@uwgb.edu), MAC A324).

## Course Components

All learning materials for this course will be provided by the professor on Canvas. There is **no** textbook.

COURSE COMPONENT	ACTIVITIES	PERCENTAGE OF GRADE	DUE DATE
<b>PARTICIPATION &amp; DISCUSSION</b>	<ul style="list-style-type: none"> <li>• Prepare for discussions by studying learning materials for each module</li> <li>• Participate in weekly in-person discussions and activities</li> </ul>	35%: <ul style="list-style-type: none"> <li>• Weekly in-person participation and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• In-person classes will be held every <b>Wednesday</b></li> </ul>
<b>GROUP PROJECT</b>	<ul style="list-style-type: none"> <li>• Project scaffolded into different parts throughout semester</li> <li>• See Canvas for details</li> </ul>	25%: <ul style="list-style-type: none"> <li>• See Canvas for breakdown</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone will arrange for a different timeline with various due dates</li> </ul>
<b>ASSESSMENTS</b>	<ul style="list-style-type: none"> <li>• Quizzes for each module</li> <li>• Self-reflection surveys due throughout the course</li> </ul>	40%: <ul style="list-style-type: none"> <li>• 1 quiz per module (30%)</li> <li>• 3 Surveys (10%)</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes due after each module</li> <li>• Surveys available at the beginning, middle, and end of the course</li> </ul>

### Hybrid modality details

The instructional modality for this course is **hybrid**, which [UW-Green Bay defines as](#) "a course where the content is taught using face-to-face and online or 'time-out-of-class' learning modes either synchronously or asynchronously. Less than 75 percent of the instruction and interaction occurs via

electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other."

This class will use somewhat of a "flipped" model where the following activities will be held in-person (synchronous, or at the same time) and online (asynchronous, or on your own time but with weekly deadlines):

In-person (synchronous on <i>Wednesdays*</i> )	Online (asynchronous)
<ul style="list-style-type: none"> <li>• Small-group and full-class discussions (once a week)</li> <li>• Group activities</li> <li>• "Queering reproductive justice" projects (some in-person class time for group work)</li> </ul>	<ul style="list-style-type: none"> <li>• Online textbook readings (one chapter per module)</li> <li>• Lectures (one brief video recording per module)</li> <li>• Additional learning materials (sometimes short videos will accompany lectures and fuel discussions for that module)</li> <li>• Quizzes (one per module)</li> <li>• Self-reflection surveys (three over the semester)</li> <li>• "Queering reproductive justice" projects (out-of-class time for group work)</li> </ul>

**Office hours (synchronous):** I will hold drop-in office hours every week when I will be available on Zoom for two hours (see Canvas for times, sign-up page, and Zoom link). Please contact me to request another time to meet if this window does not work for your schedule.

*\*Note that the course catalog lists Monday **and** Wednesday as in-person synchronous class meeting times; however, we will only be meeting once a week on **Wednesdays**. You can use the extra time carved out in your schedules on Mondays to review the pre-class instructional materials on your own and work on your group projects (see below sample schedule).*

While most of the learning materials and assessments will be available on Canvas for you to complete on your own time, there are weekly due dates to help keep you on track. My recommendation for how to schedule your average week for this course is like this:

DAY OF WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>WEEKLY ACTIVITIES</b>	<p><i>(Take notes on these!)</i></p> <ul style="list-style-type: none"> <li>• Read chapter</li> <li>• Watch lecture</li> <li>• View additional learning materials on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Optional:</i> drop in for office hours with any questions (MAC Hall, A317)</li> <li>• Prepare for in-person class discussion and activities (organize notes)</li> <li>• Work on quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Attend in-person class meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Review module materials and work on quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz due (11:59pm CT)</li> <li>• Get a headstart on next module?</li> </ul>
<b>ONGOING THROUGHOUT SEMESTER</b>	<ul style="list-style-type: none"> <li>• Work on "queering reproductive justice" project (every group has a different timeline and due dates)</li> <li>• Complete self-reflection surveys (at beginning, middle, and end of semester)</li> </ul>				

## Participation & discussion

Discussion, as explained by [the Discussion Project](#), is not just talking in class, but “focused inquiry” that involves both speaking and listening. It is also purposeful, collaborative, inclusive, and leads to deeper understanding through multiple perspectives. We will be working to achieve this through guided activities and engagement with posted learning materials. I strongly encourage you to reach out to me if you are struggling to keep up with these weekly activities so that we can work out a plan together.

## Grading System

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The purpose of grades in this course are to reward you for your own growth and learning throughout the semester. My philosophy in general is that grades should not be punitive. Below is a brief overview of the grading system for this course.

### Late assignment submission

One strategy for success in this class and in the rest of your time at UWGB is **proactive communication**. If life happens and something outside of your control prevents you from doing your best work on an assignment, reach out to me as soon as possible so we can come up with a plan together. If you need to submit an assignment late for other reasons (you may have heard of the “[procrastination monkey](#)”), **10%** will be automatically deducted for each day that the assignment is late. The purpose of this policy is to allow you some flexibility as things may arise throughout the course that are outside of your control, and also to incentivize you to keep up with the modules so you do not fall behind. The last opportunity to turn in all assignments for this course is the last day of the course, after which the late penalty does not apply.

### Questions about feedback and grades

I strongly encourage you to visit my office hours to check in about how you’re doing in the class. If these hours do not work for your schedule, send me an email and I’ll gladly work with you to find another time to meet virtually or in person. I prefer to have conversations about grades and course content in real time instead of over email, so save substantive questions for our meeting. I especially appreciate it when you are proactive and reach out early and often, instead of waiting until the end of the semester.

### Information on university policies

For University policies on enrollment and grades, please refer to these links: [incomplete grades](#), [pass/no credit enrollment](#), [withdrawal](#), [course drops](#), and [bereavement](#).

Letter-grade scale	
GRADE	PERCENT
A	92%-100%
AB	91%-89%
B	88%-82%
BC	81%-79%
C	78%-72%
CD	71%-69%
D	68%-60%
F	<60%

## Academic integrity

Academic integrity usually consists of two parts: completing your own work, and properly citing others' work. Like almost all of the topics we will focus on in this seminar, academic integrity is a skill that can be developed. Several class meetings will be devoted to practicing how to use our own words, paraphrase and quote others' ideas, and properly cite sources. This guide is a great resource for understanding what plagiarism is, how to avoid it, and the university's policy:

<https://libguides.uwgb.edu/plagiarism>. This is another good page to bookmark with an overview of how to cite sources: <https://libguides.uwgb.edu/CiteYourSource>.

## Course Materials & Schedule

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### Learning materials

Instead of a traditional textbook, this course uses Open Educational Resources (OER), including:

- a combination of freely available resources;
- research, articles, and chapters supplied by the UWGB Libraries;
- and fair use of traditionally copyrighted materials.

The main resource is an online Pressbook, *Introduction to LGBTQ+ Studies: A Cross-Disciplinary Approach* (Amory et al. 2022) ([available as a website at this link here](#) and [downloadable PDF at this link here](#)).

These materials are copyrighted by their creators and freely available on the internet, unless content is provided by the UWGB Libraries or used under the principles of Fair Use (noted in parentheses where applicable and [see more information here](#)). Where indicated, "CC" stands for "Creative Commons" ([see more information here](#)).

**How do you access these materials?** You can access all readings, videos, quizzes and other activities through our course site on Canvas. By using these kinds of materials, it is my intention to increase access to the resources you need to successfully complete assignments and meet the learning outcomes for the course.

**Why might you care?** Using [open educational resources \(OER\) can help students perform better in courses](#) because they have access to the learning materials on day one. Using OER also decreases financial barriers. I've also intentionally selected materials that highlight diverse authors and perspectives to help you see yourself within this disciplinary field and increase your sense of belonging, [which directly impacts whether students remain enrolled at the university](#).

**What do you think?** I welcome feedback on the materials we will study and discuss in this course. Please ask questions and use your digital literacy skills to critically evaluate all sources, share other materials you think might help you and your classmates learn, and contribute to a welcoming environment and engaging experience for us all.

## Course schedule

Most materials noted below are from *Introduction to LGBTQ+ Studies: A Cross-Disciplinary Approach* (Amory et al. 2022) ([available as a website at this link here](#) and [downloadable PDF at this link here](#)).

<b>1 INTRODUCTION</b>	<p><b>Required learning materials:</b></p> <ul style="list-style-type: none"><li>• Read: "Introduction: An Open Invitation to LGBTQ+ Studies" (Amory 2022) (<a href="https://milnepublishing.geneseo.edu/introlgbtqstudies/front-matter/introduction/">https://milnepublishing.geneseo.edu/introlgbtqstudies/front-matter/introduction/</a>)</li><li>• To bookmark: Links to <a href="#">online text</a> and <a href="#">downloadable PDF</a> that we'll be reading for (almost) every module</li><li>• Study the course syllabus and group project assignment details</li></ul>
<b>2 IDENTITIES AND POWER</b>	<p><b>Required learning materials:</b></p> <ul style="list-style-type: none"><li>• Read (and watch embedded videos): "Social Identity: Reflecting on Social Justice Foundational Concepts" (<a href="https://lo.library.wisc.edu/DEI_foundations/lesson_1.html">https://lo.library.wisc.edu/DEI_foundations/lesson_1.html</a>)</li><li>• Watch full video previewed in lecture: "#APeoplesJourney: African American Women and the Struggle for Equality" (The National Museum of African American History and Culture) (<a href="https://youtu.be/X5H80Nhm20">https://youtu.be/X5H80Nhm20</a>)</li><li>• Read: "<a href="#">Reproductive Justice</a>" (from Sister Song, the collective that coined the term, "reproductive justice" in 1994)</li><li>• Read: "<a href="#">Queering Reproductive Justice: A Mini Toolkit</a>" (National LGBTQ Task Force)</li></ul> <p><b>Optional supplemental materials:</b></p> <ul style="list-style-type: none"><li>• Watch: "How to Understand Power" (<a href="https://youtu.be/c_Eutci7ack">https://youtu.be/c_Eutci7ack</a>)</li><li>• Read: "Privilege" (<i>Building Community</i> OER) (<a href="https://ecampusontario.pressbooks.pub/buildingcommunityintroedi/chapter/chapter-1/">https://ecampusontario.pressbooks.pub/buildingcommunityintroedi/chapter/chapter-1/</a>)</li></ul>
<b>3 QUEER THEORY</b>	<p><b>Required learning materials:</b></p> <ul style="list-style-type: none"><li>• "Chapter 1: Thirty Years of Queer Theory" (Jennifer Miller 2022) (<a href="https://milnepublishing.geneseo.edu/introlgbtqstudies/chapter/thirty-years-of-queer-theory/">https://milnepublishing.geneseo.edu/introlgbtqstudies/chapter/thirty-years-of-queer-theory/</a>)</li></ul> <p><b>Optional supplemental materials:</b></p> <ul style="list-style-type: none"><li>• Read more about Marsha P. Johnson, Sylvia Rivera, and the revolutionaries behind the Stonewall Rebellion: <a href="https://www.queerbible.com/queerbible/2019/8/29/stonewall-3btmw">https://www.queerbible.com/queerbible/2019/8/29/stonewall-3btmw</a></li><li>• Read more about Leslie Feinberg: <a href="https://www.lesliefeinberg.net/self/">https://www.lesliefeinberg.net/self/</a></li></ul>
<b>4 GLOBAL SEXUALITIES</b>	

	<p><b>Required learning materials:</b></p> <ul style="list-style-type: none"> <li>• "Chapter 2: Global Sexualities" (Joseph Russo 2022) (<a href="https://milnepublishing.geneseo.edu/introigbtqstudies/chapter/global-sexualities/">https://milnepublishing.geneseo.edu/introigbtqstudies/chapter/global-sexualities/</a>)</li> <li>• Map of Gender-Diverse Cultures: <a href="http://www.pbs.org/independentlens/content/two-spirits_map-html/">http://www.pbs.org/independentlens/content/two-spirits_map-html/</a></li> <li>• Map on sexual orientation laws around the world (ILGA 2020): <a href="https://ilga.org/maps-sexual-orientation-laws">https://ilga.org/maps-sexual-orientation-laws</a></li> </ul> <p><b>Optional supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• Learn more about the history of the term two spirit from Geo Neptune on this episode in the InQueery series: <a href="https://youtu.be/A4lBibGzUnE">https://youtu.be/A4lBibGzUnE</a></li> <li>• What does wearing a sari mean to hijras? Find out in "India's Transgender Community: The Hijra": <a href="https://youtu.be/mgw7M-JABMg">https://youtu.be/mgw7M-JABMg</a></li> </ul>
<b>5</b>	<b>INDIGENOUS QUEERNESS</b>
	<p><b>Required learning materials:</b></p> <ul style="list-style-type: none"> <li>• "Chapter 3: Queer New World: Challenging Heteronormativity in Archaeology" (James Aimers 2022) (<a href="https://milnepublishing.geneseo.edu/introigbtqstudies/chapter/queer-new-world/">https://milnepublishing.geneseo.edu/introigbtqstudies/chapter/queer-new-world/</a>)</li> </ul> <p><b>Optional supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• "Is That Skeleton Gay? The Problem With Projecting Modern Ideas Onto The Past" (Kristina Killgrove 2017) (<a href="https://www.forbes.com/sites/kristinakillgrove/2017/04/08/is-that-skeleton-gay-the-problem-with-projecting-modern-ideas-onto-the-past">https://www.forbes.com/sites/kristinakillgrove/2017/04/08/is-that-skeleton-gay-the-problem-with-projecting-modern-ideas-onto-the-past</a>)</li> <li>• "Moche Sex Pots: Reproduction and Temporality in Ancient South America" (Weismantel 2004) (<a href="http://www.faculty.fairfield.edu/dcrawford/weismantel.pdf">http://www.faculty.fairfield.edu/dcrawford/weismantel.pdf</a>)</li> </ul>
<b>6</b>	<b>LGBTQ IN THE USA</b>
	<p><b>Required learning materials:</b></p> <ul style="list-style-type: none"> <li>• "Chapter 4: U.S. LGBTQ+ History" (Clark A. Pomerleau) (<a href="https://milnepublishing.geneseo.edu/introigbtqstudies/chapter/u-s-lgbtq-history/">https://milnepublishing.geneseo.edu/introigbtqstudies/chapter/u-s-lgbtq-history/</a>)</li> </ul> <p><b>Optional supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• "Billy Porter Gives A Brief History of Queer Political Action" (them 2018): <a href="https://youtu.be/XoXH-Yqwyb0">https://youtu.be/XoXH-Yqwyb0</a></li> <li>• "How ACT UP Flipped the Script on AIDS and Gay Rights" (Inside Edition 2021): <a href="https://youtu.be/Y3rH8q9Q-mQ">https://youtu.be/Y3rH8q9Q-mQ</a></li> </ul>
<b>7</b>	<b>LAWS, RIGHTS, AND EQUALITY</b>
	<p><b>Required learning materials:</b></p> <ul style="list-style-type: none"> <li>• "Chapter 5: LGBTQ+ Legal History" (Dara J. Silberstein) (<a href="https://milnepublishing.geneseo.edu/introigbtqstudies/chapter/lgbtq-legal-history/">https://milnepublishing.geneseo.edu/introigbtqstudies/chapter/lgbtq-legal-history/</a>)</li> <li>• "What the Supreme Court's Dobbs Decision Means for LGBTQ+ Rights" (Legal Aid at Work 2022) (<a href="https://legalaidatwork.org/blog/what-the-supreme-courts-dobbs-decision-means-for-lgbtq-rights/">https://legalaidatwork.org/blog/what-the-supreme-courts-dobbs-decision-means-for-lgbtq-rights/</a>)</li> </ul>

- "Dean Spade: Why the Law Is Not Enough [EXCERPT]" (The Nation 2012) ([https://youtu.be/bH\\_3v9nU75M](https://youtu.be/bH_3v9nU75M))

**Optional supplemental materials:**

- L. Duggan, "Beyond Marriage: Democracy, Equality, and Kinship for a New Century," Scholar and Feminist Online 10, nos. 1–2 (Fall 2011–Spring 2012) (<https://sfonline.barnard.edu/a-new-queer-agenda/beyond-marriage-democracy-equality-and-kinship-for-a-new-century/>)
- "The Implications of Dobbs on Reproductive Health Care Access for LGBTQ People Who Can Get Pregnant" (UCLA School of Law 2022) (<https://williamsinstitute.law.ucla.edu/publications/abortion-access-lgbtq/>)
- Map of Hate Crime Laws in the United States (Movement Advancement Project) ([https://www.lgbtmap.org/equality-maps/hate\\_crime\\_laws](https://www.lgbtmap.org/equality-maps/hate_crime_laws))
- "More Laws = More Violence: Criminalization as a Failed Strategy for Anti-Violence Movements" (2016) (<https://youtu.be/6Z29GUO1izl>)

## 8 PREJUDICE AND DISCRIMINATION

**Required learning materials:**

- Instead of viewing a lecture for this module, please watch the first half of the documentary, *Free Cece* (up until 44 minutes at, "because a person wanted you to be happy, however you wanted to be happy..." then Chicago cut).
  - **Where to stream:** Unfortunately I was not able to obtain a free version of this to offer you. If it is possible, please rent the documentary on Vimeo (<https://vimeo.com/ondemand/freecece>) or Amazon ([https://www.amazon.com/gp/video/detail/B07ZZLH5MN/ref=atv\\_dp\\_share\\_cu\\_r](https://www.amazon.com/gp/video/detail/B07ZZLH5MN/ref=atv_dp_share_cu_r)) for \$4.99. Feel free to watch with your project or study groups! If it is not possible to do this, don't worry about it. We will go over the broad brushstrokes in class before watching the second half together. I apologize for the inconvenience.
  - **Content warning:** Note that this documentary includes difficult content dealing with violence, transphobia, racism and white supremacy, the carceral system, and misogyny. I encourage you to keep that in mind as you set aside intentional time and space to view the first half of this documentary and take care of yourself. We will watch the second half together in class and reflect in small groups.
- "Chapter 6: Prejudice and Discrimination against LGBTQ+ People" (Sean G. Massey, Sarah R. Young, and Ann Merriwether) (<https://milnepublishing.geneseo.edu/intro-lgbtqstudies/chapter/prejudice-and-discrimination-against-lgbtq-people/>)

**Optional supplemental materials:**

- National Coalition of Anti-Violence Programs (<https://avp.org/ncavp/>)
- Gallup shows historical support of LGBTQ+ rights in public opinion polls over the course of time (<https://news.gallup.com/poll/1651/gay-lesbian-rights.aspx>)
- "Discrimination in America: Experiences and Views of LGBTQ Americans" (<https://cdn1.sph.harvard.edu/wp-content/uploads/sites/94/2017/11/NPR-RWJF-HSPH-Discrimination-LGBTQ-Final-Report.pdf>)
- Research on murders of trans and gender-diverse people around the world (<https://transrespect.org/en/>)

<b>9</b>	<b>HEALTH AND WELLNESS</b>
	<p><b>Required learning materials:</b></p> <ul style="list-style-type: none"> <li>• "Chapter 7: LGBTQ+ Health and Wellness" (Thomas Lawrence Long; Christine Rodriguez; Marianne Snyder; and Ryan J. Watson) (<a href="https://milnepublishing.geneseo.edu/intro-lgbtq-studies/chapter/lgbtq-health-and-wellness/">https://milnepublishing.geneseo.edu/intro-lgbtq-studies/chapter/lgbtq-health-and-wellness/</a>)</li> <li>• Complete Kognito Training in preparation for in-class discussion led by a Wellness Center counselor (<a href="https://www.uwgb.edu/wellness-center/kognito-training/">https://www.uwgb.edu/wellness-center/kognito-training/</a>)</li> </ul> <p><b>Optional supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• Agenda 2030 for LGBTI Health and Well-Being, by the Global Forum on MSM and HIV and OutRight Action International (<a href="https://msmgf.org/wp-content/uploads/2017/07/Agenda-2030-for-LGBTI-Health_July-2017.pdf">https://msmgf.org/wp-content/uploads/2017/07/Agenda-2030-for-LGBTI-Health_July-2017.pdf</a>)</li> <li>• "Gender-Affirming Pediatric Care Toolkit" (National LGBTQIA+ Health Education Center) (<a href="https://www.lgbtqihealtheducation.org/collection/trans-pediatric-care-toolkit/">https://www.lgbtqihealtheducation.org/collection/trans-pediatric-care-toolkit/</a>)</li> </ul>
<b>10</b>	<b>RELATIONSHIPS AND FAMILY</b>
	<p><b>Required learning materials:</b></p> <ul style="list-style-type: none"> <li>• "Chapter 8: LGBTQ Relationships and Families" (Sarah R. Young and Sean G. Massey) (<a href="https://milnepublishing.geneseo.edu/intro-lgbtq-studies/chapter/lgbtq-relationships-and-families/">https://milnepublishing.geneseo.edu/intro-lgbtq-studies/chapter/lgbtq-relationships-and-families/</a>)</li> </ul> <p><b>Optional supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• Gender Spectrum (<a href="https://www.genderspectrum.org/">https://www.genderspectrum.org/</a>)</li> <li>• The Family Acceptance Project (<a href="https://familyproject.sfsu.edu/">https://familyproject.sfsu.edu/</a>)</li> </ul>
<b>11</b>	<b>EDUCATION AND YOUTH</b>
	<p><b>Required learning materials:</b></p> <ul style="list-style-type: none"> <li>• "Chapter 9: Education and LGBTQ+ Youth" (Kimberly Fuller) (<a href="https://milnepublishing.geneseo.edu/intro-lgbtq-studies/chapter/education-and-lgbtq-youth/">https://milnepublishing.geneseo.edu/intro-lgbtq-studies/chapter/education-and-lgbtq-youth/</a>)</li> <li>• "Safe Schools for Lesbian, Gay, Bisexual, and Transgender Students" (Wisconsin Department of Public Instruction) (<a href="https://dpi.wi.gov/sspw/safe-schools/lgbt">https://dpi.wi.gov/sspw/safe-schools/lgbt</a>)</li> <li>• "The right's moral panic over "grooming" invokes age-old homophobia" (Aja Romano 2022) (<a href="https://www.vox.com/culture/23025505/leftist-groomers-homophobia-satanic-panic-explained">https://www.vox.com/culture/23025505/leftist-groomers-homophobia-satanic-panic-explained</a>)</li> </ul> <p><b>Optional supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• "The Impact of College Level Indoctrination on K-12 Education" (<a href="https://will-law.org/wp-content/uploads/2022/07/FromTheTop2.pdf">https://will-law.org/wp-content/uploads/2022/07/FromTheTop2.pdf</a>)</li> </ul>

<b>12</b>	<b>MEDIA AND CULTURE</b>
	<p><b>Required learning materials:</b></p> <ul style="list-style-type: none"> <li>• "Chapter 10: Screening LGBTQ+" (Lynne Stahl) (<a href="https://milnepublishing.geneseo.edu/intro-lgbtqstudies/chapter/screening-lgbtq/">https://milnepublishing.geneseo.edu/intro-lgbtqstudies/chapter/screening-lgbtq/</a>)</li> <li>• <b>OR</b> "Chapter 11: LGBTQ+ Literature" (Jennifer Miller; Maddison Lauren Simmons; Robert Bittner; Mycroft M. Roske; Cathy Corder; and Olivia Wood) (<a href="https://milnepublishing.geneseo.edu/intro-lgbtqstudies/chapter/lgbtq-literature/">https://milnepublishing.geneseo.edu/intro-lgbtqstudies/chapter/lgbtq-literature/</a>)</li> </ul> <p><b>Optional supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• Read about and watch trailer for documentary that we will screen in class: <i>Disclosure</i> (<a href="https://www.disclosurethemovie.com/about">https://www.disclosurethemovie.com/about</a>)</li> </ul>
<b>13</b>	<b>STUDENT CHOICE</b>
	<p><b>Required learning materials:</b></p> <ul style="list-style-type: none"> <li>• <i>To be decided by students</i></li> </ul> <p><b>Optional supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• <i>To be decided by students</i></li> </ul>
<b>14</b>	<b>PRESENTATIONS AND CLOSING</b>

## Current UWGB COVID-19 Policy and Resources

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Specific COVID-19 guidelines may change during the semester based on current public health conditions and level of community transmission and will be announced via email by the Chancellor's Office. If you are experiencing COVID-19 symptoms, get tested for COVID-19 and **do not come to class**. This is the case for all symptomatic individuals, regardless of vaccination status. Please contact [the Wellness Center](#) for more information about testing, quarantining, and getting vaccinated or boosted.

- Wisconsin Department of Health Services: <https://www.dhs.wisconsin.gov/covid-19/index.htm>
- CDC: <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/index.html>

## Other Student Resources & Services

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### Campus Services

- [Phoenix Cares](#): includes resources for academic support, childcare, crisis and mental health, financial resources, food resources, housing options, sexual violence and prevention, social support, and Wisconsin support services.
- [Scholarship Portal](#): this is a new website for degree-seeking students to apply for funding.
- [Career Services](#)

### Technology Tools

- [UWGB IT student resources](#)
- [How to use Canvas guides](#)
- Microsoft Office 365 Suite ([UWGB Link](#))  
– students have access to download/install Office
  - Useful notetaking application:  
[Microsoft OneNote](#)
- [Noodle Tools Citation Manager](#)
- [Zotero Citation Manager](#)
- [Google Drive](#)
- [List of free word processors](#)  
(alternatives to Microsoft Word)
- [Paul-Elder Critical Thinking Framework](#)
- [Grammarly](#) (Chrome extension)
- [Evernote](#) (note-taking app)
- [ToDoList](#) (to-do list app and extension)
- List of software available to UWGB students: [here](#) and [here](#)