

# **FYS 6: (*Queer 3.0*) LGBTQ Rights in the Internet Era**

## **Fall 2023**

### **Faculty Info**

**Name:** Prof. Ron Buckmire (he/him/his)  
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**Office Hours:** MTWRF 3-4pm

### **Writing Fellow**

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### **Course Info**

Classroom: Fowler 201  
Class Times: MWF 11:45am-12:40pm

### **Course Website**

There is a course moodle page but I will use the course website more often, found here:  
[fys6-2023.blogspot.com](http://fys6-2023.blogspot.com)

### **Course Description**

This course is about the past, present and future of the fight for equal citizenship for lesbian, gay, bisexual and transgender Americans, commonly known as the “gay rights movement.” A fundamental tenet of the course is the idea that gender, race, sex and sexual orientation (among other aspects of one’s identity) are social constructions. We will analyze the historical treatment of LGBTQ people throughout history with a specific focus on the Internet era: the time period from the Internet’s birth in the 1960s to the present day. We will examine the historical, cultural, religious, legal and societal significance of marriage and deploy this analysis as a lens to view the myriad ways that civil rights and fundamental freedoms are often mediated by identity and contingent on circumstance. Texts in the course will include academic articles, court cases, legal briefs, popular media, fiction, blogs, videos, tweets and images. We will use networking tools and social media (e.g., Slack, Twitter, Instagram, TikTok, Blogger/Wordpress, etc.) to facilitate students’ development as both consumers and producers of intellectual, academic material. The ability of students to produce and critique online content is a learning outcome of this class. No previous knowledge of any particular internet tool is required.

### **Course Objectives**

The following are the course objectives for the Fall 2023 edition of FYS 6.

These are my goals for what students should experience by the end of this class.

- 1) Students shall become proficient with multiple web 2.0 tools, and increase their ability to produce (and analyze) content on the Internet.
- 2) Students shall gain experience with making evidence-based written arguments on topics related to gender, race and LGBT rights.

3) Students shall improve their written communication skills, practice the four stages of the writing process (brainstorming, organizing, drafting, revising) and become more cognizant of their own version of this process.

### **Student Learning Objectives**

1. **Effective College-Level Writing.** Students will demonstrate proficiency in expository essay writing as they gain and refine their knowledge of the conventions of academic discourse.
2. **Critical Thinking.** Students will be provided with opportunities to develop, strengthen, and demonstrate their ability to think critically and engage in academic discourse.
3. **Scholarly Inquiry.** Students will demonstrate understanding of the practices of scholarly inquiry by identifying research questions; collecting, evaluating, and interpreting evidence; and communicating the findings.

### **First Year Seminar Program Student Learning Outcomes**

1. **Effective College-Level Writing Outcome 1.1:** Students will develop writing that responds with insight and originality to the criteria and requirements of the assignment, demonstrating their understanding of the course materials and topics through the use of specific examples and evidence from scholarly sources.
2. **Effective College-Level Writing Outcome 1.2:** Students will develop writing using features appropriate for college-level expository papers including: thesis or main idea, clarity of focus, organization, and conventions of grammar, style, mechanics, and usage.
3. **Critical Thinking Outcome 2.1:** Students will have the ability to clearly and accurately represent the precise question, problem, or issue under discussion.
4. **Critical Thinking Outcome 2.2:** Students will have the ability to identify assumptions, implications, and practical consequences of the question, problem or issue under discussion.
5. **Scholarly Inquiry Outcome 3.1:** Students will gain experience in crafting research questions, locating and evaluating sources, deploying evidence and situating their scholarly inquiry within scholarly conversations.
6. **Scholarly Inquiry Outcome 3.2:** Students will construct well-reasoned conclusions or solutions with regard to the question, problem or issue under discussion, and test these conclusions or solutions against relevant criteria and standards.

**Credit Hour Policy:** This FYS seminar is a 4-unit course. It is expected that every participant in this class will be devoting at least twelve (12) hours a week (including in-class time) on average.

**Mid-Semester Progress Reports:** All faculty are expected to provide students with a mid-semester progress report for each course. Progress reports will be due by the first day of the Advising Period prior to Registration.

### **Course Requirements**

The Core Seminar standardized course requirements are distributed as follows in FYS 6:

<b>Three position papers 3-4 pages each worth 100 points and 800-1000 words</b>	(300 points)
<b>Three Writing Assignments and Reflections (5-7 pages total)</b>	(100 points)
Online Writing (10 blog posts of at least 100 words each)	(200 points)
Online Participation (tweets, blog comments, etc.)	(50 points)
In-Class Participation (speaking, listening, attendance)	(100 points)
<b>One 6-8 page (1500-2000 word) final position paper</b>	(150 points)
One Exam (Mid-Term)	<u>(100 points)</u>
<b>Course Total</b>	<b>1000 points</b>

**Course Assignments, Assessments, and Grades:** Note on Grades: FYS courses are graded on an S/U basis. This is intended to encourage students to focus on gaining knowledge and skills required to meet college-level critical thinking and writing expectations. The grade mode emphasizes the growth represented by students' work throughout the course. Grades of S/U do not factor into a student's term or overall GPA.

**FYS Completion Requirement:** A student must complete and turn in all components of each of the Major Writing Assignments (*designated in red*) This work must be completed according to the specifications given by the professor as outlined in the assignment handout, syllabus, Moodle, assessment rubric, or other materials provided.

**Participation:**

A central aspect of this course is participation, in class and online. The minimum level of online participation that I expect is by the end of the semester you will have documented **at least 50 instances of online participation** in the form of tweets **with the hashtag #fys6** and blog comments on other students' blog posts or in the online discussion board. Additionally, you should have **published 10 blog posts** (each one at least 100 words long *and* including one hyperlink and/or image) to the FYS6 group blog.

In order to participate fully in class you need to attend regularly, and be prepared to discuss the readings when you are in class. Although class attendance is not mandatory, I will notice if you are not there and (re)evaluate your in-class participation grade accordingly! Coming to class without doing the assigned reading is tantamount to being absent, because you can not contribute to the class discussion in a meaningful way if you are not present or if you are oblivious to the content in the reading.

**Classroom Behavior:**

One of the best parts of FYS is the opportunity it provides us to talk about important and complex issues with interesting and intelligent people. We will all benefit if everyone contributes.

In this course we will cover topics that can stimulate broad differences of opinion and arouse intense emotional responses. For this reason, we are bound to have some lively conversations and debates. As it is important for everyone to feel comfortable contributing to discussions, everyone must be respectful of one another at all times. We will most certainly disagree with one another at some point during the term. This is expected and welcome. However, these philosophical disagreements must be just that – philosophical disagreements. We expect you to

respect the ideas offered by your classmates, by the professors, and in the readings, as much as we expect you to be appropriately critical. Everyone is expected to recognize one another as equal participants in academic discourse and should be prepared to give reasons for positions that may not be shared by all and to acknowledge the reasons given by others. Also keep in mind that your contributions should be based on the course material. The classroom is not the place for personal anecdotes, for references to material that is not equally accessible to us all, or for uninformed opinions (esp. by students who have not completed the reading, but still want to talk). Finally, we ask that you monitor the amount of your participation. We expect no single student or handful of students to dominate the discussion

**Extra Credit Opportunities:**

Students can obtain up to 50 points of extra credit in the online participation component of the class by *significantly* exceeding the minimum number of required tweets and blog comments. This online activity must be apparent throughout the semester (or at the very least be clear by the half-way point. In other words, you will only be eligible to receive these extra credit points if you exceed the required amount of online participation by October 16, 2023. There may also be extra credit sections on the in-class Exam.

**The Writing Center:** (Located on the Ground Floor of the Academic Commons) offers students from all disciplines two types of support to work on their writing: peer-to-peer, drop-in consultations with knowledgeable Writing Advisers, Sunday through Thursday from 7:00-11:00 p.m., and appointments with Faculty Writing Specialists from the Writing and Rhetoric department. Information about the Writing Center and a link to the appointment system is on the Writing Center website: <https://www.oxy.edu/writing-center>

**Writing Center Resources:**

<https://www.oxy.edu/academics/student-success/writing-center/writing-resources>

**Writing Program Requirements:**

<https://www.oxy.edu/academics/writing-program-requirements>

**First-Stage Writing Proficiency Portfolio:**

[https://www.oxy.edu/sites/default/files/assets/Writing\\_Center/first\\_stage\\_writing\\_portfolio\\_guide\\_2022-2023.pdf](https://www.oxy.edu/sites/default/files/assets/Writing_Center/first_stage_writing_portfolio_guide_2022-2023.pdf)

Receiving an S grade in an FYS course is not indicative of whether you will complete the First-Stage Writing requirement without taking *CWP 201: The Art of Essay Writing*. However, receiving an Unsatisfactory (U) grade in an FYS course immediately means that you will need to take CWP 201 and pass the class with a C or better in order to complete the First-Stage Writing requirement.

*CWP 201: The Art of Essay Writing* is not a repeat of the FYS course or a remedial writing course. This course is beneficial for all writers at all stages or phases in their writing development, and is designed to provide students with resources to improve both their writing products and writing processes at intermediate and advanced levels. CWP 201 courses are focused on thematic topics drawn from the instructor's areas of expertise and include a range of materials such as literature, film, critical theory, visual texts, and materials from popular culture.

**Statement of the Shared Academic Integrity Commitment:** *Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community, and embodies a commitment to honesty and integrity in every aspect of one's academic life.*

*All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own, and students give proper credit to the ideas and work of others.*

*Signing the Academic Integrity Commitment at matriculation and at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.*

[Link](#) to Student Handbook (which includes the framing of the commitment, definitions of Academic Ethics, and Process for alleged violations of the commitment)

**Accommodations for Reasons of Faith and Conscience Statement:** Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/office-religious-spiritual-life>

**Required Texts:**

Kate L. Turabian, [Student's Guide to Writing College Papers, Fifth Edition](#) (University of Chicago Press, 2019) is required by the Core Program.

**Recommended Texts:**

Neil Miller's *Out of the Past: Gay and Lesbian History from 1869 to the Present (Revised and Updated)*, Alyson Books: New York, 2006 is a required text for the course. Sadly, however, it is out of print so I have provided you electronic copies of Section V and Section VII of the book which deal with "gay rights" from 1961 on, or "the Internet era" in the name of this course.

Linda Hirshman's [Victory: The Triumphant Gay Revolution](#), HarperCollins: New York, 2012 is the new required text. We will be using material from Chapter 3 onwards although I encourage you to read the entire book.

Other readings (mostly academic articles) will be available electronically on the course website (under the "Readings" tab).

NOTE: We will also be viewing films and video as texts in the course. I'll provide more information as to how you will access this media.

**Exams:**

There is a mid-term exam scheduled for **Friday October 27<sup>th</sup>**

**Schedule:**

A dynamic course schedule of what is due when will be maintained online at the course website (see the "Schedule" tab). Check this page regularly as this page will be the official record of what is due when and how. Note, there is a mandatory Core Program event for which attendance is mandatory for all first-year students, on **Friday September 15**.

**Title IX Statement:** In the event that you choose to write or speak about having experienced sexual misconduct, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment, as a designated

Responsible Employee, I must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus. You have no obligation to respond to the Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:

- Oxy's Survivor Advocate, Project SAFE ([survivoradvocate@oxy.edu](mailto:survivoradvocate@oxy.edu))
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life ([young@oxy.edu](mailto:young@oxy.edu))

The sexual misconduct policy, along with additional resources, can be found at: <http://www.oxy.edu/sexual-respect-title-ix/policies-procedures>. If you would like to contact the Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at [afulcher@oxy.edu](mailto:afulcher@oxy.edu) or call 323-259-1338.

**Students with Disabilities:** *Students with documented disabilities and learning differences who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester, or as soon as possible thereafter. Students are encouraged to contact or meet with the instructor to discuss how accommodations can support them in meeting the course learning objectives. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at [accessibility@oxy.edu](mailto:accessibility@oxy.edu) to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.*

**Lived Name Policy:** Occidental College seeks to provide an inclusive and non-discriminatory environment by making it possible for students to use [a lived first name](#) and pronouns on college records when a legal name is not required.

## **Equity & Justice in an Inclusive Learning Environment**

Drawing from the [Shared Academic Integrity Commitment](#) and the [Office of Student Conduct](#), Oxy's commitment to academic integrity is fundamental to being an educational community. It represents our commitment to respectfully engage with each other and with ourselves. This is especially important when we discuss relevant topics and issues that are unfamiliar and/or at times, uncomfortable. In these situations, it is essential to guarantee the open and thoughtful intellectual exchanges that provide the foundation for teaching, learning, research, and knowledge production, and as such it reflects the high value we place in the processes and products of education at Oxy. With that in mind, classroom exchanges must be grounded in the values of trust, honesty, and respect. Ad hominem attacks are considered a violation of the Code of Student Conduct.

a. This classroom is a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, ethnicities, gender identities and expressions, national origins, political affiliations, religious affiliations, sexual orientations, abilities, and other visible and nonvisible identities. The wide array of perspectives that each of us contributes to this class is a resource that will strengthen and enhance our intellectual community. All members of this class are expected to co-create and engage in a respectful, welcoming, and inclusive environment for every other member of the class. In this context, we may speak as individuals or we may choose to represent ourselves as a member of a group. You need not represent any group, only yourself, though you may choose to represent a group, if you wish. Additionally, part of equity & justice work is to dismantle barriers to success for all people, particularly those who belong to groups that have been marginalized and minoritized. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your success or accurate assessment of achievement, or if there are ways we can improve the effectiveness of this course for you personally or for other students or student groups, please let me know. Your suggestions about how to improve the value of justice, equity, inclusion, and diversity in this course are encouraged and appreciated.