

# University Interdisciplinary Courses Committee

## Alignment Form for Undergraduate UNIV Courses Shells

NOTE: All fields are required unless otherwise specified.

Completed forms are due by March 1, 2016

Please submit to Cheryl Galli (cheryl.galli@uconn.edu)

### 1. Course Designation, Number and Name

For designation, indicate UNIV and then add course number and name.

**2500 UNIV Gender, Sexuality & Community**

### 2. Principal Contact Person (Name, Phone Number, e-mail address, and title of the person who manages this course):

Name: Fleurette King

Phone: 860-486-5821

Email: fleurette.king@uconn.edu

Title: Director, Rainbow Center

### 3. Academic unit(s), and/or university unit(s) responsible for overseeing this course.

Rainbow Center

### 4. Course Consistency: Briefly describe how uniformly or how diversely this course is taught across sections. Explain what steps have been taken to ensure that all sections meet the course goals and learning objectives. (e.g. Explain how much leeway instructors have in their assignments or syllabi.)

**The course is uniformed through the assignments and that each weekly topic is related to gender, sexuality and community. The diversity of the course is related to the various subtopics and speakers who share their scholarship, activism, advocacy, and educational approach. The goal is to offer an interdisciplinary approach to gender, sexuality and community.**

### 5. Course Subtitles: Please attach a list of all subsections of the course that were offered in the current academic year. N/A

### 6. Syllabi: Please attach a sampling of syllabi from three different course instructors. If this course is offered at any regional campuses, please include at least one syllabus from a regional instructor.

#### UNV 2500: Gender, Sexuality and Community

Instructor: Fleurette King, M.A. E-mail: fleurette.king@uconn.edu Phone: 860.486.1214

Thursdays, 12 noon-2:30 PM Course participants: Undergraduate Students

Office Hours: by appointment Course Location: 403 Student Union, Rainbow Center

***(Although there is a class component to the lecture series, all lectures are open to the public and will be held at the Rainbow Center, Room 403 of the Student Union)***

## **COURSE OVERVIEW:**

Gender, Sexuality and Community is a weekly lecture and discussion series with guest scholars, community activists, and educators from assorted disciplines examining diverse topics. Each semester offers a broad sampling of the existing research, current activism and best practices that may include public health, business, higher education, family, military, science, K-12 education, immigration, literature, politics, law, community organizing, history, violence, counseling, therapy, sports, romance, policy, and many other areas. The unique weekly composite of lecture attendees and guest speakers allows for a multidisciplinary learning experience. Together, the class and the community will critically investigate and explore the relationship among gender, sexuality and community.

## **Required Text:**

Rahman, Momin & Jackson, Stevi. 2011. *Gender & Sexuality: Sociological Approaches*. MA: Polity Press.

## **COURSE REQUIREMENTS:**

**Weekly Response and Discussion:** Students' weekly responses will incorporate information from the assigned readings in *Gender & Sexuality: Sociological Approaches* and other reading material provided by the presenters. The readings are either posted on HuskyCT by date or accessible through digital links included on the syllabus. The papers need to include a response to the reading materials and 3 questions for the presenter. The response should include critical opinion, personal experience and perspective. The weekly response 2-4 page papers are due on the TUESDAY PRIOR to the Thursday class (Submitted via e-mail by 11:59 pm to [fleurette.king@uconn.edu](mailto:fleurette.king@uconn.edu)). **You should include 3 questions about the topic at the end of the each weekly response.**

Course participants are expected to offer engaging questions and comments in both the lecture and the extended discussion hour. Immediately after the presentation with the presenter and community members, the course participants will participate in an additional hour of discussion. The additional discussion hour will involve either an extended dialogue with the featured presenter, a book discussion facilitated by assigned students in the course and/or a conversation about a current issue in the media. For the assigned book discussion, students will lead discussion with highlights and questions.

**Self, Identity, & Agency Essay:** Participants will write 5-page reflection essay on their personal journeys with gender and sexuality, incorporating segments of Part 4 in *Gender & Sexuality*, by Rahman & Jackson. The essay is due week 5.

**Annotated Bibliography:** Participants will submit an annotated bibliography proposal that includes the introduction to a topic of interest (1-3 pages) and 8 references during week 7. The topic must be related to sexuality, gender identity, and/or gender expression; however, it is not limited to topics presented by speakers. The final annotated bibliography should include 15-25 books and/or journal articles. Each source listed should include an annotation consisting of a summary, assessment and reflection. The proposal should be submitted by e-mail with the homework assignment for week 7. **The annotated bibliography is submitted by the Monday (5.2.16) of finals' week by 2:30 pm via e-mail.**

## **Grading Scale**

Following letter grade options will be determined based on the quality of the work and timely submission. (UConn does not assign A+ grade)

A: 93%-100% A-: 90%-92%  
B+: 87%-89% B: 83%-86% B-: 80%-82%  
C+: 77%-79% C: 73%-76% C-: 70%-72%  
D+: 67%-69% D: 63%-66% D-: 60%-62%  
F: less than 60%

### **OVERALL REQUIREMENTS:**

Grades for this course will be based on the following:

45% Weekly response papers & discussion participation (Due Tuesday prior to class)

20% Self, Identity, & Agency 5-page Essay Paper (Due week 5)

35% Annotated Bibliography (Proposal due week 7; Final Annotated Bibliography due week 16)

100%

**Winter Weather Notice:** Should we experience difficult weather on the date of our class, please cooperate with the announced closing or delay (full or half day). The Storrs campus information can be found on the early TV news announcements, [http://today.uconn.edu/?page\\_id=1041](http://today.uconn.edu/?page_id=1041) or at 860.486.3768.

### **ACADEMIC INTEGRITY**

It is assumed that your intellectual labor is your own. If there is any evidence of academic dishonesty, including plagiarism, the minimum penalty will be an automatic failing grade for that piece of work. Plagiarism is taking (which includes purchasing) the words and ideas of another and passing them off as one's own work. If another person's work is quoted directly in a formal paper, this must be indicated with quotation marks and a citation. If you use material found in a published book, article, or internet site, you must indicate where you found it, either in the body of your text or in footnotes or endnotes. Be reasonable. A well-known fact need not be annotated, but material that results from an author's research or theories, and little-known data must have a reference. Paraphrases and summaries of an author's work -- not only direct quotations -- require notation.

### **Electronic Devices**

Technology use in the classroom is intended to enhance the learning environment for all students. Thus, any use of technology that substantially degrades the learning environment, promotes dishonesty, violates community standards or disrupts the classroom, may be prohibited by the instructor. Please silence mobile devices and utilize electronics for the sole purpose of the course.

### **CLASS SCHEDULE AND READINGS:**

A note about the readings: The purpose of the readings identified below is to familiarize you with either the work of the scholar, activist, or the topic they will be speaking about. You will also find the articles and books useful for your response papers. Reading the material will allow for you to ask intelligent and engaging questions to the guest lecturer. The book readings will be featured by each student during the discussion hour. The book discussions will be scheduled by the third week of class.

#### **Week 1:**

**Lecture: Introduction to Gender, Sexuality & Community; Speakers' Bureau Panel**

**Class Preparations, Readings: Rahman & Jackson: Introduction, 1.-1.4**

#### **Week 2: Combating Gender Exclusive Housing; Megan Brannan**

**Synopsis:** Gender neutral or gender inclusive housing has become a hot topic in student affairs recently. In this presentation Megan will look at the history of residential campuses and their original purpose which is now informing the way they are functioning today. Next she will outline the benefits not only for the transgender and gender non-conforming students that gender inclusive housing provides, but also the benefits for all students. This presentation will look specifically at UConn's Gender Inclusive Housing, but also schools that are offering this option across the country. Finally, Megan will wrap up by offering recommendations for all universities to create more inclusive housing for LGBTQ+ populations, and outline what viewers can do to support gender inclusive housing initiatives.

**Brief Biography:** Megan Brannan is originally from Oneonta, New York, and graduated with a B.S. in Art Education from SUNY New Paltz in 2013. Post-graduation she worked as an Area Coordinator at Lebanon Valley College in Pennsylvania. In her year at LVC Megan enjoyed working closely with the student run LGBTQIA organization Freedom Rings, as well as the Women's Services and Gender Resource Center. Megan is now in her second and final year in the Higher Education and Student affairs Master's Program. Megan has also served as the Graduate Assistant for the Rainbow Center for the duration of her time at UConn. Megan is the coordinator for the Rainbow Center's FAMILIEE Mentoring Program, but she also spends her time assessing programming at the center, presenting on topics surrounding gender and sexuality both on and off campus, and working closely with the Rainbow Center student staff and community.

**Class Preparations, Readings:** <http://campuspress.yale.edu/ycc/files/2015/06/A-Proposal-for-the-Expansion-of-Gender-Neutral-Housing-2hs27pp.pdf>

### ***Week 3: The Challenge of Inclusion in Sport: Examination of the Gay Games; Fleurette King***

**Synopsis:** The Gay Games is the world's largest sporting and cultural event organized by, and specifically for LGBTQ athletes, artists, and musicians. Participants involve the spectrum of sexual orientations, including heterosexual athletes, from many countries. In fact, the Gay Games, which were originally named as the Gay Olympics, started in 1982. The attendees to the presentation will gain an understanding of its successful athletic and political history, both from a historic and personal perspective. King medaled in racquetball at the 2006 Gay Games in Chicago.

**Brief Biography:** Fleurette King has served as the Director of the UConn Rainbow Center since 2007. King's involvement in social justice education and valuing diversity efforts, inclusive of sexual orientation and gender identity and expression, expands over a 23-year career in higher education. Prior to UConn, King served in diversity-related positions at Loras College, DePaul College, Princeton University, and the University of Michigan. King's participation in regional and national networks reflects a deep passion and commitment to social justice. King obtained a B.A. in Sociology with a Minor in Ethnic Studies from Bowling Green State University and a M.A. in Sociology from DePaul University. King enjoys short walks on the beach and playing racquetball. King medaled in racquetball at Gay Games 2006.

**Class Preparations, Readings:** 2 Article are posted to HuskyCT

### ***Week 4: Understanding Contemporary LGBT Social Attitudes and Political Behaviors; Timothy Bussey***

**Synopsis:** This talk will utilize data from the Pew 2013 Survey of LGBT Adults and LGBTQ+ history to understand both the formulation and reality of LGBT social attitudes and political behaviors. While political science research has often ignored the ways in which the LGBT community interacts and engages with political

institutions, this talk will directly question why that has been the case, while also shedding light on the reality of what LGBT political behaviors are. Some of the topics of inquiry that this talk will encompass include the following: belief rates/experiences with discrimination, partisanship and voting behaviors, and attentiveness to the media. During this talk, attendees will learn how some aspects of LGBTQ+ history (i.e. the HIV/AIDS epidemic, the battle for marriage equality, etc.) have shaped and altered the social attitudes and political behaviors of this group of persons. Additionally, this talk will also explore cohesiveness between lesbian, gay, bisexual, and transgender persons, while offering explanations to these analyses as well.

**Brief Biography:** Timothy R. Bussey, M.A. is a fourth year graduate student and Ph.D. candidate in the Department of Political Science, and he currently serves as a teaching assistant in both the Department of Political Science and the Women's, Gender, and Sexuality Studies Program at the University of Connecticut. His research interests include LGBTQ+ history, military history, and LGBT voting behavior. His dissertation on the political behaviors of the LGBT community is expected to be completed by the spring of 2017.

**Class Preparations, Readings:** Since this topic is under-researched and traditionally ignored by political science, there is not much available by way of academic readings; however, there is a good overview of the survey that I utilize at the following web address:

<http://www.pewsocialtrends.org/2013/06/13/a-survey-of-lgbt-americans/>

### **Week 5: Self, Identity & Agency Paper Due**

#### **Week 5: Best Practices for Supporting Trans Students on College Campuses; Kelly Garrett**

**Synopsis:** Many universities have been working on developing policies and support networks for trans students over the last several years. Each campus experiences its own challenges in overcoming structural, institutional and cultural barriers that exist. Although many campuses have been making change proactively, best practice guidelines continue to shift as we become more knowledgeable about the needs of trans students on campus. In addition to political and policy changes happening on and off campus, language is shifting as well. This interactive presentation will look at how to navigate challenges and barriers to developing supportive policies and structures and how to continue to stay up to date with the most current best practices being developed. We will also explore the role of cisgender allies in creating supportive policies, practices and climates on campus.

**Brief Biography:** Kelly Garrett is the Director of the LGBTQ Center at Brown University. She received her M.Ed. in Social Justice Education from the University of Massachusetts, Amherst where she specialized in teaching about issues of Racism, Heterosexism and Ableism. She has been working in the field of Campus Life/Student Affairs for over 20 years and has been providing direct support services and leadership development to LGBTQ students and allies for over 16 years, first as the Assistant Director of LGBT Affairs at the University of Michigan and now in her current position at Brown. In addition to her work in Student Affairs she has taught Social Justice Education courses at the University of Michigan, the University of Massachusetts and Brown University.

**Class Preparations, Readings:** 3 articles are posted on HuskyCT

#### **Week 6: LGBTQ Students in K-12 Schools- Dominique Battle-Lawson & Mia Hines**

**Synopsis:** Schools are places of learning and also miniature societies. The climate of a school has a direct impact on both how well students learn and how well they interact with their peers. Administrators, Teachers, School Counselors, and a host of people work hard to make their school and classroom welcoming places where each student feels included. But despite these efforts, students who are—or who are perceived to be—lesbian, gay, bisexual and/or transgender (LGBT) continue to face a harsh reality. We will be discussing some of the bullying, lessons, and strategies that we have encountered professionally in our experiences in public schools.

**Brief Biography:** Dominique Battle-Lawson is an Academic Advisor at the Neag School of Education at the University of Connecticut. She has been an elementary teacher, an English instructor at both Manchester Community College and a TRIO program. As an academic advisor, she assists students by constructing educational plans which are compatible with their goals. She is a member of the National Academic Advising Association, an association of professional academic advisors in higher education. She is also a member of Leadership in Diversity, a student organization focusing on increasing diversity in education, and serves as an advisor for the Neag School of Education's Teacher Education Student Association (TESA). She holds a B.A. and M.A. in Elementary Education from the Neag School of Education.

**Brief Biography:** Mia Hines is an Academic Advisor at the Neag School of Education at the University of Connecticut. Prior to coming to Neag, Mia has worked as a high school counselor in Maryland and North Carolina, where she has an extensive background in developing College and Career Readiness programs that assist students with matriculating through college. In addition, Mia has worked on school administration teams in an effort to support classroom teachers. Mia supports Neag's efforts to advise, recruit, support and mentor pre-education undergraduate and graduate students. Mia received a Bachelor of Science in Rehabilitation Services from Pennsylvania State University, as well as a Master's of Education in School Counseling from University of Maryland, and in Educational Leadership from High Point University.

***Class Preparations, Readings:*** 2 articles are posted on Husky CT

### ***Week 7: Proposal for the Annotated Bibliography is due***

***Week 7: LGBT Organizing and Coalition Building in Connecticut: History and Reflections from the Field; John Bonelli***

**Synopsis:** This presentation will involve a discussion of effective progressive coalition building efforts to advance LGBT civil rights in Connecticut. John Bonelli has been a community organizer and activist on a range of LGBT, HIV/AIDS and progressive issues. John will discuss his 1989 campaign for elected office as an out-gay candidate, the community organizing and coalition building that led to the run, and the obstacles to victory. In addition, attendees will explore the value of coalition building to advancing a post-marriage equality agenda. Most recently he has been part of a community based effort in Hartford to develop a comprehensive LGBT issues platform to advance at the local and statewide levels

**Brief Biography:** John Bonelli, MSW graduated from the UCONN School of Social Work in 1990. He has been a community organizer and political activist since his undergraduate years at Trinity College in Hartford. He ran as an openly gay, progressive candidate for Hartford City Council in 1989 as part of the People for Change (PFC) slate of candidates. People for Change, founded in 1987, was a progressive multicultural coalition and

political party made up of labor unions, neighborhood activists, LGBT, Puerto Rican and African American communities and organizations. The coalition also included environmental, citizen and women's issues activists. PFC was successful in unseating members of the Republican minority party on the Hartford City Council in 1987, 1989 and 1991. Mr. Bonelli was the statewide Co-chairperson of the CT Coalition for Lesbian and Gay Civil Rights, a member of the Legislative Electoral Action Program, the Policy and Community Organizing Director for the CT Positive Action Coalition (HIV/AIDS issues) and staff person, consultant, volunteer or MSW intern for various electoral campaigns. He has been a campaign organizer, fundraiser and volunteer coordinator.

Mr. Bonelli has been an adjunct faculty member and advisor at UConn, Hunter and Fordham Schools of Social Work. During the last academic year, he served as the UConn SSW Community Organization Sequence Co-Chairperson and supervised three independent studies that addressed issues of mass incarceration, criminal justice reform, and police community relations and race. He possesses a rich knowledge of community organization strategies, membership recruitment efforts, and campaign development

He worked over seven years at the New York City based HIV prevention research group- Project ACHIEVE/New York Blood Center-as the recruitment and community relations coordinator. In addition he served as the recruitment and community relations consultant at the Cornell Clinical Trials Unit at Weill Cornell Medical College in New York City for a study on PREP (Pre-exposure prophylaxis) as an HIV prevention tool.

Presently, he is the Field Education Coordinator at the UConn School of Social Work in West Hartford, CT and a Leadership and Organizing Consultant.

***Class Preparations, Readings:*** *The article below is posted on HuskyCT & available by link*  
[http://www.tandfonline.com/doi/pdf/10.1300/J041v16n03\\_03](http://www.tandfonline.com/doi/pdf/10.1300/J041v16n03_03)

Bonelli, J. & Simmons, L. (2004). Coalition building and electoral organizing in the passage of anti-discrimination laws: The case of Connecticut. *Journal of Gay and Lesbian Social Services*, 16(3/4), 35-53. (HCT)

***Week 8: Being Out in the Workplace – Freedom and Barriers; Nicholas D’Agostino***

**Synopsis:** This presentation will take the audience through an interactive conversation on what are the pros and cons of being out in the workplace. Through my own experiences of being out in the workplace combined with facts, figures and other evidence, we will explore the risk factors of being out. We will also discuss when and how coming out occurs in the employment setting while exploring employment processes from interviewing through retirement.

**Brief biography:** Nicholas D’Agostino is the Associate in Diversity and Equity at CCSU and been a state employee for nine years in the areas of diversity, equal employment opportunity and affirmative action. Nick also worked for True Colors Inc., a local non-profit that provides education, support and advocacy for LGBTQ youth. Nick earned his bachelor’s degree in Sociology from Quinnipiac University and pursuing a Masters in Counseling. Nick is an Anti-Defamation League World of Difference trainer and is actively involved with True Colors where he serves as Board President. His expertise and passion include training, courageous conversations, affirmative action, strategic planning and event/conference organizing. Nick has prided himself as having a mathematical/business oriented brain with a social justice heart. This balance has proved itself successful in his professional life.

***Class Preparations, Readings:*** *The 4 Articles below are posted on HuskyCT*



King, E. B., Reilly, C., & Hebl, M. (2008). *The best of times, the worst of times: Exploring dual perspectives of "coming out" in the workplace*. *Group & Organization Management*, 33(5), 566-601.  
doi:10.1177/1059601108321834

Pizer, J. C., Sears, B., Mallory, C., & Hunter, N. D. (2012). *Evidence of persistent and pervasive workplace discrimination against LGBT people: The need for federal legislation prohibiting discrimination and providing for equal employment benefits*. *Loyola of Los Angeles Law Review*, 45(3), 715.

Schmidt, S. W., Githens, R. P., Rocco, T. S., & Kormanik, M. B. (2012). *Lesbians, gays, bisexuals, and transgendered people and human resource development: An examination of the literature in adult education and human resource development*. *Human Resource Development Review*, 11(3), 326-348.  
doi:10.1177/1534484312447193

Tilcsik, A., Anteby, M., & Knight, C. R. (2015). *Concealable stigma and occupational segregation: Toward a theory of gay and lesbian occupations*. *Administrative Science Quarterly*, 60(3), 446-481.  
doi:10.1177/0001839215576401

### **Week 9: SPRING RECESS**

### **Week 10: Perceptions and Consequences of Dating Violence Among Sexual Minority Youth; Tamika Gillum**

**Brief synopsis:** Research reveals a disturbingly high prevalence of dating violence among American youth, with sexual minority youth demonstrated to be at increased risk. This is of concern as studies have shown that individuals who experience such violence are at increased risk for adverse mental and physical health outcomes, including increased risk of HIV infection among LGBT populations. Research also indicates that individuals who are victimized as adolescents are at increased risk for victimization during their young adult years. Results will be presented of a mixed-methods study that 1) assessed past and current dating violence (physical, sexual, and psychological aggression – perpetration and victimization) and its relationship to mental health outcomes among a sample of 109 college-enrolled sexual minority youth, and 2) qualitatively explored perceptions of dating violence among a sub-sample of those youth.

**Brief Biography:** Dr. Tameka L. Gillum is an Associate Professor in the Department of Health Promotion and Policy, adjunct with the Women, Gender, Sexuality Studies Department at the University of Massachusetts Amherst. Dr. Gillum's research interests are in exploring and addressing intimate partner violence/dating violence (IPV/DV) within racial/ethnic minority and sexual minority populations, development of culturally specific prevention and intervention efforts, health clinic based IPV interventions and the health effects of IPV/DV victimization. Most recently, her work has involved exploring gender-based violence in Kenya, East Africa. She is a member of the steering committee for the national Institute on Domestic Violence in the African American Community (IDVAAC), a member of the board of directors of Men's Resources International (MRI) and board president for the New England Learning Center for Women in Transition.

**Class Preparations, Readings:** 2 articles are posted on HuskyCT

### **Week 11: Origin Story; Malinda Lo (RC Book Club Author)**



**Synopsis:** I will describe the origin of my novel, *Ash*, focusing on its roots in fairy tale folklore. I will also speak about the greater context of LGBT characters in young adult fiction.

**Brief biography:** Malinda Lo is the author of the young adult novels *Ash*, *Huntress*, *Adaptation*, and *Inheritance*. *Ash* was a finalist for the William C. Morris YA Debut Award, the Andre Norton Award for YA Science Fiction and Fantasy, the Mythopoeic Fantasy Award, and was a Kirkus Best Book for Children and Teens. She has been a three-time finalist for the Lambda Literary Award. Malinda's nonfiction has been published by The New York Times Book Review, NPR, The Huffington Post, The Toast, The Horn Book, and AfterEllen. She lives in Massachusetts with her partner, and her website is [www.malindalo.com](http://www.malindalo.com).

**Class Preparations, Readings:** <http://www.malindalo.com/2013/10/lgbt-young-adult-books-2003-13-a-decade-of-slow-but-steady-change/>

"LGBT Young Adult Books 2003-13: A Decade of Slow But Steady Change" by Malinda Lo

**Additional Programming:** *Lo is our Book Club Author. If you would like a copy of the book and can join us at 5 pm to have discussion and dinner with Lo, please let us know.*

### ***Week 12: The Intersection of Sexual Violence and LGBTQ+ Communities; Raquel Lopez***

**Brief Synopsis:** Research on the intersection of sexual violence and LGBTQ+ communities is lacking with many studies not including questions regarding sexual orientation and/or gender identity. These communities are also not a part of the common narratives regarding acts of sexual violence. This presentation will focus on the barriers members of the LGBTQ+ communities face with regards to sexual violence. It will provide an overview of popular narratives surrounding sexual violence and how these narratives may shape the experience of sexual violence for those that self-identify as LGBTQ+.

**Brief Biography:** Raquel Lopez is a graduate student at UConn/Hartford's Master of Social Work (MSW) Program with her second-year field placement focusing on the LGBTQ+ community taking place at UConn's Rainbow Center. She also attended UConn/Stamford for undergraduate career and earned a double major in Psychology and Human Development & Family Studies (HDFS), with a minor in Women's, Gender, and Sexuality Studies (WGSS). She currently holds the position of Volunteer Program Coordinator at The Center for Sexual Assault Crisis Counseling and Education in Stamford. She has been a State Certified Sexual Assault Crisis Counselor since 2012 and now facilitates the certification training for Lower Fairfield County. She is a founding member of the Connecticut Alliance to End Sexual Violence's LGBTQ Caucus and is on UConn's Title IX Student Advisory Committee.

**Class Preparations, Readings:** *2 Articles are posted on HuskyCT*

### ***Week 13: Translation Failure in James Baldwin's Giovanni's Room; Margaret Breen***

**Synopsis:** This talk focuses on a classic of LGBTQ literature, James Baldwin's *Giovanni's Room*, published in 1956. While critics of *Giovanni's Room* have focused on narrator-protagonist David's strategy of rhetorical evasion and have rightly linked it to Baldwin's exploration of homophobia and racism, they have overlooked a key context and aspect of this strategy: David's account depends largely on his role as a translator. David tells the story of his love affair with Giovanni in English, even as their relationship plays out in French. Translation is a primary narrative vehicle for David. Within this context, David's rhetorical evasion may, in turn, be

understood as in part a failure in translation. In this talk I examine two different strands of translation failure. The first of these concerns the actual languages used to communicate in the novel, French and English, as well as the striking absence of Giovanni's primary language, Italian. The second aspect regards the issue of cultural translation and entails reading the novel through a comparative cultural lens and so complicating the understanding of this novel as an American literary work.

**Brief Biography:** Margaret Sönsler Breen is Professor of English and Women's, Gender, and Sexuality Studies here at UConn, where she has taught for more than 20 years. She is the author of the monograph *Narratives of Queer Desire: Deserts of the Heart* and the editor or co-editor of eight collections on topics such as gender and sexuality studies, gender and literature, and questions of good and evil. She has organized international conferences on sex and sexuality, and she is a past president of the GL/Q Caucus of the Modern Language Association. A member of the 1994 Task Force to address LGBT issues on campus, Breen helped found the Rainbow Center, and is actually the one who named it, and she serves on the Center's Advisory Board. She is the first UConn professor to teach an undergraduate course in LGBT studies, and since her arrival she has developed or helped develop a number of the English Department's and the WGSS Program's LGBTQ offerings. Her presentation on James Baldwin's *Giovanni's Room* (1956) is part of her ongoing research on issues in queer translation.

*Class Preparations, Readings* 1 reading assignment is posted HuskyCT, more may be added

**Week 14: *Thriving or Merely Surviving? Assessing the Needs of Transgender, Gender-nonconforming, and Non-binary Students on the UConn, Storrs Campus; Barbara Gurr, John Zambrello & Adam Kocurek***

**Synopsis:** In this presentation, researchers will share their findings from an ongoing study examining the needs of transgender, gender-nonconforming, and gender-nonbinary students on the Storrs campus. Data from interviews, examination of current policy and practice, and a preliminary survey reveal that gender minority students face unique challenges in our community, but also possess multiple strengths and skills in identifying and meeting their needs, often without institutional support or resources. Our preliminary research indicates that the University has made great strides in creating a campus that is friendly to the needs of gender minority students, but there are still several areas in need of immediate attention. In this presentation we share these findings as well as offer suggestions for improving the experiences of all our students on the UConn, Storrs campus.

#### **PRESENTER BIOGRAPHIES:**

**John Zambrello** is an undergraduate student at the University of Connecticut and is currently in his senior year. He uses he/him/his pronouns and identifies as agender, which falls under the umbrella of transgender. John is double majoring in Women, Gender, and Sexuality Studies and Sociology with a minor in English. After graduating from UConn, John hopes to pursue a career in transgender advocacy and education. Helping with this research is important for John, as he hopes that the findings will be able to support changes on campus to make it safer for other transgender, non-binary, and gender-nonconforming students.

**Adam Kocurek** is in his fourth year at UConn. He is double majoring in History and Women's, Gender and Sexuality Studies, and minoring in English. Following graduation, he plans to pursue his Ph. D and work as an educator/researcher. He is currently working on his honors thesis and preparing for graduate school. Adam serves as a Resident Assistant, a Writing Center tutor, and a Violence Against Women Prevention Program Peer Facilitator. He also volunteers at a Spooner House and as a docent for the Yale Peabody Museum of Natural History, and has assisted with the paleobotany laboratory at Yale. He has worked on the

Transgender/Gender-nonconforming/non-binary UConn project for two years now, and is hopeful of its potential to improve the experiences of and resources for the UConn community.

**Dr. Barbara Gurr** is an Assistant Professor in Residence in the Women's, Gender, and Sexuality Studies Program at UConn. Her research focuses on two areas: race, gender, and sexuality in popular science fiction, particularly post-apocalyptic narratives; and the experiences of marginalized identities under the broad rubric of reproductive justice. She is the Principal Investigator of an ongoing study examining experiences for transgender, gender-nonconforming, and non-binary undergraduate students on the UConn, Storrs campus, a project that follows up on the work of Kim Cerullo, a recent graduate of UConn (2013).

*Class Preparations, Readings: 2 Articles are posted on HuskyCT*

**Week 15: Identity Matters: Political Campaign Organizing and the Roles of Gender and Sexuality; Jackie Frankovich**

**Synopsis:** This talk focuses on providing a detailed narrative around campaign life—i.e. what campaign workers do, what expectations they have, and how they interact with voters and their peers. While this talk explores these key aspects of this line of work, it also engages the ways in which identity matters in regards to all of the latter points. By way of narrative and personal experience, Frankovich will engage the ways in which gender and sexuality might create barriers in the realm of political organizing, while also seeking to understand both the importance of identity and the roles of sexism and homophobia. As such, this talk conceptualizes who might experience these issues and what this means for both their personal work and the vitality of said political campaign.

**Brief Biography:** Jackie Frankovich is a seasoned political campaign field organizer for major elections in battleground states. She earned her B.A. in Political Science from Columbus State University in Columbus, Georgia; she also completed portions of her degree at the University of Oxford in Oxford, England, where she studied politics and history. In terms of campaigns, she has worked as a field organizer for congressional and gubernatorial elections in Florida, though she has assisted in various capacities with numerous other political organizations affiliated with the Democratic Party.

*Class Preparations, Readings: 2 Articles are posted on HuskyCT*

**Week 16: Annotated Bibliography Due & Evaluations**

**The annotated bibliography is due May 2, 2016 by 2:30 pm by e-mail.**