In this online course, we will closely & thoroughly examine 3 extraordinarily vital novels from the canon of LGBT literature so that we can closely & thoroughly examine how gender expression & sexuality intersect with race & class. By examining the content as well as the form of James Baldwin’s *Giovanni’s Room* (1956), Audre Lorde’s *Zami: A New Spelling of My Name* (1982), & Leslie Feinberg’s *Stone Butch Blues* (1993), we will identify the ways in which literary language informs the ways we understand ourselves & our relations to others.

Course Requirements: vigorous participation in weekly discussion boards, with each of our 3 weeks culminating in a 1,000-word essay that examines a key component of one of our 3 novels.

**Week 1: Masculinity?**
January 4-8: James Baldwin, *Giovanni Room*
Online Discussion: Monday-Thursday; Paper: Due Friday by 5pm

**Week 2: Femininity?**
January 11-15: Audre Lorde, *Zami: A New Spelling of My Name*
Online Discussion: Monday-Thursday; Paper: Due Friday by 5pm

**Week 3: Ambiguity?**
Online Discussion: Tuesday-Thursday; Paper: Due Friday by 5pm

Required Texts* (available at UMD Bookstore & from an online vendor):  
*Leslie Feinberg, *Stone Butch Blues* (PDFs of novel available on course’s ELMS site)

**COURSE REQUIREMENTS**

**Discussion Board (25%)**: At the beginning of each week (by 10pm Sunday night), I will post a lengthy entry that will start that week’s online conversation. Between Monday morning & Thursday night at 9pm, each student’s task is to post a **minimum of 4 posts**. These posts can vary in length & purpose, from observations to responses to questions to responses to other students’ posts to asking questions. Also, individual posts shouldn’t be any longer than approximately 100 words. As with a traditional classroom discussion, we are interacting with each other so long monologues aren’t helpful. **Finally, these are the minimum requirements.** As with a traditional classroom discussion, students are encouraged to do more than the bare minimum; however, your grade for the discussion board is not based simply on sheer
quantity: quality responses need to be relevant, thoughtful, cogent, grammatically correct, and respectful. I, of course, will **BOTH** monitor the comment thread **AND** play an active role by commenting, provoking, asking additional questions, etc.

**Papers (25% each):** Each 1,000-word paper (for which prompts will be provided) will require a strong, debatable central idea – i.e., a thesis – supported by textual evidence and concomitant analysis, requiring attention be paid not only to the content of the texts but also to their form, i.e., to their use of figurative language (metaphors, similes, etc.) and other literary techniques (perspective, word-choice, verb tense, alliteration, repetition, irony, ambiguity, foreshadowing, etc.) that add depth & texture to the text. In other words, we are interested not only in **what** a text says but also in **how** it says it.

**COURSE POLICIES**

**Disabilities:** If you have a registered disability that will require accommodation, please let me know right away. If you have a disability and have not yet registered it with Disability Support Services in 0126 Shoemaker (4-7682 or 5-7683 TTY/TDD), you should do so immediately.

**Academic Integrity:** Maryland's Code of Academic Integrity defines the following acts as “academic dishonesty”: **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise. **Facilitating Academic Dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this Code. **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

The syllabus and schedule is subject to change. You will be notified in advance of important changes that could affect grading, assignments, etc.