

Required Texts:

- *Dance on My Grave* by Aiden Chambers (1982)
- *Every Day* by David Levithan (2012)
- *Alex as Well* by Alyssa Brugman (2013)
- *Parrot Fish* by Ellen Wittlinger (2007)
- *Kaleidoscope Song* by Fox Benwell (2017)

All secondary readings will be posted on the course website. You are expected to have a copy (paper or digital) to class on the days when we are discussing them

Course Policies:

Open Access: Part of the project of this class is to share information freely and openly with anyone who is interested in what we are doing in class. As such, the majority of assignments and activities from this class will be hosted on our course website. As part of the requirements for this class, you will be expected to sign up for the website and check regularly, posting whenever you have relevant thoughts to share and comment on the posts of your peers.

<https://queercomingofage.commons.gc.cuny.edu>

Attendance: Coming to class is essential to doing well as you cannot replicate the discussions that are had when you are not here. It is therefore in your best interest to show up for each class and do so on time. However, I understand that life happens and can sometimes get in the way. You are allowed 3 absences before it affects your grade. As per university policy, any more than 4 absences will result in an unofficial withdrawal from class.

Participation: The primary goal of this class is to engage in conversations about the books that we are reading as well as the issues that are presented in the texts and supplemental readings. Therefore, it is not enough to simply show up for class; you must also come prepared for active engagement. Active participation also includes regular checking and posting on class website.

Academic Integrity: “Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing term papers, essays, reports, and other written assignments; using concealed notes or crib sheets during examinations; copying the work of others and submitting it as one’s own; and misappropriating the knowledge of others. The source from which one derives one’s ideas, statements, terms, and data must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism. Violations of academic integrity may result in failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the college.”

Accessibility: All students are entitled to the accommodations they require in order to do well in this class. If you think that you need special accommodations please speak to me as well as someone in the Office of Student Accessibility so that we can ensure you are receiving the services you need.

Course Assignments and Grading:

- **Blog Posts:** Students are expected to create a blog post (of 200 to 300 words) at least once per book. **20%**
- **Book Review:** Choose one Queer Young Adult book that we will not be reading and create a blog post on the book, exploring its importance **10%**
- **Analytical Paper:** Critical analysis of one of the texts read in class up until the point the assignment is due (4-5 pages) **20%**
- **Final Project:** Students have the choice of either creating a 4-5 lesson mini unit on one of the course texts or writing a paper on one of the course texts using outside sources (6-8 pages) **30%**
- **Final Presentation:** Students will have 10 minutes to present on their final paper or the lesson plans they have written **5%**
- **Weekly Class Participation:** Both in class and on the course website **15%**

Course Schedule:

Class One: Introduction to the Course

- We will review Syllabus in class
- Sign up for course website

Class Two: Queer Young Adult Literature History and Overview

- <https://www.cnn.com/2013/10/15/living/young-adult-fiction-evolution/index.html>
- <https://theestablishment.co/the-critical-evolution-of-lgbtq-young-adult-literature-ce40cd4905c6>
- <https://www.malindalo.com/blog/2017/10/12/lgbtq-ya-by-the-numbers-2015-16>
- <http://archermagazine.com.au/2017/03/examining-queer-young-adult-fiction-way-forward/>

Class Three: The Impact of QYA Literature

- **ASSIGNMENT DUE: Book Review Blog Post**

- <https://www.telegraph.co.uk/books/authors/james-dawson-cassandra-clare-gay-ya/>
- <http://www.lyndseydarcangelo.com/wp-content/uploads/2011/04/LGBTpromo.pdf>
- https://www.washingtonpost.com/news/soloish/wp/2017/11/21/in-young-adult-novels-queer-love-stories-have-begun-to-feel-mainstream/?utm_term=.3e4e7f5950ec
- <https://www.vogue.com/article/queer-ya-fiction-revolution>

Class Four: Dance on My Grave Part 1

- Dance on My Grave pages 1-66 (all of part 1)
- <http://www.gayinthe80s.com> Spend some time exploring the different posts on the site

Class Five: Dance on My Grave Part 2

- Dance on My Grave 67-132 (through part 29)
- <https://pankmagazine.com/2012/10/24/books-we-cant-quit-dance-on-my-grave-by-aidan-chambers-a-review-by-katherine-d-stutzman/>

Class Six: Dance on My Grave Part 3

- Dance on My Grave 133-194 (through part 18)
- https://www.huffingtonpost.com/entry/did-the-culture-of-the-80s-keep-me-in-the-closet_us_58dad32ce4b0487a198a54fb

Class Seven: Dance on My Grave Part 4

- Dance on My Grave 195-255 (including afterward)
- http://www.jstor.org/stable/j.ctt9qfw8w.13?seq=6#page_scan_tab_contents

Class Eight: Every Day Part 1

- Every Day pages 1-82 (through day 6000)
- <https://www.teenvogue.com/story/what-is-agender>

Class Nine: Every Day Part 2

- Every Day pages 83-164 (through day 6007)
- <https://www.nbcnews.com/feature/nbc-out/judge-grants-oregon-resident-right-be-genderless-n736971>

Class Ten: Every Day Part 3

- Every Day pages 165-241 (through day 6021)
- <http://time.com/5026092/mostly-straight-sexual-identity-bisexual-gay/>

Class Eleven: Every Day Part 4

- Every Day Pages 242-end
- <https://www.nationalgeographic.com/magazine/2017/01/how-science-helps-us-understand-gender-identity/>

Class Twelve: Every Day Film

- <http://www.newnownext.com/every-day-david-levithan-movie/02/2018/>
- https://www.huffingtonpost.com/entry/david-levithan-every-day_us_5a84bf94e4b0774f31d1cef8

Class Thirteen: Alex as Well Part 1

- Alex as Well 1-59 (through chapter 12)
- <http://www.apa.org/topics/lgbt/intersex.aspx>
- https://www.huffingtonpost.com/entry/intersex-hanne-odiele_us_58875dabe4b096b4a2347790

Class Fourteen: Alex as Well Part 2

- **SHORT PAPER DUE**
- Alex as Well 60-107 (through chapter 22)
- <https://www.theguardian.com/world/2016/jul/02/male-and-female-what-is-it-like-to-be-intersex>

Class Fifteen: Alex as Well Part 3

- Alex as Well 108-165 (through chapter 37)
- http://www.washingtonpost.com/sf/style/2017/10/05/the-intersex-rights-movement-is-ready-for-its-moment/?utm_term=.f68e36a1f005
- <https://www.theatlantic.com/health/archive/2014/07/should-we-fix-intersex-children/373536/>

Class Sixteen: Alex as Well Part 4

- Alex as Well 166- 214
- <https://www.theguardian.com/childrens-books-site/2014/may/15/alyssa-brugman-right-to-write-about-an-intersex-character>

Class Seventeen: Parrotfish Part 1

- Parrotfish pages 1-73 (through chapter 6)
- <http://sitn.hms.harvard.edu/flash/2016/gender-lines-science-transgender-identity/>

Class Eighteen: Parrotfish Part 2

- Parrotfish pages 74-155 (through chapter 12)
- <https://www.sbs.com.au/topics/science/nature/article/2016/09/29/7-gender-bending-animals-animal-kingdom>
- <https://health.howstuffworks.com/sexual-health/sexuality/some-species-change-sex.htm>

Class Nineteen Parrotfish Part 3

- Parrotfish 156-215 (through chapter 17)
- <https://www.theguardian.com/society/2016/jul/10/transgender-stories-people-think-we-wake-up-and-decide-to-be-trans>

Class Twenty Parrotfish Part 4

- Parrotfish 216-282

- <https://www.advocate.com/politics/transgender/2015/06/09/excerpt-there-no-one-single-transgender-narrative>

Class Twenty-one: Final Project Preparation

- **No reading: bring in an outline or early draft of your final project**

Class Twenty-two: Kaleidoscope Song Part 1

- Kaleidoscope Song pages 1-66
- <http://www.nationsonline.org/oneworld/History/South-Africa-history.htm>

Class Twenty-three: Kaleidoscope Song Part 2

- Kaleidoscope Song pages 67-137
- <http://beyonourborders.net/the-khayelitsha-project/>
- <https://www.theguardian.com/cities/2014/apr/30/cape-town-apartheid-ended-still-paradise-few-south-africa>

Class Twenty-four: Kaleidoscope Song Part 3

- Kaleidoscope Song pages 138-201
- <http://www.bbc.com/news/magazine-35967725>
- <https://www.news24.com/Analysis/lgbt-community-still-faces-high-levels-of-violence-report-20171204>

Class Twenty-five: Kaleidoscope Song Part 4

- Kaleidoscope Song pages 202-270
- <https://soulsafari.wordpress.com/2013/01/31/banned-beats-in-south-africa/>
- <http://www.inquiriesjournal.com/articles/265/the-sounds-of-resistance-the-role-of-music-in-south-africas-anti-apartheid-movement>

Class Twenty-six: Kaleidoscope Song Part 5

- Kaleidoscope Song pages 271-336
- <http://www.sahistory.org.za/dated-event/first-gay-pride-march-held-south-africa>
- <http://lgbtweekly.com/2014/01/16/welcome-to-cape-town-the-gay-capital-of-africa/>

Class Twenty-seven: Kaleidoscope Song Part 6

- Kaleidoscope Song pages 337-398
- https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Class Twenty-eight: Presentations

- **Final Project Presentations**

Class Twenty-nine: Presentations

- **Final Project Presentations**

Class Thirty: Presentations

- **FINAL PAPER DUE**
- **Final Project Presentation**