

Course title: LGTB+: Exploring Identities and Diversity

Language of instruction: English

Professor: Dr. Arnau Roig-Mora

Professor's contact and office hours: under appointment (arnau.roig@upf.edu)

Course contact hours: 45

Recommended credit: 6 ECTS credits

Course prerequisites: There are no prerequisites for this course.

Language requirements:

Recommended level in the European Framework B2 (or equivalent : Cambridge Certificate if the teaching language is English, DELE or 3 semesters in the case of Spanish).

Course focus and approach:

This course will navigate with students the complex and mutating field of gay, lesbian, bisexual, transgender, intersex and queer studies, exploring the history and development of the field since its inception. We will meet for theoretical lectures, hands-on seminars and debates, critical workshops and a field trip

Course description:

The course explores non-hegemonic identities and gender and sexual diversity from many different perspectives: their criminalization, pathologization or their fights for equality and rights. The field will be contextualized with the social, legal, historical, and cultural implications of sexuality, articulating academic and activist perspectives. Furthermore, students will start an intercultural dialogue about their own perspectives and geographies, highlighting the importance of understanding these topics as non-homogeneous and in an intersectional way.

This course can count towards credits for Social Sciences, Humanities or Gender Women Studies.

Learning objectives:

At the end of this course, students will be able to:

- Understand the current state of affairs in the field of LGBT+ Studies, and consequently be able to engage with its current debates and fractures.
- Identify the key issues faced by LGBT+ people and write essays reflecting on them.
- Think critically about hegemonic “truths” like the gender binary or biological sex.
- Engage with controversial and difficult material objectively and critically
- Employ sexuality and gender as categories that intersect with race, ethnicity, class, ability and other forms of diversity.

Course workload:

This course includes reflection papers, debates on assigned readings, discussions (and leading discussions), analysis of cultural production and other exercises based on the readings and screenings proposed. Students will be asked to engage with a range of materials and prepare them beforehand.

Teaching methodology:

This course is divided in 6 different blocks:

Block 1: Rooting the field: Feminism, Gender Studies

Block 2: The Queer Dilemma: Essentialism, Biologism, Constructivism,
Post-Structuralism

Block 3: Criminalizing/Legalizing Sexuality and Gender Identity

Block 4: Pathologizing Sexuality and Gender Identity

Block 5: Activism and Empowering of Sexuality and Gender Identity

Block 6: Beyond our own: Current Debates and Future of the Field

Each of the blocks will contain:

THEORY: A first approach to the topic in a theoretical lecture that will overview the important ideas of the block.

SEMINAR: where the students come and debate the assigned readings for that topic. Some students will be in charge of leading each of the discussions, although everyone is required to participate.

Assessment criteria:

Midterm: 20%

Final group project: 40%

Class and online participation: 20%

Conducting discussions: 20%

**Plagiarism in any of the activities will result in an automatic fail in the whole course.
Trying to pass AI texts as one's own production will count as plagiarism.*

Academic Integrity:

According to the Disciplinary regime of students at Universitat Pompeu Fabra, adopted by Agreement of the Government meeting of 18th July 2012 (in Spanish), plagiarism and other academic misconducts are forbidden, including the unauthorized use of generative AI tools. In this course, blatant cases of such misconducts in coursework or exams will automatically entail failing, notwithstanding the adoption of additional sanctions by the academic direction of the program.

Likewise, special attention will be paid to the use of generative artificial intelligence tools by students for the completion of the course assignments. Whereas the use of these tools may be part of the teaching methodology as suggested by the course instructors, any use of these resources by students to carry out work without the guide or knowledge of the professors will be considered analogous to plagiarism, with the same consequences in terms of penalization in the evaluation of the course.

BaPIS absence policy:

Attending class is mandatory and will be monitored daily by professors. Missing classes will impact on the student's final grade as follows:

Absences	Penalization
Up to two (2) absences	No penalization
Three (3) absences	1 point subtracted from final grade (on a 10-point scale)
Four (4) absences	2 points subtracted from final grade (on a 10-point scale)
Five (5) absences or more	The student receives an INCOMPLETE ("NO PRESENTADO") for the course

The BaPIS attendance policy does not make a distinction between justified and unjustified absences. All absences—whether due to common short-term illnesses or personal reasons—are counted toward the total amount and cannot be excused. Therefore, students are responsible for managing all their absences.

Only in cases of longer absences—such as hospitalization, prolonged illness, traumatic events, or other exceptional situations—will absences be considered for exceptions with appropriate documentation. The Academic Director will review these cases on an individual basis.

Students must inform the Instructor and the International Programs Office promptly via email if serious circumstances arise.

Attendance Policy and Religious Observances:

In line with the UPF Code of Ethics and the principles of equality and non-discrimination, our attendance policy considers the accommodation of students' needs for religious reasons or specific religious festivities.

Students may self-manage their attendance and miss some sessions without penalty, as outlined in each syllabus. However, if a student anticipates that their religious obligations may significantly affect their participation in a course, and the standard policy does not fully accommodate their situation, they must inform the course professor **at the beginning of the term** to discuss suitable alternatives. **It is the student's responsibility to communicate these needs at the start of the term.** The Academic Director is also available to support both students and professors in finding a workable solution that ensures the student can meet the course objectives.

Classroom norms:

- We will engage with texts that might challenge our worldviews, and also hear opinions with which we might not agree (or even feel offended by). Students are asked to remain respectful, understanding and empathic throughout the process in order to create a safe environment for debate.
- This classroom is a space free of homophobic, transphobic, racist and other discriminatory attitudes.

Weekly schedule:

WEEK 1

Course Introduction

Syllabus, assessment and reading pack

Reading and class discussion: Louis GOULD: "X: A Fabulous Child's Story"

Basic concepts I

We will review the basic concepts of the field in order to accurately approach the upcoming readings.

WEEK 2

Basic concepts II

Reading: Gayle RUBIN "Thinking Sex"

Block 1 Theory

In this first part of the course we will see the roots of the inception of the field. We will frame its birth with the specific needs that the study of sexuality and gender identity poses.

Reading: Michel FOUCAULT: excerpt from “History of Sexuality vol.1”

WEEK 3

Block 1 Seminar

Reading: Monique WITTIG, “The Straight Mind”

Student-led discussion

Block 2 Theory

We will deal with different philosophical and ideological positions within the field, often contradictory or at least in partial confrontation in order to make sense of the biggest cracks and debates among the readings and perspectives that we will encounter in the course.

Reading: Judith BUTLER “Gender Trouble”

WEEK 4

Block 2 Seminar

Student-led discussion

Joshua GAMSON “Must Identity Movements Self-Destruct? A Queer Dilemma”

David HALPERIN “How to do the History of Male Homosexuality”

Block 3 Theory

We will explore the Foucauldian idea that it is the law and the state that create such identities through different approximations to the historical criminalization of LGBT+ people and the different ways of legalizing around our identities.

Reading: Dean SPADE “Normal Life”

Friday: Group Project Tutoring

WEEK 5

Block 3 Seminar

Reading: Michael WARNER: Against Marriage

Student-led discussion

Block 4 Theory

In this block, we'll examine the different ways in which medical institutions, very specifically psychiatry, have interweaved in the ways our societies understand, accept and/or discriminate gender and sexual diversity.

Readings:

Anne FAUSTO-STERLING "The Five Sexes" and "The 5 Sexes Revisited"

WEEK 6

Block 4 Seminar

Readings:

Morgan HOLMES "Mind the Gaps: Intersex and (Re-productive) Spaces in Disability Studies and Bioethics"

Robert MCRUER "Compulsory Abled-Bodiedness"

Student-led discussion

Class Discussion: Cathy COHEN "Punks, Bulldaggers and Welfare Queens"

Friday: MIDTERM

WEEK 7

Guest Speaker

Final Project Tutoring

WEEK 8

Midterm Revision

Block 5 Theory

We will interact with different texts that re-focus the center of the debate onto LGBT people, giving us the voice to define our own selves and our debates. We will also explore the importance of intersectionality for the field.

Readings: Carl WITTMAN "A Gay Manifesto"; ACT UP "The Queer Nation Manifesto"

WEEK 9

Block 5 Seminar

Student-led discussion

Readings:

John D'EMILIO, "Capitalism and Gay Identity"

Extra reading

WEEK 10

Block 6 Seminar

To close the course, we will see what the current debates are to be able to position ourselves critically. This part goes “beyond” the field to explore other connections and interactions that might well be the future of LGBT+ studies.

Reading: Donna HARAWAY “Cyborg Manifesto”

Student-led Seminar

Presentations and wrapping up

Last revision: March 2025.

Required readings:

All the readings (chapters and excerpts of the mentioned authors in the weekly planning) will be made available to students via Moodle.

ACT UP. (1990) *The Queer Nation Manifesto*. New York: ACT UP

ANNES, A. and REDLIN, M. (2012) ‘Coming out and coming back: Rural gay migration and the city’, *Journal of Rural Studies*.

ANZALDÚA, G. (1987) ‘Borderlands/La Frontera: The New Mestiza’, San Francisco: Spinsters.

BROMLEY, D. B. (2012). *Feminisms matter: Debates, theories, activism*. Toronto, Canada: University of Toronto Press.

BUTLER, J. (2011) *Gender trouble: Feminism and the subversion of identity*.

CALLIS, A. S. (2009) ‘Playing with Butler and Foucault: Bisexuality and queer theory’, *Journal of Bisexuality*.

FAUSTO-STERLING, A. (2000) ‘Sexing the Body: How Biologists Construct Human Sexuality’, *International Journal of Transgenderism*.

FERGUSON, R.A. (2004) ‘Aberrations in Black: Toward A Queer of Color Critique’, Minneapolis: University of Minnesota Press.

GAMSON, J. (1995) ‘Must Identity Movements Self-Destruct? A Queer Dilemma’, *Social Problems*.

GOULD, L., & CHWAST, J. (1978). *X, a fabulous child's story*. New York, Daughters Pub. Co.

HALBERSTAM, J. (2015) ‘Gaga feminism’, in *Reading Contemporary Performance: Theatricality Across Genres*.

HALPERIN, D. M. (2000) ‘How to do the history of male homosexuality’, *GLQ*.

HARAWAY, D. J., Wolfe, C. and Haraway, D. J. (2017) ‘A Cyborg Manifesto’, in *Manifestly Haraway*.

- HOLMES, M. M. (2008) 'Mind the Gaps: Intersex and (Re-productive) Spaces in Disability Studies and Bioethics', *Journal of Bioethical Inquiry*.
- JAGGAR A. M. and RICH, A. (2019) 'Compulsory Heterosexuality and Lesbian Existence', in *Living with Contradictions*.
- McRUER, R. and BERUBE, M. (2006) *Crip theory: Cultural signs of queerness and disability*. New York: NYU Press
- RUBIN, G. S. (2002) 'Thinking Sex: Notes for a radical theory of the politics of sexuality', in *Sexualities: Some elements for an account of the social organisation of sexualities*.
- SHARPE, A. N. (2009) *Foucault's monsters and the challenge of law*. London: Routledge
- SPADE, D. (2015) 'Trans Law and Politics on a Neoliberal Landscape', in *Normal Life*. New York: South End Press.
- WITTIG, M. (1980) 'The straight mind', *Feminist Issues*.
- WITTMAN, C. (1970). *A Gay Manifesto*. New York: Red Butterfly.