**Young Adult Coming Out Narratives**

Tuesday, P 10 | Little Hall 117 | Cody Miller | [cmiller@pky.ufl.edu](mailto:cmiller@pky.ufl.edu)

**Course Description:** How do various texts aimed at young adults present the process of coming out as LGBTQ? How do other aspects and social positioning such as race, religion, and geography impact when and how people can “come out”? Using Benjamin Alire Sáenz’s young adult novel, *Dante and Aristotle Discover the Secrets of the Universe* along with several episodes from popular television shows, this course will explore how “coming out” as LGBTQ is explored in popular texts. We will explore a wide range of “coming out” experiences that address race, gender identity, religion, geography, and class.

**Central text:**

*Dante and Aristotle Discover the Secrets of the Universe* by Benjamin Alire Sáenz

**Supplemental texts:**

Select episodes of *Degrassi: The Next Generation*

“My Body Is a Cage,” “All Falls Down,” “When Love Takes Over”

Select episodes of *Degrassi: Next Class*

“#BreakTheInternet,” “#ThatFeelingWhen,” “#Woke,” “#ImSleep”

*The Way He Looks* directed by Daniel Ribeir

*Naz and Maalik* directed by Jay Dockendorf

*Change* directed by Melissa and Jeff McCutcheon

Durand, E. S. (2016). At the intersections of identity: Race and sexuality in LGBTQ

young adult literature. In D. Linville & D. L. Carlson (Eds.), *Beyond borders: Queer eros and ethos (ethics) in LGBTQ young adult literature* (p. 73-84). New York, NY: Peter Lang Publishing.

**Grades:**  
40% Final Project: Students will complete a final project in which they explore and analyze sexuality through an intersectional lens in a text of their choice. Format of the project is up to the students. Some suggestions for the project will be discussed during class as the semester progresses.   
  
Class Participations (60%): Students are expected to attend class and completed the required reading for each segment. Students will leave each class by posing a question or wondering that arose during class. Class sessions will begin by addressing those questions.

**Calendar**\*

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| **Date** | **Schedule** |
| 01/09 | First class! Introductions; Durand article (we will use Durand’s framework to analyze texts throughout the semester) |
| 01/16 | *D&A* p. 1-107 |
| 01/23 | *D&A* p. 108-232 |
| 01/30 | *D&A* p. 233 - end |
| 02/06 | *DeGrassi: The Next Generation*  “My Body is a Cage” |
| 02/13 | *DeGrassi: The Next Generation*  “All Falls Down” |
| 02/20 | *DeGrassi: The Next Generation*  “When Love Takes Over” |
| 02/27 | *DeGrassi: Next Class* “#BreakTheInternet” “#ThatFeelingWhen” “Woke” “ImAsleep” |
| 03/06 | NO CLASS --- SPRING BREAK |
| 03/13 | *The Way He Looks*, first half |
| 03/20 | *The Way He Looks*, second half |
| 03/27 | *Naz and Maalik*, first half |
| 04/03 | *Naz and Maalik*, second half |
| 04/10 | Short story collection; *Change* |
| 04/17 | Brainstorm and share project ideas in class |
| 04/24 | Final class! Projects due in class |

\*This calendar is tentative. Any changes made to the calendar will be communicated via email.