

LGBTQ+ MOVEMENTS (AND CRITIQUES)

SPRING 2020

WST 4930, Class Number: 20431, 3 credits

W | Period 4 - 6 (10:40 AM - 1:40 PM), Room: ROL 0205

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“Activists in LGBTQ movements will continue to do what marginalized people have always done – some combination of demanding protections from their state and not relying on the state: making communities, making art, and finding ways for self-determination and love” (Stulberg 2018: 174)

“as queer sexuality has been normalized, it has extended the regulations and exclusions of state and capital. As the mainstreaming of queerness has extended those regulations and exclusions, it has also extended forms of social violence.” (Ferguson 2019: 114-115)

COURSE DESCRIPTION: Often today the story of the US LGBTQ+ movement is told as a story of unified social progress – of rights won and freedoms gained. This is not the story this class will pursue. Rather, this course will center on examples of many forms of LGBTQ+ social movement work, and critiques thereof, to address the core questions: What is an LGBTQ+ movement? Is an LGBTQ+ movement still relevant and possible today? The class will not be organized to answer the questions so much as to explore and examine them by reading and discussing research centered on how US LGBTQ+ movement work has been (and is) done as well as how it has been (mis)understood and critiqued. A primary emphasis of the course will be to engage and consider a wide variety of examples of LGBTQ+ movement activisms, including (for example) research on dyke marches, ecoqueer organizing, LGBT youth nonprofit work, among many other examples. In discussing these various forms, the class will consider (at minimum) issues of assimilation, liberation, potentials and limits of law and policy, role of art and popular culture in social change, the interconnectedness of social movements and the role of privilege in movement organizing (Stuhlberg 2018: 3). As well, the course will focus on the question of how US LGBTQ+ movement work (especially the mainstreaming of it) has fallen short (of its ideals) and, as Ferguson (2019: 114) states, “extended regulations and exclusions of state and capital.” The course will also focus on how LGBTQ+ movement work is being re-imagined and redone, hence will include materials and related assignments asking class members to actively (though hypothetically) organize and plan collective action. The course is multi-disciplinary, drawing on research from social movement history, sociology, and queer studies. The syllabus for this course should not be read as a comprehensive overview of a field, for there is a good deal of important material left out. That said, it is a course that will offer an entry point for those interested in LGBTQ+ movements and activisms and an arena by which to critically engage recent research by innovative thinkers and researchers. (WST: SS; TPS; Gen Ed: No, Writing: No; EEP: Yes; Honors No)

<p><i>NOTE: Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes, as long as they are announced in advance in class or via the class email list</i></p>
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¹ Please use my UF email, office phone #, or come to my posted office hours to ask me questions about the course.

COURSE OBJECTIVES/GOALS

This course is intended to provide participants with the following:

- A space to engage some of the current research on LGBTQ+ social movements and activism.
- an overview of social movement research engaging core concepts relevant to LGBTQ+ movements
- An opportunity to review recent research attending to some core concepts arising in critiques of LGBTQ+ (especially mainstream) movement work.
- An opportunity to do collaborative reading and critical review of current examples of LGBTQ+ movement research and critique.
- an opportunity to actively learn and apply concepts in a final project about LGBTQ+ movement organizing and action

GENERAL COURSE INFORMATION

ACADEMIC ETIQUETTE: Class will begin promptly each day. Because this is a course designed to engage active-learning, regular attendance is expected, and assignments are designed accordingly. [No attendance will be taken, but some assignments will be done in class and only those attending can turn them in]. Please remember that arriving late or leaving early is disruptive to the class. Because this is a course designed to be interactive, respect for opinions voiced in class is essential and I expect everyone to treat each other courteously. In order for us to learn from each other, we have to allow each other to make mistakes, and to offer unpopular positions for debate. However, name-calling and other forms of verbal harassment will not be tolerated and will result in being asked to leave the class. Please also see description of assignments for further discussion of expectations about course participation.

UF ACADEMIC INTEGRITY: This course will subscribe to the University of Florida Student Honor Code. A central part of the UF Honor Code is the Honor Pledge: *“The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* Further information about the UF Honor Code and guidelines for Academic Honesty are [here](#). In this course, plagiarism or cheating of any kind will not be tolerated and will result in failing the course and other disciplinary action. In all instances, you must do your own work. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own. This includes using direct quotes from online sources without citation or submitting a paper you bought but did not write. Ignorance is not an excuse. Please be aware that there are various anti-plagiarism techniques available for use by University of Florida faculty that enables faculty members to determine if research papers have been plagiarized. There is a difference between plagiarism and collaboration. Collaboration, for purposes of this class, is the act of discussing ideas with classmates, debating issues, and examining readings from the class together so that each of you arrives at your own independent thought. Collaboration in this class is encouraged.

STUDENT CONDUCT CODE AND SEXUAL HARASSMENT: This course also operates under UF's Student Conduct Code. The Student Conduct Code is a set of standards and regulations which describe the rights, privileges, and responsibilities for all currently enrolled students at the University of Florida. For more information, click [here](#). UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more information, see [UF policies regarding harassment](#). Furthermore, in order to make this an effective course for everyone, all participants will be expected to meet the professional standards of integrity expected for members of the Center for Gender, Sexualities, and Women's Studies Research. This means I expect all participants to interact with peers "professionally," meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, I expect all course participants will fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students.

ACCOMMODATIONS: The University of Florida is committed to providing equal educational access to students with disabilities. The Disability Resource Center (DRC) collaborates with campus partners to facilitate access and inclusion for Gators with disabilities. Students with disabilities requesting accommodations should first register with the [UF Disability Resource Center](#) (0001 Building 0020-Reid Hall, accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. Information for students from the DRC is available [here](#). In this course, I am committed to providing equitable education access through reasonable accommodations as outlined in your accommodation letter. Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

COMMUNITY RESOURCES: Your well-being is important to the University of Florida. The [U Matter, We Care initiative](#) is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helpful resources available including, but not limited to, Victim Advocates, Housing staff, and the [Counseling and Wellness Center](#). Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

ACADEMIC RESOURCES: The following are academic resources that may be helpful for completing this course:

- *E-learning technical support*, 352-392-4357 (select option 2) or email to Learning-support@ufl.edu. [Student help FAQs](#)
- *Library support*, [Ask-a-librarian](#). Various ways to receive assistance with respect to using the libraries or finding resources
- *Teaching Center*, Broward Hall, (352) 392-2010 or 392-6420. Study skills workshops, study groups, and tutoring.
- *University Writing Studio* - 2215 Turlington Hall, (352) 846-1138, The [UF Writing Program](#) offers all UF students help in the ongoing process of becoming better writers. One-on-one tutoring, online tutoring, and workshops.

EXTRA COURSE FEES: There are no additional fees for this course.

CONSIDER ADDING A (SECOND) MAJOR IN WOMEN'S STUDIES! Do you want to learn more about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact undergraduate coordinator Dr. Alyssa Zucker (azucker@ufl.edu) to make an appointment to discuss adding the major. Or stop by her office hours, Tuesdays 1:30-3 p.m. in the Center for Gender, Sexualities, and Women's Studies Research, room 204.

EVALUTIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Elearning/Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

ANSWERS TO IMPORTANT QUESTIONS:

May I take my exam late? Late assignments will only be accepted/arranged when students face documented circumstances beyond his or her control.

May I take an incomplete in the course? The College of Liberal Arts and Sciences states that an incomplete can “only be given when a student has completed a major portion of the course with a passing grade and has been unable to complete the course requirements because of documented circumstances beyond his or her control” (see also Undergraduate catalog under “Grades/ Grading Policy”). An “Incomplete” (or “I” grade) can only be assigned before the final exam/final paper of the course.

REQUIRED READING

ST Stulberg, L.M... 2018. *LGBTQ Social Movements*, Medford, MA: Polity Press.
(Note: Hard copy and Ebook copy on Course Reserve through Library West]

F Ferguson, R.A. 2019. *One-Dimensional Queer*. Medford, MA: Polity Press.
(Note: Ebook on Course Reserve through Library West)

In addition articles and book chapters will also be assigned as required reading. These pieces are listed in the course schedule on the syllabus – see below – and are posted as pdfs in Elearning.

COURSE REQUIREMENTS AND EXPECTATIONS

ATTENDANCE, PARTICIPATION AND STUDY-TIME: This class depends on everyone's active participation and thoughtful discussion. Therefore, while attendance is not required, it is very strongly recommended. In-class assignments will not receive credit if a person is not in class on the day it is assigned or discussed. In addition to attending class, please come prepared to engage with the material and to participate in the class discussion.

READING AND STUDY TIME: Each week the class meetings will include structured and collaborative discussion of the readings. The assigned readings for each week include two chapters or readings from the core textbooks and some additional short example readings from posted in Elearning. This balance should provide core concepts with interesting examples. Before class you should complete the readings and take notes on them (guidance to be provided in class). Class discussion will center the readings and ask students to critically engage the material. Please note, university courses are designed such that *every hour in class is expected to be accompanied by at least 3 hours of study outside of class*.

PARTICIPATION ASSIGNMENTS (10 points each/50points total possible, 16% of final grade): Five times during the semester you will be expected to do a short active-thinking assignments, where you reflect on the material of class and apply it. *Please Note: Each person will have one opportunity to miss a participation assignment – no questions asked. To do so, please use the attached "coupon" (see last page of schedule). Further details provided in class.*

DISCUSSION FACILITATOR & REVIEW (50 point possible, 16% of final grade): Once during the semester, you will be expected to work with a small group of other students to facilitate discussion of a class reading. On the day the group facilitates discussion, each individual discussion facilitator will be expected to turn in a short paper about the reading (details provided in class) and the group will be expected to turn in a PowerPoint presentation (with at least 5 slides, no more than 8). Discussion articles marked * on schedule below. *Further details provided in class*

FINAL PROJECT (100 points possible, 33% of final grade): On the last day of class (Wednesday, April 22nd), the final project – an organizational plan - will be due. There will be 3 parts of the final project: 1) an individual 5 page paper describing the organization (using 5 references from class to justify choices), 2) a group PowerPoint presentation turned in and presented to class, and 3) active participation in March planning activity on the last day of class. *Further details provided in class*

READING JOURNAL (100 possible points, 33% of final grade): During each class meeting, we will discuss one core reading of the day collaboratively. At the end of class, time will be set aside for students to jot down notes about the reading. After class, students will be expected to write a one page response about the reading in their reading journal, outlining the thesis of the reading, evidence used to support the author's claims, and a reflective response (more details provided in class). Near the end of the semester (Friday, April 3rd), students will turn in their "reading journal" which will include 10 responses (about 10 readings), written over the course of the semester. Readings for the Reading Journal are marked by RJ on schedule below. *Further details provided in class*

NOTE: SEE COUPON and KEEPING TRACK OF YOUR GRADE ON LAST PAGES OF SYLLABUS

WEEKLY SCHEDULE

PART 1:	US LGBTQ+ SOCIAL MOVEMENT(S)
Weds., Jan. 8 th	INTRODUCTIONS, CORE CONCEPTS – a beginning Syllabus ST, Chapter 1
Weds., Jan. 15 th	WHAT IS A MOVEMENT? PROGRESS? Staggenborg 2015 “Defining Social Movements” pp. 5-9 (in Elearning) ST, Chapter 4
Weds., Jan. 22 nd	STONEWALL (AS MYTH) ST, Chapter 2 (RJ)
Weds., Jan. 29 th	STONEWALL (RETOLD) F, Chapter 1 (RJ) Rivera, S. (2013) “ <u>I’m glad I was in the Stonewall Riot: An Interview with Sylvia Rivera</u> (pg. 12-14) Rivera, S. (2013) “ <u>Y’all Better Quiet Down</u> ” (pg. 30-32), Manalansan, Messing up sex: The promises and possibilities of queer of color critique (in Elearning)
Weds., Feb. 5 th	POLITICS OF INCLUSION & QUEER POLITICS ST, Chapter 6 (RJ) * Halberstam, 2018 “Trans Feminisms” (in Elearning) <u>Further reading:</u> Cohen, Cathy J., 1997. “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” <i>GLQ</i> , Volume 3: 437-465. (in Elearning)
Weds., Feb. 12 th	AIDS ACTIVISMS – MORE THAN ACT UP? *ST, Chapters 3 (RJ) Zurn “A Love Note to OUT! DC: My first Radical Queer Affinity Group” (in Elearning) <u>Further reading:</u> Gould, Deborah R. 2002 “Life During Wartime: Emotions and the Development of ACT UP”, <i>Mobilization: An International Journal</i> , 7(2): 177-200. (in Elearning)
Weds., Feb. 19 th	ECOQUEER MOVEMENT(S) & BACK TO LAND CRITIQUE *Sbicca reading (in Elearning) (RJ) <u>Further reading:</u> “Ancient Roots through Settled Land: Imagining Indigeneity and Place Among Radical Faeries” pp. 127-159 in <i>spaces between us: Queer Settler Colonialism and Indigenous Decolonization</i> . By Scott Lauria Morgensen, Minneapolis: University of Minnesota Press.

Weds., Feb. 26th MORE TO THE STORY- OTHER EXAMPLES OF LGBTQ MOVEMENT WORK
RJ – to be assigned

Weds., March 4th NO CLASS – UNIVERSITY HOLIDAY

PART 2:	SOME CORE CRITIQUES OF US MAINSTREAM LGBTQ+ MOVEMENT
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Weds., March 11th DEPOLITICIZATION (VIA THE MARKET)
*F, Chapter 2 (RJ)

Weds., March 18th ONE-DIMENSIONAL FORMULATIONS (SINGLE-ISSUE CONSEQUENCES)
*F, Chapter 3 (RJ)

Weds., March 25th MULTI-DIMENSIONAL VIOLENCE & QUEER CRIMINALIZATION
F, Chapter 4 (RJ)
*Mogul, Ritchie and Whitlock 2011 “Gleeful Gay Killers, Lethal Lesbians and Deceptive Gender Benders” (in Elearning)

Weds., April 1st NONPROFITIZATION OF QUEER POLITICS
*Beam, Chapter 4 “Capital and Nonprofitization: At the Limits of ‘By and For’” (in Elearning) (RJ)

Fri., April 3rd Due: *Reading Journals*

PART 3:	ORGANIZING, MARCHING, INFIGHTING, AND SOLIDARITY?
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Weds., April 8th STRATEGIES OF ORGANIZING & CREATING COLLECTIVES
Mananzala, Rickke and Dean Spade. 2008. “The Nonprofit Industrial Complex and Trans Resistance,” *Sexuality Research & Social Policy*, Vol. 5, No. 1. (in Elearning)

DeFillippis, J.N. and B. Anderson-Nathe. 2017. “Embodying Margin to Center: Intersectional Activism among Queer Liberation Organizations” In *LGBTQ Politics* edited by M. Brettschneider, S. Burgess, C. Keeting. New York: New York University Press. Pgs 110-133. (in Elearning)

Weds., April 15th MOVEMENT MARCHING
*Currans 2017 “Enacting Spiritual Connection and Performing Deviance; Celebrating Dyke Communities” (in Canvas)

Ghaziani “The Problem of Infighting in Political Organizing” pp.1-7 (in Canvas)

Weds., April 22nd MARCH PLANNING MEETING (aka: FINAL PRESENTATIONS)
Due: *Final Project*

KEEPING TRACK OF YOUR GRADE

The following chart should be used to keep track of your grade in the class. Please be aware that the level of effort you put into the class, may not correspond to the quality of your work (which is the basis of your grades for assignments). To earn a good grade, you will be expected to do the work and meet the expectations for good quality work outlined in course assignment guidelines and discussed in class. There are 300 points possible in the class. For further information on UF grading policies see Grades and Grading Policies in the Undergraduate Catalog. Please note: UF Policy states: a minimum grade of C is required for general education credit/

Grade	%	Points	Translation
A	94 - 100 %	279 - 300	<i>outstanding -far beyond expectations</i>
A-	90 - 93%	270 - 284	<i>excellent – reaching high expectations</i>
B+	87 - 89%	261 - 269	<i>very good -above expectations</i>
B	84 - 86%	252 - 260	<i>very solid completion of requirements</i>
B-	80 - 83%	240 - 251	<i>good completion of requirements</i>
C+	77 - 79 %	231 - 239	<i>requirements completed solidly</i>
C	74 - 76 %	222 - 230	<i>basic requirements completed</i>
C-	70 - 73%	210 - 221	<i>barely done requirements</i>
D+	67 - 69 %	201 - 209	<i>requirements not fulfilled</i>
D	64 - 66%	192 - 200	<i>poor work</i>
D-	60 - 63 %	180 - 191	<i>very poor work</i>
E	below 60 %	179 and below	<i>failing/inappropriate</i>

Please note: UF grading policy for assigning grade points is detailed here:
[Grades and Grading Policies](#)

PARTICIPATION ASSIGNMENTS (10 points each/50 points possible) _____

DISCUSSION FACILITATOR & REVIEW (50 points possible) _____

FINAL PROJECT (100 points possible) _____

READING JOURNAL (100 points possible) _____

TOTAL = _____

$\frac{\text{TOTAL}}{\text{TOTAL POSSIBLE}} = \frac{\text{_____}}{300} = \text{_____} \%$

NOTE: Final grades will be available on transcript view, on ONE.UF on May 7th

IMPORTANT COUPON

LGBTQ+ MOVEMENTS (AND CRITIQUES)

SPRING 2020

WST 4930, Class Number: 20431, 3 credits

W | Period 4 - 6 (10:40 AM - 1:40 PM), Room: ROL 0205

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- This coupon is counts as one participation assignment.
 - This coupon is only good during Spring semester of 2020 for *LGBTQ+ Movements*
 - This coupon may only be used the week after the participation assignment is originally due.
 - If the coupon is not used during the semester, it is worth 5 points extra credit (only if it is turned in the last day of class).
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NAME:

ASSIGNMENT TOPIC:

ORIGINAL DUE DATE OF ASSIGNMENT:

DATE TURNED IN:

This coupon must be printed, filled out, and handed to Dr. Broad