

## **LGBTQ+ MOVEMENTS & ACTIVISMS**

*WST 6935, Section 17F1, Class Number: 21172*

Mondays, Periods 6-8 (12:50-3:50pm)

Ustler 108

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Office Hours:  
Tuesdays, 11:30am-2:30pm  
and by appointment  
NOTE: *Unavailable 9/11 & 10/2*

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### **COURSE DESCRIPTION**

There are many ways to study and critically understand lesbian, gay, bisexual, same gender loving, transsexual, transgender, intersex, two-spirit, queerPOC, ally, pansexual, asexual, queer, gender-nonconforming (and more) social justice praxis and activist work. This course will center on considerations (including critiques) of LGBTQ+ social movement strategies. In that regard, it is a course designed to answer the question of how LGBTQ+ social movement work is done (and, to some degree, undone). While there is a range of literatures taking up this question, this seminar is anchored especially in sociological LGBTQ+ social movement research, LGBTQ+ social movement history, and interdisciplinary LGBTQ+ and Sexuality Studies. One aim of the course is to consider recent research engaging core concepts arising from Queer Studies, Queer of Color critique, Intersex studies, Transgender studies and more. A related goal is to engage empirical research while being mindful of critiques of empiricism, especially in relation to LGBTQ+ lives and activism. As well the course is designed with a certain wariness of embedded patterns erasure and epistemic violence attached to academic incorporation of activist work and so is structured to attend to concepts relevant to LGBTQ+ activists and attentive to activist voices and materials. 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 activism and an arena by which to critically engage recent research by innovative thinkers and researchers.

### **COURSE OBJECTIVES/GOALS**

*This course is a graduate research seminar intending 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 social movements and LGBTQ+ movements in particular.
- 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.
- an opportunity to conduct in-depth research on a topic related to LGBTQ+ movements and activism.
- an arena to learn about and read/view primary activist materials.

*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*

## GENERAL COURSE INFORMATION

ACADEMIC ETIQUETTE: This course is a working seminar, where all participants will be both learners and researchers committed to working together as colleagues for this semester. The structure of the course depends on having each participant contribute in various ways to the material of the course. As such, all members of the seminar are expected to engage the material and participate in class in a manner that facilitates your colleagues' engagement and participation. In particular, please consider how your use of electronics can be distracting to discussion – all participants are encouraged to put away phones and minimally use laptops in a seminar. Prompt arrival to class and regular attendance is expected (1 absence per semester is understood – no explanation needed – but should you miss more than one class you will need to meet with me and complete a make-up assignment. Please also see reflection portion of review assignments for explanation of how course participation is graded)

UF ACADEMIC INTEGRITY: This course will subscribe to the University of Florida Student Honor Code. **Please note that the university's policy has recently changed.** 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](#) and in the UF Graduate Catalog [here](#). Please also consult the Center for Gender, Sexualities, and Women's Studies Research Graduate Catalog [statement](#) of Academic Honesty and the accompanying reference to a good discussion about plagiarism and how to properly cite your sources.

PERSONAL AND PROFESSIONAL INTEGRITY: In order to make this an effective seminar 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 seminar participants will fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students in the program. These are standards outlined by the CGSWSR as appropriate for MA students as well as Certificate students and informed by the [National Women's Studies Association statement of Personal and Professional Integrity](#)

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](#)

INSTRUCTOR EVALUTION: Students will be expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations will be conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

UF WRITING PROGRAM: The [UF Writing Program](#) offers all UF students help becoming better writers. As they explain on their website, the program “is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. We support independent learning and encourage scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research. Students and faculty at all levels and in every discipline are welcome!” I encourage all seminar participants to consider using their resources (e.g., writing workshops for graduate students and online tutoring!).

ACCOMMODATIONS: Reasonable accommodations are available for students who have a documented disability with the [Disability Resource Center](#), located at 0001 Building 0020-Reid Hall (accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570). 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](mailto: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 is 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.

### **COURSE ASSIGNMENTS**

<u>Requirement</u>	<u>% of grade</u>	<u>Points possible</u>
10 Reviews/Reflections	50 %	100 points (10 each)
1 Final Project	50 %	100 points
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Course Grade	100%	200 points

### **REVIEWS/REFLECTIONS/ DISCUSSION FACILITATOR**

(50% of course grade, 10 review/reflections of 10 possible points each, 100 total points possible)

**Due: Review by noon before class, Reflection by noon each Tuesday after class**

As noted in the course schedule, to facilitate our collaborative reading of, and about, LGBTQ+ Movement research, course participants are expected to submit reviews of various readings and present them in class discussion. In general reviews should be 3-page essays (double-space) providing a summary of the reading, identifying the author(s)’ key points and offering at least one developed point of critical reflection about the work (especially in relation to other readings and ideas from class). In addition, each review should include a short summary of a primary activist source (more detail provided in class), including a description of it and where it is located. This review is due *before* we meet each week. At the end of class each week, I will ask you turn in an additional reflection paragraph. In that paragraph, please discuss anything you learned in our class discussion, either in the form of further reflections about the reading (given our discussion) or in consideration of new understandings based on reviews of other readings by your colleagues. Please send this on Elearning email. Each review/reflection will be worth 7 points for review and the remaining 3 points will be based on your reflection and collaborative and

professional behavior during class participation (further discussion on expectations will be outlined in class; see also the statement on Personal and Professional Integrity). *To be clear, because we are working collaboratively, you are expected to speak about the readings almost every day that we meet. You are also expected to be a discussion facilitator (with a partner) at least once in the semester (more detail in class). These review/reflection assignments are designed to support collaborative discussion.*

### **FINAL PROJECT – Annotated Bibliography or Paper**

(50% of course grade, 100 total points possible)

**Due: Monday, December 3<sup>rd</sup>, noon**

Course participants will be expected to write a final 15-page final paper or submit an Annotated Bibliography (with a minimum of 20 annotated references and a 3-page introduction engaging class readings). If you write the paper, it may take various forms (either as a research proposal, presentation of analysis of data, review of an area of LGBTQ+ movement research literature, etc.). The scope of the project paper will be decided in consultation with colleagues in class and Dr. Broad (Note steps toward the final project due on course schedule). Further details to be provided in class.

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*NOTE: You are required to have both a valid Gatorlink account and access to our Elearning site (<http://lss.at.ufl.edu>), as well as software that can open files in .pdf format. You will submit assignments electronically through E-Learning and receive assessed work back on E-Learning.*

#### **REQUIRED READING**

The reading for this course will be completed collaboratively. This will manifest in different ways in relation to the readings we are doing, but in general, it means we will present core ideas from readings to each other and work on compassionate critiques/reviews of readings to share. The following books are those we will read. Most are available as Ebooks or on Course Reserve (see schedule for where to find them). In addition we will read articles listed below on the course schedule (and available on in Elearning/Canvas, as a pdf):

Currier, Ashley. 2012. *Out in Africa: LGBT Organizing in Namibia and South Africa*. Minneapolis: University of Minnesota Press

Ghaziani, Amin. 2008. *Dividends of Dissent: How Conflict and Culture Work in Lesbian and Gay Marches on Washington*. Chicago: University of Chicago Press.

Hanhardt, Christina. 2013. *SAFE SPACE: Gay Neighborhood History and the Politics of Violence*. Durham: Duke University Press.

Stulberg, Lisa M. 2018, *LGBTQ Social Movements*. Medford, MA: Polity Press.

Ward, Jane. 2008. *Respectably Queer: Diversity Culture in LGBT Activist Organizations*. Nashville: Vanderbilt University Press

## COURSE SCHEDULE

Mon., Aug. 27<sup>th</sup>

### INTRODUCTION

**Guest: Billy Huff, Director, Lesbian Gay Bisexual Transgender, Queer Affairs**  
Stulberg, Lisa M. 2018, *LGBTQ Social Movements*. Medford, MA:  
Polity Press. (full book, Ebook in Library West)

Valocchi, Stephen. 2010 “Chapter 2: Theory and Activism “ In *Social Movements and Activism in the USA* . New York Routledge (pdf in Elearning or Ebook in Library West)

#### Recommended:

Ghaziani, Amin, Verta Taylor, and Amy Stone. 2016. “Cycles of Sameness and Difference in LGBT Social Movements,” *Annual Review of Sociology*, 42: 165-83.

Staggenborg, Suzanne. 2015 *Social Movements, Second Edition*. Oxford University Press.

*Transgender Studies Quarterly*, Volume 1, Numbers 1-2, May 2014  
(especially readings on Asterisk, LGBT, Cisgender, Cisgenderism, Transgender and Intersex)

Valentine, David. 2007. *Imagining Transgender; An Ethnography of a Category*. Durham: Duke University Press.

Mon., Sept. 3<sup>rd</sup>

### NO CLASSES - UNIVERSITY HOLIDAY

Quick review of an activist work – see list in Elearning

Mon., Sept. 10<sup>th</sup>

### ALTERNATIVE MOVEMENT NARRATIVES

***NOTE ABOUT CLASS: We will have an alternative class structure this week***

**Due: Review** of both articles and 1 book

Armstrong, Elizabeth A. and Suzanna M. Crago. 2006. “Movements and Memory: The Making of the Stonewall Myth” *American Sociological Review*, Volume 71, October, 724-751. (pdf in Elearning)

Cohen, Cathy J., 1997. “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” *GLQ*, Volume 3: 437-465. (pdf in Elearning)

And watch one of these documentaries:

*Tongues Untied* (by Marlon Riggs),

<https://ufl.kanopy.com/video/tongues-untied>

(NOTE: Please login to Library West through Off-campus access to view. I’m told its best to connect first through the VPN (CISCO AnyConnect Secure Mobility Client - the recommended off-campus connection option)

Note: see also short documentary, *O Happy Day: The Early Days of Black Gay Liberation*: <https://ufl.kanopy.com/video/o-happy-day>

*Screaming Queens* (by Susan Stryker):

<https://ufl.kanopy.com/video/screaming-queens-riot-comptons-cafeteria>

(NOTE: Please login to Library West through Off-campus access to view. I'm told its best to connect first through the VPN (CISCO AnyConnect Secure Mobility Client - the recommended off-campus connection option)

And choose to read one of these books:

Hobson, Emily K. 2016. *Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left*. Oakland, California: University of California Press (Ebook in UF Library West)

Mumford, Kevin. 2016. *Not Straight, Not White: Black Gay Men from the March on Washington to the AIDS Crisis*. Chapel Hill: The University of North Carolina Press. (available as ebook through ILL or on Course Reserve, soon to be Ebook in Library West)

Stryker, Susan. 2017. *Transgender History: The Roots of Today's Revolution*, Second Edition. Seal Press. (on Course Reserve, soon to be Ebook in Library West)

For further study:

Brier, Jennifer. 2009. *Infectious Ideas: US Political Responses to the AIDS Crisis*. Chapel Hill: The University of North Carolina Press.

Brier, Jennifer, Julio Capó Jr., Christina Hanhardt and Dan Royles, "HIV/AIDS in US History: A Conversation about Early Popular Histories of HIV/AIDS" <http://tah.oah.org/august-2017/hiv-aids-in-u.s.-history-a-conversation-about-early-popular-histories-of-hiv-aids/> (retrieved 20 August 2018)

Enke, A. 2007. *Finding the Movement: Sexuality, Contested Space and Feminist Activism*. Durham: Duke University Press.

Fetner, Tina. 2008. *How the Religious Right Shaped Lesbian and Gay Activism*. Minneapolis: University of Minnesota Press.

**Mon., Sept. 17<sup>th</sup>**

## **COLLECTIVE IDENTITY CONSTRUCTIONS, QUEERING, AND UNQUEERING**

### **Due: Review**

Gamson, Joshua. 1996. "Must Identity Movements Self-Destruct? A Queer Dilemma." *Social Problems*, Volume 42, Issue 3. Pgs. 390-407. (pdf in Elearning)

Spurgas, Alyson K. 2009 "(Un)Queering Identity: The Biosocial Production of Intersex/DSD" In *Critical Intersex* (edited by Morgan Holmes), Routledge. (pdf in Elearning)

Valocchi, Stephen. 2017. "Capitalisms and Gay Identities: Towards a

Capitalist Theory of Social Movements” *Social Problems*, 2017, 64, 315–331. (pdf in Elearning)

For further study:

Armstrong, Elizabeth A. 2002. *Forging Gay Identities: Organizing Sexuality in San Francisco, 1950-1994*. Chicago: University of Chicago Press.

Davis, Georgiann. 2015. *Contesting Intersex: The Dubious Diagnosis*. New York: New York University Press.

(See also Chase 2006, Preves 2005, and Rubin 2017 on recommended reading list)

Taylor V, Whittier NE. 1992. “Collective identity in social movement communities,” In *Frontiers in Social Movement Theory*, ed. AD Morris, C McClurg, pp. 104–29. New Haven, CT: Yale Univ. Press.

(See also Bernstein 1997, 2002; Broad 2002a, b, 2004a; Ghaziani 2011 on recommended reading list)

**Mon., Sept 24th**

**INTERSECTIONALITIES & SPECIFICITIES**

**Due: 1 page proposal for Final Project**

**Due: Review**

Adam, Erin M. 2017. “Intersectional Coalitions: The Paradoxes of Rights-Based Movement Building in LGBTQ and Immigrant Communities” *Law & Society Review*, Volume 51, Number 1. (pdf in Elearning)

Costanza- Chock Sasha and Schweider, Chris, 2017. “Toward Transformative Media Organizing: LGBTQ and Two-Spirit Media work in the United States,” *Media, Culture & Society*, Volume 39, 2, 159-184. (pdf in Elearning)

Lewis, Rachel A. 2014. “‘Gay? Prove it’: The politics of queer anti-deportation activism,” *Sexualities*, Vol. 17(8) 958–975. (pdf in Elearning)

Terriquez, Veronica. 2015. “Intersectional Mobilization, Social Movement Spillover and Queer Youth Leadership in the Immigrant Rights Movement” *Social Problems*, 62, 343-362. (pdf in Elearning)

For further study:

Combahee River Collective Statement (included in Taylor collection)

Ferguson, Roderick, 2004. *Aberrations in Black: Toward a Queer of Color Critique*. Minnesota: University of Minnesota Press.

Taylor, Keeanga-Yamahtta, 2017, *How We Get Free: Black Feminism and The Combahee River Collective*. Chicago: Haymarket Books.

Mon., Oct. 1<sup>st</sup>

**DEMONSTRATIONS & MARCHING & INFIGHTING/  
COLLABORATION DAY**

***NOTE ABOUT CLASS: We will have an alternative class structure this week***

**Due: Review**

**Due: Final Project proposal responses due**

Ghaziani, Amin. 2008. *Dividends of Dissent: How Conflict and Culture Work in Lesbian and Gay Marches on Washington*. Chicago: University of Chicago Press. (on Course Reserve)

Mon., Oct. 8<sup>th</sup>

**QUEER EMOTIONS AND EXPRESSIONS OF RESISTANCE**

**Due: Review**

Gould, Deborah R. 2002 "Life During Wartime: Emotions and The Development Of ACT UP", *Mobilization: An International Journal*, 7(2): 177-200. (pdf in Elearning)

Grady, Jonathan, Rigoberto Marquez and Peter McLaren, 2012. "A Critique of Neoliberalism with Fierceness: Queer Youth of Color Creating Dialogues of Resistance" *Journal of Homosexuality*, 59: 982-1004. (pdf in Elearning)

Saunders, Tanya L. "Toward a Hemispheric Analysis of Black Lesbian Feminist Activism and Hip Hop Feminism: Artist Perspectives from Cuba and Brazil" In *No Tea, No Shade: New Writings in Black Queer Studies*, E. Patrick Johnson (editor), Durham: Duke University Press. (pdf in Elearning)

For further study:

*United in Anger: A History of ACT UP* (A Documentary)

<https://ufl.kanopy.com/video/united-anger-history-act-0>

(NOTE: Please login to Library West through Off-campus access to view. I'm told its best to connect first through the VPN (CISCO AnyConnect Secure Mobility Client - the recommended off-campus connection option)

Mon., Oct. 15<sup>th</sup>

**NEOLIBERALISM, QUEER DIVERSITY & NON-PROFIT INDUSTRIAL COMPLEX?**

**Due: Review**

Ward, Jane. 2008. *Respectably Queer: Diversity Culture in LGBT Activist Organizations*. Nashville: Vanderbilt University Press. (on Course Reserve)

Mananzala, Rickke and Dean Spade. 2008. "The Nonprofit Industrial Complex and Trans Resistance," *Sexuality Research & Social Policy*, Vol. 5, No. 1. (pdf in Elearning)

For further study:

Duggan, Lisa 2003. *The Twilight of Equality: Neoliberalism, Cultural Politics and the Attack on Democracy*. Boston: Beacon Press.

Mon., Oct. 22<sup>nd</sup>

## VARIATIONS IN LGBTQ ORGANIZING

### Due: Review

Moussawi, Ghassan. 2015. ““(Un)critically queer organizing: Towards a more complex analysis of LGBTQ organizing in Lebanon,” *Sexualities*, Volume 18(5/6) 593–617. (pdf in Elearning)

Ghosh, Apoorva. 2015 “LGBTQ Activist Organizations as ‘Respectably Queer in India: Contesting a Western View,” *Gender, Work & Organization*, Volume 22, No. 1. (pdf in Elearning)

Mon., Oct. 29<sup>th</sup>

## (IN)VISIBILITY?

### Due: Review

Currier, Ashley. 2012. *Out in Africa: LGBT Organizing in Namibia and South Africa*. Minneapolis: University of Minnesota Press. (on Course Reserve)

### For further study:

Currier, Ashley. 2011. “Representing Gender and Sexual Dissidence in Southern Africa,” *Qualitative Sociology*, 34: 463-481.

Mon., Nov. 5<sup>th</sup>

## HOMONORMATIVITIES AND HOMONATIONALISMS

### Due: Review

Savci Evren 2016. “Who speaks the language of queer politics? Western Knowledge, Politico-Cultural Capital and Belonging Among Urban Queers In Turkey,” *Sexualities*, Vol 19 (3), 369-387. (pdf in Elearning)

Montegary, Liz. 2015. “Militarizing US Homonormativities: The Making of “Ready, Willing, and Able” Gay Citizens,” *Signs: Journal of Women in Culture and Society*, vol. 40, no. 4. (pdf in Elearning)

Ammaturo, Francesca Romana, 2016. “Spaces of Pride: A Visual Ethnography of Gay Pride Parades in Italy and The United Kingdom.” *Social Movement Studies*, Vol. 15, No 1: 19-40. (pdf in Elearning)

### For further study:

Puar, Jaspir. 2007. *Terrorist Assemblages: homonationalism in queer times*. Durham: Duke University Press.

<http://novaramedia.com/2017/12/28/what-is-homonationalism/>

Mon., Nov. 12<sup>th</sup>

**NO CLASS – University Holiday**

Mon., Nov. 19<sup>th</sup>

## SPACE & THE POLITICS OF VIOLENCE

### Due: Review

Hanhardt, Christina. 2013. *SAFE SPACE: Gay Neighborhood History and the Politics of Violence*. Durham: Duke University Press. (Ebook in Library West, on Course Reserve)

<https://whomakescentspodcast.com/2015/01/07/episode-8-christina-hanhardt-on-gay-neighborhoods-and-violence/>

For further study:

Ghaziani, Amin. 2014. *There Goes the Gayborhood?* Princeton: Princeton University Press.

Morris, Bonnie. 2016. *The Disappearing L: Erasure of Lesbian Spaces and Culture*. SUNY Press.

Mon., Nov. 26<sup>th</sup>

**FUTURES OF LGBTQ+ ACTIVISM, MOVEMENT WORK AND RESEARCH?**

**Due: Draft of 2 pages of Final Project (reviewing readings of semester)**

Review readings of the semester

DeFilippis, Joseph Nicholas (Editor), 2018. "LGBTQ Politics After Marriage : A Panel Discussion with Gabriel Foster, Paulina Helm-Hernandez, Robyn Ochs, Steven William Thrasher, Urvashi Vaid and Hari Ziyad," In *Queer Activism After Marriage Equality* (Edited by Joseph Nicholas DeFilippis, Michael W. Yarbrough, and Angela Jones, New York: Routledge. (pdf in Elearning)

Recommended:

Carruthers, Charlene. 2018. *Unapologetic: A Black, Queer and Feminist Mandate for Our Movement*. Beacon Press.

From @CcmntSpeakers -- Join @CharleneCac on 8/27 for a twitter chat discussing her debut book #UNAPOLOGETIC: A Black, Queer and Feminist Mandate for Radical Movements. Use ##WRBGChat to join the convo (Note: 7pm)

Mon., Dec. 3<sup>rd</sup>

**FINAL PROJECT PRESENTATIONS**

**Due: Final Project, due at noon before class**