

LGBTQ+ MOVEMENT(S) (AND CRITIQUES)
SPRING 2025, WST 4384, Class # 28558
Tuesdays 5-6 (11:45-1:40), Thursdays 6 (12:50-1:40)

K.L. Broad, Ph.D.

Office hours: TBD

Office location, instructor email and phone contact are provided in the course Canvas page

COURSE GOALS AND OBJECTIVES

Using examples of many forms of US LGBTQ+ social movement work, and critiques thereof, addresses the core questions: What is an LGBTQ+ movement? Are LGBTQ+, Queer, and Trans movements still relevant and possible today? Explores and examines these questions by reading and discussing research on how US LGBTQ+ movement work has been (and is) done, and critiqued, as well as how certain forms of it has been erased, elided, and (mis)understood. (WST: SS; TPS)

NOTE: This course covers a variety of ideas and views about the topics of focus, taught as objects of analysis within the larger course of instruction. Emphasis is on critical thinking, examination of evidence, and evaluation of arguments. No lesson is intended to compel a particular feeling or belief. Endorsing or agreeing with a particular view is not expected or required.

COURSE MATERIALS

Stulberg, L.M. 2018. *LGBTQ Social Movements*, Medford, MA: Polity Press. (Note: Ebook copy on Course Reserve]

Ferguson, R.A. 2019. *One-Dimensional Queer*. Medford, MA: Polity Press. (Note: Ebook copy on Course Reserve]

All other assigned material available through Canvas

STUDENT LEARNING OUTCOMES

A student who successfully completes this course will be able to:

- Describe current research on LGBTQ social movements.
- Describe core concepts and critiques of LGBTQ social movements.
- Discuss and evaluate current research about LGBT movements
- Analyze strategies of meaning-making in current movements

ASSESSMENT AND GRADES

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies.

GRADED COURSE ACTIVITIES

Note: Additional assignment details are provided on the course Canvas page.

Participation Assignments: Throughout the semester, you will be complete (with classmates, in class) ten short active-thinking assignments, designed to have you reflect on the material of class and apply it.

Discussion Prep: Ten times during the semester, you will be asked to turn in a short paragraph about the day's reading *before* class. This will be a reflective paragraph where you summarize the key point of the reading and reflect on its significance, in preparation for further discussion in class.

Discussion Facilitator & Review: Once during the semester, you will be expected to work with a partner (or 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 used to help facilitate discussion (with no more than 3 slides).

Exam 1 There will be an in-class exam on Thursday, February 27th. It will cover the material from the Part I of the course. This exam will be a combination of various types of short answer questions.

Story Project: In the Part II and III of the semester, structured in- class discussions will allow students to brainstorm and discuss key concepts from readings and to prepare for applying course material for the story project. Students will work in groups to create a social movement story to be presented to the class.

Exam 2: There will be take-home exam. It will cover the material from the Part II and III of the course. This exam will be an essay exam with two questions.

GRADING SCALE & POLICIES

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 %	282 - 300	<i>outstanding -far beyond expectations</i>
A-	90 - 93%	270 - 281	<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>

POINTS/ASSIGNMENT

PARTICIPATION ASSIGNMENTS (2 points each/20 points possible)

DISCUSSION PREP (2 points each/20 points total possible)

DISCUSSION FACILITATOR & REVIEW (25 points possible)

EXAM 1 (100 points possible)

STORY PROJECT (35 points possible)

EXAM 2 (100 points possible)

COURSE CALENDAR

This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes.

 Tues., Jan 14th INTRODUCTION
 Syllabus

Thur., Jan 16th INTRODUCTIONS

Tues., Jan 21st CORE CONCEPTS – a beginning
 ST, Chapter 1
 Braukman reading

Thurs., Jan 23rd WHAT IS A MOVEMENT?

Staggenborg reading

Tues., Jan 28th WHAT IS MOVEMENT PROGRESS?
ST, Chapter 4

Thurs., Jan 30th CONSIDERING STONEWALL
ST, Chapter 2
Frank reading

Tues., Feb. 4th STONEWALL AS MYTH & RETELLINGS
F, Chapter 1
Rivera readings

Thurs., Feb 6th COMPLICATING CONTEXT OF STONEWALL
Ryan reading

Tues., Feb 11th AFTER STONEWALL
Combahee reading
Stone reading

Thurs., Feb 13th LGBTQ YOUTH ACTIVISM
Participation Assignment 1
ST, Chapter 5
American Sociological Association reading

Tues., Feb. 18th AIDS ACTIVISMS
Participation Assignment 2
ST, Chapters 3
Zurn reading

Thurs., Feb. 20th Q ACTIVISM & CRITIQUE
Participation Assignments 4
Ryan reading
Cohen reading

Tues., Feb. 25th POLITICS OF “INCLUSION”
Participation Assignment 3
ST, Chapter 6
Aultman reading

Thurs., Feb. 27th EXAM 1

Tues., March 4th MOVEMENT STORYTELLING & STORY PROJECT INTRODUCTION
Participation Assignments 5
Canning and Reinsborough reading
Coon reading

Thurs., March 6th MOVEMENT CRITIQUES
DUE: *Discussion Prep for Ch.2 reading*
F, Chapter 2

Tues., March 11th SINGLE-ISSUE CONSEQUENCES
Participation Assignments 6
DUE: *Discussion Prep for Ch.3 reading*
F, Chapter 3

Goldberg, Toomey and Abreu reading

Thurs., March 13th YET MULTI-DIMENSIONAL VIOLENCE
F, Chapter 4
DUE: *Discussion Prep for Ch.4 reading*

Tues., March 18th NO CLASS – UNIVERSITY HOLIDAY

Thurs., March 20th NO CLASS – UNIVERSITY HOLIDAY

Tues., March 25th NONPROFITIZATION
Participation Assignment 7
DUE: *Discussion Prep for Beam reading*
*Beam reading

Thurs., March 27th DIGITAL WORLDBUILDING
Participation Assignment 8
DUE: *Discussion Prep for Bailey reading*
*Bailey reading

Tues., April 1st NARRATIVES
Participation Assignment 8
DUE: *Discussion Prep for Gonzalez reading*
*Gonzalez, Ramirez & Galupo reading

Thurs., April 3rd COUNTERING A HISTORY
DUE: *Discussion Prep for Murib reading*
*Murib reading

Tues., April 8th CONFRONTING DISINFORMATION NARRATIVES
Participation Assignment 9
DUE: *Discussion Prep for Marwick et.al reading*
* Marwick, et al reading

Thurs., April 10th NARRATIVE DANGERS
DUE: *Discussion Prep for Westbrook reading*
*Westbrook reading

Tues., April 15th CURATING MOVEMENT STORIES
Participation Assignment 10
DUE: *Discussion Prep for Fernandes reading*
Fernandes reading

Thurs., April 17th STORY WORK DAY

Tues., April 22nd STORY PROJECT PRESENTATIONS
Due: Story

Mon., April 28th EXAM 2 DUE

Attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students requiring accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF course evaluation process

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 <http://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 Canvas course menu under GatorEvals, or via <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

ADDITIONAL POLICIES AND RESOURCES

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator (Dr. Joanna Neville: jneville@ufl.edu) or the Graduate Coordinator (Dr. Kendal Broad: klbroad@ufl.edu) for undergraduate and graduate courses, respectively. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

Health and Wellness

U Matter, We Care: umatter@ufl.edu; 352-392-1575.

Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.

Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.

University Police Department: <http://www.police.ufl.edu>; 352-392-1111 (911 for emergencies).

Academic Resources

E-learning technical support: learning-support@ufl.edu; <https://elearning.ufl.edu>; 352-392-4357.

Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>; 352-392-1601.

Library Support: <http://cms.uflib.ufl.edu/ask>.

Academic Resources: 1317 Turlington Hall; 352-392-2010; <https://academicresources.clas.ufl.edu>.

Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>.