

LGBTQ+ MOVEMENTS (AND CRITIQUES)

SPRING 2022, WST 4930, 3 credits

Tuesdays 5-6 (11:45-1:40), Thursdays 6 (12:50-1:40), ROL [0205](#)

K.L. Broad, Ph.D.

Email: klbroad@ufl.edu

<http://people.clas.ufl.edu/klbroad/>

Phone: (352) 273-0389

Office: CGSWSR building, Room 301

Office hours: Tuesdays, 2-3, Thursdays 2-4

“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 US LGBTQ+ social movement work, and critiques thereof, to address the core questions: What is an LGBTQ+ movement? Are LGBTQ+, Queer, and Trans movements still relevant and possible today? The class will not necessarily be organized to *answer* these 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, and critiqued, as well as how certain forms of it has been erased, elided, (mis)understood. A primary emphasis of the course will be to engage and consider a wide variety of types of LGBTQ+, queer, and trans movement activisms. 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 the US LGBTQ+ movement has fallen short (of its ideals) and, as Ferguson (2019: 114) states, “extended regulations and exclusions of state and capital.” In this regard, some of the critiques the course will engage focus on the limits of movement mainstreaming, critiques of the non-profitization of the movement, and racialized politics of violence. Because LGBTQ+, queer, and trans movement work often stresses resistance to “systems of meaning and control” (Spade 2011), the course will also take up the question of how new trans, queer, and LGBTQ+ meanings are created. Class members will actively (though hypothetically) create social movement stories for the purposes of social change as part of this consideration. Finally, the course will conclude with a focus on how trans and queer movement work is being re-imagined and redone, with focus on research about new forms of queer and trans movement interventions such as digital resistance to misogynoir, queer liberation organizing, queer/trans mutual aid work, among other efforts. The course is multi-disciplinary, drawing on research from gender/sexuality/women’s studies, social movement history, trans studies, queer of color critique, political science, sociology, and activist knowledges. This syllabus for the 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, this is a course that will offer those interested in LGBTQ+ movements, queer resistance, trans activisms, and critiques an arena to engage some of the leading scholarship. Please note: *This course will take up and consider a variety of political views about LGBTQ+ lives and queer and trans experience and politics; one political view is not a required nor an expected outcome.* (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>

COURSE OBJECTIVES/GOALS

This course is intended to provide participants with the following:

- A space to engage some of the current research on LGBTQ+ , queer, and trans social movements and activism.
- An overview of social movement research engaging core concepts relevant to queer, trans and 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 meaning-making.

GENERAL COURSE INFORMATION

ACADEMIC ETIQUETTE & COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy during, before, and after class, in all email messages, threaded discussions, and chats. Be on time. Regular attendance is expected. [No attendance will be taken, but participation assignments will be given in class and exams will depend on knowledge acquired from regular attendance]. Please remember arriving late or leaving early is disruptive to the class. Respect for opinions voiced in class is essential and I expect everyone to treat each other professionally. In order to learn from each other, we have to allow each other to make mistakes, and to sometimes engage unpopular positions. However, name-calling, other forms of verbal harassment, sexual harassment and microaggressions 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.

UF GENDER EQUITY: The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that both your instructor in this course is considered an Official with Authority who is required to report violations of the gender equity policy. "Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality." For further information, including how to make a report, click [here](#). Below are some specialist support services. You might not need them, but you might know someone who does. For specialist support in the aftermath of sexual assault, the Office of Victim Services on campus offer confidential, free support 24 hours a day, 7 days a week.

- [Office of Victim Services](#): 1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111, (after business hours and on weekends)
- [Alachua County Victim Services & Rape Crisis Center](#): 352-264-6760 Monday-Friday, 8:30AM- 5PM, some services available 24/7
- [Peaceful Paths Domestic Abuse Network](#): 352-377-8255 (24-hour helpline)

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.

TECHNOLOGY RESOURCES: For issues with technical difficulties for Canvas, please contact the UF Help Desk at: <http://helpdesk.ufl.edu>, (352) 392-HELP (4357), Walk-in: HUB 132. Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

CLASS RECORDING POLICY: 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 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.

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. Here is a list of resources:

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- *University Police Department:* Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

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

- [UF Computing Help Desk](#) (for E-learning technical support) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center:](#) Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support:](#) Various ways to receive assistance with respect to using the libraries or finding resources.

- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the [Student Honor Code and Student Conduct Code](#) webpage for more information.
- On-Line Students Complaints: View the [Distance Learning Student Complaint Process](#).

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

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 [here](#). 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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at [GatorEvals Public Data](#)

CONSIDER (DOUBLE) MAJORING IN WOMEN’S STUDIES: Do you want to learn 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. Manoucheka Celeste](#) (celeste@ufl.edu) to make an appointment to discuss adding the major.

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.

LAND ACKNOWLEDGEMENT: This is an acknowledgement that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. We further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of our current stewardship, we acknowledge an obligation to honor the ancestral, present, and future Native residents of Florida. –(Originally Crafted by UF Libraries)

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 Canvas.

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 participation 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 chapters or readings from the core textbooks and some additional readings posted in Canvas. This balance should provide an overview of core concepts and an opportunity to engage current cutting-edge scholarship. 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*. I also include "recommended readings" in the syllabus. I will not expect you to read these but provide them for those who wish to read more about a particular topic. Here is the citation for the book I recommend.

Canning, D. and P. Reinsborough. 2017. *Re:Imagining Change: How to Use Story-Based Strategy to Win Campaigns, Build Movements, and Change the World*. Oakland, CA: PM Press.

PARTICIPATION ASSIGNMENTS (5 points each/25 points total possible, 8% of final grade): In Part I of the semester, you will be given five short active-thinking assignments, designed to have students 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 partner (or small group of other students) to facilitate discussion of a class reading (after a brief mini-lecture by Dr. Broad). 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). Discussion articles marked * on schedule below. *Further details provided in class*

MIDTERM EXAM (100 points possible, 33% of final grade): There will be an in-class exam on Thursday, February 17th. It will cover the material from the Part I of the course. This exam will be a combination of short answer questions. *Further details provided in class.*

FINAL PROJECT (125 points possible, 41% of final grade): In the Part II of the semester, structured in-class discussions will allow students brainstorm and discuss key concepts from readings to prepare for applying course material for the final project. In Part III of the semester, students will work in groups to create a social movement story to be presented to the class. On that day (Tuesday, April 19th), the final project – a social movement story plan- will be due. There will be 3 parts of the final project: 1) an individual 5-page paper explaining and justifying the storytelling plan (using 5 references from Part II and III of the course), 2) a group PowerPoint presentation turned in and presented to class, and 3) a group submission of the story plan. Part 1 (Paper) is worth 100 possible points, Part 2 and 3 (group work) is worth 25 possible points. *Further details provided in class.*

NOTE: SEE <i>COUPON</i> and <i>KEEPING TRACK OF YOUR GRADE ON LAST PAGES OF SYLLABUS</i>
--

WEEKLY SCHEDULE

PART I:	US LGBTQ+ SOCIAL MOVEMENT(S)
Thurs., Jan. 6 th	INTRODUCTIONS Syllabus
Tues., Jan 11 th	CORE CONCEPTS – a beginning ST, Chapter 1, “Introduction”
Thurs., Jan. 13 th	WHAT IS A MOVEMENT? Staggenborg. S. 2015 “Defining Social Movements” In <i>Social Movements</i> . New York: Oxford University Press: 5-9.
Tues., Jan 18 th	WHAT IS MOVEMENT PROGRESS? ST, Chapter 4, “Marriage Politics”
Thurs., Jan. 20 th	STONEWALL (AS MYTH) ST, Chapter 2, “Before and After Stonewall”
Tues., Jan 25 th	STONEWALL (RETOLD) F, Chapter 1, “The Multidimensional Beginnings of Gay Liberation” Rivera, S. (2013) “ I’m glad I was in the Stonewall Riot : An Interview with Sylvia Rivera. untorellipress.noblogs.org: 12-14. Rivera, S. (2013) “ Y’all Better Quiet Down ” untorelligepress.noblogs.org: 30-32. Manalansan, M. 2018 “Messing up sex: The promises and possibilities of queer of color critique” <i>Sexualities</i> 21(8): 1287-1290.
Thurs., Jan. 27 th	LGBTQ YOUTH ACTIVISM ST, Chapter 5, “LGBTQ+ Youth and Social Change”

Tues., Feb. 1 st	<p>POLITICS OF INCLUSION ST, Chapter 6, “The ‘B’ and the ‘T’”</p> <p><u>Recommended reading:</u> Broad, K.L. 2002. “GLB + T?: Gender/Sexuality Movements and Transgender Collective Identity (De)Constructions” <i>International Journal of Sexuality and Gender Studies</i> 7: 241–264.</p>
Thurs., Feb. 3 rd	<p>MOVEMENT BRANCHES Meadow, T. 2018 “Chapter 4: Building a Parent Movement” In <i>Trans Kids: Being Gendered in the 21st Century</i>. University of California Press.</p>
Tues., Feb. 8 th	<p>AIDS ACTIVISMS ST, Chapters 3, “Activism in the Early Days of AIDS”</p> <p>Zurn, A. 2018. “A Love Note to OUT! DC: My first Radical Queer Affinity Group” In <i>Friendship as social justice activism : critical solidarities in a global perspective</i>, edited by Niharika Banerjea, Debanuj Dasgupta, Rohit K. Dasgupta, Jaime M. Grant. <i>London: Seagull Books</i>.</p> <p><u>Recommended:</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.</p>
Thurs., Feb. 10 th	<p>MORE THAN ACT UP? Bost, D. 2019 “Black Lesbian Feminist Intellectuals and the Struggle Against HIV/AIDS” <i>Souls: A Critical Journal of Black Politics, Culture and Society</i> 21 (2-3): 169-191.</p> <p><u>Recommended:</u> Cohen, C. 1999. <i>The Boundaries of Blackness: AIDS and the Breakdown of Black Politics</i>. Chicago, IL: University of Chicago Press.</p>
Tues., Feb. 15 th	<p>MOVEMENT RE-IMAGININGS Koyama, Emi. 2000 (reprinted 2020) “Whose feminism is it anyway? The unspoken racism of the trans inclusion debate” <i>The Sociological Review</i> 68 (4): 735-744.</p> <p>Cohen, Cathy J., 2011 “Death and Rebirth of a Movement: Queering Critical Ethnic Studies” <i>Social Justice</i> 37 (4): 126-132.</p> <p><u>Recommended:</u> Stryker, S. and T.M. Bettcher, 2016 “Trans/Feminisms” <i>TSQ: Transgender Quarterly</i> 3 (1-2).</p>
Thurs., Feb. 17 th	<p>MIDTERM</p>

Tues., Feb. 22nd FINAL PROJECT INTRODUCTION: CREATING NEW STORIES
 Canning and Reinsborough (CR), 2017 “Chapter 1: Why Story” In *Re:Imagining Change: How to Use Story-Based Strategy to Win Campaigns, Build Movements, and Change the World*. Oakland, CA: PM Press.

Coon, D.R. 2018 “Conclusion: Stories of Some of Our Lives” In *Turning the Page: Storytelling as Activism in Queer Film and Media*. New York: Rutgers University Press.

PART II:	SOME CRITIQUES OF US MAINSTREAM LGBTQ+ MOVEMENT
----------	---

Thurs., Feb. 24th ONE-DIMENSIONAL CRITIQUE: DEPOLITICIZATION (THE MARKET)
 * F, Chapter 2, “Gay emancipation goes to market”

Recommended:
 CR, Chapter 2 “Narrative Power”

Tues., March 1st ONE-DIMENSIONAL FORMULATIONS:SINGLE-ISSUE CONSEQUENCES
 * F, Chapter 3, “Queerness and the one-dimensional city”

Recommended:
 CR, Chapter 3 “Winning the Battle of the Story”

Thurs., March 3rd YET MULTI-DIMENSIONAL VIOLENCE
 * F, Chapter 4, “The multi-dimensional character of violence”

Recommended:
 CR, Chapter 4 “Points of Intervention”
 F, Chapter 5, “The historical assumptions of multi-dimensional queer politics”

Tues., March 8th NO CLASS – UNIVERSITY HOLIDAY
 Thurs., March 10th NO CLASS – UNIVERSITY HOLIDAY

Tues., March 15th NONPROFITIZATION OF QUEER POLITICS
 * Beam, M. 2018 Chapter 4 “Capital and Nonprofitization: At the Limits of ‘By and For’” In *Gay, Inc.: The Nonprofitization of Queer Politics*. Minneapolis, MN: University of Minnesota Press

Recommended:
 CR, Chapter 5 “Changing the Story” (divide up case studies)

Thurs., March 17th QUEER CRIMINALIZATION
 *Rosenburg, 2016 “The Whiteness of Gay Urban Belonging: Criminalizing LGBTQ Youth of Color in Queer Spaces of Care” *Urban Geography* 38 (1): 137-148.

Tues., March 22 nd	<p>SAFE SPACE?</p> <p>Hanhardt, C. “Chapter 5: ‘Canaries of the Creative Age’, Queer Critiques of Risk and Real Estate in the Twenty-First Century” In <i>Safe Space: Gay Neighborhood History and the Politics of Violence</i>. Durham: Duke University Press.</p> <p><u>Recommended:</u></p> <p>CR, Chapter 6 “Navigating Crisis and Transition: A Call to Innovation”</p>
Thurs., March 24 th	<p>MOVEMENT MARCHING & CRITIQUE</p> <p>* Currans, E. (2012). Claiming Deviance and Honoring Community: Creating Resistant Spaces in U.S. Dyke Marches. <i>Feminist Formations</i> 24(1), 73101.</p>

PART III:	QUEER AND TRANS MOVEMENT(S) PRESENT & FUTURES
-----------	---

Tues., March 29 th	<p>DIGITAL WORLDBUILDING</p> <p>*Bailey, M. 2021. Chapter 3 “Web Show Worldbuilding Mitigates Misogynoir” In <i>Misogynoir Transformed: Black Women’s Digital Resistance</i>. NY: NYU Press</p> <p><u>Recommended:</u></p> <p>Bailey, M. 2021. Ch 2 “Transforming Misogynoir through Trans Advocacy” In <i>Misogynoir Transformed: Black Women’s Digital Resistance</i>. NY: NYU Press.</p>
Thurs., March 31 st	<p>QUEER LIBERATION ORGANIZING</p> <p>*DeFillippis, J.N. and B. Anderson-Nathe. 2017. “Embodying Margin to Center: Intersectional Activism among Queer Liberation Organizations” In <i>LGBTQ Politics</i> edited by M. Brettschneider, S. Burgess, C. Keeting. New York: New York University Press. Pgs. 110-133.</p>
Tues., April 5 th	<p>MUTUAL AID – SURVIVAL, SOLIDARITY & BUILDING MOVEMENTS</p> <p>*Spade, D. 2020 “Chapter 1: Three Key Elements of Mutual Aid” In <i>Mutual Aid: Building Solidarity in This Crisis (and the Next)</i>. New York: Verso Press.</p> <p><u>Recommended:</u></p> <p>Spade, D. 2009 “Trans Law and Politics on a Neoliberal Landscape”</p>
Thurs., April 7 th	<p>LGBTQ+/QUEER/TRANS MOVEMENT(S) STORIES TODAY?</p> <p>* Ward, J. 2020 “Chapter 4: A Sick and Boring Life: Queer People Diagnose the Tragedy” In <i>The Tragedy of Heterosexuality</i>. New York: NYU Press.</p>
Tues., April 12 th	<p>FINAL PROJECT WORKDAY</p> <p>Fernandes, Sujatha. 2017 “Chapter 5: Sticking to the Script: The Battle over Representations” In <i>Curated Stories: The Uses and Misuses of Storytelling</i>. Oxford: Oxford University Press.</p>
Thurs., April 14 th	<p>FINAL PROJECT WORKDAY</p>
Tues., April 19 th	<p>FINAL PROJECT PRESENTATIONS</p> <p><i>Due:</i> Final Project</p>

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 %	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>

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

PARTICIPATION ASSIGNMENTS (5 points each/25 points possible) _____

DISCUSSION FACILITATOR & REVIEW (50 points possible) _____

MIDTERM EXAM (100 points possible) _____

FINAL PROJECT (125 points possible),

Paper (100 points possible) _____

Group work (25 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 4th

IMPORTANT COUPON

LGBTQ+ MOVEMENTS (AND CRITIQUES)

SPRING 2022

WST 4930, 3 credits

Tuesdays 5-6 911:45-1:40), Thursdays 6 (12:50-1:40)

-
- This coupon is counts as one participation assignment.
 - This coupon is only good during Spring semester of 2022 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).
-

NAME:

ASSIGNMENT TOPIC:

ORIGINAL DUE DATE OF ASSIGNMENT:

DATE TURNED IN:

*This coupon must be filled out and submitted to Dr. Broad.
You may print a hard copy, send an electronic version, or take a photo of the competed coupon.*