

Poli Sci 390: LGBTQ Politics and Identity¹

Tuesdays/Thursdays, 12:30-1:50pm

Dr. Brian Harrison, Ph.D.

Office Hours: Scott Hall, Room 21, Thursdays 1:50pm-2:50pm

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“One can state, without exaggeration, that the observation of and the search for similarities and differences are the basis of all human knowledge.”

--Alfred Nobel, 1966 (as quoted by Fransmyr 1996).

Purpose: In the past 20 years, there has been a meteoric and unprecedented shift in attitudes in the United States toward marriage equality and toward lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals, yet many obstacles to LGBTQ equality remain. This course will include a broad discussion of social identity; public opinion, its formation, and how it is affected by the news media; contemporary opinion toward LGBTQ individuals in the U.S. context; a brief history of the LGBTQ movement; and contemporary issues like HIV rights and transgender equality. As a result of this course, students will be able to:

Overall Course Objectives

- Analyze the progression of LGBTQ rights in the context of public opinion and U.S. institutions
- Think about social justice and social movements in the context of LGBTQ identities and politics
- Critically evaluate arguments and/or counter-arguments to contemporary debates surrounding LGBTQ rights

Specific Learning Objectives

- Read controversial and difficult material objectively and critically
- Communicate how the LGBTQ movement changed over time and the social and cultural significance of those changes
- Engage with different approaches to the study of public opinion, identity politics, and LGBTQ politics
- Construct a narrative about identity, sexual orientation, and public opinion in the United States over the past several decades

Copyrighted Class Materials: All course materials including but not limited to class notes, lectures, handouts, and presentations are the copyrighted materials of the professor. The copying, dissemination, and/or sale of any such materials will subject the involved parties to the provisions of the Federal Copyright Act.

¹ Note: this syllabus does not constitute a binding contract and any aspect of the course, including but not limited to assignments, readings, grading standards, or requirements, may be changed at the sole discretion of the professor. By remaining enrolled in the course, you agree that you understand these terms and will abide by them for the duration of the course.

Disability Resources: Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

Etiquette: Although I will spend some of our class time lecturing, we will have many dialogues, both in class and online. In these discussions, you are encouraged to use your personal experiences and perspectives as well as your understanding of the course material and current events. Direct personal attacks against others in the class are not permitted. Insulting anyone one inside or outside the class on the basis of race, ethnicity, gender, gender identity age, sexual orientation, religion, party affiliation, or national background (list not inclusive) is not permitted. Violations of these rules will be reflected in your grade and, if they continue, may result in disciplinary action by the University.

I highly value class discussion and interaction. I regard it as an integral part of the learning experience and learning from you is one of the joys of my job. Therefore, I expect you to attend lectures and to complete the assigned readings before attending class. I look forward to hearing your thoughts and your interpretations of the way the course material informs our understanding of current events.

As a teacher, one of my primary goals is to empower students to claim their own education. I emphasize discussion and limit the number (and length) of my lectures. This discussion-based format means that you, along with your classmates, bear a lot of responsibility for the success of the class. You must hold each other accountable for the claims that you make and the ideas you express. And you must make sure that you come to class prepared with some thoughts/questions so that we can have respectful and productive discussions about the material.

Course Books: Most readings will be put online or will be provided in class.

1. Blasius and Phelan, eds. 1997. *We Are Everywhere*. New York: Routledge.

(Suggested/provided in class):

2. Mucciaroni, Gary. 2008. Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights. Chicago: University of Chicago Press.
3. David Eisenbach, 2006. *Gay Power: An American Revolution*. New York: Carroll & Graf.
4. The Politics of Same-Sex Marriage, Craig A. Rimmerman and Clyde Wilcox, eds. Chicago: University of Chicago Press.
5. LeVay, Simon. 2011. Gay, Straight, and the Reason Why. Oxford: Oxford University Press.
6. Chauncey, George. 2004. Why Marriage? The History Shaping Today's Debate over Gay Equality. New York: Basic Books.

Required Assignments:

1. **Class Leadership and Memo Paper (10%):** With a partner, each student—with assistance from Professor Harrison—will lead discussion once during the quarter. Class leadership will correspond with the class for which students draft a response memo. In other words, you will lead discussion during the class for which you wrote a memo.

The memo paper should be a short paper (2 pages, single spaced) that synthesizes and critically analyzes the topics and readings of that day. The paper will be due at the beginning of the course for which you are the class leader (see above). The paper should address the key points of the readings and at least 3 questions for discussion. The goal of the paper is *not* simply summarize the readings but offer your thoughts on the themes, how those themes relate to previous readings, and ask a set of questions triggered by your interpretation. In other words, you should develop a plan for discussion that suggests, for example, how that day's readings relate to one another or how they correspond with or contradict previous readings.

2. **Response papers (30%):** You will write 2 short response papers, 15% each. The goal of the papers is to synthesize and to link together course readings to identify institutional, cultural, and social mechanisms. You should aim to make an original contribution to the study of LGBTQ politics and should *not* simply summarize the readings. Focus on a discussion of readings compare to and contrast with other readings or contemporary LGBTQ politics culminating in a few ideas of how to further test or to study the issues you raise.
3. **Presentation (10%):** You'll choose one of the three short papers above to present to the class at the end of the quarter. More details about the presentation to come.
4. **Final Exam/Paper (35%):** You will receive an essay prompt and will be expected to draw from the a broad segment of the semester's readings, lectures, and class discussions to synthesize an argument about the trajectory of LGBTQ rights in the United States. This is your opportunity to demonstrate what you have learned throughout the semester and to create linkages between topics and concepts.
5. **Participation: (15%).** We will have a variety of different exercises and discussions during class that will give you many opportunities to voice your opinions about the course materials and current events.
6. **Research Study Participation Requirement (required):** Students enrolled in this course are required to complete a research assignment that can include up to 4 hours of research study participation. These studies require that students set up an appointment to complete participation at a laboratory on

campus (or via an on-line survey). Students will learn how studies are conducted and will receive a synopsis at the conclusion of the quarter describing the study's goal, result, and relevance to the class. Students who prefer not to participate in research as a subject may opt for an alternative that entails reading any one chapter about political science research and writing a five-page reaction paper. The typical chapter is about 20 pages and thus reading it and writing a five-page paper should take approximately four hours.

During the first week of the quarter, students will receive an e-mail asking them whether they prefer study participation or the alternative assignment. The e-mail will also include details on how to complete either requirement. Failure to complete the requirement during the quarter will result in an incomplete. Failure to complete the requirement during the following quarter will result in a failing grade for the class. Note that if you are enrolled in multiple classes that require participation, you only need to satisfy the requirement one time. Also, if you already completed the requirement in another course in a previous quarter, you are excused from the requirement.

Grade Requests: Grading can be a subjective exercise and sometimes, despite my best efforts, I make a mistake. If you want to contest your grade on a specific assignment, you must wait 24 hours before you may discuss it with me. I ask that you give me a one-page (at most) explanation for your request. At my discretion, I may re-grade the assignment but it should be noted that your grade might go up **or down** as a result of the re-grading.

Writing Specifications: Unless otherwise noted, all written assignments must be typed, doubled spaced with one-inch margins, and in a 12-point font. Acceptable fonts are Palatino Linotype or Times New Roman. Please number your pages and be sure that your paper is stapled before you turn it in. The clarity of your writing will affect the strength of your argument and therefore students should proofread and spell-check their work carefully. You must cite any information and/or ideas that you take from someone else's work. Also note, you should limit your use of direct quotations (someone else's words surrounded by "") to the rare occasion when the original author has stated your point perfectly and it cannot be improved. Otherwise, you are generally better off stylistically using your own words and citing the ideas and facts provided by other authors. For citations, I prefer that students use the American Psychological Association (APA). However, any citation method is acceptable as long as it is used correctly and consistently. For additional information on APA style, visit <http://owl.english.purdue.edu/owl/resource/560/01/> or <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>.

Course Syllabus

Classes begin on Monday, January 4

Week 1: Introductions

Tuesday, January 5 (No Assigned Reading)

- Introduction to the course, student and professor expectations, syllabus review, etc.

Thursday, January 7:

- LeVay, Simon. 2011. Gay, Straight, and the Reason Why. Oxford: Oxford University Press. Chapters 1-3.
- Bradford, J. & Mayer, K. 2008. Demography and the LGBT population: What we know, don't know, and how the information helps to inform clinical practice. In The Fenway guide to lesbian, gay, bisexual and transgender health, Makadon, H. et al. (eds). Philadelphia: American College of Physicians, pp. 25-41.

Week 2: Identity

Tuesday, January 12: NO CLASS MEETING (but there is reading)

- LeVay, Simon. 2011. Gay, Straight, and the Reason Why. Oxford: Oxford University Press. Chapters 4, 5, 7.
- Badgett, et al. 2013. "New Patterns of Poverty in the Lesbian, Gay, and Bisexual Community." <http://williamsinstitute.law.ucla.edu/wp-content/uploads/LGB-Poverty-Update-Jun-2013.pdf>, pp. 1-17.
- Hollibaugh, Amber. "Queers Without Money: They are Everywhere. But We Refuse to See Them." In Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Susan J. Ferguson, ed. Los Angeles: Sage Press, pp. 259-262.

Thursday, January 14:

- Hunter, Marcus Anthony. 2010. "All the Gays are White and all the Blacks are Straight: Black Gay Men, Identity, and Community." *Sexuality Research and Social Policy* 7 (2): 81-92.
- Nagoshi, Julie L., Stephan/ie Bruzuzy, & Heather K. Terrell. 2012. "Deconstructing the Complex Perceptions of Gender Roles, Gender Identity, and Sexual Orientation among Transgender Individuals." *Feminism & Psychology*, 22(4), 405-422.

Week 3: Public opinion, political behavior, & media effects

Tuesday, January 19:

- Klar, Samara. 2013. "The Influence of Competing Identity Primes on Political Preferences." *Journal of Politics*, 1-17.
- Zaller, John. 1992. *The Nature and Origins of Mass Opinion*. Chapter 3.
- Nelson, Thomas E., Rosalee A. Clawson, & Zoe M. Oxley. 1997. "Media Framing of a Civil Liberties conflict and its Effect on Tolerance." *American Political Science Review*, 91(3): 567-583.

Thursday, January 21:

- Jennings, M. Kent, Laura Stoker, and Jake Bowers. 2009. "Politics Across Generations: Family Transmission Reexamined." *Journal of Politics*, 71(3): 782-799.
- Mucciaroni, Gary. 2008. Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights. Chicago: University of Chicago Press, Chapter 1.

Week 4: Before Stonewall: Rise of a Gay & Lesbian Rights Movement

Tuesday, January 26:

- Johnson, David K. 2004. *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*. Chicago: University of Chicago Press. (Chapter 8)
- Eisenbach, David. 2006. *Gay Power: An American Revolution*. New York: Carroll & Graf. (Chapters 1, 2, and 3)
- In Blasius and Phelan, eds. 1997. We Are Everywhere. New York: Routledge.
 - Scientific-Humanitarian Committee, "The Social Problem of Sexual Inversion" (1903), p. 138
 - U.S. Senate, "Employment of Homosexuals and Other Sex Perverts in the U.S. Government" (1950), p. 241.

Thursday, January 28:

- In Blasius and Phelan, eds. 1997. We Are Everywhere. New York: Routledge.
 - ACLU, "Homosexuality and Civil Liberties" (1957), p. 274
 - Donald Webster Cory, "The Society We Envisage," Chapter 21 of *The Homosexual in America* (1951), p. 275
 - Mattachine Foundation/ Society, Mission Statement and Membership Pledge (1951), p. 283
 - Jeff Winters, "A Frank Look at the Mattachine: Can Homosexuals Organize" ONE (1954), p. 315
 - Daughters of Bilitis, "Statement of Purpose" (1955), p. 328
 - Franklin Kameny, "Gay is Good" (1969), p. 367

Week 5: In Stonewall's Wake: Gay Liberation of the 1970s

Tuesday, February 2:

- Eisenbach, David. 2006. *Gay Power: An American Revolution*. New York: Carroll & Graf. (Chapters 4-6 and Chapter 9)

Thursday, February 4:

- In Blasius and Phelan, eds. 1997. We Are Everywhere. New York: Routledge.
 - Carl Wittman, "A Gay Manifesto" (1969-1970), p. 380
 - Radicalesbians, "The Woman-Identified Woman" (1970), p.396
 - Robin Morgan, "Lesbianism and Feminism," (1973), p. 424
 - N.O.W. "Resolution on Lesbian and Gay Rights" (1980), p. 468
 - Audre Lorde, "I am Your Sister: Black Women Organizing Across Sexualities" (1980), p. 472
 - Marilyn Frye, "Lesbian Feminism and the Gay Rights Movement" (1981), p. 498

Week 6: HIV & AIDS: Altering and Emboldening the Movements

Tuesday, February 9:

- Ghaziani, Amin. 2008. *Dividends of Dissent: How Conflict and Culture Work in Lesbian and Gay Marches on Washington*. Chicago: University of Chicago Press. (Chapter 4)
- In Blasius and Phelan, eds. 1997. *We Are Everywhere*. New York: Routledge.
 - Richard Berkowitz and Michael Callen, with Richard Dworkin, "We Know Who We Are" (1982), p. 563
 - Richard Berkowitz and Michael Callen, "How to Have Sex in an Epidemic" (1983), p. 571
 - Larry Kramer, "1,112 and Counting," (1983), p. 577
 - Peg Byron, "AIDS and the Gay Men's Health Crisis of New York" (1983), p. 587

Thursday, February 11:

- In Blasius and Phelan, eds. 1997. *We Are Everywhere*. New York: Routledge.
 - Larry Kramer, "The Beginning of ACTing UP" (1987), p. 609
 - Eric Rofes. "Gay Lib vs. AIDS: Averting Civil War in the 1990s" *Out/Look* (1990), p. 652
 - Maxine Wolfe, "AIDS and Politics: Transformation of Our Movement" (1989), p. 638.

Week 7: The Gay '90s to Today: The Victory of Visibility for Gays, Lesbians, and Bisexuals?

Tuesday, February 16:

- Gallagher, John and Chris Bull. 1996. *Perfect Enemies: The Religious Right, the Gay Movement, and the Politics of the 1990s*. New York: Crown. (Chapters 1 and 3)

Thursday, February 18:

- Ghaziani, Amin. 2008. *Dividends of Dissent: How Conflict and Culture Work in Lesbian and Gay Marches on Washington*. Chicago. University of Chicago Press. (Chapters 6 and 8)

Week 8: Contemporary LGBT politics and Tying the Past Together

Tuesday, February 23:

- Grant, Jamie M. Lisa A. Mottet, & Justin Tanis. 2011. "Injustice at Every Turn: A Report of the National Transgender Discrimination Survey," pp. 2-11; 20-31; 177-179.
- Timothy Stewart-Winter. 26 June 2015. "The Price of Gay Marriage." *The New York Times*. <http://www.nytimes.com/2015/06/28/opinion/sunday/the-price-of-gay-marriage.html>

Thursday, February 25:

- McNeil, Donald D., Jr. 5 October 2015. "San Francisco Is Changing Face of AIDS treatment." *The New York Times*. <http://www.nytimes.com/2015/10/06/health/san-francisco-hiv-aids-treatment.html>
- Londoño, Ernesto. 2 December 2015. "Grindr Polls Users on H.I.V. Prevention Pill." *The New York Times*. <http://takingnote.blogs.nytimes.com/2015/12/02/grindr-polls-users-on-h-i-v-prevention-pill/>

Week 9: ATTENDANCE MANDATORY

Tuesday, March 1 and Thursday, March 3:

- Student presentations
- Wrap up, conclusions, and final thoughts
- Final paper assignment handed out in class on March 3

Reading Week: Tuesday, March 8 & Thursday, March 10

Winter Quarter Exams: Monday, March 14- Friday, March 18

FINAL PAPERS DUE: MARCH 18, NO LATER THAN 12PM

NOTE: No late papers will be accepted. Please e-mail a copy of your paper to brian.harrison@northwestern.edu by 3/18 at 12pm. I receive it, I will acknowledge receipt; if you do not get a confirmation e-mail from me, your paper was not received and you should send again.

Monday, March 21

Winter Quarter Grades Due by 3pm