

GOVT 242: LGBT Politics in the United States

Fall 2013

Mondays & Wednesdays, 11 am-12:20pm

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Office/Office Hours: PAC 331, Tuesdays 10:00am-1:00pm

Purpose: In the past 15 years there has been a meteoric and unprecedented shift in attitudes in the United States toward gay marriage and toward lesbian, gay, bisexual, and transgender (LGBT) individuals, yet many obstacles to LGBT equality remain. This course will include a broad discussion of public opinion, its formation, and how it is affected by the news media; contemporary opinion toward LGBT individuals in the U.S. context; a history of the LGBT movement; and a focus on institutional constraints on issues like marriage equality, adoption rights, employment non-discrimination, and transgender equality. As a result of this course, students will be able to:

Overall Course Objectives

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

Specific Learning Objectives

- Read controversial and difficult material objectively and critically.
- Communicate how the LGBT 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 LGBT politics
- Construct a narrative about identity, sexual orientation, and public opinion in the United States over the past several decades

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, age, sexual orientation, religion, party affiliation, or national background 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.

Disability Resources: Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and generally are not provided retroactively, please contact Disability Resources as soon as possible.

If you believe that you need accommodations for a disability, please contact Dean Patey in Disability Resources, located in North College, Room 021, or call 860-685-2332 for an appointment to discuss your needs and the process for requesting accommodations.

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 and sale of any such materials will subject the involved parties to the provisions of the Federal Copyright Act.

Required Books: Other readings will be put online or will be provided in class.

1. Mucciaroni, Gary. 2008. Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights. Chicago: University of Chicago Press.
2. Blasius and Phelan, eds. 1997. We Are Everywhere. New York: Routledge.
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 (10%): With a partner, each student—with assistance from Professor Harrison—will lead discussion once during the semester. Class leadership will correspond with the class for which students draft a response memo (#2 below). In other words, you will lead discussion during the class for which you wrote a memo.
2. Short Memo Paper (15%): Coinciding with your class leadership, you should turn in 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. Note the paper should *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 an original claim about the readings that suggests, for example, how they relate to one another or how they correspond with or contradict previous readings.
3. Short papers (20%): You will write 2 short papers (5-6 pages, double spaced). The first paper is a critical analysis paper; will be to synthesize and to link together institutional, cultural, and social mechanisms or trends in order to make an original contribution to the study of LGBT politics and history. You should *not* just summarize the readings but instead should discuss how they compare to and contrast with other readings or contemporary LGBT politics.

The second paper is intended to be the genesis of a research paper, including a research question, hypotheses, and the identification of an analysis plan. You do not have to actually conduct the research; rather, the focus is on the plan and a central thesis idea rather than the research itself. More details will follow.

4. Final Presentation (15%): You will make a professional presentation of your second paper at the end of the semester. More details to come. The presentation should be 15-20 minutes and will discuss a topic from the course or will apply course readings to a contemporary issue in LGBT rights.
5. Final Paper (30%): 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 LGBT 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.

6. Participation: (10%). We will have a variety of different exercises during class that will give you many opportunities to voice your opinions about the course materials and current events.

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 may 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>.

*Note: this syllabus does not constitute a binding contract and any assignment, reading, or requirement may be changed at the discretion of the professor.

Course Syllabus

Classes begin on Monday, September 2

Introduction

Monday, September 2 (No Assigned Reading)

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

Gender & LGBTQ Identity

Wednesday, September 4:

- LeVay, Simon. 2011. Gay, Straight, and the Reason Why. Oxford: Oxford University Press. Chapters 1-3.
- 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.

Monday, September 9:

- LeVay, Simon. 2011. Gay, Straight, and the Reason Why. Oxford: Oxford University Press. Chapters 4, 5, 7.
- Mucciaroni, Gary. 2008. Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights. Chicago: University of Chicago Press, Chapter 1.
- Blaius, Mark. 2001. "An Ethos of Lesbian and Gay Existence." In Sexual Identities, Queer Politics, Mark Blasius ed. Princeton, NJ: Princeton University Press, pp. 143-177.

Wednesday, September 11:

- 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. 214.
- Margot Canaday. 2009. The Straight State. Princeton: Princeton University Press, Introduction, Chapter 1, Chapter 5, Conclusion.

Who is the LGBT Community?

Monday, September 16:

- Stryker, Susan. 2008. "Transgender History, Homonormativity, and Disciplinarity." *Radical History Review*: 145-157.
- Shaiko, Ronald G. "Same-Sex Marriage, GLBT organizations, and the Lack of Spirited Political Engagement." In The Politics of Same-Sex Marriage,

Craig A. Rimmerman and Clyde Wilcox, eds. Chicago: University of Chicago Press, pp. 85-103.

- 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.
- Gates, G., 2011. How many people are lesbian, gay, bisexual, and transgender? Los Angeles: UCLA Williams Institute. <http://www3.law.ucla.edu/williamsinstitute/pdf/How-many-people-are-LGBT-Final.pdf>

Wednesday, September 18

- 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.
- Gilley, B.J., Becoming two-spirit: Gay identity and social acceptance in Indian country. Lincoln, Nebraska: University of Nebraska Press, 2006, Chapter 2: From gay to Indian, pp. 23-50.
- 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.
- Dang, A. et al., Living in the margins: A national survey of lesbian, gay bisexual and transgender Asian Pacific Islander Americans. NGLTF Policy Institute and several API LGBT organizations, 2007, executive summary. http://www.thetaskforce.org/downloads/reports/reports/API_ExecutiveSummaryEnglish.pdf

SHORT PAPER #1 DUE AT BEGINNING OF CLASS (SEPTEMBER 25)

Before Stonewall: Rise of a Gay & Lesbian Rights Movement

Monday, September 23:

- 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)

Wednesday, September 25:

- In Blasius and Phelan, eds. 1997. We Are Everywhere. New York: Routledge.
 - ACLU, "Homosexuality and Civil Liberties" (1957), p.247

- Donald Webster Cory, "The Society We Envisage," Chapter 21 of *The Homosexual in America* (1951), p. 275
- Machine 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.366

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

Monday, September 30

- Eisenbach, David. 2006. *Gay Power: An American Revolution*. New York: Carroll & Graf. (Chapters 4-6 and Chapter 9)
- Valocchi, Steve. 2001. "Individual Identities, Collective Identities, and Organizational Structure: The Relationship of the Political Left and Gay Liberation in the United States." *Sociological Perspectives*, 44 (4): 445-67.

Wednesday, October 2:

- 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: Synonyms or Contradictions?" (1973), p. 424
 - National Organization for Women, "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

AIDS: Altering and Emboldening the Movements

Monday, October 7:

- Eisenbach, David. 2006. *Gay Power: An American Revolution*. New York: Carroll & Graf. (Epilogue)
- Vaid, Urvashi. 1995. *Virtual Equality: The Mainstreaming of Gay and Lesbian Liberation*. New York: Doubleday. (p. 69-105).
- 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)
- Zak, Dan. "In 2012, AIDS is a Different Beast for Gay Men in D.C." *Washington Post*, July 23, 2012

Wednesday, October 9:

- 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

Monday, October 14:

- 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

Wednesday, October 16: Film viewing in class: How to Survive a Plague (2012)

NO CLASS (FALL BREAK): Monday, October 21

The Gay ‘90s: The Victory of Visibility for Gays, Lesbians, and Bisexuals?

Wednesday, October 23:

- 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)
- Seidman, Steven. 1993. “Identity and Politics in a ‘Postmodern’ Gay Culture: Some Historical and Conceptual Notes.” In Fear of a Queer Planet. Michael Warner, ed. Minneapolis: University of Minnesota Press.
- From Blasius and Phelan, eds. 1997. We Are Everywhere. New York: Routledge.
 - Hunter Madsen and Marshall Kirk, “Strategy: Persuasion, Not Invasion” (1989), p. 736
 - Randy Shilts, “Is ‘Outing’ Gays Ethical?” (1990), p. 767

Monday, October 28:

- 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)
- Tina Fetner. 2001. “Working Anita Bryant: The Impact of Christian Anti-Gay Activism on Lesbian and Gay Movement Claims.” *Social Problems*

48. (3): 411-428.

- Vaid, Urvashi. 1995. *Virtual Equality*. New York: Anchor Books. Chapter 4, pp. 106-147

SHORT PAPER #2 DUE AT BEGINNING OF CLASS (OCTOBER 30)

Contemporary LGBT politics: Marriage and Beyond

Wednesday, October 30:

- Mucciaroni, Gary. 2008. Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights. Chicago: University of Chicago Press, Chapters 1-3.
- Lofton, Katie and Donald P. Haider-Markel. 2007. "The Politics of Same-Sex Marriage Versus the Politics of Gay Civil Rights: A Comparison of Public Opinion and State Voting Patterns." In The Politics of Same-Sex Marriage, Craig A. Rimmerman and Clyde Wilcox, eds. Chicago: University of Chicago Press, pp. 313-340.

Monday, November 4:

- **LGBT rights and the Courts. Guest Lecture, Dr. Stephen Engel, Bates College (and Wesleyan alumnus).**
 - Readings TBD

Wednesday, November 6:

- Chauncey, George. 2004. Why Marriage? The History Shaping Today's Debate over Gay Equality. New York: Basic Books. Chapters 1-3.
- Mundy, Liza. 2013. "The Gay Guide to Wedded Bliss." *The Atlantic*. http://www.theatlantic.com/magazine/archive/2013/06/the-gay-guide-to-wedded-bliss/309317/?single_page=true
- Harrison, Brian F. & Melissa R. Michelson. "Not That There's Anything Wrong with That: The Effect of Personalized Appeals on Marriage Equality Campaigns." *Political Behavior*, 34 (2): 325-344.

Monday, November 11:

- Chauncey, George. 2004. Why Marriage? The History Shaping Today's Debate over Gay Equality. New York: Basic Books. Chapters 4-5.
- Cahill, Sean. 2007. "The Anti-Gay Marriage Movement." In The Politics of Same-Sex Marriage, Craig A. Rimmerman and Clyde Wilcox, eds. Chicago: University of Chicago Press, pp. 155-191.
- Ettelbrick, Paula L. "Since When is Marriage a Path To Liberation" (1989), p. 757. In Blasius and Phelan, 1997. *We Are Everywhere*. New York: Routledge.

Wednesday, November 13:

- Mucciaroni, Gary. 2008. Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights. Chicago: University of Chicago Press, Chapters 4-6.
- Harrison, Brian F. & Melissa Michelson. Under Review. "It Does Matter if You're Black or White: The Power of Race and Elite Cues."
- Harrison, Brian F. & Melissa Michelson. "Religious Identity and Attitudes toward Same-Sex Relationships."

Monday, November 18:

- Halkitis, Perry N. 2010. "Reframing HIV Prevention for Gay Men in the United States." *The American Psychologist*, 65: 752-753.
- Cohen, Cathy J. 2001. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" in *Sexual Identities Queer Politics*, Mark Blasius, ed. Princeton: Princeton University Press.
- Mucciaroni, Gary. 2008. Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights. Chicago: University of Chicago Press, Chapter 7-8.

Wednesday, November 20; Monday, November 25

ATTENDANCE MANDATORY

- Student Presentations

Wednesday, November 27 (No Class)

Monday, December 2; Wednesday, December 4

ATTENDANCE MANDATORY

- Student presentations. Wrap up, conclusions, and final thoughts. Final exam (paper assignment) handed out on December 4. Paper is due **stapled, in hard copy** by no later than 5pm, December 14.