Course description: This course explores LGBTQ political movements and related public policies in the United States and locates these within historical contexts and with reference to theories about gender and sexuality. The importance of intersecting identity categories such as race, class, sex, gender, sexual orientation, and gender identity will be explored as they impact political mobilization and public policy strategies and impacts of the movement. We will also look to the specific context of LGBTQ life and politics in Newark and use the resources of the Queer Newark Oral History Project, including working with the oral histories as part of the main research project for the class.

At the ballot box, in Congress and state legislatures, through protests and in the courts, gay, lesbian, bisexual, intersex, transgender, and queer people are seeking recognition and asserting claims to rights and protections under law. LGBTQI issues – such as non-discrimination laws, the prevention of hate crimes, access to marriage, access to public facilities on an equal basis – have become prominent in mainstream political debates. Yet progress has also been met by backlash, and the struggle for access to equality in public and private life continues.

Some of the questions that we will discuss might include:
- What role should the state play in regulating the relation between sexual identity, gender identity and expression?
- What is at stake in the debates over specific public policies and the claims by LGBTQI people for equal rights and full participation in democratic life?
- What strategies have LGBTQI people and movements used to bring about political change? How have responses to the LGBTQI movement, such as by anti-gay political organizations, affected the political landscape and the strategies of the movement?
- Given the many intersecting aspects of LGBTQ movement activists’ identities, how and in what ways have the different strands of the LGBTQ movement interacted in making public claims? How have movement actors and organizations used intersectionality in their political claims-making?
- How have LGBTQI issues been a part of US foreign policy? How is the US context for LGBTQ activism unique, and how is it similar to other national political contexts?

Specific Learning Outcomes

- Students will understand elements of the history of LGBTQI political mobilization in the U.S. and the background for current claims for changes in public policy.
• Students will examine specific political claims of the LGBTQ movement, and the use of different strategies such as appeal to courts, legislatures, executive agencies, the use of direct action, and appeals to public opinion in making these claims.

• Students will become familiar with the oral histories and other materials of the Queer Newark Oral History project and will learn how to analyze materials from the archive.

• Students will understand intersectionality and its centrality to the kinds of claims made by activists in the LGBTQ movement as well as to some of the movement’s disagreements over strategies, norms, values, citizenship, and inclusion.

• Students will develop their skills in analyzing oral histories and other materials in the QNOHP archive, and over the course of the semester will prepare research notes, field notes, analysis, and a final paper that will integrate analysis of a specific oral history with the concepts learned in course readings and lectures.

**Required Texts**

- Readings as indicated in the syllabus (most will be made available in Canvas)
- Queer Newark Oral History Project (QNOHP) archive, available online
- Films and other supplemental materials as indicated in the syllabus, available through Rutgers’ libraries or through open access

**Required Assignments and Grading**

- Reading Comprehension discussion board participation 25%
- Research and Field Notes from films and other media 25%
- Final Paper (Including four assignments: Proposal and Field notes, Coding and Analysis; Draft paper; Final paper) 50% total

RESEARCH AND FIELD NOTES: We will be watching a number of films in this class. We will also be using the QNOHP oral histories. For all of these, you will take research/field notes. You will be provided with a basic format for doing this and will hand those in at the end of each module for each of these activities.

FINAL PAPER: You will write a research paper for this class, and will do so in stages: you will write a short proposal, indicating which of the oral histories from QNOHP you plan to use and why, and along with this proposal you will provide research notes based on your analysis of the oral history that you have chosen; you will learn how to do simple qualitative coding and will submit your coding analysis of a portion of the paper; you will write a draft paper on which I will give you feedback, and you will write a final paper.

Discussion Board: For the units that are primarily focused on readings and other background material on the LGBTQI movement, I will post questions on the class discussion board so that we can have class discussions on the course reading. Given that this class is asynchronous, this is the best way for us to have a class discussion on the material.

Office Hours: Because this class is scheduled to be asynchronous (we will not be meeting together at the same time as a class) I plan to hold interactive office hours for this class.
every week on Thursdays from 2:30 to 3:30. This is the time the class was originally scheduled to meet. If there are questions raised in these discussions that are relevant to the whole class, I will record my responses to the questions (I will not record students without your express permission) so that everyone can benefit. However, I will also be available at other times during the week, by email and by appointment. I would be happy to speak with you about any questions that you have about the class.

**Deadlines:**
These are challenging times. I have tried to recognize this by building some flexibility into the assignments and the deadlines. Late assignments will be penalized 5% of the grade per calendar week.

**Topical Outline**
Note: This schedule and particular readings may need to be adjusted during the course of the semester.

**UNIT ONE: Introduction to the course** January 19 to January 31, 2021
**WHAT IS LGBTQI/SOGI; What’s in a name?**
Read: Zein Murib, “Rethinking GLBT as a Political Category in US Politics”
Respond to discussion board questions on the readings.
Watch the Film: “Screaming Queens” and complete “field notes” form.

**UNIT TWO: Introduction to QNOHP** February 1 to 8, 2021
Intro to QNOHP materials: Listen to first podcast in the QNOHP podcast series. Review the oral histories and choose one. Listen to the entire interview of one respondent, and complete proposal and field notes form for the interview.

**UNIT THREE: INTERSECTIONALITY** February 9 to 28, 2021
Cathy Cohen, “Punks, Bulldaggers, and Welfare Queens,” and “The Radical Potential of Queer? Twenty Years Later,” *GLQ*
Joseph Nicholas DeFilippis and Ben Anderson-Nathe, “Embodying Margin to Center: Intersectional Activism among Queer Liberation Organizations,” from *LGBTQ Politics: A Critical Reader*
Read: Kimala Price, “Queering Reproductive Justice,” ch. 5 in *LGBTQ Politics*
Read Heath Fogg Davis, “Sex-Classification Policies as Transgender Discrimination: An Intersectional Critique,” *Perspectives on Politics* 2014
Respond to discussion board questions on the readings.

**UNIT FOUR: analyzing oral histories** March 1 to 12, 2021
Begin to analyze your chosen oral history from the QNOHP archive. Following the instructions in the lecture, complete a simple qualitative coding of a portion of the transcript (minimum three pages). Highlight language that seems interesting. Identify themes from your highlighting. Submit your highlighted text/coding of the transcript.
UNIT FIVE: QNOHP and the Newark community March 21 to April 4, 2021
Read: Kristyn Scorsone, “Invisible Pathways: Entrepreneurship by Queer Women of Color in Newark,”
Darnell Moore essay on Sakia Gunn
Watch film, “Dreams Deferred”
https://stream.libraries.rutgers.edu/commercial/dreams_deferred.mp4/
Respond to discussion board questions on the readings.

UNIT SIX: Draft of your final paper: April 5 to 12, 2021
Complete and submit analysis of the QNOHP oral history: summary of your coding of the interview, a discussion of the themes that you found in the interview and how they relate to course materials, an overall outline or draft of your final paper.

UNIT SEVEN: Pandemics then and now: HIV/AIDS/Direct action, mobilization, protest April 13 to April 20
Film: United in Anger: A History of ACT UP
https://bostonreview.net/arts-in-society/jackson-davidow-day-without-art
http://www.kitchensisters.org/present/95000-names-gert-mcmullin-sewing-the-frontline/
Read David Oscar Harvey interview with Sarah Schulman, “An Archive of Intimacies”, GLQ 17:4, pp. 629-632
Respond to discussion board questions on the readings.
Complete field notes for film.

UNIT EIGHT: US Foreign policy and LGBTQI rights April 21 to 28
Read: Cynthia Burack, “SOGI Human Rights in the Time of Trump,” (mss, ch. 5)
Respond to discussion board questions on the readings.

UNIT NINE: Final paper completion Paper is due May 10, 2021

COURSE POLICIES:

Academic Integrity:
As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: http://academicintegrity.rutgers.edu/

Your health and well-being matter, and Rutgers has put in place a number of resources that are intended to help students through the challenges that might emerge during these times. Information on many of these resources appears below. Please let me know immediately if
you are experiencing circumstances that are negatively impacting your academic performance. I also strongly encourage you to contact your academic advisor.

- Accommodation and Support Statement:

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Absences:** All students are responsible for timely notification of their instructor regarding any expected absences. The Division of Student Affairs can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.) Students should refer to the University’s Course Attendance policy (10.2.7), for complete expectations and responsibilities. The office can be contacted at: (973) 353-5063 or deanofstudents@newark.rutgers.edu.

- **Disabilities:** The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and follow up with a discussion. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.

- **Temporary Conditions/Injuries:** The Division of Student Affairs can assist students who are experiencing a temporary condition of injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request for assistance at: https://temporaryconditions.rutgers.edu.

- **Pregnancy:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy. Students may contact the office at (973) 353-1906 or TitleIX@newark.rutgers.edu.

- **Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the office at: (973) 353-1906 or TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related

- **Interpersonal Violence:** The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does not have a reporting obligation to report information to the University’s Title IX Coordinator. Students can contact the office at: (973) 353-1918 or run.vpva@rutgers.edu. There is also a confidential, text-based line students can text for support: (973) 339-0734.

- **Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact academic performance. Students may contact the CARE Team at: [https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=11](https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=11) or careteam@rutgers.edu.

- **Stress, Worry, or Concerns about Well-Being:** The Counseling Center has confidential therapists available to support students. To schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If a student is not quite ready to make an appointment with a therapist but is interested in self-help, check out **TAO at Rutgers-Newark** for an easy, web-based approach to self-care and support: [https://thepath.taoconnect.org/local/login/home.php](https://thepath.taoconnect.org/local/login/home.php).

- **Emergencies:** Call 911 or contact Rutgers University Police Department (RUPD) at (973) 353-5111.

- **Learning Resources:**
  - Rutgers Learning Center (tutoring services)
    (973) 353-5608
    [https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center](https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center)
  - Writing Center (tutoring and writing workshops)
    (973) 353-5847
    nwc@rutgers.edu
    [https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center](https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center)

- **Technology LaunchPad:**
  [https://runit.rutgers.edu/technology-launch-pad/](https://runit.rutgers.edu/technology-launch-pad/)