San Jose State University  
Sociology Department  
SOCI 172: Lesbian, Gay, Bisexual, and Transgender Studies  
Fall 2013  
Monday and Wednesday  
12:00-1:15  
HGH 124

Instructor: Jennifer Cadenas  
Office Location: DMH 210  
Phone: 924-5345  
Email: (until I get San Jose State email, please contact me at jbcadenas32@gmail.com).  
Office Hours: Monday or Wednesday 1:30-3:00 and by appointment

Course Description  
This course will expose students to a sociological analysis of L, G, B, T social movements utilizing a critical social justice, critical theory, and feminist sociological approach. Topics discussed will be broad in scope, scale, and history and include the history of lesbian social movements, gay male social movements, bisexual social movements, and transgender social movements. Questions this course will pose and explore include “What is the LGBT movement – is there such a thing as an ‘LGBT movement’ at all?” (Why do we/some speak of an “LGBT” movement if it is actually multiple, and often conflicting, movements?); “What are the goals, tactics, histories, and issues facing, and internal divides facing, L, G, B, and T social movements?”; and “Is there a [radical] future for the L, G, B, T movements?” This course, at this time, focuses explicitly on American L, G, B, and T histories and movements. To bring an urban – and local – feel to the issue, much of the course will focus on L, G, B, T histories and movements rooted in the San Francisco cityscape.

Course Goals and Student Learning Objectives  
It is my hope that in taking this course, students will:
1). Have an understanding of the sociological theories that inform and best analyze L, G, B, T, and Q movements, as well as contribute to a deeper and more critical understanding of issues facing L, G, B, T, Q individuals and lives.
2). Understand a portion of the history of the L, G, B, T movement(s) in the context of social movement theory and critical social justice theory.
3). Be able to critically analyze and process information from contemporary daily life, - interpersonal, community, culture, media, current events, and so on, - using the information gained in this course about L, G, B, T movements, lives, and issues, and the critical social justice lens.
4). Be able to utilize sociological theory and critical social justice theory to understand their own positionality, life stories, and potentials for contributions to a better world.

Class Structure
It is my hope to conduct this class as a semi-seminar. While I realize that a 40-person seminar might be difficult to organize, I believe that given the subject matter, and that this is an upper level course, it is possible, preferable, and that we can do it! This means that each week we will depend upon each other to create the course. This means that each week we must come to class prepared, having read the readings, at the very least, and engaged with them – critical thinking, personal reflection, connection to current events, personal, local, state, nation, global, - at the very most. Our weekly writing response papers should help ensure that everyone comes to class prepared and on the same page, but we will depend upon participation, asking questions, answering questions, and direct and thoughtful engagement in the moment as we build the course together throughout the semester.

We will not have tests, quizzes, or exams. It is my strong belief that students learn subject matter of this nature best - and learn, more importantly, critical thinking skills, - via reading, writing, and interaction/engagement with professors and peers. Thus, we will read, a lot, we will write, a lot, and we will focus our course energies on the creation of a final paper that will provide students with something worthy of cherishing and/or presenting at student forums or using as a writing sample for future career or academic endeavors!

Classroom Protocol
• Our classroom will be a space where we will discuss and engage with the course material in a respectful and effective manner. Since the classroom is a forum for inquiry and exchange, it is probable that we all may have differing opinions and/or approaches; the key is to engage and disagree respectfully, as well as be open to your colleagues’ ideas. Keep in mind that there are some things that are not ‘opinions’ but fact, and certain forms of opinion – primarily, opinions that are homophobic, lesbophobic, transphobic, sexist, racist, or classist, - will not be allowed to have valid places in classroom discussion, and will be, as they say ‘checked’ and ‘unpacked.’
• Your full participation in the course is expected. This requires critical engagement with the assigned reading prior to the day scheduled for discussion.
• No late assignments will be accepted. All of your assignments should be turned in on the due date. If you are ill on the day something is due you will need to get a doctor’s note verifying your absence. Attach the doctor’s note (or a copy) to the assignment and turn it in on the day you return to class.
• You are expected to arrive on time and stay through the class period. No cell phone or lap top use in class.
• Side conversations, note passing, and other forms of general disrespect and disturbance are not cool – they are disruptive and annoying. Students who engage in these activities will be warned once, and then asked to leave.

**Dropping and Adding:**
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**Assignments**

*Participation:* More than a sign in sheet, participation in this course will rely on ways to measure student engagement - be it speaking out in class, sharing with a peer or in a small group, or engaging in a short writing exercise, participation in this course is a must on a weekly basis. Throughout the semester there will be 10 opportunities to earn participation points, at 1 point each, for a total of 10 points possible towards your final grade.

*Weekly Writing Summaries:* This weekly 1-page assignments are meant to be an exercise in summary and response to the readings for the week. Can include brief summary of key points and main arguments, overall reaction to these key points and arguments, and additional resources that fit with the week’s topic – internet, book, local, etc. resources, - and if necessary, a critical response to the week’s readings, if disagreement, that is based upon scholarly resources of equal or greater value.

**Research Paper in Four Steps:**
This research paper will provide students with the opportunity to explore an issue discussed in class - or perhaps even left out of the discussion in class, - on a larger and individual scale. We will discuss this assignment in detail during the first weeks of the course, - the student will select a topic, meet with the instructor to go over this topic, get approval, (Step 1) and then set out on the journey of collecting resources and formulating a sociological analysis, specifically a sociological social movement analysis, - of this topic and how it contributes to certain goals of the L, G, B, or T, movement (s) (Step 2). A draft of your paper will be completed, and then shared with a peer for peer review. Once this paper comes back to you, make the changes necessary, and start working on the final draft (Step 3). Final papers will be due on the last day of class and are expected to be between 10-12 pages long (Step 4). See Grading Distribution section for breakdown of points for this assignment. It will be worth a total of 60 points, up to 60% of your final grade.

**Policy on Late Assignments:** NO LATE ASSIGNMENTS! I don’t do late. It creates chaos. I can do early though, if you know you are going to be absent, but let’s talk about it as things come up. Communication is KEY!

**Grading and Grading Scale**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Writing Summaries</td>
<td>30</td>
</tr>
<tr>
<td>Research Paper</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Research Paper Breakdown**

- **Step 1:** Topic and Meeting With Me: 10
- **Step 2:** Resources, Bibliography, Analysis Notes/Formulation: 10
- **Step 3:** Draft and Peer Review: 20
- **Step 4:** Final Paper: 20

**Total:** 60

I will attempt to create a grading rubric for weekly writing summaries and for the research paper that I will share with the class via email or course website and discuss in class. The course is based upon a 100-point (100%) scale, and the following is the grading scale I will use in calculating final grades:

- 100-95 = A
- 94-92 = A-
- 91-88 = B+
- 87-84 = B
- 83-81 = B-
- 80-78 = C+
- 77-74 = C
- 73-71 = C-
- 70-68 = D+
- 97-64 = D
- 63-61 = D-
- <61 = F

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another
person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center’s tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.
Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

Campus Resources

Here are a few other campus resources you might find helpful.

• **Cesar Chavez Community Action Center** The CCCAC connects SJSU students with community service opportunities that deepen the educational experience while promoting the lifelong commitment to civic activism at the heart of the Cesar Chavez legacy.

• **Counseling Services** Counseling Services provides quality services to students so they can achieve their goals of becoming successful graduates of San José State University, both academically and socially. To fulfill this objective, we look at the whole student and provide guidance and tools to become productive and well-rounded. Professionally trained psychologists, social workers, and counselors are available for students on an individual, couple, or group basis for counseling on a variety of psychological and academic issues. In addition, we provide services such as outreach presentations for students, student groups, staff, and faculty; consultations on issues of student mental health and campus climate; and professional training, teaching, and supervision for future mental health personnel, consistent with the educational mission of the University.

• **Disability Resource Center** The Disability Resource Center (DRC) is a comprehensive center providing both students and employees with accommodations and services. The center works closely with faculty/staff to deliver services and promote access for students with disabilities in the classroom and throughout the campus.

• **Lesbian, Gay, Bisexual, and Transgender Resource Center** The LGBT Resource Center is to support the LGBTIQQA (Lesbian, Gay, Bisexual, Intersex, Queer, Questioning, Ally) students of San José State University. Through dynamic programming and educational outreach the Resource Center seeks to improve the campus climate for LGBTIQQA students and advocate for the respect and safety of all members of the campus community. In collaboration with other campus programs the Resource Center works to meet the needs of students to promote the successful completion of their educational goals.
• **MOSAIC Cross Cultural Center** MOSAIC provides a safe and welcoming environment which honors and celebrates diversity. They offer support, advocacy for historically under-represented groups, leadership opportunities, and intentional programming that focus on critical thought, social justice, and cultural empowerment for the San José State University community.

• **Student Health Center: Wellness and Health Promotion** The Wellness and Health Promotion (WHP) team is a diverse staff with various specialties to meet the health and wellness needs of SJSU students. We are here to serve you. Our goal is to prepare students to be knowledgeable, responsible, and accountable in developing healthy lifestyles and in taking responsibility for their own health.

**Women's Studies Program** The Women’s Studies Program offers a comprehensive course of study which provides students with a multidisciplinary body of knowledge, both theoretical and factual, about women. The curriculum emphasizes the diversity as well as the commonalities among women. The goals of the Women's Studies Program include the promotion of intellectual growth, effective communication, realistic self-appraisal, leadership development, healthy behaviors, independence, collaboration, appreciation of diversity, and achievement of personal and educational goals.

**Required Readings**

Elizabeth A. Armstrong

*Wide Open Town: A History of Queer San Francisco to 1965*
Nan Alamillia Boyd

**Additional Readings**

- Reader or Online or Emailed (TBA)
- Internet Resources
Course Outline

*This Syllabus is Subject to Change

** Due Dates for Readings and Assignments Are the Date Next To Them in The Syllabus (August 26 = read the things that follow August 26).

Week 1: Introduction to L, G, B, T Studies.

August 21:
Introduction to the Course and to Each Other
No Readings
No Assignments


August 26 & August 28

Readings:
Preface
Prologue
Chapter One: Critical Thinking and Critical Theory
Appendix

Featured Blog/Page to Follow:
Fierce!
http://www.fiercenyc.org/

Assignment: Writing Response 1.
Week 3: Socialized into Gender, Socialized into Inequality

September 2:
Labor Day, Campus Closed.

September 4:
Chapter Two: Socialization

Featured Blogs/Sites to Follow:
After Ellen
http://www.afterellen.com/

The Advocate
http://www.advocate.com/

Curve Magazine
http://www.curvemag.com/

Rethinking Schools
http://www.rethinkingschools.org/index.shtml

Assignment: Writing Response 2.

Week 4: Prejudice, Discrimination, Oppression and Power

September 9, September 11

Readings:
Chapter Three: Prejudice and Discrimination
Chapter Four: Oppression and Power

Featured Blog/Page to Follow:
TransFusion
http://trans-fusion.blogspot.com/

Additionally:
Transgender Law Center
http://transgenderlawcenter.org/

Assignment: Writing Assignment 3.
Week 5: Privilege, and The Invisibility of Oppression,

*September 16, September 18:*

Readings:
Chapter Five: Privilege
Chapter Six: The Invisibility of Oppression

**Featured Blog/Page to Follow:**
Everyday Lesbophobia
http://everydaylesbo.com/

**Additionally:**
National Center for Lesbian Rights
http://www.nclrights.org/site/PageServer

Astraea Lesbian Foundation for Justice
http://www.astraeafoundation.org/

**Assignment:** Writing Assignment 4.
Research Paper Topic and Meeting With Me Due!

Week 6: Race, Racism, Racism as White Supremacy, Intersectionality

*September 23, September 25:*

Readings:
Chapter Seven: Racism
Chapter Eight: Racism as White Supremacy


**Featured Blog/Page to Follow:**
Son of Baldwin
http://sonofbaldwin.tumblr.com/

https://twitter.com/SonofBaldwin
https://www.facebook.com/sonofbaldwinfb


Additionally:
Colorlines
http://colorlines.com/


Kirwan Institute for the Study of Race and Ethnicity
http://kirwaninstitute.osu.edu/

Applied Research Center
http://www.arc.org/

Assignment: Writing Response 5.

Week 7: Yeah, But…. And Putting It All Together: Understanding Critical Social Justice and L, G, B, T Movements

September 30, October 2:

Readings:
Chapter Nine: “Yeah, But,...Common Rebuttals”
Chapter Ten: Putting It All Together

Featured Blog/Page (s) to Follow:
San Jose State University's LGBT Resource Center
http://www.sjsu.edu/lgbtrc/

San Jose State University Student LGBT/Q/Sex/Gender Orgs
http://www.sjsu.edu/lgbtrc/organizations/students/

San Jose Area LGBT Groups
Billy DeFrank LGBT Center
http://www.defrankcenter.org/
San Jose Pride  

**Bay Area LGBT Groups**  
San Francisco LGBT Center  

Brown Boi Project  

Queer Things to Do in the San Francisco Bay Area  

**Assignment:** Writing Response 6.

**Week 8: Homophile Movement and Early Lesbian and Gay (and Transgender) Organizing**

*October 7 & October 9:*

Readings:  
*Wide Open Town: A History of Queer San Francisco to 1965*  
Nan Alamilla Boyd  
Introduction: San Francisco Was A Wide-Open Town  
Chapter 1: Transgender and Gay Male Cultures from the 1890s-Through the 1960s  
Chapter 2: Lesbian Space, Lesbian Territory, San Francisco's North Beach District, 1933-1954

Assignments: Writing Response 7.

**Week 9: Barely Visible Yet Under Attack: Early Organizing and Fighting Back in San Fran**

*October 14 & October 16:*

Readings:  
*Wide Open Town*  
Chapter 3: Policing Queers in the 1940s and 1950s  
Chapter 4: “A Queer Ladder of Social Mobility” San Francisco's Homophile Movements, 1953-1960  
Chapter 5: Queer Cooperation and Resistance: A Gay and Lesbian Movement Comes Together in the 1960s  
Conclusion: Marketing a Queer San Francisco
Resources:
Funders for LGBT Issues
http://www.lgbtfunders.org/seekers/community.cfm

Gill Foundation
http://gillfoundation.org/

Arcus Foundation
http://www.arcusfoundation.org/socialjustice

Assignment: Writing Response 8.
Research Paper Bibliography/Resources/Analysis Due!

**Week 10: L,G, B, T Social Movements : A Sociological Approach**

*Oct 21 & October 23:*

Readings:

Preface
Note on Use of Identity Terms
Chapter 1: “The Transformation of the Lesbian/Gay Movement”

“Analytical Approaches to Social Movement Culture: The Culture of the Women’s Movement,” by Verta Taylor and Nancy Whittier, in *Social Movements and Culture,* edited by Hank Johnston and Bert Klandermans

Abigail Fuller, Introduction to Social Movements:
Chapter 1, Online:
http://users.manchester.edu/facstaff/aafuller/Files/Fuller%20chapter%201.pdf

Assignment: Writing Response 9.

**Week 11: Gay (Male?) Liberation Movements, Coming Out, and the Formation of a Gay Identity**

*October 28 & 30:*

Readings:

Assignment: Writing Response 10.

**Week 12: Gay Liberation, the Decline of the New Left, and Growth of the Gay Identity Movement in the 1970s**

*November 4 & November 6*

Readings:

Assignment: Writing Response 11.

**Week 13: Lesbian Feminism, Lesbian Movements; Excluded from Gay Liberation**

*November 11:*
Veteran's Day, Campus Closed. No Class.

*November 13:*
Readings:


“The Woman-Identified-Woman” – Radicalesbians
http://library.duke.edu/rubenstein/ scriptorium/wlm/womid/


Primary Sources from Lesbian Movements (Online).
Assignment: Writing Response 12.

**Week 14: Movement Goals: Assimilation vs. Overthrow: AIDS, ACT UP, Mainstreaming**

*November 18 & November 20:*

Readings:  
- Chapter 10: “Conclusion: Institutions, Social Movements, and American Political Culture”  
- Appendix: Constructing a Database of San Francisco’s Lesbian/Gay Organizations

Assignment: Writing Response 13.

**Week 15: Lesbian Space. Lesbian Culture**

*November 25 & November 27*

Readings:  


From Women to Bois,” Chapter 4 in *Female Chauvinist Pigs: Women and the Rise of Raunch Culture*, by Ariel Levy
Assignment: Writing Response 14.
Research Paper Draft Due to Peer!


*December 2 & December 4*

Readings:
“Conclusion: Something Old, Something New,” Chapter 7 in *A Desired Past: A Short History of Same-Sex Love in America*, Leila J. Rupp.


Resources:


At the Crossroads: The Future of the LGBT Movement [http://www.buildingmovement.org/pdf/At_the_Crossroads_FINAL.pdf](http://www.buildingmovement.org/pdf/At_the_Crossroads_FINAL.pdf) (From: [http://www.buildingmovement.org/reports/entry/at_the_crossroads](http://www.buildingmovement.org/reports/entry/at_the_crossroads))


Assignment: Writing Response 15.

**Week 17: Final Paper Due**

*December 9*