

Statement of Course Purpose

The advancement of LGBTQ rights in the United States has experienced unprecedented success over the last twenty years, with shifts in both public opinion and legal protections. This course will provide an in–depth analysis of current LGBTQ policy achievements in the United States, including the recognition of marriage equality in all 50– states, the repeal of Don’t Ask, Don’t Tell, and increased anti–discrimination protections. Emphasis will be placed on how these victories were achieved, including background on the strategies and tactics used to generate results. We will take a critical look at historical milestones and examine what they mean for the entire LGBTQ population and all the identities that exist within it, including queer people of color, transgender, and gender nonconforming individuals, the disabled, and economically–disadvantaged. The course will explore what full equality might look like for LGBTQ people in the United States with an examination of what can and cannot be achieved through public policy.

Overall Course Objectives

- Understand the evolution of LGBTQ policy in the United States;
- Think analytically and strategically about policy formation and opportunities for pragmatic and transformational change;
- Articulate how social justice policy is created, including the individual, contextual, and environmental factors that influence policy shifts;
- Feel closer to becoming reflective practitioners, professionals endowed with a sophisticated grasp of the art, science, and limits of crafting public policy.

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 policy, identity politics, and LGBT politics
- Construct a narrative about identity, sexual orientation, gender identity, and public opinion in the United States over the past several decades

*NOTE: 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. This syllabus does not constitute a binding contract and any aspect of the course, including but not limited to assignments, readings, or requirements, may be changed at the discretion of the professor for any reason at any time.

Classroom expectations

Pronouns and Identity: My pronouns are he/him/his. I will happily call you by whatever name and gender pronouns you want me to use and will ensure everyone else does as well. If you feel more comfortable sharing that information with me privately, I am happy to speak with you in a confidential setting. In all cases, I am committed to making this class an intellectually-inclusive space where we respect the diversity of every student. Your intellectual development and your skills as a critical thinker and writer remain my pre-eminent concerns.

Mutual respect: I highly value class discussion and interaction. Learning from you is one of the joys of my job and I regard it as an integral part of the learning experience. I look forward to hearing your thoughts about how the course material informs our understanding of current events.

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. Let's commit ourselves to treating our colleagues—especially the ones whose ideas are very different from our own—as treasured, even beloved colleagues. Let's keep classroom discussions to ourselves and not disparage one another to others outside the class for things expressed here. Direct attacks or insults toward anyone inside or outside the class based on their identity, including (but not limited to) race, ethnicity, gender identity, age, national origin, sexual orientation, religious affiliation (or lack of one), ideology, political party affiliation, or national background is not permitted. This is not an exhaustive list. Violations of these rules will be reflected in your grade and, if they continue, may result in disciplinary action by the College.

Attendance and Participation: Attendance and participation are essential in this course. Each class meeting will be different, with different goals, activities, and outcomes. One of the key components is the opportunity for you to demonstrate your ongoing mastery of the material. Your learning depends on your attentive involvement in class activities and including taking notes, listening carefully to the ideas of your classmates, engaging others in discussion and debate, and reading assigned materials in advance of class discussion.

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.

Academic Integrity: It is assumed that a student is the author of all course work (quizzes, problem sets, online contributions, tests, papers, lab work, etc.) that they submit, whether for a grade or not, and that the work has not been submitted for credit

in another class without the instructor's written permission. Images, ideas, data, audio clips, or phrases borrowed from others should be fully identified by standard procedures for making such acknowledgment. All permitted collaboration with others must still be acknowledged. It is recommended that all students consult the College's [Writing Across the Curriculum website](#) for additional guidance on plagiarism and how to avoid plagiarism in their writing.

An act of academic dishonesty is a serious offense in a college community. By seeking credit for work that is not their own, a student takes unfair advantage of fellow students—who accept their limitations—and of their professors who trust their work. Dishonesty in academic work, particularly in the form of plagiarism, cheating, or prohibited collaboration, defeats the process of self-discovery that is the heart of a liberal education. Persons establish their integrity and personality as they learn to distinguish what is significantly their own from what belongs to others and as they learn to value their own work, including its limitations, in relation to the work of others. Scholars should be generous and welcoming in acknowledging the work of other scholars: their work makes ours possible too.

At Carleton College, an act of academic dishonesty is therefore regarded as conflicting with the work and purpose of the entire College and not merely as a private matter between the student and an instructor; all cases involving such dishonesty are referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College. Please visit https://apps.carleton.edu/handbook/academics/?policy_id=21359 for more information.

Grading: More than anything, I value fairness in grading. I want you to know why you earned the grade that you did. If you don't, please ask! In an effort to be fair to those who complete assignments on time, I generally do not accept late papers/assignments will be accepted for credit without advanced approval; explicit instructions from OAR; or an emergency. Of course, I will make special arrangements to accept late assignments if you experience the death of a family member or if you are seriously ill. In the event of an emergency, please email me as soon as is practical and we'll make arrangements. As a matter of policy, please assume all assignments are due on the date listed in the syllabus without exception. You are strongly encouraged to print one copy of all papers for your own records before handing them in and to print drafts as you write and/or to make frequent backups in multiple locations. "Lost paper," "the printer didn't work" and "computer crash" claims will not be considered if you are unable to produce immediately an advanced draft of your paper.

If you believe your grade is inaccurate, please wait at least 24 hours before contesting it. Then write a brief letter explaining why you believe a mistake was made in grading your assignment. After I have received and read the letter, we will schedule an appointment to discuss the matter; however, if you ask for a paper to be reevaluated, I reserve the right to reevaluate the entire contents of the assignment, and your grade can go up or go down as a result. Whenever possible, I encourage you to ask questions and clarifications about course assignments *before* turning them in.

Writing Specifications: Unless otherwise noted, all written assignments must be typed, doubled spaced with one-inch margins, and in a reasonably-sized font. (If you wonder if your font size is reasonably-sized, it probably isn't). Please number your pages. 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 [here](#) or [here](#). More specific instructions will be provided later in the term.

Campus Resources:

Disability services: Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Resources (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please email OAR@carleton.edu or call Sam Thayer ('10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Gould Library: Library staff can help you find and evaluate articles, books, websites, statistics, data, government documents, and more. You can make an appointment with a librarian, get help via chat 24/7 from any page on the library's website, email, or call. The Library building has lots of great study spaces too! For more information and hours, visit the Gould Library website at carleton.edu/library.

Student Well-Being: Your health and well-being should always be your first priority. At Carleton, there are a wide-array of resources to support students. It is important to recognize stressors you may be facing, whether they are personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. For more information, check out Student Health and Counseling (SHAC), the Office of Health Promotion, or the Office of the Chaplain. For information on how to support mental health, visit [this site](#) for resources.

The Writing Center: The Writing Center is a space with peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website. You can reserve specific times for conferences by using their online appointment system.

Speech Coaching: A speech coach can help you practice and prepare for class presentations, comps talks, participation in class discussions, and speech-related

events unrelated to coursework. The speech coach can work with you on tailoring your content for a particular audience, organization, clarity, persuasive impact, body language and eye contact, and dealing with stage fright. To request a meeting, visit the [Speech Coaching website](#). Title IX: Carleton is committed to fostering an environment free of sexual misconduct. Please be aware all Carleton faculty and staff members, except for Chaplains and SHAC staff, are “responsible employees.” Responsible employees are required to share any information they have regarding incidents of sexual misconduct with the Title IX Coordinator. Carleton’s goal is to ensure campus community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Laura Riehle–Merrill, Carleton’s Title IX Coordinator, or visit the Sexual Misconduct Prevention and Response website: <https://www.carleton.edu/sexual-misconduct/>

Evaluation and Assessment Plan

1. **Class Leadership and discussion questions (15%):** Each student—with assistance from Professor Harrison—will lead discussion at least once during the term. 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. 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 into discussion questions. You may also summarize the readings of that day but also 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. The short paper is due at the beginning of class meeting that you will lead.
2. **Analysis papers (30%; 15% each):** You will write 2 papers (5–6 pages, double spaced) to critically analyze and to contextualize the readings. The purpose is to synthesize and to link together institutional, cultural, and social mechanisms or trends to make an original contribution to the study of LGBTQ 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 LGBTQ politics.
3. **Final Presentation (10%):** You will make a professional presentation of your plan for your final portfolio at the end of the term. The presentation should discuss a topic from the course and apply course readings to a contemporary issue in LGBTQ politics, policy, or rights.
4. **Final portfolio (30%):** The FINAL portfolio will involve putting together your two analysis papers together with a research proposal, including a research question, hypotheses, and the identification of an analysis plan. You do not have to conduct the research; rather, the focus is on the plan and a central thesis idea rather than the research itself.

5. **Course engagement: (15%).** 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.

Growth Mindset: Recognize that we ALL are learning and that we ALL make mistakes, that ALL of us say silly, uninformed, controversial, and rash things at one time or another. Engaging with your classmates who have views different from your own keeps *you* sharp. You should treat all with respect and appreciation even when you vigorously disagree with their arguments. I urge you to adopt a growth mindset for all Carleton courses.

- Recognize that failure and disappointment frequently occur when we take on new intellectual challenges and develop new skills. Old skills and knowledge almost certainly won't be fully sufficient for your new endeavors.
- Feel free to seek new and stronger scholarly evidence for your arguments in the face of such disappointment
- Empower yourself to be an active facilitator of your education
 - Talk to your professors to understand their points of view and remember that we're often wrong ourselves!
 - Seek out the support of colleagues and trusted friends to read drafts of your papers. Ask questions and listen to the answers
 - Make appointments with the staff in the Academic Support Center to get help with your work.
 - These steps aren't indicators of weakness; they're indicators of strength
- Develop structures for yourself so that you do not continually repeat prior writing errors so you train yourself to look for them and to self-correct
- Embrace an attitude of "progress, not perfection" rather than what writing scholars derisively call a one and done
- Treat yourself with kindness when feedback you receive doesn't turn out to be what you thought. View this kind of feedback as an opportunity to grow

In short, **KEEP TRYING.**

Key dates:

Analysis paper 1 due: Monday, April 25 at 9:50am (via email)

Analysis paper 2 due: Monday, May 23 at 9:50 (via email)

Presentations: Monday, May 30 & Wednesday, June 1

Final portfolio due: Monday, June 6 at 5pm (via email)

Required Books[†]: Other readings will be available via Moodle or provided in class.

1. Blasius and Phelan, eds. 1997. *We Are Everywhere*. New York: Routledge.
[In bookstore; on course reserve in Gould Library].
2. LeVay, Simon. 2016. *Gay, Straight, and the Reason Why: The Science of Sexual Orientation*. New York: Oxford University Press.
[DO NOT PURCHASE: available via Gould library website for free].
3. Davis, Heath Fogg. 2017. *Beyond Trans: Does Gender Matter?* New York, NY: NYU Press. ISBN: 9781479855407.
[DO NOT PURCHASE: available via Gould library website for free].
4. Michelson, Melissa R. & Brian F. Harrison. 2020. *Transforming Prejudice: Identity, Fear, and Transgender Rights*. New York: Oxford University Press. ISBN: 9780190068899.
[In bookstore; on course reserve in Gould Library]

[†] Course Materials Assistance (statement provided by TRIO): I recognize the potential financial burden of additional course fees, supply requirements, and travel costs. If you need assistance to cover course expenses, please speak with me by the second week of the term.

Course Syllabus

WEEK 1: Introductions, Identity, and the LGBTQ Community

DISCUSSION TOPICS: Identity as a concept. Is the goal to be the same or different? Who is the LGBTQ community? On what dimensions is there diversity? Who is highly visible and who is less so and why does that matter?

Monday, March 28

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

- (In-class): Jones, Jeffrey M. 2022. "LGBT Identification in US Ticks up to 7.1%." <https://news.gallup.com/poll/389792/lgbt-identification-ticks-up.aspx>
- "LGBT Proportion of Population: United States." <https://williamsinstitute.law.ucla.edu/visualization/lgbt-stats/?topic=LGBT#density>

Wednesday, March 30

- Brewer, Marilyn B. 1991. "The Social Self: On Being the Same and Different at the Same Time." *Personality and Social Psychology Bulletin* 17(5): 475–482.
- Brewer, Marilyn B. 2001. "The Many Faces of Social Identity: Implications for Political Psychology." *Political Psychology* 22(1): 115–125.

Friday, April 1

- Margot Canaday. 2009. *The Straight State*. Princeton: Princeton University Press, Introduction, Chapter 1, Chapter 5, Conclusion.
- Egan, Patrick J. 2020. "Identity as Dependent Variable: How Americans Shift Their Identities to Align with Their Politics." *American Journal of Political Science*.

Week 2: The politics of what it means to be LGBTQ

DISCUSSION TOPICS: The basis for sexual orientation and gender identity; biological approaches vs. sociopolitical approaches to LGBTQ studies. On which domains have battles been fought?

Monday, April 4

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

Wednesday, April 6

- LeVay, Simon. 2011. Gay, Straight, and the Reason Why. Oxford: Oxford University Press. Chapters 4–7.
- Mucciaroni, Gary. 2008. Same Sex, Different Politics: Successes and Failures in the Struggle Over Gay Rights. Chicago: University of Chicago Press, Chapter 1.

Friday, April 8

- LeVay, Simon. 2011. Gay, Straight, and the Reason Why. Oxford: Oxford University Press. Chapters 8–12.

Week 3: Before Stonewall: LGBTQ History in the 20th Century

DISCUSSION TOPICS: Conceptualizations of LGBTQ people in the early 20th century; LGBTQ rights organizations and their goals; movements toward acceptance.

Monday, April 11

- 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.
- 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.
- LISTEN: “The Lavender Scare with David K. Johnson. *Queer America: Learning for Justice*. <https://podcasts.apple.com/us/podcast/queer-america/id1436048459?i=1000424677866>

Wednesday, April 13

- 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.
 - 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
 - ACLU, “Homosexuality and Civil Liberties” (1957), p.274

Friday, April 15

- Eisenbach, David. 2006. *Gay Power: An American Revolution*. New York: Carroll & Graf. (Chapters 4–6 and Chapter 9)
- In Blasius and Phelan, eds. 1997. *We Are Everywhere*. New York: Routledge.
 - Franklin Kameny, “Gay is Good” (1969), p.366
 - 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

Week 4: After Stonewall: LGBTQ History from 1980–2000s

DISCUSSION TOPICS: The HIV/AIDS epidemic, the 1980s, the Christian Right
Monday, April 18 How to Survive a Plague (2012)

- Eisenbach, David. 2006. *Gay Power: An American Revolution*. New York: Carroll & Graf. Epilogue
- In Blasius and Phelan, eds. 1997. *We Are Everywhere*. New York: Routledge.
 - 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 & the Gay Men’s Health Crisis of New York” (1983), p. 587
 - 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, April 20

- Vaid, Urvashi. 1995. *Virtual Equality: The Mainstreaming of Gay and Lesbian Liberation*. New York: Doubleday. Chapter 3.
- Gallagher, John and Chris Bull. 1996. *Perfect Enemies: The Religious Right, the Gay Movement, and the Politics of the 1990s*. New York: Crown. (Ch. 1 & 3).

Friday, April 22

- 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).
- Zak, Dan. “In 2012, AIDS is a Different Beast for Gay Men in D.C.” *Washington Post*, July 23, 2012.

Week 5: Contemporary Public Opinion

DISCUSSION TOPICS: Fundamentals of public opinion; support and opposition to LGBTQ rights, contact theory. How can we work both within and in spite of current political norms and institutions to enact policy change on LGBTQ rights? What are strategies and tactics to encourage policy innovation and change in an increasingly obstinate electorate?

Monday, April 25

Analysis Paper #1 due

- Gruberg, Sharita, Lindsay Mahowald, and John Halpin. 2020. "The State of the LGBTQ Community in 2020." Center for American Progress, <https://www.americanprogress.org/article/state-lgbtq-community-2020/>
- Kosoff, Maya. 2018. "How Much do Millennials Really Care about L.G.B.T.Q. Rights?" *Vanity Fair*, <https://www.vanityfair.com/news/2018/06/how-millennials-have-shifted-on-lgbtq-rights>.

Wednesday, April 27

- Harrison, Brian F. 2020. *A Change is Gonna Come: How to Have Effective Political Conversations in a Divided America*. New York: Oxford University Press. Chapter 3.
- Harrison, Brian F. & Melissa R. Michelson. 2016. "More than a Game: Football Fans and Marriage Equality." *PS: Political Science and Politics*.

Friday, April 29

- Michelson, Melissa R. & Brian F. Harrison. 2022. *LGBTQ Life in America: Examining the Facts*. Santa Barbara, California: ABC-CLIO. Chapter 3.
- Billard, Thomas J. and Larry Gross. "LGBTQ Politics in Media and Culture." *Oxford Research Encyclopedia of Politics*. <https://doi.org/10.1093/acrefore/9780190228637.013.1263>
- Marr, Rhuaridh. 2022. "Lil Nas X Accuses Music Industry of 'Sanitizing' LGBTQ Artists." <https://www.metroweekly.com/2022/01/lil-nas-x-accuses-music-industry-of-sanitizing-lgbtq-artists/>

Week 6: Gender, Race, and Intersecting Identities

DISCUSSION TOPICS: How other identities like gender, race, and ethnicity deepen and/or complicate lived experiences? How identity can be used to generate support for LGBTQ rights?

Monday, May 2

- 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.
- Harrison, Brian F., Melissa R. Michelson, and Ravi K. Perry. Manuscript. "Youth Support for Black and/or Openly Gay Political Candidates."

Wednesday, May 4

- Gilley, B.J.. 2006. Becoming two-spirit: Gay identity and social acceptance in Indian country. Lincoln, Nebraska: University of Nebraska Press, Chapter 2: From gay to Indian, pp. 23–50.
- Harrison, Brian & Melissa R. Michelson. 2019. "Gender, Masculinity Threat, and Support for Transgender Rights: An Experimental Study." *Sex Roles*, 80: 63–75.

Friday, May 6

- Truong, N. L., Zongrone, A. D., & Kosciw, J. G. (2020). *Erasure and resilience: The experiences of LGBTQ students of color, Asian American and Pacific Islander LGBTQ youth in U.S. schools*. New York: GLSEN.
- Dang, A., & Vianney, C. (2007). *Living in the margins: A national survey of lesbian, gay, bisexual and transgender Asian and Pacific Islander Americans*. New York: National Gay and Lesbian Task Force Policy Institute.

Week 7: Queer, Non-binary, and Transgender Rights

DISCUSSION TOPICS: The implications of gender construction; transgender lived experiences and policy priorities

Monday, May 9

- Hasenbush, Amira, Andrew R. Flores, and Jody L. Herman. "Gender Identity Nondiscrimination Laws in Public Accommodations." 2018. *Sexuality Research and Social Policy*.
- James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). *Executive Summary of the Report of the 2015 U.S. Transgender Survey*. Washington, DC: National Center for Transgender Equality.

Wednesday, May 11

- Davis, Heath Fogg. 2017. *Beyond Trans: Does Gender Matter?* New York, NY: NYU Press.

Friday, May 13

- Harrison, Brian & Melissa Michelson. 2020. *Transforming Prejudice: Identity, Fear, and Transgender Rights*. New York: Oxford University Press.
- Harrison, Brian F. and Melissa R. Michelson. Under Review. "Ties that Bind: The Effects of Transgender Contact on Transphobia."

Week 8: Wellness, Mental Health, and Health Care

DISCUSSION TOPICS: Challenges facing LGBTQ people in health care coverage and policy; connections between mental health and bullying; substance abuse and mental health

Monday, May 16

- Michelson, Melissa R. & Brian F. Harrison. 2022. *LGBTQ Life in America: Examining the Facts*. Santa Barbara, California: ABC-CLIO. Chapter 6.
- Kates, Jen, Usha Ranji, Adara Beamesderfer, Alina Salganicoff, and Lindsey Dawson. No date. "Health and Access to Care and Coverage for Lesbian, Gay, Bisexual, and Transgender Individuals in the U.S." *Kaiser Family Foundation*. <https://files.kff.org/attachment/Issue-Brief-Health-and-Access-to-Care-and-Coverage-for-LGBT-Individuals-in-the-US>

Wednesday, May 18

- Meyer, Ilan H., Feijun Luo, Bianca D.M. Wilson, and Deborah M. Stone. 2019. "Sexual Orientation Enumeration in State Antibullying Statutes in the United States: Associations with Bullying, Suicidal Ideation, and Suicide Attempts Among Youth." *LGBT Health*. <https://www.liebertpub.com/doi/full/10.1089/LGBT.2018.0194>
- National Survey on LGBTQ Youth Mental Health. 2021. Trevor Project. <https://www.thetrevorproject.org/survey-2021/?section=Introduction>
- Johns MM, Poteat VP, Horn SS, Kosciw J. Strengthening Our Schools to Promote Resilience and Health Among LGBTQ Youth: Emerging Evidence and Research Priorities from *The State of LGBTQ Youth Health and Wellbeing* Symposium. *LGBT Health*. 2019 May/Jun;6(4):146-155. doi: 10.1089/lgbt.2018.0109. Epub 2019 Apr 8. PMID: 30958731; PMCID: PMC6551982.

Friday, May 20

- Characteristics and Mental health of Gender Nonconforming Adolescents in California." 2017. Wilson, Bianca D.M., Soon Kyn Choi, Jody L. Herman, Tara L. Becker, and Kerith J. Conron. <https://williamsinstitute.law.ucla.edu/wp-content/uploads/CHIS-Transgender-Teens-FINAL.pdf>
- Price-Feeney, M, Green, A.E. & Dorison, S. 2020. All Black Lives Matter: Mental Health of Black LGBTQ Youth. New York, New York: The Trevor Project. <https://www.thetrevorproject.org/research-briefs/all-black-lives-matter-mental-health-of-black-lgbtq-youth/>

Week 9: Socio-Economic Status, Poverty, and What Comes Next?

DISCUSSION TOPICS: How does poverty uniquely affect the LGBTQ community? How can we work both within and despite current political norms and institutions to enact policy change on LGBTQ rights? What are strategies and tactics to encourage policy innovation and change in an increasingly obstinate electorate?

Monday, May 23

Analysis Paper 2 due

- 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.
- Food Insecurity and SNAP Participation in the LGBT Community." 2016. Brown, Taylor, N.T., Adam P. Romero, and Gary J. Gates. <https://williamsinstitute.law.ucla.edu/wp-content/uploads/Food-Insecurity-and-SNAP-Participation-in-the-LGBT-Community.pdf>

Wednesday, May 25

- Rooney, Caitlin, Charlie Whittington, and Laura E. Durso. "Protecting Basic Living Standards for LGBTQ People." Center for American Progress, <https://www.americanprogress.org/issues/lgbt/reports/2018/08/13/454592/protecting-basic-living-standards-lgbtq-people>.
- TBD

Friday, May 27 (Readings TBD)

Week 10: Final presentations, wrapping up, conclusions, and final thoughts

Monday, May 30 & Wednesday, June 1

ATTENDANCE MANDATORY

- Final policy presentations (order randomly assigned)
- When you are not presenting, you will be turning in peer review comments for each presentation. You will complete and hand in the reviews in class for credit.

Monday, June 6, 5pm: Final portfolio is due via email (BHarrison3@carleton.edu).

NOTE: I will reply to your email that the paper is received and until I do, consider your paper not turned in.

Thursday-Friday, June 2-3: Reading Days

Saturday-Monday, June 4-6: Exam days

Wednesday, June 8: *Senior* grades due at 8:30am

Wednesday, June 15: All grades due at 8:30am
