Module I – Spring 2014
MONDAYS, 6:00 p.m. – 8:50 p.m.
Classroom: G3

Professor Susan P. Curnan
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OFFICE HOURS
You may see Professor Curnan by appointment prior to class on Monday afternoons. Professor Curnan’s office is located in the Heller Building, 3rd Floor, Room 341.

For appointments, please contact: Executive Assistant and T.A.: Lanni Isenberg, lanni@brandeis.edu or x6-4835.

OVERVIEW
This course is about the last forty-five years (1969-2014) of social justice and social policy in the American Gay Rights Movement. It is about the development of social justice and social policy in America that is inclusive of sexual orientation and gender identity. And, it is about policy development, politics, culture and human behavior, in America that reflects the full civil, political, legal and moral equality of lesbian, gay, bisexual and transgendered people.

Full equality for all Americans should be a given. But, it’s not a given for millions of Americans that are gay, lesbian, bisexual and transgendered. Nor is it a given for the more than 10 million children being raised by LGBT parents. Indeed, despite the recent political action and media attention of the past decade or two, the “mainstreaming” of LGBT citizens has not resulted in the marginalization of the prejudice this group of Americans face. One premise for this course is that significant change for LGBT citizens will come about through state and federal policy – and much is underway. This course will touch on a number of contemporary policy issues related to the following areas: relationship acceptance including marriage equality, civil unions and the role of faith communities; equal education and safe schools that are supportive of LGBT students and students parented by LGBT citizens; violence prevention, including hate crimes, bullying; suicide prevention, domestic violence; non-discrimination in employment, housing, commerce, the military; family building including adoption and foster care; health care access. Each policy topic will explore the rationale and problem to be addressed, current status of the policy and unpack the intensity of the policy debate.

Guest lecturers will be invited to share their expertise on several of the class topics and students will co-create and lead at least one 90 min. seminar on a chosen policy topic.
COURSE GOALS

1. To acquire an understanding of the historical development of social justice and social policy related to the full civil, political, legal, and moral equality of lesbian, gay, bisexual and transgendered people.

2. To understand the pervasive, institutional nature of homophobia/discrimination and its effects on culture, policy and individuals.

3. To develop an understanding of contemporary social policy that is, and is not, inclusive of sexual orientation and gender identify.

4. To develop awareness and greater clarity about the parallels, intersections and distinctions of heterosexism with other forms of oppression such as racism, sexism, classism, etc.

COURSE REQUIREMENTS

This course is both reading- and action-packed. Students are co-creators of the teaching and learning experience and will have responsibility for leading one 90-minute seminar and participating in all. Student leaders are expected to read all materials and prepare discussion questions before coming to class, and to reflect this fact through active participation. As is the custom with Professor Curnan’s courses, the readings include the work of philosophers, scholars, policy makers and policy advocates, grassroots activists, thought-leaders, management consultants and practitioners. Specific expectations include:

1. Attendance at all sessions; prompt arrival prepared for the topic
2. Preparation and facilitation of at least one 90-minute seminar
3. Participation in class discussions and exercises (Note: class participation is expected and includes each student’s contribution to the learning environment, i.e. not only the frequency of comments but also their quality. Quality will be based on ability to draw upon course material and reflect on life experiences productively, to advance or sharpen class discussions, willingness to take risky or unpopular points of view and precision in making arguments.)
4. Timely presentation of assignments
5. Helpfulness and team work with other students

Ground rules for discussions will be collectively established in the first class in order to ensure a safe, productive teaching and learning environment for all.
ASSIGNMENTS

Grades based on:

1. Seminar Preparation and Facilitation.  
   Rubric elements include:
   Once topic is selected, identifying learning questions; preparing reading list; PowerPoint summary of the problem, policy, market and system implications related to the topic; and Student Engagement in the topic during classtime.

2. Weekly Participation and Written Reflection on the Topic (form provided).

Grades for individual components above will be assigned as follows:

   A+  100
   A   94-99
   A-  90-93
   B+  88-89
   B   84-87
   B-  80-83
   F   <79

UNIVERSITY NOTICES

1. If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodations made for you in this class, please see Professor Curnan immediately.

2. You are expected to be honest in all your academic work. The University policy on academic honesty is distributed annually as section 5 of the Rights and Responsibilities handbook. Instances of alleged dishonesty are subject to possible judicial action. Potential sanctions include failure in the course and suspension from the University. If you have any questions about my expectations, please ask.

   Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person – be it a world-class philosopher or your roommate – without proper acknowledgement of that source. This means that you must use footnotes and quotations marks to indicate the sources of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.
MPP COMPETENCIES EMBEDDED IN COURSE

1. Understand and evaluate social policies and the social interventions policy makes possible.

2. Understand how advocacy and communication strategies “frame” policy and social change for decision makers and the public.

3. Practice analyzing policy and the context that give rise to policy options.
# HS320f: The American Gay Rights Movement: Social Justice and Social Policy

## Module I – Spring 2014

**DRAFT**

**SCHEDULE AND CLASS TOPICS**

| Class 1 | Introduction to Course Goals and Expectations  
Mar. 17 | An Overview: Gay Rights History and Social Justice Frame  
“From the Margins to the Mainstream?: 45 Years of Critical Events in the American Gay Rights Movement.” And the Turning Point of the last decade. In Class Exercise: Reflection and Questionnaire, Policy Priorities for Student Teams. |
|---|---|---|
| Class 2 | LGBTQ Science & Justice  
Mar. 24 | **On-site at Fenway Health:** 1340 Boylston St, Boston, MA 02215, Center for Population Research in LGBT Health considering the Tipping Point in LGBT Healthcare: When Social Justice and Social Policy Meet the Scientific Method  
Host: Dr. Judy Bradford, Co-Chair, The Fenway Institute, Boston. Director, Center for Population Research in LGBT Health, including the Inter-University Consortium for Political and Social Research. |
| Class 3 | The Catalytic Marriage Movement in Massachusetts and Mapping Policy Change Across the Country  
Guest: Dr. Valerie Fein Zachary |
| Class 4 | Student-led Policy Seminars (2)  
Apr. 7 |  |

*No class sessions: Mon, Apr. 14 (Passover Holiday Begins) OR Mon, Apr. 21 (Patriot’s Day Holiday)*

| Class 5 | Student-led Policy Seminars (2)  
Apr. 28 |  |
| Class 6 | Student-led Policy Seminars (2)  
May 5 | Reflection and Analysis of Learning Goals/Course Evaluations |
Students may choose from the following topics:

- Racial and Economic Justice in LGBT Movement
- GLBT Youth Commission
- Youth Homelessness Commission
- Transgendered Policy Issues
- Safe Schools/Hate Crimes/Violence
- Welcoming Congregations & Religion & Faith
- UN Reports/International Policy Issues
- Workplace Policies, ENDA
- Military Policies, DADT
- Health Care
- Family Building & Parenting Rights, Responsibilities
- Health & Aging
- Immigration
- Anti-Gay Industry
- Activism & Mobilization Landscape
- Sexual Rights & Gender Expression
- LGBT Research
- Others Identified by Students (Approved by Professor)

Critical Websites
To be referred to throughout the course.

Smartbrief.com
FenwayHealth.org
GLMA.org
HRC.org
GLSEN.org
SLDN.org
MassEquality.org
JointCommission.org
GLAD.org
Gbpflag.org
NGLTF.org
LAMBDA.org
Mass.gov/cgly
ARCUSfoundation.org
VictoryFund.org
PeoplefortheAmericanWay.org
FocusontheFamily.org
TheNationalOrganizationforMarriage.org
FamilyResearchCouncil.org

StonewallDemocrats.org
LogCabin.org
FamilyEquality.org
MGLPC.org
OutandEqual.org
Change.org
FamilyEqual.org
GayAgenda.org
MassTPC.org
GLAAD.org
aac.org
Bagly.org
BayWindows.com
TranscendBoston.org
CDC.gov/violenceprevention
www.lgbtmap.org
www.haasjr.org
GLMA.org
READINGS

Class 1  Introduction to Course Goals and Expectations
Mar. 17  An Overview: Gay Rights History and Social Justice Frame
“From the Margins to the Mainstream?: 45 Years of Critical Events in the American Gay Rights Movement.”

Required Text:

Prior to First Class on March 17th, please:

- READ Intro and Chapter 1 “Still Ain’t Satisfied” in Irresistible Revolution: Confronting race, class and the assumptions of LGBT politics by Urvashi Vaid. The book will be available for purchase at the University Bookstore for the semester. However, this reading is posted on the Latte course page for immediate access.
- And since we begin our teaching and learning journey together on St. Patrick’s Day – take a look at one response to South Boston’s Parade organizers regarding the proposed exclusion of MassEquality from the 2014 parade: http://www.boston.com/lifestyle/blogs/bostonspirit/2014/02/dear_south_boston_s_t_patricks.html

Come prepared to discuss all of this and more. By the end of this first class, we will have: agreed upon “ground rules” and expectations for class participation; participated in scanning critical events in the LGBT Movement over the last 45 years; prioritized the policy issues and learning questions we will address in the module; established student teams for co-creating and leading at least one 90-minute seminar; started networking and getting acquainted (there are currently 9 students registered from 7 different programs).

And hopefully have time to watch “Outrage”, a 2009 documentary on the hypocrisy of some of our nation’s most powerful policymakers; their hidden lives; and the role of the media in keeping secrets.
Class 2  
Mar. 24  
LGBTQ Science and Social Justice  
On-site at Fenway Health: 1340 Boylston St, Boston, MA 02215,  
Center for Population Research in LGBT Health considering the Tipping Point in LGBT Healthcare: When Social Justice and Social Policy Meet the Scientific Method  
Host: Dr. Judy Bradford, Co-Chair, The Fenway Institute, Boston. Director, Center for Population Research in LGBT Health, including the Inter-University Consortium for Political and Social Research.

Readings


Class 3  
Mar. 31  
The Catalytic Marriage Movement in Massachusetts and Mapping Policy Change Across the Country  
Examine history, strategy and tactics for Courting Justice, Legislating Equality, and Voting for Civil Rights.  
Guest: Dr. Valerie Fein Zachary

Readings


Class 4  
Student-led Policy Seminars (2)
April 7

[No class session Apr. 14 – Passover Holiday Begins]

[No class session April 21 – Patriot’s Day Holiday]

Class 5  
Student-led Policy Seminars (2)
Apr. 28

Class 6  
Student-led Policy Seminars (2)
May 5  
Reflection and Analysis of Learning Goals/Course Evaluations
ATTACHMENT A

Student Resource Library/Articles and Books


**From Section 1: Conceptual Frameworks**

Ch. 2, “The Cycle of Socialization”, Bobbie Harro
Ch. 3, “Prejudice and Discrimination”, Warren J. Blumenfeld and Diane Raymond
Ch. 4, “Discrimination Comes in Many Forms: Individual, Institutional, and Structural”, Fred L. Pincus
Ch. 6, “Language and Silence: Making Systems of Privilege Visible”, Stephanie M. Wildman with Adrienne D. Davis

**From Section 5: Heterosexism**

Ch. 46, “How Homophobia Hurts Everyone”, Warren J. Blumenfeld
Ch. 47, “Biphobia”, Marcia Deihl and Robyn Ochs
Ch. 48, “Internalized Homophobia among Gay Men, Lesbians, and Bisexuals”, Gregory M. Herek
Ch. 49, “Homophobia in Black Communities”, bell hooks
Ch. 50, “Stonewall and the Birth of Gay and Lesbian Liberation”, Neil Miller
Ch. 51, “What Does the Bible Say about Homosexuality”, Rev. Dr. F. Jay Deacon
Ch. 52, “Murder Will Out – But It’s Open Season on Gays”, Donna Minkowitz

Ch. 57, “Why Don’t Gay People Just Keep Quiet? Listening to the Voices of the Oppressed”, William David Burns


U.S. Census Bureau Boston Regional Census Center. (2010, Mar). The Changing Face of Same-Sex Couple Data in the Decennial Census.


Text of S. 506: Safe Schools Improvement Act of 2011 (SSIA). 
http://www.govtrack.us/congress/billtext.xpd?bill=s112-506

http://www.govtrack.us/congress/billtext.xpd?bill=h112-998


ATTACHMENT B

Suggested Films:

“Explores the effects of the U.S. military’s “don’t ask, don’t tell” policy on gay and lesbian soldiers and service members. The film exposes the tangled political battles that led to the discriminatory law and examines the societal shifts that have occurred since its passage in 1993.”
http://asknotfilm.com/

“In October 1998, 21 year-old Matthew Shepard was found savagely beaten, tied to a fence and left to die in Laramie, Wyoming. "The Laramie Project" is the portrait of a town painfully forced to confront itself in the reflective glare of the national spotlight, responding with love, anger, sympathy, support and defiance.”

“The story of Harvey Milk, and his struggles as an American gay activist who fought for gay rights and became California’s first openly gay elected official.”
http://www.imdb.com/title/tt1013753/

“A funny and touching documentary about three sisters and their transgendered aunt.”
http://www.nodumbquestions.com/

That’s a Family. Dir. Debra Chasnoff. 2000. DVD.
“...the children in That’s a Family! take viewers on a tour through their lives as they speak candidly about what it’s like to grow up in a family with parents of different races or religions, divorced parents, a single parent, gay or lesbian parents, adoptive parents or grandparents as guardians.”

“A case against discrimination toward homosexual employees in the workplace as told through the testimonies of three subjects whose lives upend any such glib categorizing.”
http://movies.yahoo.com/movie/1809403850/info

Outrage. Dir. Kirby Dick. HBO, 2009. DVD.
“Award-winning filmmaker Kirby Dick takes a look at the hypocrisy of closeted politicians who continually vote against gay rights and actively campaign against the LGBT community they covertly belong to.”

“A Jihad for Love is the world’s first documentary film on the coexistence of Islam and homosexuality.”

All God’s Children. Dir. Unknown. Good Hardworking People. 2008. DVD.
“The documentary All God’s Children tells the personal story of the first boarding school for children of Protestant missionaries to be investigated for child abuse at the hands of the parents’ missionary colleagues.”
http://www.allgodscchildrenthefilm.com/

For the Bible Tells Me So. Dir. Dan Karslake. First Run Features. 2008. DVD.
“Through the experiences of five very normal, very Christian, very American families -- including those of former House Majority Leader Richard Gephardt and Episcopal Bishop Gene Robinson -- we discover how insightful people of faith handle the realization of having a gay child. Informed by such respected voices as Bishop Desmond Tutu, Harvard's Peter Gomes, Orthodox Rabbi Steve Greenberg and Reverend Jimmy Creech, FOR THE BIBLE TELLS ME SO offers healing, clarity and understanding to anyone caught in the crosshairs of scripture and sexual identity.”
http://www.forthebibletellsmeso.org/index2.htm

“Filmed in the mid-to-late 1980s, it chronicles the ball culture of New York City and the African American, Latino, gay and transgender communities involved in it. Many members of the ball culture community consider Paris Is Burning to be an invaluable documentary of the end of the "Golden Age" of New York City drag balls, as well as a thoughtful exploration of race, class, and gender in America.”

“An honest portrayal of a family in turmoil, RWB follows a pair of identical twins as one transitions from male to female. Captured over a period of three years, the film documents the twins and their parents, examining the Farley's struggle to redefine their family.”
http://redwithoutblue.com/synopsis.php

“An on-screen adaptation of the Tony- award-winning play about a Jewish homosexual who, except for a different sexual preference, goes through the same struggles of love, jealousy and self-doubt that affect us all.”
http://www.amazon.com/Torch-Song-Trilogy-Anne-Bancroft/dp/B0001HAGRE