



PLAN 590.004: “We’re everywhere!” The Social, Political, and Economic Life of LGBTQ Spaces in the United States

Spring 2020

Overview

Since the end of the Second World War, if not before, more and more cities of the United States have come to feature spaces identified by members of LGBTQ communities and their heterosexual, cis-gendered counterparts, as gay, lesbian, or queer. These spaces have included networks of private homes, public spaces of all sorts, red light and entertainment districts, skid rows, neighborhood commercial districts, residential urban neighborhoods, suburbs, small towns, some rural areas, and perhaps even entire cities. LGBTQ-identified spaces have been key in the development of LGBTQ identity: they provide sites for socializing and socialization, organization, sexual encounter, self-affirmation and expression, visibility, and for many even political empowerment and the accumulation of material wealth. They have also been targets for violence, exploitation, and state suppression, and been exclusive of many LGBTQ-identifying people because of their racial, class, sexual, or gender identity. This class introduces students to the social, political, and economic life of LGBTQ spaces in the United States, and asks students to consider their importance and the merits of planning for their improvement and/or conservation.

Logistics

The course will meet over the course of eight Fridays in the spring, from 10:00am-12:45pm, in Stone 209

Readings

All readings are available on the Plan 590.004 Sakai class website at <https://sakai.unc.edu/portal/site/590.004sp20>

Assignments and Grading

- 1) Each week, I expect you to email me by the beginning of class a 2-3 sentence synopsis of the main findings and/or argument of each reading, and a question about the each reading (for graduate students: two questions about each reading). Any question: about something

you disagree with, some confusion about the author's method, about something else on a related topic that you find interesting, whatever! Be prepared to discuss these questions in class. These reading summaries/questions and your class participation will count for 30% of your grade. We'll get some practice on this during the first class session when we do a reading in class.

- 2) In pairs, and due 6 March, produce a 8-10 page paper (for graduate student pairs, a 12-15 page paper) about the geography of your choosing (a neighborhood/smaller city/town/rural area), describing a challenge facing an LGBTQ+ community in that geography today or at some point in the past (health and health services, violence and policing, gentrification and/or housing access, economic development, racial, class, gender, or sexual exclusion, conservation/memorialization, access to or conflicts surrounding social/public spaces, etc.). If you wish you can focus on the experience of one subset (e.g. cis lesbians or queer people of color) of the LGBTQ+ population. If you see two issues or groups as very inter-related you can take that on. Each of you must conduct 1-2 interviews (i.e. 2-4 per team) with residents and/or workers (for graduate students 2-3 interviews per person, 4-6 per team) living in or servicing your geography. This paper counts for 50% of your grade. You will note in the schedule below that we will start having presentations in Week 4. Everyone must present on their progress. It doesn't matter what state your work is in! You can present on books you've read, questions you have, or something approaching the final product – the point is to get feedback and for the rest of the class to learn from your work.
- 3) Attendance is the remaining 10% of your grade. Only one unexcused absence is allowed. I will excuse any number of absences if you can provide a doctor's note or some other documentation of a health condition, natural disaster, religious observance, mandatory university event, or personal/family emergency.

Your grade will be calculated as follows:

10%	Attendance
30%	Questions for class
60%	Final project

Final grades will be assigned based upon the following scale:

A	94%	to	100%
A-	90%	to	93%
B+	87%	to	89%
B	84%	to	86%
B-	80%	to	83%
C+	77%	to	79%
C	74%	to	76%
C-	70%	to	73%
D+	67%	to	69%
D	60%	to	66%
F	0%	to	59%

LATE ASSIGNMENTS POLICY: Late assignments drop four points per day. For example, if a '95' paper is late one day it will receive a '91', two days late and it will receive a '87' ... *a late paper is better than a 0.*

Contact Information

My office is located at 313 New East and my office hours are Wednesdays, 11:30am-12:30pm, or by appointment. I can be reached via e-mail at awhittem@email.unc.edu, or by phone at 919-962-4776.

Other Academic Business

We are committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at <https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>. If you have questions it is your responsibility to ask the professor about the Code's application. All written work, and other projects must be submitted with a signature that you have complied with the requirements of the Honor Code in all aspects of the submitted work.

Disability: The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <https://ars.unc.edu/>. Please contact ARS as early in the semester as possible.

Resources: Our purpose as professors is to help you to excel in this learning environment. Should you need further assistance beyond the help of the professor, please consult the following on-campus resources:

- The Writing Center: <https://writingcenter.unc.edu/>
- Accessibility Resources & Services (for students with learning disabilities (LD) and/or attention-deficit/hyperactivity disorder (ADHD)): <https://ars.unc.edu/>
- Learning Center: <https://learningcenter.unc.edu/>
- Counseling and Wellness Services: <http://campushealth.unc.edu>
- UNC's Attendance Policy: <http://catalog.unc.edu/policies-procedures/attendance-grading-examination/>

SCHEDULE AND READINGS

10 JANUARY: Syllabus Review and Discussion

In class reading: D'Emilio, John (1983). "Capitalism and gay identity," in Karen V. Hansen and Anita Iltis Garey, eds. *Families in the US: Kinship and domestic politics* (1983): 131-41.

In class: fantasy gayborhood workshop, discussion, "The Times of Harvey Milk" (1984)

17 JANUARY: History of LGBTQ Spaces

Bronski, Michael. 2011. "Life on the Stage/Life in the City" and excerpt from "Sex in the Trenches," in *A Queer History of the United States*. Boston: Beacon Press, pp. 104-128 and 167-175.

Martinez, Arianna. 2015. "Queer Cosmopolis: The Evolution of Jackson Heights" in *Planning and LGBTQ Communities*, ed. Petra Doan. New York: Routledge 167-180.

Ghaziani, Amin. 2010. "There Goes the Gayborhood?" *Contexts* 9(3): 64-66.

Crooks, Roderic. 2013. "The Rainbow Flag and the Green Carnation: Grindr in the Gay Village." *First Monday*, 18(11):
<https://ojphi.org/ojs/index.php/fm/article/view/4958/3790>

In class: discussion, "Small Town Gay Bar" (2007)

24 JANUARY: The Social Life of LGBTQ Spaces

Drexel, Allen. 1997. "Before Paris Burned: Race, Class, and Male Homosexuality on the Chicago South Side, 1935-1960" in *Creating A Place for Ourselves: Lesbian, Gay, and Bisexual Community Histories*. Ed. Brett Beemyn. New York: Routledge, pp. 119-144.

Moore, Mignon R. 2011. "Openly Gay Families and the Negotiation of Black Community and Religious Life" in *Invisible Families: Gay Identities, Relationships, and Motherhood among Black Women*. Berkeley: University of California Press, pp. 180-214.

Rothenberg, Tamar. 1995. "'And She Told Two Friends,' Lesbians Creating Urban Social Space," in *Mapping Desire: Geographies of Sexualities*, eds. David Bell and Gill Valentine. London: Routledge, pp. 165-181.

In Class: Discussion and "Paris is Burning" (1990)

31 JANUARY: Violence and Policing in LGBTQ Spaces

Chauncey, George. 1997. "The Policed: Gay Men's Strategies of Everyday Resistance in Times Square," in *Creating A Place for Ourselves: Lesbian, Gay, and Bisexual Community Histories*. Ed. Brett Beemyn. New York: Routledge, pp. 9-26.

Bailey, Robert W. 1999. "Sexual Identity and Police Practices in Philadelphia," in *Gay Politics, Urban Politics: Identity and Economics in the Urban Setting*. New York: Columbia U Press, pp. 249-280.

Doan, Petra L. 2007. "Queers in the American City: Transgendered perceptions of urban space," *Gender, Place, and Culture* 14(1): 57-74.

Hanhardt, Christina B. 2013. Excerpt from "Introduction" and "Epilogue," in *Safe Space: Gay Neighborhood History and the Politics of Violence*. Durham: Duke University Press pp. 1-9 and 227-230.

In class: Discussion and Presentations

7 FEBRUARY: Politics and LGBTQ Spaces

Howard, Clayton. 2013. "Building a 'Family-Friendly' Metropolis: Sexuality, the State and Postwar Housing Policy," *Journal of Urban History* 39(5): 933-955.

D'Emilio, John. 1998. "The Movement and the Subculture Converge: San Francisco during the Early 1960s," 176-195, and excerpt from "A New Beginning: The Birth of Gay Liberation," in *Sexual Politics, Sexual Communities*. 2nd ed. Chicago: U Chicago Press. 231-239.

Whittemore, Andrew H. 2015. "The Dallas Way: Property, Politics, and Assimilation," in *Planning and LGBTQ Communities*, ed. Petra Doan. New York: Routledge, pp. 39-55.

In class: Discussion and "Lesbian Avengers Eat Fire Too" (1993)

14 FEBRUARY: LGBTQ Spaces and Health

Takahashi, Lois M. 1997. "The Socio-Spatial Stigmatization of Homelessness and HIV/AIDS: Toward an Explanation of the NIMBY Syndrome," *Social Science Medicine* 45(6): 903-914.

Catungal, John Paul. 2015. "The Racial Politics of Precarity: Understanding Ethno-Specific AIDS Service Organizations in Neo-Liberal Times," in *Planning and LGBTQ Communities*, ed. Petra Doan. New York: Routledge, pp. 235-248.

Marlow, Alexander J., Patrick A. Wilson, and Ian H. Meyer. 2017. "Lesbian, Gay, Bisexual, and Transgender (LGBT) Health Services in the United States: Origins, Evolution, and Contemporary Landscape," *PloS One* 12(7): 1-18.

In class: Discussion and presentations.

21 FEBRUARY: LGBTQ Spaces as Real Estate

Florida, Richard. May 1, 2001. "The Rise of the Creative Class: Why Cities Without Gays and Rock Bands Are Losing the Economic Development Race." *Washington Monthly* <https://washingtonmonthly.com/2001/05/01/the-rise-of-the-creative-class/>

Doan, Petra L., and Harrison Higgins. 2011. "The Demise of Queer Space? Resurgent Gentrification and the Assimilation of LGBT Neighborhoods" in *Journal of Planning Education and Research* 31(1): 6-25.

Hanhardt, Christina B. 2013. "Canaries of the Creative Age: Queer Critiques of Risk and Real Estate in the Twenty-First Century," in *Safe Space: Gay Neighborhood History and the Politics of Violence*. Durham: Duke University Press, 184-220.

In class: Discussion and "Flag Wars" (2003)

28 FEBRUARY: Planning for LGBTQ Spaces

Frisch, Michael. (2002) "Planning as a Heterosexist Project." *Journal of Planning Education and Research* 21(3): 254-266.

Ann Forsyth. 2011. "Queering Planning Practice: Understanding Non-Conformist Populations," in *Queering Planning: Challenging Heteronormative Assumptions and Reframing Planning Practice*, pp. 21-51.

Goh, Kian. 2015. "Place/Out: Planning for Radical Queer Activism," in *Planning and LGBTQ Communities*, ed. Petra Doan, w York: Routledge, pp. 217-234.

Dubrow, Gail, Larry Knopp and Michael Brown. 2015. "Act Up Versus Straighten Up," in *Planning and LGBTQ Communities*, ed. Petra Doan. New York: Routledge, pp. 202-215.

In class: Discussion and presentations.

6 MARCH: Final due by midnight