PLAN 573: “We’re everywhere!” The Social, Political, and Economic Life of LGBTQ Spaces in the United States

Spring 2021

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 1:30-3:45, at go.unc.edu/whittemorezoom PW: 02478

Readings

All readings are available on the Plan 573 Sakai class website at https://sakai.unc.edu/portal/site/plan573sp21

Assignments and Grading

1) Each week after week 1, 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 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 LDOC, 5 May, produce a 5-6 page paper (for graduate student pairs, an 8-10 page paper) describing some challenge the LGBTQ+ community (or any subset of it) related to the topics we discussed in class (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.). You can either write a literature review that incorporates literature not covered in class in addition to materials we looked at in class, or write a research paper in which you conduct an interview (2 interviews for graduate student teams) to supplement materials we looked at in class. 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:

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<tr>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>10%</td>
<td>Attendance</td>
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<tr>
<td>30%</td>
<td>Questions for class</td>
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<td>60%</td>
<td>Final project</td>
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Final grades will be assigned based upon the following scale:

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<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B+</td>
<td>87%</td>
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<tr>
<td>B</td>
<td>84%</td>
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<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>77%</td>
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<td>C</td>
<td>74%</td>
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<td>C-</td>
<td>70%</td>
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<td>D+</td>
<td>67%</td>
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<tr>
<td>D</td>
<td>60%</td>
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<td>F</td>
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100% to 94% = A
93% to 89% = A-
88% to 86% = B+
85% to 83% = B
82% to 79% = B-
78% to 79% = C+
76% to 73% = C
72% to 69% = C-
68% to 66% = D+
65% to 66% = D
59% to 59% = F
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 hours are Wednesdays, 11:00am-12:00pm, or by appointment, at go.unc.edu/whittemorezoom. I can be reached via e-mail at awhittem@email.unc.edu.

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
22 JANUARY: Syllabus Review and Discussion


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

29 JANUARY: History of LGBTQ Spaces


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

5 FEBRUARY: The Social Life of LGBTQ Spaces


In Class: Discussion and “Paris is Burning” (1990)

12 FEBRUARY: Violence and Policing in LGBTQ Spaces


In class: Discussion and Presentations

19 FEBRUARY: Politics and LGBTQ Spaces


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

26 FEBRUARY: LGBTQ Spaces and Health


In class: Discussion and presentations.

5 MARCH: LGBTQ Spaces as Real Estate


In class: Discussion and “Flag Wars” (2003)

12 MARCH: Wellness Day – NO CLASS

19 MARCH: Planning for LGBTQ Spaces


In class: Discussion and presentations.

5 MAY: Final due by midnight