

PS 3550: Research Preparation Seminar: Perspectives on LGBTQIA Politics | TR 11:00-12:20 pm, AH 28 | Spring 2019 | Dr. Heath F. Davis | GH 447 | hfd@temple.edu | Office/Hours: W 11:00 am to 2:00 pm + by appointment

Course Description

The research preparation seminar is meant to prepare you for the capstone seminar, where you will write a research paper. To prepare you for that adventure, this seminar will concentrate on the preliminary steps that will make your writing process more manageable, efficient and hopefully even fun. Each research preparation seminar, like each capstone, focuses on a specific political theme, and a particular set of research methods.

Theme

This research preparation seminar focuses on political activism, both formal and informal, elite and grassroots, pertaining to LGBTQIA social identities. Most of our focus will be on the U.S., with an emphasis on the past twenty years. To better understand some of the distinct features of this political movement, we will spend some time learning about LGBTQ civil rights activism in other parts of the world. Together, we will analyze the successes and obstacles to building and sustaining this civil rights movement. And we will use a range of frameworks, including activism, law, political theory, public opinion, and coalition-building, to investigate how marginalized sexual and gender identities intersect with other identities such as race, class and religion in the fight for civil rights and democratic equality.

Research Methods

The research methods for this course are drawn from the political science fields of political theory (also referred to as political philosophy) and the social science subfields of American and Comparative politics.

Macro Learning Goals

In this seminar you will *practice*:

- How to identify a research interest
- How to develop that interest into a research topic
- How to further develop a research topic into a research question

Micro Learning Goals

You will also learn:

- The differences between humanistic and social scientific research methods
- How to use these particular research methods to describe and solve political problems related to LGBTQIA politics

Prior Knowledge

- Basic understanding of U.S. government (i.e., federalism, separation of powers, and judicial review)

- Basic understanding of political theory (i.e., distinctions between and among liberalism, conservatism, and radicalism)

Required Reading

There are two required books for this course: *LGBTQ Politics: A Critical Reader*, edited by Marla Brettschneider, Susan Burgess, and Christine Keating (NYU Press, 2017), and *The Craft of Research* 4th Edition, edited by Booth, et. al. (U of Chicago Press, 2016): There are copies available for purchase at the TU Campus Bookstore.

General Premise

In this class, the onus is truly on you as an integral part of our collective learning community. I will direct and help you, but the class is about practicing research techniques, reading texts closely, learning how best to assimilate the work of others into, and alongside, your own insights. It is vital that you are aware of the audience of peers and get used to producing knowledge for the consumption of others.

COURSE POLICIES

Attendance

You should neither miss a class nor be late. Each of you has a responsibility to the members of this seminar. Therefore, you must arrive to class on time, and be prepared and ready to work. Late arrivals and early departures are disruptive and unacceptable; if you anticipate being late or having to leave early on a regular basis, please make other arrangements. In the unlikely event that you arrive late to class, take a seat closest to the door in order to minimize disruption. Please refrain from leaving and returning as it disrupts the classroom atmosphere.

Class Engagement

Active course engagement and an attentive presence are essential. A seminar is not like a lecture course. You cannot hide. You must come to class prepared to present your response to the reading assignment when asked, to engage course material thoughtfully, and to share your observations and insights with your classmates.

Class Etiquette

This class is designed to encourage discussion and exchanges of ideas in conjunction with the development of critical thinking, reading, and writing skills. I expect you to treat your fellow students with respect and courtesy, listening when they speak and refraining from personal attacks in your own statements. You may of course disagree with your fellow students, but listen attentively when they are speaking and respond in a courteous manner. Most of us have experienced how unnerving it can be to give a presentation, ask a question, or even speak up in a classroom setting. Extend to your classmates the same cordiality you would like them to extend to you.

Notes

In a seminar format it is tempting to let note-taking fall by the wayside. Resist this temptation!

COURSE REQUIREMENTS

1. Participation (10%): See rubric. Midway through the semester you will use this rubric to perform a self-assessment, and I will give you a mid-semester participation grade that takes into account your and my assessments. This grade is meant to give you a benchmark for improving. It does not directly factor into your final participation grade.

2. Worksheets (10%): There will 10 worksheets for you to complete over the course of the semester. Worksheets will be distributed during class for you to complete and turn in during that same class. See dates below.

3. Resonance Presentation (10%):

Instructions: Due to the size of our class, some of you will work either in pairs or trios. See canvas for presentation schedule.

Step A. *Together*, after you read the assignment for your designated day, think about a cultural artifact that you see as being connected in some way to the reading. This might be a brief YouTube video of a movie or television scene, a news article, an artistic image, song lyrics, a poem, a photograph, an object, or anything else that you'd like to share with us. Be creative! You have 5 minutes to show us the artifact. Since you'll need to coordinate this selection, be sure to meet your co-presenters and make arrangements discuss this in person or virtually.

Step B. *Independently*, spend 5 minutes explaining the **resonance** you've identified between the artifact and the reading assignment. You can discuss any aspect of the reading. Here I'm asking you to explain to us *why* you chose your cultural artifact.

The total time of the presentation should not exceed 15 minutes. Check out the rubric on Canvas to see how you will be evaluated.

My hope is that you will find this format less daunting and more interesting than a traditional class presentation.

4. Quizzes (10%): There will be several impromptu quizzes given at the start of class throughout the semester. Each quiz will consist of 3 short questions from the reading assignment due that day. You are permitted to use your notes to answer these questions, but not our course readings or the Internet. The purpose of the quizzes is to reward those who complete the reading assignment, and to encourage good note taking. *I will drop your lowest score when calculating your final grade.* Everyone is allowed one absence or bad day.

5. Four graded assignments :

Assignment #1: 10%

Assignment #2: 10%

Assignment #3: 15%

Assignment #4: 15%

6. Research Question Presentation #2 (10%): You are required to give a brief presentation of your research question during the final weeks of the semester (see canvas for presentation schedule). *I will post the rubric to Canvas.*

Deadlines

Late assignments will not be accepted. Your syllabus clearly indicates due dates so please plan accordingly.

Disability Disclosure Statement

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Please contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for your coursework and participation.

Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The university has adopted a policy on Student and Faculty Academic Rights and responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_non=03.70.02

Plagiarism

This instructor and the University take plagiarism extremely seriously. Personal pride should be sufficient deterrent, but there are also severe academic penalties for academic dishonesty. Please consult the University Bulletin concerning Temple's policy on plagiarism. Any kind of plagiarism for this class will result in failure of the course. The infraction will also be reported to university authorities.

Finally

Please remember that I hold everyone accountable to these course policies. They are here to provide a framework for the class, without which we would not get much accomplished. This seminar should be a fun time, as well as a challenging period of intellectual growth, and I look forward to working with you.

Course Schedule

Reading assignments are to be completed for the day listed. I reserve the right to make adjustments to our reading assignments, but will always give you fair warning at least one week in advance. You are expected to come to class prepared to discuss the reading assignment.

Key: R = LGBTQ Politics: A Critical Reader

C = Posted to Canvas

Craft = The Craft of Research

WEEK	DATE	MODULE	READING/VIEWING	ASSIGNMENTS
1	1/15	1. Getting Started, Part 1	<ul style="list-style-type: none"> Introduction: No reading assignment 	

	1/17	1. Getting Started, Part 2	<ul style="list-style-type: none"> Film: Stonewall Uprising 	<ul style="list-style-type: none"> Worksheet 1
2	1/22	2. Building LGBTQ Movements, Part 1	<ul style="list-style-type: none"> Murib, "Rethinking GLBT as a Political Category in U.S. Politics" [R] 	<ul style="list-style-type: none"> Resonance Presentations: Group 1
	1/24	2. Building LGBTQ Movements, Part 2	<ul style="list-style-type: none"> Aultman + Currah, "Politics outside the Law: Transgender Lives and the Challenge of Legibility" [R] <i>Craft</i>, chapter 1 	<ul style="list-style-type: none"> Resonance Presentations: Group 2 Worksheet 2
3	1/29	2. Building LGBTQ Movements, Part 3	<ul style="list-style-type: none"> Price, R. "The Treatment and Prevention of HIV Bodies" [R] 	<ul style="list-style-type: none"> Resonance Presentations: Group 3
	1/31	2. Building LGBTQ Movements, Part 4	<ul style="list-style-type: none"> Smith, et. Al. "The 'B' Isn't Silent: Bisexual Communities and Political Activism" [R] <i>Craft</i>, chapter 2 	<ul style="list-style-type: none"> Resonance Presentations: Group 4 Worksheet 3
4	2/5	LGBTQ Politics in the Discipline of Political Science	<ul style="list-style-type: none"> Josephson and Marques, "Unfulfilled Promises: How Queer Feminist Political Theory Could Transform Political Science" [R] 	<ul style="list-style-type: none"> Resonance Presentations: Group 5
	2/7	3. LGBTQ Politics + Public Opinion, Part 1	<ul style="list-style-type: none"> Garretson, "The How, Why, and Who of LGBTQ 'Victory': A Critical Examination of Change in Public Attitudes Involving LGBTQ People" [R] <i>Craft</i>, chapter 3 	<ul style="list-style-type: none"> Assignment 1 Due by midnight Resonance Presentations: Group 6
5	2/12	3. LGBTQ Politics	<ul style="list-style-type: none"> Snell, "Equality in the 	<ul style="list-style-type: none"> Resonance

		+ Public Opinion, Part 2	House: The Congressional LGBT Equality Caucus and the Substantive Representation of LGBTQ Interests” • Thomas, “Queer Sensibilities and Other Fagchild Tools” [R]	Presentations: Group 7 • Worksheet 4
	2/14	4. Marriage Equality Politics, Part 1	• Daum, “Marriage Equality” [R] • <i>Craft</i> , chapter 4	• Resonance Presentations: Group 8 • Worksheet 5
6	2/19	4. Marriage Equality Politics, Part 2	• Thomas, “Queer Sensibilities and Other Fagchild Tools”	• Resonance Presentations: Group 9
	2/21	5. LGBTQ Politics in Global Context, Part 1	• Moreau, “Political Science and the Study of LGBT Social Movements in the Global South” [R] • <i>Craft</i> , chapter 5	• Resonance Presentations: Group 10 • Worksheet 6
7	2/26	5. LGBTQ Politics in Global Context, Part 2	• Kiel and Osterbur, “Pink Links: Visualizing the Global LGBTQ Network” [R]	• Assignment 2 Due by midnight • Resonance Presentations: Group 11
	2/28	6. The I and the A: Intersex and Asexual Identities	• Book Review of Davis, G., <i>Contesting Intersex</i> [C] • “Is Asexuality Synonymous with Celibacy?” [C] • <i>Craft</i> , chapter 6	• Resonance Presentations: Group 12
8	3/5	Spring Break		

	3/7	Spring Break		
9	3/12	6. Queer Futures, Part 1	<ul style="list-style-type: none"> Rohrer, "Scouting for Normalcy: Merit Badges, Cookies, and American Futurity" [R] 	<ul style="list-style-type: none"> Resonance Presentations: Group 13
	3/14		<ul style="list-style-type: none"> Davis, H, "Single-Sex Colleges and Transgender Discrimination" [R] 	<ul style="list-style-type: none"> Assignment 3 Due 3/16 by midnight Resonance Presentations: Group 14
10	3/19	7. Research Question Presentations		<ul style="list-style-type: none"> In-class Preparation Workshop
	3/21	7. Research Question Presentations	<ul style="list-style-type: none"> Group 1 	<ul style="list-style-type: none"> Worksheet 7
11	3/26	7. Research Question Presentations	<ul style="list-style-type: none"> Group 2 	
	3/28	7. Research Question Presentations	<ul style="list-style-type: none"> Group 3 	<ul style="list-style-type: none"> Worksheet 8
12	4/2	7. Research Question Presentations	<ul style="list-style-type: none"> Group 4 	
	4/4	7. Research Question Presentations	<ul style="list-style-type: none"> Group 5 	<ul style="list-style-type: none"> Worksheet 9
13	4/9	7. Research Question Presentations	<ul style="list-style-type: none"> Group 6 	
	4/11	SURC	No Class	
14	4/16	7. Research Question Presentations	<ul style="list-style-type: none"> Group 7 	
	4/18		No Class	
15	4/23	Research Question Presentations	<ul style="list-style-type: none"> Group 8 	
	4/25	TBD		<ul style="list-style-type: none"> Worksheet 10

	5/2			<ul style="list-style-type: none">• Assignment 4 Due by midnight