

Brandi Woodell
Assistant Professor
College of Arts & Letters
Department of Sociology and Criminal Justice
SOC 343: Sexualities in Society

Summary of Changes Made to the Course:

I applied to the Culturally Competent Development Program to infuse my Sexualities in Society course with materials designed to promote allyship, anti-racism, and social justice-oriented critical thinking. I also had the dual purpose of adding readings from people of color, particularly the work of Black women studying sexualities and align with the Cite Black Women's guiding principles (found here: <https://www.citeblackwomencollective.org/>). Through this opportunity, I have made substantial changes to the course that aligns with these purposes and addresses the diversity that exists within the LGBTQ community. My changes will provide students with a multicultural perspective of LGBTQ issues, including how various social locations are simultaneously impacting the lives of marginalized communities. By having this intersectional focus within the course, I will now guide students to have a better understanding of how inequality in its multitude of forms is perpetuated throughout our social institutions. In addition, I will provide students with the opportunity to critically engage with social policies by evaluating both their intended and unintended consequences. In short, I believe these changes have enhanced my course and will allow me to demonstrate ways for us (both myself and my students) to engage critically and meaningfully in social justice and anti-racist dialogue.

I have made changes to nine different weeks across the semester. I have added 15 new readings, which will then significantly change the course assignments that deal directly with those readings. In addition, my lectures for the majority of the semester will change, sometimes significantly, to provide a more in-depth discussion of the values discussed above, namely allyship, anti-racism, and social justice-oriented critical thinking. These lectures and readings are the basis of class discussion, so then the class discussion will change to reflect the changes to the lectures and readings. Many aspects of the course have been changed to better reflect the focus discussed above. The assignments are discussed in the next section.

New Assignments:

Talking Points: The talking points assignments related directly to the reading(s) assigned on class days. This assignment asks students to offer a summary and reflect on the reading(s) for class and to write down questions to promote class discussion. While the language in the directions did not change, the content that students will write will change to reflect the changes in the materials they are reading for class. This assignment is further described in the syllabus.

Short Papers: I have changed the name of the larger writing assignments from "Reaction Papers" to "Short Papers" to signal to students that I want research informed (from class materials) writing instead of exclusively their opinion about a topic. The first Short Paper focuses on diversity and marginalization within LGBTQ communities around the time of World War 2. Students will be required to discuss how people's experiences differed by social location and time period to better reflect the goal of the film (Before Stonewall) and the new reading by Kennedy and Davis listed in the next section. The second Short Paper will give students the

opportunity to relate a piece of popular media to one of the readings discussed after the first exam. Most of these readings directly discuss race so they will be guided to make those connections themselves with a new media source.

Presentations: Students will be required to present information on a topic of their choice in the last two weeks of the semester. While I will leave the overall topic up to them, I will require that they take an intersectional approach to the research they present. For example, students will no longer be allowed to only discuss sexual minorities in the workplace without also discussing how these experiences differ by factors such as race, nationality, gender, etc. This change will still provide students with the opportunity to learn more about a topic of their choice but will encourage/require that they not take a monolithic approach to their research.

Added Readings:

I have added a total of 15 new readings, listed below in the order they will appear in the syllabus. These readings demonstrate a shift in my course to incorporate work by and about sexual minorities of color.

Beginning of the semester (first week), introduces students to issues we will talk about in the course (intersectionality, location, race, gender, etc) with news articles written in/about Virginia. The latter specifically discusses a Black LGBT community in Roanoke, including their experiences of discrimination but also their resilience.

- Lichtenstein, Isabelle. 2020. "Roanoke is Full of Queer Women—But Also A Deep History of Erasure." GOMAG. <http://gomag.com/article/roanoke-is-full-of-queer-women-but-also-a-deep-history-of-erasure/>
- Friedenberger, Amy. 2019. "Once Hidden, Black LGBT Community in Southwest Virginia Finds its Voice." The Roanoke Times. https://roanoke.com/news/local/once-hidden-black-lgbt-community-in-southwest-virginia-finds-its-voice/article_bc9a019a-0818-5067-94e0-fcd4b22e7685.html

This reading will pair with a film I will show in class about sexual minority experiences before 1969. Both the film and this reading highlight how race and gender impact people's experiences within society, including the racism experienced by sexual minorities of color within the gay and lesbian movements of this time period.

- Kennedy, Elizabeth Lapovsky and Madeleine D. Davis. 1997. "I Could Hardly Wait to Get Back to that Bar": Lesbian Bar Culture in Buffalo in the 1930s and 1940s," Pp. 27-72 in Brett Beemyn, ed., *Creating a Place for Ourselves: Lesbian, Gay, and Bisexual Community Histories*. New York: Routledge

This reading will introduce students to the study of demography about the LGBTQ community. This article is co-authored by a Black lesbian sociologist and focuses on recent trends among young queer women of color.

- Bridges and Moore. 2018. Young Women of Color and Shifting Sexual Identities. *Contexts* 17(1):86-88.

In order to make more time for readings on more than one aspect of race within LGBTQ communities, I have combined two days to make one day on Sexual and Gender Identities. The

reading I have added (below) discusses queer people's greater likelihood of interracial dating as well as draws some comparisons across race while discussing the issue of how our sexual identity categories rely on gender identities (which is now the focus of this lecture).

- Pfeffer, Carla A. 2014. "I Don't Like Passing as a Straight Woman." *American Journal of Sociology* 120(1):1-44.

I have expanded the race topics day to be a whole week of class. One day will be spent on understanding racism within LGBTQ communities and homophobia within communities of color. The next class period will be spend exploring the ways that sexual minority women of color expression their gender. This day is important as it shows students how gender presentations differ for many reasons, including sexuality, race, and location. Students will be able to pick one of the two articles from that day to read.

- Han, Chong-suk. 2007. "They Don't Want to Cruise Your Type: Gay Men of Color and the Racial Politics of Exclusion." *Social Identities* 13(1):51-67.
- Moore, Mignon R. 2006. "Lipstick or Timberlands? Meanings of Gender Presentation in Black Lesbian Communities." *SIGNS: Journal of Women in Culture and Society*, pp 113-139.
- Acosta, Katie. 2013. "'As Long as You Wear a Dress': Gender Conformity and Sexuality." *Amigas y Amantes: Sexually Nonconforming Latinas Negotiate Family*.

For this week on LGBTQ-based violence, I have included a reading on the policing of LGBTQ homeless youth. This article offers students a good discussion of race, gender, and sexuality including how they all intersect to impact the lives of LGBTQ youth of color.

- Robinson, Brandon Andrew. 2020. "The Lavender Scare in Homonormative Times: Policing, Hyper-incarceration, and LGBTQ Youth Homelessness." *Gender & Society* 34(2):210-232.

For the family class, I have changed out the reading to one that specifically addresses race and ethnicity within LGBTQ families. This article discusses race explicitly, and highlights differences in family formation by race and ethnicity. It provides a great overview of the multiple strands of sexual minority family research and how race and ethnicity are important within each area.

- Brainer, Amy, Mignon R. Moore, and Pallavi Banerjee. 2020. "Race and Ethnicity in the Lives of LGBTQ Parents and Their Children: Perspectives from and Beyond North America." Excerpt From: Abbie E. Goldberg and Katherine R. Allen (editors) "LGBTQ-Parent Families."

I have updated and switched out the health disparities readings for three readings that provide a discussion on 1) COVID-19, 2) what kinds of health are studied and 3) more than specifically address how factors such as sexuality, race, gender, and location all impact a person's health and wellbeing. Students will read an article on the health and wellbeing (in its many forms) of Black LGBT adults in the US as well as twos articles that discusses factors that have made COVID-19 difficult for many LGBTQ folks, especially those who are more marginalized within society, including both mental and physical health.

- Choi, Soon Kyu, Bianca D.M. Wilson, and Christy Mallory. 2021. "Black LGBT Adults in the US: LGBT well-being at the intersection of race."

- <https://williamsinstitute.law.ucla.edu/publications/black-lgbt-adults-in-the-us/>
- Bauer, Sydney. 2020. "Pandemic puts added strain on LGBTQ mental health." <https://www.nbcnews.com/feature/nbc-out/pandemic-puts-added-strain-lgbtq-mental-health-n1248266>
- Sears, Brad, Keith J. Conron, and Andrew R. Flores. 2021. "The Impact of the Fall 2020 COVID-19 Surge on LGBT Adults in the U.S." <https://williamsinstitute.law.ucla.edu/publications/covid-surge-lgbt/>

The last area that I changed in the syllabus was to add a new topic on the social determinants of health. In this section, I provide more details for students on how there are many factors that shape a person's health and how marginalized groups can be at risk for worse health, but also how they are resilient. In this discussion there will be a focus on ways to improve health, including my own research on family support among Black and Latinx sexual minorities and a reading on how laws and public policies have an impact (both positive and negative) on marginalized groups. These readings will help students to understand the institutional racism, sexism, homophobia, and transphobia present within American institutions and way to overcome/change that.

- Swendener, Alexis and Brandi Woodell. 2017. "Predictors of Family Support and Well-Being Among Black and Latina/o Sexual Minorities." *Journal of GLBT Family Studies* 13(4):357-379.
- Taylor, Catherine J. 2020. "Health Consequences of Laws and Public Policies That Target, or Protect, Marginalized Populations." *Sociology Compass* 14(e12753): 1-13.

Added Resources:

I have added new resources to my course, largely by way of my lectures. Students will be provided with links on our course Blackboard page if they want to explore one of the topics in more depth. These resources include links to the Robert Wood Johnson foundation's online tool for checking health outcomes/mortality by area (health lecture), data from the Social Justice Sexuality Project--the largest survey to date of sexual minorities of color (demography and family lectures), and data from the Williams Institute that address several topics of the course including race, population data, health, and family. In addition, I will include a video of Kimberlé Williams Crenshaw discussing intersectionality within the sexual theory lecture that will add more depth to the discussion. With these resources, my lectures and the class discussions will better reflect the focus that I describe above, namely adding a multicultural perspective that was lacking from the course previously.

Syllabus: See attached.

SOC 343: Sexualities in Society

Fall 2021

Mondays & Wednesdays 3:00-4:15pm, BAL 2060

Professor: Dr. Brandi Woodell

Office Hours: MWF 2-3pm and by appointment

E-mail: bwoodell@odu.edu

Office Location: 6036 Batten Arts & Letters (BAL)

Course Description:

This course offers an introduction to the sociological study of sexualities. This course focuses on the ways in which sexuality as a social institution and identity intersects with other hierarchies of privilege and inequality, such as race, social class, and gender. A range of topics will be covered including LGBTQ+ identities, the social construction of sexuality, historical accounts of sexual practices, and contemporary theories and research in sexualities studies.

Course Learning Objectives:

- Explain what it means to say that sexuality is socially constructed.
- Examine how sexuality, bodies, and gender have been conceptualized and regulated by social institutions across time and cultures.
- Explain what it means to say that sexuality intersects with other aspects of identity, such as race and gender.

Course Materials:

This course uses one textbook (see below) and the remainder of the required readings are available to download and print from Blackboard (<http://www.blackboard.odu.edu>) or are linked in the course schedule at the end of this document. Students will need a word processing program to complete written assignments (Microsoft Word is free for students of ODU at <https://www.odu.edu/ts/software-services/word>) and a free PDF reader is available here (<https://www.odu.edu/ts/software-services/reader>).

Seidman, Steven. 2015. *The Social Construction of Sexuality*. 3rd edition. New York: W.W. Norton & Company, Inc. ISBN: 978-0-393-93780-0.

Course Policies:

Office of Educational Accessibility

Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you.
- If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA

website: <http://www.odu.edu/educationalaccessibility/>

Academic Integrity

Old Dominion University is committed to students' personal and academic success. In order to achieve this vision, students, faculty, and staff work together to create an environment that provides the best opportunity for academic inquiry and learning. All students must be honest and forthright in their academic studies. Your work in this course and classroom behavior must align with the expectations outlined in the Code of Student Conduct, which can be found at www.odu.edu/oscai. The following behaviors along with classroom disruptions violate this policy, corrupt the educational process, and will not be tolerated.

Cheating: Using unauthorized assistance, materials, study aids, or other information in any academic exercise.

Plagiarism: Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise.

Fabrication: Inventing, altering or falsifying any data, citation or information in any academic exercise.

Facilitation: Helping another student commit, or attempt to commit, any Academic Integrity violation, or failure to report suspected Academic Integrity violations to a faculty member.

Academic dishonesty will be reported to the Office of Student Conduct & Academic Integrity and may result in sanctions up to and including expulsion from the University.

Harassment Reporting

The University is committed to promoting a work and educational environment that is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, disability, pregnancy, political affiliation, marital status, and genetic information, or based on any other status protected by law. The University has confidential resources on campus where you can talk about incidents of harassment without having to report your situation. The Office of Student Engagement and Enrollment Services maintains the current directory of staff members who are able to keep the report confidential: Counseling Services at <http://www.odu.edu/content/odu/units/counselingservices.html> and Student Health Services at <https://www.odu.edu/studenthealth>. Please be aware that in compliance with Title IX and ODU policies, educators must report incidents of harassment including sexual assault, stalking, and intimate partner violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it. For more information about these policies or to report an incident online, visit <https://www.odu.edu/equity>.

Confidentiality

In compliance with The Family Educational Rights and Privacy Act of 1974 (FERPA), all identifying course materials, including all assignment grades, will be provided directly to each student via Blackboard and will not be posted or otherwise made available in a public forum. Although students may sign a FERPA Waiver consenting to the release of such records to a parent, guardian, counselor, athletic coach, etc., the grades or progress of any student in this course will **NOT** be provided to or discussed with anyone but that student— except as necessary with the Office of Educational Accessibility or the Office of Student Conduct & Academic Integrity.

Chosen Name

Old Dominion University recognizes that members of the ODU community may use names other than their legal names to identify themselves. Student information can be linked to both legal and chosen names for the purpose of Old Dominion University records. This includes ID cards, email display names, Blackboard names, and others found here

<https://www.odu.edu/academics/academic-records/preferred-name#tab204=5>.

Gender-Neutral Restrooms

Visit the campus map (<https://www.odu.edu/about/visitors/campus-map>) and click “Gender Neutral Restroom” on the map legend to see all locations of gender neutral restrooms on campus.

Email Etiquette

Electronic communication with your professors, instructors, and other ODU personnel constitute formal, rather than conversational, correspondence – similar to business-style email correspondence. As such, your email should be structured professionally. When emailing please identify the course name and end the correspondence by signing your name. I have provided information about how to send an appropriate email to your professors under the resources tab on Blackboard. I generally respond to emails between 9:00 am-5:00 pm, Monday-Friday. However, if you have not received a response within 48 business hours, please send me a follow-up email.

Technology in the Classroom

Cell phones are distracting and must be turned to silent mode. If you and your phone disrupt a class session, you may be asked to leave. Other devices like laptops are permitted if they help your performance in class. If you appear to be distracted by using a laptop, I will ask you to put it away.

Classroom Conduct

So as to create a classroom environment in which everyone may feel comfortable participating in discussions, students are expected to be respectful of their classmates and their contributions. More information about class discussion etiquette can be found on Blackboard. In addition, it is expected that no audio or video recordings of class will be made without my prior knowledge and consent. Students with disabilities for which reasonable accommodation would include making such recordings should work with the Office of Educational Accessibility and myself to make these arrangements. In addition, the classroom is reserved only for those who are enrolled in the class. Students may not bring guests to class without my prior approval. If you are a student-parent and need to occasionally bring your child to class, you are welcome to do so.

Attendance

Students are expected to attend class and actively participate. However, I understand that there may be times when you are unable to attend. In the event that you miss class, you are expected to get the notes from a classmate and stay up-to-date on all readings. If you are missing class due to a University-sponsored athletic or academic event, mandatory military training, documented illness (for you or those for which you are a caregiver), or for religious observances, you will be allowed to make up class assignments. This work must be made up within one week of your return to class. With the exception of documented illness, students should provide me with notice of your intended absence at least one week beforehand.

Course Assignments:

Your grade in this class will be determined by your performance on the following activities: Class Participation, Talking Points, Reaction Papers, Presentations, and Exams. Course assignments can only be made up in the event of an excused absence.

Late Policy

Student work is expected to be turned in no later than the assigned due date. For talking points, exams, and presentations, no late work will be accepted. For class participation, students will be allowed to make up those points only in the event of an excused absence that follows the guidelines discussed under the “Attendance” section of this syllabus. For Short Papers, late work will be accepted up to one week past the due date. Students will lose 10% per day the papers are late, including weekends.

Life Happens

Sometimes life events happen that are beyond your control. For this reason, each student will be allowed one “life happens” no questions asked, no excuses needed, 48-hour no penalty extension on either a **talking points assignment** or **short paper**. The student must email me within the 48-hour window with their assignment attached and include a short message stating that you’d like to use your “life happens” no penalty extension. Each student may only have one such extension during the course. This extension does not apply to presentations or exams.

Class Participation*In-Class Activities and Class Engagement*

Coming to class prepared to participate and discuss the readings will be a part of determining how well you do in this class. This is a discussion-based class. In my classroom, I emphasize “active learning”—meaning you will learn through doing activities, discussing, asking questions. Class participation will be measured through a variety of activities, including free writes, small groups, large group discussions, and pop quizzes.

Additionally, your course grade will be determined by your level of engagement with your peers. Examples of ways to earn full credit on class engagement include: participating in class (offering a reflection on the reading, raising a question, responding to a peers’ reflection, actively participating in discussion activities), or sharing articles or news stories with me that are relevant to our class discussions (note: this is not an exhaustive list). Examples of ways to earn no credit on class engagement include: being disruptive in class (texting, being on a laptop/phone for things other than course content, talking to your neighbor during lecture or during full-class discussion), or not participating in class (never offering a reflection, never asking a question, etc.).

Talking Points

For each day that a reading is assigned students will write a short reflection. These should be 1-2 full double-spaced pages (excluding headers) in length using a standard 12-pt font (Times New Roman, Arial, etc.). Responses under one full page will lose points. You must include the title of the reading being written about or some other form of citation at the top of the page. If more than one reading is assigned on a particular day, students must incorporate both/all the days readings in their talking points. Assignments must be uploaded to Blackboard before class each day that a reading is assigned (by 3:00pm).

These talking points must include:

- 1) Title of reading or readings being discussed.
- 2) Summary of the main ideas of each reading.
- 3) Reflection/Discussion of what you found most interesting or what you would like to discuss in more detail about the readings assigned that day.
- 4) Provide at least two discussion questions to help contribute to class discussion.

Talking Points Extra Credit

There are 16 opportunities to turn in talking points throughout the semester. Due dates can be found in the course schedule. Students only have to turn in 13 talking points for a grade (13x5pts each= 65 points). Students have the option of either skipping any three talking points assignments without penalty OR you may turn them in (on the due dates) for up to 15 points of extra credit. This is the only extra credit opportunity available in the course.

Short Papers

You will be responsible for writing 2 short papers in this class. You will receive a separate handout with more details about this assignment. **Note: late work will be accepted up to one week past the due date. Students will lose 10% per day the papers are late, including weekends.**

Exams

You will have two exams in this class. Exams may be a combination of multiple choice, true/false, and some short essays. The exams cover material from class and information from the assigned readings. The dates for each are on the course schedule.

Presentations

At the end of the semester, students will give a short presentation on a topic of their choice related to sexualities research. More information about this assignment is available on Blackboard.

Grading Scale:

Class Participation	75
Talking Points (16x5pts each, 3 E.C.)	65
Short Papers (2x30pts each)	60
Exam 1	100
Exam 2	100
Presentations	50
Total	450

A	421+
A-	403-420
B+	390-402
B	376-389
B-	358-375
C+	345-357
C	331-344
C-	313-330
D+	300-312
D	286-299
D-	268-285
F	267 points and below

Course Schedule:

***All readings are expected to be read before class for the day they are assigned.**

The Social Construction of Sexualities

August 30: What is Sexualities Studies?

September 1: Defining Concepts: Semester Roadmap *new readings

- Lichtenstein, Isabelle. 2020. "Roanoke is Full of Queer Women—But Also A Deep History of Erasure." GOMAG. <http://gomag.com/article/roanoke-is-full-of-queer-women-but-also-a-deep-history-of-erasure/>
- Friedenberger, Amy. 2019. "Once Hidden, Black LGBT Community in Southwest Virginia Finds its Voice." The Roanoke Times. https://roanoke.com/news/local/once-hidden-black-lgbt-community-in-southwest-virginia-finds-its-voice/article_bc9a019a-0818-5067-94e0-fcd4b22e7685.html

September 6: Labor Day (No Class)**September 8: Social Construction of Sexuality**

- "Introduction" chapter from textbook (Seidman, Steven. 2015. *The Social Construction of Sexuality*. Pp. vii-xv)

Talking Points 1 Due**September 13: Sexual Theory**

- Chapter 3 of Seidman book (pp. 25-39)

Talking Points 2 Due

****Adding class discussions and resources around intersectionality**

September 15: Sexual Identity: Heterosexuality

- Chapter 4 from Seidman book (pp. 43-54)

Talking Points 3 Due**September 20: Sexual Identity: Gay and Lesbian Politics in the U.S.**

- Chapter 5 from Seidman book (pp. 55-80).

Talking Points 4 Due**September 22: Sexual Identity: Gay and Lesbian Politics in the U.S.**

- No reading. Finishing in-class film Before Stonewall

September 27: Sexual Identity: Gay and Lesbian Politics in the U.S. *new reading

- Kennedy, Elizabeth Lapovsky and Madeleine D. Davis. 1997. "I Could Hardly Wait to Get Back to that Bar": Lesbian Bar Culture in Buffalo in the 1930s and 1940s," Pp. 27-72 in Brett Beemyn, ed., *Creating a Place for Ourselves: Lesbian, Gay, and Bisexual Community Histories*. New York: Routledge

Talking Points 5 Due**September 29: Student Writing Day**

- Short Paper #1 due by 11:59pm via BB

October 4: In-class Exam Review

- Exam 1 opens on Blackboard after class.

October 6: No class

- Students can use this time to take Exam 1.

Friday, October 8: Exam 1 due on Blackboard by 11:59pm

Contemporary Sexualities Scholarship

October 11: Fall Break (No Class)**October 13: Changing LGBTQ+ Populations *new reading**

- Bridges and Moore. 2018. Young Women of Color and Shifting Sexual Identities. *Contexts* 17(1):86-88.

Talking Points 6 Due**October 18: Space & Place**

- Gray, Mary. 2009. "From Wal-Mart to Websites: Out in Public" Pp. 87-120 in *Out in the Country*. New York: NYU Press.

Talking Points 7 Due**October 20: Sexual and Gender Identities *new reading**

- Ochs, Robyn. 2009. *Getting Bi: Voices of Bisexuals Around the World* (excerpt)
- Pfeffer, Carla A. 2014. "I Don't Like Passing as a Straight Woman." *American Journal of Sociology* 120(1):1-44.

Talking Points 8 Due**October 25: Race & Ethnicity within LGBTQ+ Communities *new reading**

- Han, Chong-suk. 2007. "They Don't Want to Cruise Your Type: Gay Men of Color and the Racial Politics of Exclusion." *Social Identities* 13(1):51-67.

Talking Points 9 Due**October 27: Race, Sexuality, and Gender Presentation (Pick one from list) *new readings**

- Moore, Mignon R. 2006. "Lipstick or Timberlands? Meanings of Gender Presentation in Black Lesbian Communities." *SIGNS: Journal of Women in Culture and Society*, pp 113-139.
- Acosta, Katie. 2013. "'As Long as You Wear a Dress': Gender Conformity and Sexuality." *Amigas y Amantes: Sexually Nonconforming Latinas Negotiate Family*.

Talking Points 10 Due**November 1: LGBTQ+ Violence *new reading**

- Myslik, Wayne. 1994. "Renegotiating the Social/Sexual Identities of Places: Gay Communities as Safe Havens or Sites of Resistance?" in *American Queer, Now and Then* pp 66-75
- Robinson, Brandon Andrew. 2020. "The Lavender Scare in Homonormative Times: Policing, Hyper-incarceration, and LGBTQ Youth Homelessness." *Gender & Society* 34(2):210-232.

Talking Points 11 Due

November 3: Sexual Minority Families *new reading

- Brainer, Amy, Mignon R. Moore, and Pallavi Banerjee. 2020. "Race and Ethnicity in the Lives of LGBTQ Parents and Their Children: Perspectives from and Beyond North America." Excerpt From: Abbie E. Goldberg and Katherine R. Allen (editors) "LGBTQ-Parent Families."

Talking Points 12 Due**November 8: Health Disparities and Wellbeing *new readings****What is Health and Wellbeing:**

- Choi, Soon Kyu, Bianca D.M. Wilson, and Christy Mallory. 2021. "Black LGBT Adults in the US: LGBT well-being at the intersection of race."

<https://williamsinstitute.law.ucla.edu/publications/black-lgbt-adults-in-the-us/>

COVID-19:

- Bauer, Sydney. 2020. "Pandemic puts added strain on LGBTQ mental health." <https://www.nbcnews.com/feature/nbc-out/pandemic-puts-added-strain-lgbtq-mental-health-n1248266>
- Sears, Brad, Keith J. Conron, and Andrew R. Flores. 2021. "The Impact of the Fall 2020 COVID-19 Surge on LGBT Adults in the U.S."

<https://williamsinstitute.law.ucla.edu/publications/covid-surge-lgbt/>

Talking Points 13 Due**November 10: Social Determinants of Health (pick one from the list) *new readings****Family**

- Swendener, Alexis and Brandi Woodell. 2017. "Predictors of Family Support and Well-Being Among Black and Latina/o Sexual Minorities." *Journal of GLBT Family Studies* 13(4):357-379.

Law and Public Policy

- Taylor, Catherine J. 2020. "Health Consequences of Laws and Public Policies That Target, or Protect, Marginalized Populations." *Sociology Compass* 14(e12753): 1-13.

Talking Points 14 Due**Changing Sexual Identities: Are We Beyond Categories?****November 15: Are we beyond categories?**

- Rupp, Leila J. and Verta Taylor. 2010. "Straight Girls Kissing." Summer 2010. Pp. 28-32.
- Also read Chapter 6 of Seidman book (pp.81-101)

Talking Points 15 Due**November 17: Post-gay Society?**

- Kampler, Benjamin and Catherine Connell. 2018. "The post-gay debates: Competing visions of the future of homosexualities." *Sociology Compass*.

Talking Points 16 Due**November 22: Student Research and Writing Time**

- See Blackboard for paper requirements

Short Paper #2 due by 11:59pm via BB

Presentation Topic due by 11:59pm via BB

November 24: Thanksgiving Break (No Class)

Student Presentations

November 29: Presentations

December 1: Presentations

December 6: Presentations

December 8: Presentations, Exam Review, and Course Reflection

Friday, December 17: Exam 2 due on Blackboard by 6:45pm