CAST 340 / Queer Money Matters: The Costs of Being LGBTQ in/of America
Dr. Evangeline (Vange) M. Heiliger

Class meets on W 7-8:50 p.m.in King 325
Office Hours: MW 2:30-3pm, MW 4:30-5PM, F by appointment
Need more time? Come by my office in King 141-E, sign up for an appointment on my door, or email me at: Evangeline.Heiliger@oberlin.edu

This course offers credit in CAST, and GSFS

Course Introduction
What does it cost to be lesbian, gay, bisexual or transgender in America? How do we spend our racialized dollars as queer consumers? This course brings together two questions that are often treated separately, interrogating the disjunction between the stereotypical “gay, white, male, childless, promiscuous and conspicuous consumer” and the latest research demonstrating a far more diverse LGBTQ population. As students learn about racialized dollars and what matters about queer money, we will consider questions that reveal the costs of being LGBTQ in/of America: How much more—or in some cases, less—do we pay to have partnerships recognized, to have legal protection as parents, or to obtain adequate health care? How will we fare as trans*women, single bisexual men, or as latina lesbian parents? How are LGBTQ populations treated as consumers in advertising and marketing? Do we devote entire paychecks to “gay living”? What are the economic costs of housing, employment and social security income discrimination? What are the economic concerns of LGBT elders that differ from presumably straight elders? What measures—whether grassroots activist, spiritual outreach, national organizational, scholarly-theoretical or state-affiliated—are being taken to address racial and economic justice refracted through the needs of minoritized genders and sexualities?

This course is designed to teach students interdisciplinary modes of learning and research and to familiarize students with theories and practices addressing economic concerns of LGBTQ populations in the US. Course lectures will focus on synthesizing the assigned reading for the week and using the theoretical background to critically think through the readings. There are three ways we will reinforce these aims:

1. Students will read and analyze policy briefs and reports, asking what they learn about LGBTQ economic life from this scholarship. Students will also engage in critical media literacy, analyzing advertising and popular culture with LGBTQ themes to determine messages about LGBTQ consumer culture. The goal is to consider how these two methods of inquiry contribute to our understanding of racialized dollars, and to determine what (and who) is left out of “LGBTQ Economics” in these bodies of scholarship. Students will ask, and learn the answers to, such questions as, What does a lifetime of hormones cost? Where can same-gender parents obtain a second-parent adoption and how much does it cost? What options do LGBTQ elders have for affordable housing or LGBT-sensitive long-term care?
2. Students will analyze how grassroots and national-level organizations respond to the economic needs of LGBTQ people, and connect work being done by such groups with scholarly, theoretical and policy-related research. We will link each week’s readings with advocacy/activist organizations addressing economic justice for LGBTQ people in culturally sensitive ways. (We will refer to these as “Political Engagement Sites.”) Critical to this task will be to ask how published research is used by each organization to
further its mission, and to note both the gaps and strengths of available data.

3. Each student will write a research proposal investigating a research problem about LGBTQ populations that, if we had more knowledge, might be used to lessen the costs of being LBGTQ in America or otherwise decrease discrimination and increase the ability of LGBTQ people to live with dignity and respect. Each student will carefully construct an interdisciplinary combination of research methods that best answers her or his particular research problem.

Course Objectives

- To teach students interdisciplinary modes of learning and research
- To familiarize students with policies and practices that impact the economic lives of lesbian, gay, bisexual and transgendered people in America
- To teach students how to read and analyze policy briefs and reports
- To introduce students to key theoretical and methodological approaches to the study of sexuality, gender, race and class
- To assist students in successfully designing a research proposal, including defining a problem, asking questions about gender identity and sexual orientation, writing a literature review, finding scholarly sources and writing research objectives.
- To familiarize students with critical scholarly engagement, including the process of peer review and revision

Required Texts (to be discussed):
Roderick Ferguson. *Aberrations in Black:*
J. Jack Halberstam. *Gaga Feminism*
Nancy Polikoff. *Beyond (Straight and Gay) Marriage*

On-Line Reader – also on reserve at library

Recommended Texts:
Eli Clare. *Exile & Pride: Disability, Queerness and Liberation.*
Nancy Ordover. *American Eugenics: Race, Queer Anatomy*

Course Requirements:

- Scholarly Engagement with Peers and Instructor: 50%
  - Classroom Contribution and Attendance – 14% (see note on attendance)
  - Peer Review Activities -12%
  - Four Weekly Quiz Questions -12%
  - Four Classroom Briefings: 12%
- Final Research Proposal: 50%
  - Research Idea (3 paragraphs) – 5%
- Annotated Bibliography – 15%
- 5-10 minute Oral Presentation – 5%
- Draft Research Proposal – 5%
- Final Research Proposal – 20%

Breakdown of Course Requirements

Classroom Contribution: Students are required to actively participate in weekly classroom discussions. Emphasis will be placed on how students communicate their grasp of the material and their ability to synthesize course concepts between and across readings. Merely talking in class does not constitute active participation: I am expecting you to attempt to make connections between the readings, any lectures and your peers’ comments. Each student is expected to come to class with the assigned readings for that day read and considered carefully. You must bring the reading assignments with you to every class along with your notes, as we will be engaging in close reading of the material. Be prepared to discuss the author’s argument, main points, evidence, terminology, and any questions you may have. Students are also expected to adopt a policy of “Step forward; step back.” In order for everyone’s voice to be heard, students who tend to dominate discussions should attempt to “step back” so that other students may participate and contribute to discussion; students who tend to keep quiet during discussions should attempt to “step forward” and let the class benefit from their contributions. All students are encouraged to ask questions and engage fellow students in a respectful manner. Students should also have respect for their fellow classmates and refrain from repeating sensitive or confidential discussions outside of the classroom. Attendance and regular participation in class discussions are mandatory.

Weekly Quiz Questions & Classroom Facilitations: Students will be asked to submit answers to weekly quiz questions based on readings to be discussed in class that day. Students are responsible for answering FOUR quiz questions during the semester. Quiz questions are designed to facilitate critical thinking and synthesis of the readings. Answers should be no longer than two pages, double-spaced and must be turned in during the beginning of class. Quiz questions will be distributed to students during the week prior to when they are due. Students will sign up in the beginning of the term for the four class sessions in which they will be answering the quiz questions. Students should also be prepared to provide a brief oral summary of their quiz answers in class as a means to facilitate class discussion; think ahead as to how you may best do this in a manner that is both informative and concise.

Research Proposal & Oral Presentation: In order to gain competency as a college-level researcher, students will learn how to design and describe a short research project. Each student will produce a 10 page research proposal on a topic related to the course. Ideally, students could use this proposal to inform an honors thesis project or to conduct a pilot study on some aspect of LGBT economic life that might prove useful to a non-profit advocacy organization or contribute to the efforts of The Williams Institute. Students will be asked to turn in draft copies and final versions of the research proposal elements, including a thesis statement, annotated bibliography/short literature review, description of the proposed research project and short introduction. Students will engage in peer review of the draft elements of the proposal in small working groups, and in peer review of one another’s final projects as a whole class. Further
Instructions on each component will be given as the quarter progresses. **Students will give a 5-10 minute Oral Presentation of their research proposal during the final class meeting.** A transcript of this presentation will be due at the beginning of class during Week 12. **The final research proposal with paper is due during the Finals Exam period, on Sunday, May 18, no later than 11 a.m.** You will have the opportunity for written and oral feedback on your research proposal from both the instructor and your peer review group.

**A Note on Attendance**
In order for you to fully participate in class activities it is essential that you arrive to class on time and stay for the entirety of the class. Each student will be allowed one no-questions-asked absence during the semester. Other absences will only be excused with prior written communication. **Please note, if you have more than four unexcused absences, you will automatically fail the course.**

**Practice Techno-Mindfulness**
Consider this class a temporary break in your day from email, Skype, IM, chat, Facebook, Twitter, texting, gaming, surfing the internet, talking on the phone, or any other form of electronic entertainment or communication that is not expressly provided or permitted by your instructor. Should you find yourself unable to ignore your email/cell phone/social media sites during our class sessions, you will be marked as “absent” for that day’s class.

**Academic Integrity policy:** The Student Conduct Code, and Student Guide to Academic Integrity, and other documented policies of the department, and college related to academic integrity will be enforced. For more details on these policies, please refer to The Office of the Dean of Students and the handout on Academic Integrity posted on the course website.

**Special Needs Policy:** If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, please meet with the instructor **by the end of the second week of the term** to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course.

**Notice of Copyright:** All course lectures and original course materials are owned by the instructor or guest lecturers for classroom purposes only and may not be copied or distributed without the express permission of the owner.

*The schedule, policies, and assignments outlined in the course syllabus are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.*
***Possible Weekly Schedule***

**Week One: Introduction to Queer Money Matters**

In-Class:
- “How to Read a Policy Brief” (in-class activities)
- Badgett, “Best Practices for Asking Questions about Sexual Orientation on Surveys”
- Gates, “Census 2010 LGBT Basics”
- Ramos & Gates, “Census Snapshot: California's Asian/Pacific Islander LGB Population”
- Ramos & Gates, “Census Snapshot: California's Black LGB Population”

Media: Excerpt

*Feb 12 / Week Two: Early Research on The Costs of Being Lesbian, Gay, Bisexual or Transgender in America*
- Badgett. *Money, Myths & Change: The Economic Lives of Lesbians & Gay Men* (selections)
- Walters, Ch 1 “The Love That Dares to Speak Its Name: The Explosion of Gay Visibility”
- John D’Emilio, “Capitalism and Gay Identity.” (OR)

Media: Excerpts from *After Stonewall* and Ellen “Coming Out” episode

*Feb 19 / Week Three: Consuming Queerness (Or, Kissing Girls, Buying Gay & Liking It)*
- Peñaloza, “We’re Here, We’re Queer, and We’re Going Shopping! A Critical Perspective on the Accommodation of Gays & Lesbians in the US Marketplace” (in Wardlow)
- Walters, Ch 11 “Consuming Queers: Advertising & The Gay Market”
- Matrix, “Desire and Deviate Nymphos: Performing Inversion(s) as a Lesbian Consumer” (in Wardlow)
- Rudd, “Appearance and Self-Presentation Research in Gay Consumer Cultures: Issues & Impact” (in Wardlow)
- Volker Woltersdorff. “Queer Subject Economies: Managing Diversity and Precariousness in Neoliberalism.”
- Bhat, Leigh & Wardlow, “The Effect of Homosexual Imagery on Attitude Toward the Ad” (in Wardlow)

Media: Ellen Degeneres American Express commercial, Katy Perry “I Kissed a Girl” music video, other advertisements

Note: Professor Out of town—meet as a group to discuss and/or do Library Sessions

*Feb 26 / Week Four: Costs of Bullying on Queer Youth*

March 5 / Week Five: Lesbian, Gay, or same-gender Bisexual Marriages & Partnerships

- Walters, Ch 8 “Wedding Bell Blues: Imagining Marriage”
- Polikoff, Ch 1 “The Changing Meaning of Marriage”
- Polikoff, Ch 3 “Redefining Family”

Media: “1961” from If These Walls Could Talk, 2 and “Beyond (Straight & Gay) Marriage” (Nancy Polikoff’s blog)

March 12 / Week Six: Trans*-specific Health Care Needs

- MaryAnn Horton. “The Cost of Transgender Health Benefits”
- Dean Spade, “Documenting Gender” (Selection)

Media: Excerpts from TransGeneration

March 19 / Week Seven: LGBTQ Parenting and Family-Making

- Walters, Ch 10 “It Takes a Lesbian Village to Raise a Child: Parenting Possibilities”
- Alexis Pauline Gumbs, “Forget Hallmark: Why Motherhood is a Queer, Black Left Feminist Thing”
- Polikoff, Ch 7, “Valuing All Families”
- Polikoff, Ch 8, “Domestic Partner Benefits for All Families”
- Williams Institute Reports and Policy Briefs. (Selections may include: Goldberg & Badgett, “Cost of Florida’s Ban on Adoption by GLB Individuals and Same-Sex Couples”, Goldberg & Badgett, “Kentucky Senate Bill 68 Cost Estimate (Adoption/Foster Care Ban)”, Williams Institute “The Effect of California's Budget Cuts on Lesbian, Gay, Bisexual, and Transgender People and Their Children”) 

Media: “2000” from If These Walls Could Talk, 2 and Guest Speaker on lesbian adoptive parenting process

SPRING BREAK March 22-30

April 2: Week Eight: Economics of LGBTQ HIV+ Health Care Needs

- Lambda Legal Defense Fund “When Health Care Isn’t Caring: Lambda Legal’s Survey on Discrimination Against LGBT People and People Living with HIV”
Media: Excerpts from Philadelphia

April 9 / Week Nine: Queerness and Disability Access
- SONG 2010 report (Southerners On New Ground)

Media: Cripchick blog, Excerpts from “The Other Side of Dreaming” blog

April 16 / Week Ten: Work, Wages & Housing
- Walters, Ch 12 “If It’s Pink, We’ll Sell it: Gay Entrepreneurship”
- Freitas, Kaiser & Hammadi, “Communities, Commodities, Cultural Space & Style” (in Wardlow)
- Polikoff, Ch 11 “Losing an Economic Provider: Wrongful Death, Workers Compensation and Social Security”

Media: GLEH (Gay and Lesbian Elder Housing) short film, Excerpt from The L Word

April 23 / Week Eleven: Considering Our LGBT Elders
- MAP, SAGE & MSCLC, “Improving the Lives of LGBT Older Adults”
- Rex W. Hupke. “Medicaid and Social Security Changes Urged to Help Gay Seniors”

Media: clip from A Queer Black MobileHomecoming

April 30 / Week Twelve: Impossible Borders/ Queer Immigration

Media: Detention: New Voices project, Immigration Equality website

May 7 / Week Thirteen: Limits of LGBT Consumerism / New Research and Activism for Queer Economic Justice
- Bowes “Out of the Closet & Into the Marketplace: Meeting Basic Needs in the Gay Community” (in Wardlow)
- Walters, Conclusion “Beyond Visibility (Welcome to Our Rainbow World)”

Media: selections from Queer Eye for the Straight Guy and The L Word or TBD

Student Presentations of Research Proposals

Final Research Proposals Due by the end of the scheduled exam hour, Sunday, May 18, 9-11AM, to my mailbox in the CAST Office, King 141
Recommended Background Reading (available online or in Library):

• Allan Bérubé, "How Gay Stays White and What Kind of White It Stays"
• Abelda, Badgett, Schneebaum & Gates. “Poverty in the Lesbian, Gay, and Bisexual Community”
• Lisa Duggan. “Queering the State”
• Michael Warner. “Chapter One: The Ethics of Sexual Shame”:
• Alexander Doty, “Introduction” to Flaming Classics: Queering the Film Canon
• Fred Fejes, “Advertising and the Political Economy of Lesbian/Gay Identity”
• Diane Raymond, “Popular Culture and Queer Representation: A Critical Perspective”
• HRC “Buyers Guide 2009”
• Nancy Polikoff, Beyond (Straight and Gay) Marriage
• Anna Marie Smith, Ch 6 & 8 of Welfare Reform and Sexual Regulation
• Eli Clare. Exile & Pride: Disability, Queerness and Liberation.
• Jacqui Alexander. “Chapter 2: Imperial Desire/Sexual Utopias”
• Williams Institute Reports & Policy Briefs (See course website for full listing of recommended works)

Political Engagement Sites (Others will be added during the Term)

FORGE (For Ourselves, Reworking Gender Expression) website http://www.forge-forward.org/
Forge is “a national education, advocacy and support umbrella organization supporting FTM+s (female-to-male transsexuals and transgenderists, and others who were assigned female at birth but who have some level of masculine identification) and SOFFAs (Significant Others, Family, Friends and Allies).”

GLEH or Gay & Lesbian Elder Housing. Website http://gleh.org/ “Gay & Lesbian Elder Housing® is a nonprofit organization dedicated to building and operating high-quality affordable, multicultural housing developments which include a community space used to provide social and recreational services for LGBT older adults. Our goal is to provide a safe, nurturing environment that supports the well-being of LGBT elders.”

A Queer Black MobileHomeComing website: http://mobilehomecoming.wordpress.com/
“A MobileHomeComing [is] collecting and amplifying the social organizing herstories of black women who have been refusing the limits of heteronormativity and opening the world up by being themselves from the 1980’s and before…Many of our elders have been excluded from institutions such as their birth families, their religious communities, and the healthcare and social services institutions that have traditionally marginalized people of color whose family forms do not conform to any codes.”

Queers for Economic Justice website http://q4ej.org/about. “QEJ is a progressive, non-profit organization committed to promoting economic justice in a context of sexual and gender liberation.”
Focus for this course will be on the Act Queer! Teleconference 2010 “Economics: Race, Class, Gender in the Economy”. The monthly teleconferences are recorded and made available for free as audio files and as transcribed comments.

SAGE or Services & Advocacy for GLBT Elders. Website http://www.sageusa.org/about/index.cfm
“Programs like SAGE become an important "safety net" for LGBT elders. Incorporated by lesbian and gay activists and aging service professionals in 1978 as Senior Action in a Gay Environment, SAGE (now Services & Advocacy for GLBT Elders) is the world's oldest and largest non-profit agency addressing the needs of lesbian, gay, bisexual, and transgender elders. SAGE works with LGBT elders to address and overcome the challenges of discrimination in senior service settings, while also being an essential component in the creation of informal caregiving support, and development of new "family" networks.”