

Voice of Dissent: Out of the Closets and into the Streets

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Office hours: Sign up here to meet with me: [my calendar](#). I am also available to chat in g-chat or google video during my office hours or by appointment.

Description:

In this course, we will examine an on-going search for justice: The LGBT+ rights movement in the United States. We will begin the semester by discussing different ideas about social justice and the tensions in studying the LGBT+ rights movement at a Catholic University. This course will feature numerous first-person accounts of the early LGBT+ movement in the U.S., starting with descriptions of LGBT+ life in the 1920's. Over the course of the semester, we will move through time. We will examine the pre-Stonewall LGBT+ experience, discuss the role of Stonewall, ACT UP, and other methods of LGBT+ activism. We then discuss recent watershed legal moments including repealing Don't Ask Don't Tell and achieving marriage equality. Through the semester, we investigate the complex intersections between sexual orientation, gender identity and expression, race, and immigration. By the end of the semester, students will be grappling with questions and controversies in the present-day LGBT+ search for justice including LGBT+ refugees, "bathroom bills," and employment discrimination. This is an online course and heavily draws on the online LGBT+ community, including podcasts and videos.

This is a writing-intensive (WI) course. We will engage in a variety of writing types, including formal writing (reflections and research paper) and informal writing (discussions). Over the course of the semester, you will write a research paper on a current issue within the LGBT+ search for justice.

Course objectives:

At the end of this course, you will be able to

- Understand and describe the LGBT+ rights movement in the U.S.
- Examine the LGBT+ rights movement through numerous theoretical frameworks for studying justice
- Analyze the roles of multiple identities and intersectionality in the LGBT+ rights movement
- Identify and evaluate actions to take to address situations of injustice

Student Learning Outcomes Common to All GSJ Courses

The following common course objectives are organized around the central concepts and areas of skill development identified as key aspects of all GSJ courses.

Justice

- Demonstrate an understanding of your ethical philosophy through reflective writing
- Analyze a problem using a particular justice framework.
- Describe the Roman Catholic social teachings, feminist, and at least one non-western perspective of justice

- Using a case example, compare and contrast 1) their conception of justice, 2) a non-western perspective of justice, 3) Roman Catholic teachings, and 4) feminist perspectives on justice

Global

- Demonstrate understanding of an issue globally, by identifying multiple stakeholders and the range of perspectives involved

Search

- Identify several possible ways to address a justice issue (approaches might include non-violent strategies, popular education, work-centered approaches to gaining power, or community organizing approaches)
- Describe/demonstrate how to implement a particular approach to address a current problem
- Chose a plan of action that reflects your ethical philosophy; articulate the choice based on a justice framework and evaluate its (potential) effectiveness

Public and Academic Skills (Intended to build on skill development initiated in TRW)

- Discover your self interest in the justice issue and identify the interests of others
- Describe and/or demonstrate at least one strategy for building power relationships for change
- Identify key resources for data gathering (people, networks or organizations, texts, academic journal articles, etc.) and demonstrate skill in evaluating and using them;
- Demonstrate effective writing skills and speaking skills
- Demonstrate critical thinking skills

Required texts

All material will be posted to D2L! Many readings will be from the *Catherine Core Reader*, which you likely used in your TRW course.

Overall grading

Participation in online discussion: 25%

Reflections: 25%

Research paper: 35%

Symposium poster/podcast: 15%

Discussion

An important skill you will learn in this course is how to digest, synthesize, and reflect on information on controversial topics. We will likely read some articles or hear perspectives that you disagree with and others you agree with. As a scholar, you will practice how to understand and evaluate these different arguments. Because this is an online course, much of the synthesis and learning will occur in online discussions. Reflecting the importance of this activity, participation in online discussions is 25% of your grade.

Each week is organized around a specific topic. Every week, I will post a question, or series of questions related to the week's material. Over the course of the week, I will guide the class through a discussion of

these questions. Students should post at least twice each week (including responding to other students' posts). In order to engage in thoughtful discussion, posts should be spread throughout the week – not bunched right before discussion closes. Participation in online discussion boards is graded on a 5-point scale each week.

- 5 points – At least two posts that are thoughtful, reflect the week's materials, and engage other students.
- 4 points – One post that is thoughtful, reflects the week's materials, and engages other students
- 3 points – Student posted, but it was not thoughtful or engaging
- 0 - No posts

An example of a post that is NOT thoughtful or engaging would be “I agree!” or a “Yes/No” answer to an open-ended question. Posting both posts right before the close of the discussion is also not thoughtful or engaging.

A thoughtful discussion post will typically be at least two or three sentences, written in full sentences, and refer to course materials, other students' comments, and/or outside reputable sources. Emojis are absolutely acceptable in our discussion forums 😊

Reflections

As we conclude each theme in the course, students will have an opportunity to reflect on the previous weeks' materials in a written reflection. These typically occur every two to three weeks. All reflection due dates are listed in the class schedule (below) and in the course calendar on D2L.

I will post a short prompt that encourages students to think across topics and bring together material across different weeks. Each reflection should be around 1 or 2 double spaced pages. These assignments allow you to more deeply engage with the materials and practice your writing skills.

These analyses should be loaded to the dropbox on D2L and are graded based on the rubric on D2L.

Research project (research paper and symposium powerpoint/podcast):

Over the course of the semester, you will have the opportunity to identify and research a justice topic within the LGBT+ rights movements. This project will grow over the course of the semester – including a topic proposal, annotated bibliography, peer review, draft, and final submission.

After students select topics, I will group you into smaller groups whose topics are more closely related. This group will provide peer review and will also work together on creating a group presentation for the GSJ symposium at the end of the semester.

At the end of the semester, we will have an online symposium where student groups will load a powerpoint or, if they prefer, a podcast to D2L for other students to learn from. TRW students will view your powerpoint or podcast!

Rubrics for the paper and the powerpoint/podcast are available on D2L.

The following schedule and detailed grade breakdown applies to the research project:

- February 23rd: Topic proposal 2%
- March 8th: Annotated bibliography 3%
- March 30th: Peer review: 5%
- April 26: Draft of final paper 5%
- May 7 (note that this is a Thursday): Submit group poster or podcast for symposium: 10%
- May 15: View and give feedback on other groups' poster/podcast: 5%
- May 20: Final paper (6 pages) 20%

Final reflection

All GSJ Students are required to submit a final reflection. This is **graded only on completion!**

At the end of the course you will synthesize your experience by writing a 3-4 page paper in which you address the following questions:

1. What is your understanding of social justice? How did this course influence your understanding of social justice (if at all)? Explain how social justice frameworks central to this course (*i.e.*, Catholic, feminist, non-western) influenced how you think about this issue.
2. How does what you learned in this course relate to your particular major and your potential career? What do you think your role as a responsible citizen in our society is, and will be in the future? Do you think you are more likely to engage in action for social change as a result of taking this course?
3. GSJ is one of four required “writing intensive” courses. In what ways had this course help you develop your writing skills and writing process? What pieces of work from this course best illustrates your skill in writing?
4. What were the most effective learning experiences for you in this course? Why were they effective?
5. What is your perspective on The Reflective Woman and Global Search for Justice courses? Have they been fitting bookends for your SCU education? What links do you see between the two courses? Please explain.

e-Portfolio

All e-portfolios should include formal papers with drafts, feedback and grades; final reflection; course syllabus. Students should share their final e-portfolio with their instructor and Core ePortfolio core_eportfolio@stkate.edu

GSJ Portfolio Requirements

You will need to create the following “pages” in your GSJ ePortfolio Presentation (as well as sharing your TRW ePortfolio Presentation):

1. Upload the syllabus for your GSJ section.

2. Research

- Upload the Proposal.
- Upload Draft(s) with Feedback.
- Upload Final Paper.

3. Upload your final PowerPoint presentation.

4. Writing

- Upload writing assignment that illustrates your ability to summarize and analyze
- Upload writing assignment that illustrates your understanding of social justice
- Upload any additional writing assignment you choose.

5. Upload Final Reflection Paper.

Late Work

Some assignments are part of what we call “scaffolding” – these assignments are helping you build toward a larger project. Because these assignments are building blocks, **they are not accepted late**. This includes the components of the research project (topic proposal, annotated bibliography, drafts). These assignments tend to be smaller in points. I will give feedback on late scaffolding work, but you will receive a 0 for the assignment. Similarly, because discussions inherently rely on other students being involved, discussion boards close on the deadline (Sunday at midnight) and no late discussion submissions are accepted.

Reflections **will be accepted late** if you need more time for any reason. Please let me know if you need to turn in a reflection in a bit late and we can discuss a new deadline. All reflections must be in by May 20th so I have enough time to grade work before finals grades are due.

If any assignment due date conflicts with a religious holiday or observation, please let me know and we can find a new deadline.

Communication: The best way to reach me individually is via email (mmgorsuch952@stkate.edu). I check email regularly and typically respond to all emails within 24 hours during the week, and within 48 hours on weekends. I will communicate any updates to students both via email and on the class D2L page. Please make sure to check your email regularly.

Sign up here to meet with me: [my calendar](#). I am also available to chat in g-chat or google video during my office hours or by appointment.

Note that email is best for *individual* questions. Questions about *course content* should be posted to the online board, so that all students can benefit from your question!

Students with Disabilities: Saint Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University’s goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your

achievement, please contact the Resources for Disabilities office as soon as possible. Access Consultants can be reached in the O'Neill Center at **651-690-6563** to discuss academic adjustments or accommodations.

Respect and Inclusion: You may have heard the phrase “Never discuss politics or religion at the dinner table.” In this class, we will discuss both as well as many other controversial topics! We will likely discuss topics that directly affect you, your family, or other students this class. I request students use respectful language and think about creating an inclusive classroom. In terms of respect, I ask that people be sensitive to not use language that intentionally demeans or is otherwise hurtful to individuals or groups. I realize one is not always aware of what language is and is not hurtful. Our class will explore and respect diverse ideas, experiences, values, and communication styles. All comments deserve respectful hearings. You are not pressured to agree with everything others say, but you are expected to respectfully listen to others’ views and experiences and make changes accordingly. Also realize that intent does not equal impact. We can offend each other without intending to. Should that happen, I trust appropriate apologies will be offered.

You will be safe in this class, but you may feel uncomfortable at times. You may find your ideas challenged. This is good! Being challenged and made uncomfortable is an important part of the learning process.

Weekly structure:

This is an asynchronous online course, so we do not have regular in-person meetings to create a sense of structure. To create this structure in our online community, I will typically use the following structure:

On Monday, I will load a short introduction to the following week’s material, post the discussion prompts, and open the discussion forum. During the week, I will provide feedback and guidance in the online discussion forum. The discussion forum will close the following Sunday at midnight. As we conclude a theme in the course, the 2 page reflection will be due the last Sunday of the theme at midnight.

Through the semester, you still be building a research project on a justice topic related to the LGBT+ rights movement. We will have scaffolding assignments (topic, annotated bibliography, peer review, full draft). These assignments will be due Sunday at midnight. (Note that reflections and scaffolding assignments are always due on different Sundays to give you enough time to focus on each assignment).

So, a typical week will be:

Monday: I post topic introduction, open discussion forum, provide discussion prompts

Throughout the week & weekend: Read, listen, and watch material. Engage in guided online discussion of material

Next Sunday: Discussion closes at midnight. Typically, either a reflection **or** a project component will be due.

Course timeline

Below you will find a detailed course timeline! Most of the material is already loaded to D2L. The readings or videos listed in red are things I am still working on obtaining, so don't worry if you don't see them at the beginning. I will email and post an announcement with any change to this timeline!

Material marked "Read" are written documents, "Watch" are videos either embedded in D2L or linked from D2L, "Listen" are podcasts embedded/linked in D2L. Videos and podcasts all have transcripts or closed captioning available.

Week	Topic	Activities
<i>Background - Catholic social justice and the LGBT+ rights movement</i>		
3-Feb	What is social justice? What is Catholic social justice?	Read: "Catholic Social Teaching - Convictions and Connections" by Connors (Catherine Core Reader) Read: "Love into Justice: The Good Samaritan Revisited" by West (Catherine Core Reader) Read: "Searching for Truth, Searching for Justice" by Nancy Heitzeg (Catherine Core Reader) Read: "The Ones Who Walk Away from Omelas" by Ursula K. Le Guin (Catherine Core Reader) Watch: "Pope Francis: Why the only future worth building includes everyone" (video on D2L)
10-Feb	Definitions. Studying the LGBT rights movement at a Catholic institution	Watch: "Introduction to LGBTQIA terms" (D2L) Listen: "You Couldn't Say It Was Wrong" - Nancy podcast (D2L) Read: HRC Glossary of terms (D2L) Read: Francis explains 'who am I to judge?' (D2L) Read: Can the Catholic Church 'Evolve' on L.G.B.T. Rights? (D2L) Read: "The Feminist Critique: Four Questions for Theorizing across Disciplines" (Catherine Core Reader) ASSIGNMENT: Reflection 1 (Due at midnight on Feb 16)
<i>The LGBT+ rights movement before Stonewall</i>		
17-Feb	Pre-Stonewall LGBT rights movement part 1	Listen: Making Gay History: Gittings & Lahusen (D2L) Listen: Making Gay History: Phyllis Lyon Del Martin (D2L) Watch: Queens at Heart (D2L or access through Kanopy from St. Kate's library site) Watch: FREE You: Minnesota's Fight for Gay Liberation (D2L) Read: "Before the Stonewall Uprising, There Was the 'Sip-In'" (D2L) Read: "What It Was Like at the First Gay Rights Demonstration Outside White House" (D2L) ASSIGNMENT: Submit paragraph proposing your research topic (Due midnight on Feb 23)
24-Feb	Pre-Stonewall LGBT rights movement part 2	Listen: Making Gay History - Wendell Sayers" (D2L) Read: Henry Louis Gates Jr.'s "Bayard Rustin" (D2L) Read: June 1966 issue of The Ladder - particularly focus on Ernestine Eckstein interview (D2L) Read: "The Transformation of Silence into Language and Action" by Audre Lorde (Catherine Core Reader) ASSIGNMENT: Reflection 2 (Due at midnight on March 1)

The birth and growth of the LGBT+ rights movement

2-Mar	Stonewall	<p>Read: Stonewall: The birth of gay power by Sherry Wolf (D2L) Listen: Making Gay History - Sylvia Rivera Listen: Making Gay History: Marsha P. Johnson & Randy Wicker</p> <p>ASSIGNMENT: Submit annotated bibliography with three sources for project (Due at midnight on March 8)</p>
9-Mar	Government persecution	<p>Read: Selection from David K. Johnson, The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government (D2L) Listen: Making Gay History - Frank Kameny (D2L) Listen: This American Life - 81 words (D2L)</p>
16-Mar	ACT UP	<p>Read: "Letter from a Birmingham Jail" by Martin Luther King Jr (Catherine Core Reader) Read: "From Non-violent resistance" by Gandhi (Catherine Core Reader) Watch: How to Survive a Plague (D2L or access through File Platform on St. Kate's library site) Watch "Why We Fight: Speech by Vito Russo" (D2L) Listen: Making Gay History - Vito Russo (D2L)</p> <p>ASSIGNMENT: Reflection 3 (Due at midnight on March 22)</p>
23-Mar	SPRING BREAK	

Recent watershed events in the LGBT+ rights movement

30-Mar	Don't Ask Don't Tell	<p>Listen: Making Gay History - Perry Watkins (D2L) Listen: "The Pentagon's Secret Gaggle of Gays" - Nancy podcast (D2L) Watch: "The Strange History of Don't Ask Don't Tell" (D2L or access through Films on Demand at St. Kate's library site)</p> <p>ASSIGNMENT: Peer review of project (Send paper draft to two peers in your small group on March 30, send feedback form from D2L to two peers by midnight on April 5)</p>
6-Apr	Marriage Equality	<p>Watch: The Freedom To Marry (D2L or access through Film Platform on St. Kate's library site) Read: "Supreme Court Ruling Makes Same-Sex Marriage a Right Nationwide"</p> <p>ASSIGNMENT: Reflection 4 (Due at midnight on April 14 –this is a Tuesday because of Easter)</p>

Current action in the LGBT+ rights movement

13-Apr	LGBT refugees	<p>Watch: Last Chance (D2L or access through Kanopy on St. Kate's library site) Read: UN 1951 and 1967 agreement on refugees (D2L) Read: LGBT asylum seekers are first to reach the U.S. border (D2L)</p>
20-Apr	LGBT people elected for office	<p>Watch: Interview with Andrea Jenkins (D2L) Read: A Rainbow Wave (D2L) Read: Minneapolis elects two black trans city council members (D2L)</p> <p>ASSIGNMENT: Submit full draft of project (Due at midnight on April 26)</p>

27-Apr	Employment discrimination, "bathroom bills"	<p>Listen: "Definitely, Maybe" - Nancy podcast (D2L)</p> <p>Listen: "Are you out at work?" - Nancy podcast (D2L)</p> <p>Read: "Court - Law doesn't bar sexual orientation discrimination on the job" (D2L)</p> <p>Read: "Employers can't discriminate based on sexual orientation" (D2L)</p> <p>Read: Justice Department Says Rights Law Doesn't Protect Gays" (D2L)</p> <p>Read: "What you should know - EEOC and Enforcement Protections for LGBT Workers" (D2L)</p> <p>ASSIGNMENT: Write: Reflection 5 (Due at midnight on May 3)</p>
4-May	Time for group work on presentation	ASSIGNMENT: Submit presentation to symposium by May 7th (submit to Core Projects: Hybrid-Online D2L site)
11-May	Symposium	<p>View or listen to the other presentations for our class.</p> <p>ASSIGNMENT: Fill out positive feedback forms for other groups by May 15th. Submit final paper by May 20th at midnight</p>
		ASSIGNMENT: Submit e-Portfolio and final reflection by May 22 nd at midnight