



Western University

SOCIOLOGY 4422G

LGBTQ2S+ Populations

Winter 2022

Monday 9:30 am to 12:30 pm

Location: SSC-5235

Professor Sean Waite

Office Hours: Mondays 1:30 pm to 2:30 pm

Department of Sociology, Office: SSC 5401

Email: swaite3@uwo.ca

Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Hoden-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Chonnonton (Chun-ongk-ton) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

Course Description

This seminar course works to deconstructs sex, gender, and sexuality binaries to better understand LGBTQ2S+ diversity in Canada, and abroad. Using empirical and theoretical literatures, we will explore social and economic outcomes of LGBTQ2S+ populations. Students will also learn about data and methodological approaches, including challenges and limitations, for studying sex, gender, and sexual minority populations.

Prerequisite(s): Enrolment in fourth year of one of the Honours Specializations or Honours Double Majors in Sociology or Criminology.

Course Organization

This is an in-person seminar course. Class time will consist of mini lectures and structured class discussions. Each week there will be three articles or book chapters assigned. Three students will be assigned readings, asked to provide a short (5 to 10 minute) summary of their reading, and facilitate class discussion for roughly 20 minutes. Students not presenting an article will submit a

summary and reflection of the week's readings. The course culminates with a final research paper and a poster or infographic presentation.

Learning Outcomes

Upon successful completion of this course, students will:

- Understand and deconstruct sex, gender, and sexuality binaries to better understand sex, gender, and sexual diversity in Canada.
- Explain the data/methodological opportunities and limitations for studying LGBTQ2S+ populations.
- Learn empirical skills for studying LGBTQ2S+ populations.
- Understand the challenges LGBTQ2S+ people face living in a heteronormative and cisnormative world.
- Contribute to knowledge dissemination via a conference poster or infographic poster to share insights about LGBTQ2S+ populations.
- Challenge unconscious bias about sex, gender, and sexual minority populations.

Required Text

Articles or book chapters assigned in the detailed reading list, excluding optional readings. Students will read between 50 to 65 pages per week of original research on topics related to LGBTQ2S+ populations.

Methods of Evaluation

Participation:	Throughout term	15%
Summary & reflection:	Throughout term	20%
Facilitating discussion:	Throughout term	10%
Research proposal:	February 14, 2022	10%
Poster presentation / infographic:	April 4, 2022	10%
Research paper:	April 4, 2022	35%

Participation

Participation is worth **15% of your final grade**. Students will participate in class discussions by sharing ideas, opinions and, most importantly, making connections between the course readings.

Discussion Facilitation

Students will summarize readings and facilitate discussion for roughly 20 to 25 minutes twice during the semester. **This is worth 10% of their final mark**. Each week, three students will be assigned one of the weekly readings, provide a five to ten minute summary of their article, and facilitate class discussion for roughly 20 minutes. Students should avoid reading directly off their page during their summary and discussion. A good discussion should feel natural for the presenter and audience.

Summaries and Reflection Posts

Weekly summary and reflection posts are worth **20% of your final grade**. Each week, all students, with the exception of the weekly discussion facilitators, will submit a 3-page double-spaced summary and reflection on the articles covered that week. When summarizing articles, students should consider the strengths and weakness of the articles and the intersections of race, class,

gender, sexual orientation, and ability. You should also consider how these readings fit within the larger literature that we have discussed in class. Students are encouraged to critically engage with the readings and consider how the topics/reading can contribute to their own research papers. Students may also pose questions/topics they would like to raise during class discussion.

Research Proposal

Students will submit a three-page research proposal worth **10% of your final grade**. Proposals should demonstrate that you have selected a relevant topic and have started conducting preliminary research. Strong proposals will use at least 8 sources. Your proposal should address the following:

1. What is your topic and how does it relate to LGBTQ2S+ populations?
2. What is the main argument, question, or thesis that your research paper will advance?
3. Is there enough peer-reviewed literature on your topic to make evidence-based arguments?
4. What are some of the key debates or issues addressed in the literature on this topic?
5. Why is this topic or issue important?

Research Paper

The term paper is worth **35% of your final grade**. Students can write a research paper on any topic related to LGBTQ2S+ populations. Research papers should be roughly 15 double-spaced pages, excluding reference pages. Strong research papers will at least 20 peer-reviewed sources.

Poster Presentation or Infographic

On the last day of class, we will hold a digital conference poster session on LGBTQ2S+ populations. Students will prepare a poster presentation or infographic about their topic and share their research with the class. This component of the course is worth **10% of your final mark**.

Poster Presentation / Infographic Peer-review

Your peers will evaluate your conference presentation and provide me with their feedback and grade. This feedback and the average grade from your peers will be considered when determining your conference presentation mark.

Submitting your paper and TURNITIN

All papers must be submitted via email. You must also submit your paper to TURNITIN through OWL. This is done by submitting your paper on OWL in the “assignments” tab.

Assignment Format Requirements

Marks may be deducted if you do not follow these instructions:

Times New Roman font	1 inch (2.54cm) margins on all sides	Papers should be double-spaced.
12-point font size	Pages should be numbered in the right side of the <u>footer</u> starting on the first page of text, not the title page	Your full name should appear in the right side of the header.
All papers need to be submitted through TURNITIN on OWL.	All papers must be submitted via email.	ASA (American Sociological Association) style.

Communication

- In person during office hours: Mondays 1:30 pm to 2:30 pm. Office hours are held in-person or by zoom on a first-come-first-serve basis. Please refer to the Owl Zoom tab for office hour zoom links.
- By telephone: 519-661-2111 x.87689
- By email: swaite3@uwo.ca

I endeavour to respond to emails within 24 hours, but I will not respond to questions where the answer can be found on the course outline. Similarly, I will not respond to questions that require a considerable amount of detail to answer. These questions should be asked during class or office hours.

Make sure to check the course OWL site regularly for course updates, cancellations, and other course-related postings. You are also responsible for any emails I send to your Western email account. Please be sure that you can receive and access emails from this account.

Important Policies

Policies for Assignment Deadlines

There are no late penalties. Students who miss class will need to speak with a peer to catch-up on what they missed. The following table outlines the various course components and the steps you need to take if you miss a deadline or attendance.

Course component	Missed / late submission details
Participation	<p>Class time is finite (12 classes x 3 hours = 36 hours). If you miss class, you miss 3 hours of potential participation. Students can improve their participation grade by being more active in future class discussions.</p> <p>If you submit a self-reported absence for this class, you can only “make-up” lost participation, by being more active in future discussions.</p>
Discussion facilitation	<p>If you are absent for your discussion facilitation, you have three options:</p> <ol style="list-style-type: none">Preemptively switch article and discussion date with a peer.Submit a 4 page summary and reflection on each of the articles assigned that week, i.e. 3 articles x 4 page summary and reflection each = 12 pages.Do nothing and receive zero. <p>Submitting a self-reported absence on your discussion facilitation day does not change these options.</p>
Term paper proposal	<p>Students are encouraged to submit their proposals on the due date. There will be a 7-day grace period to submit your term paper proposal. If you do not submit your term paper during this period, you will receive a 0 for this component of your grade.</p> <p>Note: The proposal due date covers an entire week. You cannot receive additional extensions for this exercise. The timely completion of the proposal is vital for a timely progression through the course.</p>

Poster presentation / infographic	Students who cannot attend the in-class poster / infographic presentation will be provided a make-up date. Students will receive an incomplete until this portion of the course is complete.
Research paper	There are no penalties for late submissions. If your paper late, I have less time to mark and submit your final grades to the registrar's office. For this reason, you may receive limited feedback on your final paper. See <i>Completion of Course Requirements</i> section below.

Recording Devices

No recording devices can be used in class. We will discuss sensitive topics in this class. If students wish to share personal stories or experiences they should not worry that they are being recorded. If you require a recording device for medical or other reasons, please see me.

A Note on Plagiarism

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Policies on Examinations

No midterm or final exam. Please refer to the methods of evaluation section.

Policy on Laptops and other Electronics/Phones in Class

Laptops are permitted in class, but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: counselling.ssc.uwo.ca/procedures/academic_consideration.html.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a *Self-Reported Absence (SRA)* form online provided that the absence is **48 hours or less** and the other conditions specified in the [Senate policy](#) are met. Two important exceptions to this

rule: SRAs will NOT be allowed for final examinations or assessments worth more than 30% of a given course. Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a [Student Medical Certificate](#) (for illness) or other appropriate documentation (for compassionate grounds) to your Home Faculty Academic Counselling office.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

Accessibility Options

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/academics/examinations/accommodated_exams.html

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health@Western (www.uwo.ca/health/mental_wellbeing/) for a complete list of options how to obtain help.

Detailed Reading List

WARNING: Some readings may contain language and/or content that some readers may find offensive. I encourage students to raise this issue during class discussion. Do you think that the educational benefits from these readings outweigh the offensive language, or should these readings be shelved?

Week	Day	Topic
1	January 10, 2022	Sex, gender and sexuality: building a foundation
2	January 17, 2022	Data and methodological considerations for studying sex, gender and sexual minority populations
3	January 24, 2022	Bisexuality, biphobia, and bi-erasure
4	January 31, 2022	Geography matters
5	February 7, 2022	Families
6	February 14, 2022	Education
	February 21, 2022	Reading Week
7	February 28, 2022	Coming out and transitioning at work
8	March 7, 2022	Gender, sexual orientation and employment I
9	March 14, 2022	Gender, sexual orientation and employment II
10	March 21, 2022	Health, healthcare, and wellbeing
11	March 28, 2022	Criminology and victimization
12	April 4, 2022	Class presentations

Week 1: Sex, gender and sexuality: building a foundation

The Genderbread Cookie: <https://www.youtube.com/watch?v=-cdsGFnNp6Q>

1. Stryker, Susan. 2017. *Transgender History: the roots of today's revolution*. New York, NY. Seal Press. Chapter 1: Contexts, Concepts, and Terms
2. Jacobs, Sue-Ellen, Wesley Thomas, and Sabine Lang, eds. 1997. *Two-Spirit People: Native American Gender Identity, Sexuality, and Spirituality*. Chicago: University of Illinois Press. Introduction and Chapter 1
3. Geary, Rebecca S. et.al. 2018. "Sexual Identity, Attraction and Behaviour in Britain: The Implications of Using Different Dimensions of Sexual Orientation to Estimate the Size of Sexual Minority Populations and Inform Public Health Interventions." *PLoS ONE* 13(1): e0189607.

Optional Readings:

1. Halberstam, Jack. 2018. *Trans* A quick and quirky account of gender variability*. Oakland, California: University of California. Press.

Week 2: Data and methodological considerations for studying sex, gender and sexual minority populations

1. Waite, Sean, and Nicole Denier. 2019. "A Research Note on Canada's LGBT Data Landscape: Where We Are and What the Future Holds." *Canadian Review of Sociology* 56(1):93–117.
2. Westbrook, Laurel and Aliya Saperstein. 2015. "New Categories are not enough: Rethinking the measurement of sex and gender in social surveys." *Gender & Society*. 29(4): 534-560.
3. How to ask?
 - a. The Sexual Minority Assessment Research Team (SMART). 2009. *Best Practices for Asking Questions about Sexual Orientation on Surveys*. The Williams Institute.
 - b. Gender Identity in U.S. Surveillance. 2014. *Best Practices for Asking Questions to Identify Transgender and Other Gender Minority Respondents on Population-Based Surveys*. Los Angeles, CA: The Williams Institute.

Optional readings:

1. Compton, D'Lane, Tey Meadow, and Kristen Schilt. 2018. *Other, please specify: Queer methods in sociology*. Oakland, CA: U. of California Press. Introduction

Week 3: Bisexuality, biphobia, and bi-erasure

1. Eliason, Mickey. 2000. "Bi-Negativity: The Stigma Facing Bisexual Men." *Journal of Bisexuality* 1(2–3):137–54.
2. Ross, Lori E., Laurel O'Gorman, Melissa A. MacLeod, Greta R. Bauer, Jenna MacKay, and Margaret Robinson. 2016. "Bisexuality, Poverty and Mental Health: A Mixed Methods Analysis." *Social Science & Medicine* 156:64–72.
3. Robinson, Margaret. 2017. "Two-Spirit and Bisexual People: Different Umbrella, Same Rain." *Journal of Bisexuality* 17(1):7–29.

Optional readings:

1. Pakula, Basia, Jean Shoveller, Pamela A. Ratner, and Richard Carpiano. 2016. "Prevalence and Co-Occurrence of Heavy Drinking and Anxiety and Mood Disorders Among Gay, Lesbian, Bisexual, and Heterosexual Canadians." *American Public Health Association* 106(6):1042–48.
2. Popova, Milena. 2017. "Inactionable/Unspeakable: Bisexuality in the Workplace." *Journal of Bisexuality* 1–13.

Week 4: Geography matters

1. Hinrichs, Donald W. 2011. *Montreal's Gay Village: The Story of a Unique Urban Neighborhood through the Sociological Lens*. Bloomington: iUniverse, Inc. Chapters 1 & 4.
2. Ghaziani, Amin. 2014. *There Goes the Gayborhood?* Princeton & Oxford: Princeton University Press. Introduction.
3. Black, Dan, Gary Gates, Seth Sanders, and Lowell Taylor. 2002. "Why Do Gay Men Live in San Francisco?" *Journal of Urban Economics* 51(1):54–76.

Optional readings:

1. Denier, Nicole, and Sean Waite. 2017. "Sexual Orientation Wage Gaps across Local Labour Market Contexts: Evidence from Canada." *Relations Industrielles* 72(4):734-62.

Week 5: Families

1. Manning, Wendy D., Susan L. Brown, and J. Bart Stykes. 2016. "Same-Sex and Different-Sex Cohabiting Couple Relationship Stability." *Demography* 53(4):937–53.
2. Hardy, Janet W. and Dossie Easton. 2017. *The Ethical Slut*. 3rd Edition. Ten Speed Press: California. Pages 1-46.
3. Perales, Francisco, and Stefanie Plage. 2020. "Sexual Orientation, Geographic Proximity, and Contact Frequency Between Adult Siblings." *Journal of Marriage and Family* 82(5):1444–60.

Optional readings:

1. Macintosh, Heather, and Elke D. Reissing. 2010. "Same-Sex Marriage in Canada: The Impact of Legal Marriage on the First Cohort of Gay and Lesbian Canadians to Wed." 13.

Week 6: Education

1. Russell, Stephen T., Thomas J. Clarke, and Justin Clary. 2009. "Are Teens 'Post-Gay'? Contemporary Adolescents' Sexual Identity Labels." *Journal of Youth and Adolescence* 38(7):884–90.
2. Goldberg, Abbie E., Nora McCormick, Em Matsuno, Haylie Virginia, and Genny Beemyn. 2021. "Transgender Graduate Students: Considerations, Tensions, and Decisions in Choosing a Graduate Program." *Journal of Homosexuality* 1–27.
3. Russ, Travis, Cheri Simonds, and Stephen Hunt. 2002. "Coming Out in the Classroom... An Occupational Hazard?: The Influence of Sexual Orientation on Teacher Credibility and Perceived Student Learning." *Communication Education* 51(3):311–24.

Optional readings:

1. Pascoe, C. J. 2012. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press.

Week 7: Coming out and transitioning at work

1. Ward, James, and Diana Winstanley. 2005. "Coming Out at Work: Performativity and the Recognition and Renegotiation of Identity." *The Sociological Review* 53(3):447–75.
2. Schilt, Kristen. 2006. "Just One of the Guys?: How Transmen Make Gender Visible at Work." *Gender & Society* 20(4):465–90.
3. Salter, Nicholas P., and Thomas Sasso. 2021. "The Positive Experiences Associated with Coming out at Work." *Equality, Diversity and Inclusion: An International Journal* No. ahead-of-print. <https://doi.org/10.1108/EDI-11-2020-0322>

Optional readings:

1. Russ, Travis, Cheri Simonds, and Stephen Hunt. 2002. "Coming Out in the Classroom... An Occupational Hazard?: The Influence of Sexual Orientation on Teacher Credibility and Perceived Student Learning." *Communication Education* 51(3):311–24.

Week 8: Gender, sexual orientation and employment I

1. Denier, Nicole, Shannon V. T. L. Mok, and Sean Waite. forthcoming. "LGBTQIA2S+ Employment and Earnings in Canada." in *Social Inequality in Canada*, edited by M. Hwang, E. Grabb, and J. G. Reitz. Oxford University Press Canada.
2. Colgan, Fiona and Nick Rumens. 2015. "Understanding Sexual Orientation at Work" Pp. 1-27 in *Sexual Orientation at Work: Contemporary Issues and Perspectives*, edited by Fiona Colgan and Nick Rumens. Routledge: New York, NY.
3. Tilcsik, András. 2011. "Pride and Prejudice: Employment Discrimination against Openly Gay Men in the United States." *American Journal of Sociology* 117(2):586–626

Optional readings:

1. Mishel, Emma. 2016. "Discrimination against Queer Women in the U.S. Workforce: A Résumé Audit Study." *Socius: Sociological Research for a Dynamic World* 2:237802311562131.
2. Gibson, Sarah and J. Fernandez. 2018. *Gender Diversity and Non-Binary Inclusion in the Workplace: The essential guide for employers*. Jessica Kingsley Publishers: Philadelphia, PA.
3. Badgett, M. V. Lee. 2001. *Money, Myths, and Change: The Economic Lives of Lesbians and Gay Men*. Chicago: University of Chicago Press. Chapter 2 – The economic penalty for being gay.

Week 9: Gender, sexual orientation and employment II

1. Kinsman, Gary, and Patrizia Gentile. 2010. *The Canadian War on Queers: National Security as Sex Regulation*. Vancouver & Toronto: UBC Press. Preface and Chapter 1.
2. Waite, Sean, and Nicole Denier. 2015. "Gay Pay for Straight Work: Mechanisms Generating Disadvantage." *Gender & Society* 29(4):561–88.
3. Pedulla, David S. 2014. "The Positive Consequences of Negative Stereotypes: Race, Sexual Orientation, and the Job Application Process." *Social Psychology Quarterly* 77(1):75–94.

Optional readings:

1. Waite, Sean, Vesna Pajovic, and Nicole Denier. 2020. "Lesbian, Gay and Bisexual Earnings in the Canadian Labor Market: New Evidence from the Canadian Community Health Survey." *Research in Social Stratification and Mobility* 100484.
2. Waite, Sean, John Ecker, and Lori E. Ross. 2019. "A Systematic Review and Thematic Synthesis of Canada's LGBTQ2S+ Employment, Labour Market and Earnings Literature." *PloS One* 14(10):1.

Week 10: Health, healthcare, and wellbeing

1. Russell, Stephen T., and Jessica N. Fish. 2016. "Mental Health in Lesbian, Gay, Bisexual, and Transgender (LGBT) Youth." *Annual Review of Clinical Psychology* 12:465–87.
2. Hammack, Phillip L., David M. Frost, Ilan H. Meyer, and David R. Pletta. 2018. "Gay Men's Health and Identity: Social Change and the Life Course." *Archives of Sexual Behavior* 47(1):59–74.
3. Alpert, Alison B., Eileen M. CichoskiKelly, and Aaron D. Fox. 2017. "What Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex Patients Say Doctors Should Know and Do: A Qualitative Study." *Journal of Homosexuality* 64(10):1368–89.

Optional readings:

1. France, David. 2016. *How to Survive a Plague: The Inside Story of How Citizens and Science Tamed*. New York: Signal.
2. Roth, Eric Abella, Zishan Cui, Lu Wang, Heather L. Armstrong, Ashleigh J. Rich, Nathan J. Lachowsky, Paul Sereda, Kiffer G. Card, Jody Jollimore, Terry Howard, Gbolahan Olarewaju, David M. Moore, and Robert S. Hogg. 2018. "Substance Use Patterns of Gay and Bisexual Men in the Momentum Health Study." *American Journal of Men's Health* 12(5):1759–73.

3. Bell, Jamel Santa Cruze. 2006. "Framing the AIDS Epidemic: From 'Homo'Genous Deviance to Widespread Panic." in *News and Sexuality: Media Portraits of Diversity*, edited by L. Castaneda and S. Campbell. Thousand Oaks, CA: SAGE Publications.

Week 11: Criminology and victimization

1. Woods, Jordan Blair. 2014. "'Queering Criminology': Overview of the State of the Field." Pp. 15–41 in *Handbook of LGBT Communities, Crime, and Justice*, edited by D. Peterson and V. Panfil. New York: Springer.
2. Dennis, Jeffery P. 2014. "The LGBT Offender." Pp. 87–101 in *Handbook of LGBT Communities, Crime, and Justice*, edited by D. Peterson and V. Panfil. New York: Springer.
3. Meyer, Doug. 2008. "Interpreting and Experiencing Anti-Queer Violence: Race, Class, and Gender Differences among LGBT Hate Crime Victims." *Race, Gender & Class* 15(3/4):262–82.

Optional readings:

1. Peterson, Dana, and Vanessa R. Panfil, eds. 2014. *Handbook of LGBT Communities, Crime, and Justice*. New York, NY: Springer New York.

Week 12: Presentations

No readings. Last day of class.