

“Philadelphia Queer Histories”: Engaging LGBTQ+ and Ally Undergraduates with the Past, Present, and Future of Philadelphia’s Queer Communities

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URBS 208, Summer 2018

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Abstract

At the University of Pennsylvania, many LGBTQ+ and ally undergraduates currently engage minimally with the greater LGBTQ+ community in Philadelphia and are unaware of the city's rich queer histories. In this paper, we propose multiple possible solutions to fix this problem, the main being the creation of an Academically Based Community Service course that not only educates students on Philadelphia's queer histories but provides a structured way for students to engage and collaborate with the city's LGBTQ+ community. Given that Penn students are particularly poised to end up in positions of power and influence, this education is paramount to ensuring that students are equipped with the experience and knowledge to mindfully and respectfully navigate queer spaces in the future.

Statement of the Problem

The problem addressed in the following pages has two linked components. First, we have observed that there is currently very limited engagement between Penn’s LGBTQ+ and ally communities and the LGBTQ+ community in Philadelphia. Second, many students are not aware of the history and current issues associated with the queer community locally. Both of these aspects of the problem have significant impact on a student’s ability to navigate queer spaces in the present and prepare for their future careers.

These are problems of great deal more consequence when we consider the futures of our school’s graduates. Sixty-nine percent of graduates are in the top income quintile, indicating that they make more money than at least 80% of the nation, when they reach age 34.¹ The University of Pennsylvania has more billionaires amongst its Bachelor’s degree recipients than any other American institution of higher education.² Penn alumni are, with few exceptions, adults with access to more educational and social capital than nearly any group in the country outside graduates of other similarly prestigious institutions. Given these facts, it is necessary that Penn students be able to wield this power and influence in the most responsible way.

III-Structured Aspects of the Problem

In the 1997 article “Problem-Based Learning: Where Did It Come From, What Does It Do, and Where Is It Going?” Shelagh Gallagher references Barrows on her definition of an “ill-structured problem:”

The defining features of ill-structured problems are:

¹ The Upshot, “Economic diversity and student outcomes at the University of Pennsylvania,” *New York Times*, January 18, 2017, <https://www.nytimes.com/interactive/projects/college-mobility/university-of-pennsylvania>.

² Alec Druggan. “New ranking finds Penn has produced the third-largest number of billionaire alumni,” *The Daily Pennsylvanian*, June 2, 2018, <http://www.thedp.com/article/2018/06/billionaires-alumni-ranking-penn-upenn-philadelphia>.

1. more information than is initially available is needed to understand the situation or problem and decide what actions are required for resolution;
2. no single formula exists for conducting an investigation to resolve the problem;
3. as new information is obtained, the problem changes; and
4. students can never be 100% sure they that [*sic*] have made the “right” decision.³

The problem stated above fits the description of an ill-structured problem on all four counts. The first criterion, that more information is needed to understand the problem in the first place, became rapidly salient in our process of planning solutions, even leading to the multiple solutions finally represented in this paper. For example, we knew anecdotally that there is insufficient engagement between the Penn queer community and that of the larger city, but we did not know either exactly which analogous groups existed, or the extent of current service efforts. Without knowing more, we would not have been able to decide whether to pursue creating a new group just for service (our first presented solution) or whether a more academically-oriented approach would be more effective. Similarly, there is no single experiment that we could have done in order to find the answers to these questions, and certainly no formula to follow, so the second criterion is relevant as well.

The third and fourth criteria make an even more substantial contribution to this problem. As our process progressed, it became more and more clear that the need for education about queer history and issues was growing in importance. Not only that, but addressing this lack of knowledge began to seem like a viable approach to both aspects of the defined problem. How-

³ Shelagh A. Gallagher, “Problem-Based Learning: Where Did It Come From, What Does It Do, and Where Is It Going?” *Journal for the Education of the Gifted* 20, no. 4 (1997): 336.

ever, we will not know until our solution has been in place for several years whether this judgment is correct, and by that point the problem will have changed and morphed still further. This realizes the fourth and last criterion for Gallagher's and Barrows' "ill-structured problem."⁴

Strategic Aspects of the Problem

By creating a structured opportunity for Penn students to form connections with and work alongside members of the Philadelphia LGBTQ+ community, Penn can serve as a model to other colleges and universities. It can demonstrate how to engage with underserved minorities both on campus and in the surrounding community in a way that teaches students to be collaborators rather than self-presumed saviors. As an Ivy League institution, Penn is particularly poised to have a large influence on how other universities operate; furthermore, all universities serve as a guide for how K-12 schools orient their work.⁵ Therefore, solving the problem we have at hand will bring us one step closer to an education system (and thus a society) where people engage with diverse communities to collaborate intentionally, respectfully, and meaningfully.⁶

⁴ Shelagh A. Gallagher, "Problem-Based Learning: Where Did It Come From, What Does It Do, and Where Is It Going?" *Journal for the Education of the Gifted* 20, no. 4 (1997): 336.

⁵ Lee Benson et al, *Knowledge for Social Change: Bacon, Dewey, and the Revolutionary Transformation of Research Universities in the Twenty-First Century* (Philadelphia: Temple University Press, 2017), xviii.

⁶ *Ibid.*, 57.

Introduction: Theory and Vision

In the 1749 “Proposals Relating to the Education of Youth in Pensilvania,” Benjamin Franklin summarized his ideas about the principles of education.⁷ The institution that would eventually become the University of Pennsylvania was founded on these aims. Many of the specifics of Franklin’s plan read, at best, quaint and out of place today; at worst, they sound severely exclusive and limiting. However, his pamphlet grounded each proposal in a philosophical goal for the future capabilities of young people trained and formed in the institution he would start. We believe it is in keeping with Franklin’s plan to examine the educational goals that can best serve society today, and to carefully consider both where we are adequately attending to their enactment and where we have room to grow.

Among the discussions of how pupils will learn geography, history, and geometry, Franklin includes morality in the “Proposals.” It is to be taught

by descanting and making continual Observations on the Causes of the Rise or Fall of any Man’s Character, Fortune, Power, &c. mention’d in History; the Advantages of Temperance, Order, Frugality, Industry, Perseverance, &c. &c. Indeed the general natural Tendency of Reading good History, must be, to fix in the Minds of Youth deep Impressions of the Beauty and Usefulness of Virtue of all Kinds, Publick Spirit, Fortitude, &c.⁸

Certainly, today’s students have not come to Penn to be taught “the advantages of Temperance, Order, Frugality,” et cetera. Accordingly, Penn no longer purports to educate young people this way. However, much of the import behind the “Proposals” remains paramount to today’s goals: Penn refers to itself as the “civic ivy,” and funds and operates multiple major offices and centers

⁷ Benjamin Franklin, “Proposals Relating to the Education of Youth in Pensilvania,” hypertext Derek Smith, University Archives and Records Center, University of Pennsylvania, accessed June 4, 2018, <http://www.archives.upenn.edu/primdocs/1749proposals.html>.

⁸ Ibid.

in pursuit of the values Franklin would likely want to see guiding his institution today.⁹ Thus we must consider how he saw this vision manifesting in his own day.

It is particularly significant that Franklin described the way to teach morality as to demonstrate, essentially, where humanity has gone right and wrong in the past: “the Causes of the Rise or Fall of any Man’s Character, Fortune, [and] Power . . . mention’d in History.” His observation is no less astute in the twenty-first century. Past moral failures have brought us to the social problems we are grappling with today: institutionalized race, gender, sexual orientation, or class discrimination; disparities in health outcomes; and the restriction of particular groups’ civil liberties, among others. Our society has blamed, and continues now to blame, those who suffer from mental illness and addiction.¹⁰ It continues to decide that the incarceration or death of some is an appropriate trade-off for a feeling of safety for others.¹¹ It considered enslaved people to be property, worth no more than three-fifths of a person, and that dehumanizing share represented only a political compromise for the sake of the states in which they were enslaved.¹² It promises free public education as a “great equalizer” for young people everywhere while leaving enormous disparities in education quality uncorrected.¹³ Not one of these problems was ever inevitable, and not one arose without many individual actors making decisions that favored self-interest over empathy.

⁹ Fossil Free Penn, “Proposal for the Formation of an Ad Hoc Advisory Committee on Divestment from Fossil Fuel Holdings,” (Proposal to the University Council Steering Committee, University of Pennsylvania, November 2015), 17.

¹⁰ Michael McKee, “10 reasons to resist work requirements for Medicaid and food stamps,” *The Inquirer*, April 23, 2018, <http://www.philly.com/philly/opinion/commentary/work-requirements-medicaid-food-stamps-snap-hb-2138-pennsylvania-house-welfare-reform-20180423.html>.

¹¹ Black Lives Matter, “#talkabouttrayvon: A Toolkit for White People on the Fifth Anniversary of Trayvon’s Death,” accessed July 29, 2018, <https://blacklivesmatter.com/wp-content/uploads/2017/10/Toolkit-WhitePpl-Trayvon.pdf>.

¹² *Britannica Academic*, s.v, “Constitution of the United States of America,” <https://proxy.library.upenn.edu:2990/levels/collegiate/article/Constitution-of-the-United-States-of-America/26012#219000.toc>.

¹³ David Rhode, Kristina Cooke, and Himanshu-Ojha, “The Decline of the ‘Great Equalizer’,” *The Atlantic*, December 19, 2012, <https://www.theatlantic.com/business/archive/2012/12/the-decline-of-the-great-equalizer/266455/>.

Amidst all these individual failures and their wide-reaching aftershocks, today's undergraduates are coming of age. The task of educating us for this reality is enormous: we must learn both how we reached the situation in which we find ourselves (in other words, what were those many individual decisions?) and how we will get ourselves out of it. However, the fact remains that ours is likely different from any past generation: if our society is to flourish—indeed, if it is to continue to survive into the future—today's young adults must be prepared to make thoughtful, empathetic, well-informed, and morally guided decisions about and within its structures.

To be sure, Penn has not abandoned the wide range of efforts that will be required to produce graduates capable of taking on such challenging problems. As Long describes in *Higher Education as a Moral Enterprise*, “the task of higher education is so complex, so challenging, and so contextual that its purposes must be described in a way that encourages diversity of implementation.”¹⁴ The Penn Compact 2020, University President Amy Gutmann's “both visionary and pragmatic” plan for Penn, is an attempt to define institutional goals in such a broad fashion.¹⁵ It promises to educate an inclusive mixture of Penn students, and to prepare them for careers of innovation and impact. However, of the four “Signature Initiatives” designated pursuant to the Compact, two of them are the President's Engagement Prizes and the President's Innovation Prize. With their six-figure award amounts and their multi-year timelines, these are not designed to fundamentally change the education of most undergraduates; they have been criticized for this and other reasons.¹⁶ That is all right; we need initiatives for students with a special kind of plan

¹⁴ Edward Leroy Long Jr., *Higher Education as a Moral Enterprise* (Washington, D.C.: Georgetown University Press, 1992), 2.

¹⁵ Office of the President, “Penn Compact 2020: Building on a Decade of Progress,” University of Pennsylvania, accessed July 2018, <https://president.upenn.edu/penn-compact>.

¹⁶ Clara Jane Hendrickson, “Another award, few winners,” *Daily Pennsylvanian*, June 3, 2015, <http://www.thedp.com/article/2015/06/clara-jane-hendrickson-another-award-few-winners>.

and very specific needs. Most students, however, need an everyday academic experience that addresses the ruptures and foundering in our society's present and future, and equips us for them.

The particular need for this kind of experience for everyone at an institution like Penn rests on the striking statistics we listed in our problem statement about who Penn students are likely to become. Even the majority that are not billionaires have access to a higher degree of social and educational capital than do the vast majority of those their age. What is more, the expectation that Penn students will make high salaries and hold significant social and political power is to some degree part of the culture of our campus. On Catherine's first day of her first year, graduates' average starting salaries were laid in large type across the front page of the *Daily Pennsylvanian*.¹⁷ President Gutmann referenced putting an alumna in the Oval Office in her inaugural address, and seemed to easily assume that such an event would not be far away.¹⁸ The metonym about the presidency is perhaps an unsubtle application of William Rainey Harper's vision of the university as the "agency established by heaven itself to proclaim the principles of democracy."¹⁹ However, the point remains that for a Penn undergraduate, a goal of attaining high office or an executive position can credibly exceed a silly childhood fantasy.

The ability to make thoughtful, empathetic, well-informed, and morally guided decisions does not simply emerge with that lucrative post-graduation job offer. It must be intentionally honed, and supported with a strong knowledge base and skill set. Franklin told us that the most important way to build such a base was to cultivate an exceptionally strong understanding of history. This must extend to every overlapping population of students, preparing for careers in every

¹⁷ Ilana Wurman, "Welcome to Penn," *Daily Pennsylvanian*, August 24, 2016, 1.

¹⁸ Amy Gutmann, "Inaugural Address," University of Pennsylvania Inauguration Address, October 15, 2004, <https://president.upenn.edu/meet-president/inaugural-address>.

¹⁹ William Rainey Harper, "The University and Democracy," in *Knowledge for Social Change: Bacon, Dewey, and the Revolutionary Transformation of Research Universities in the Twenty-First Century*, Lee Benson et al., (Philadelphia: Temple University Press, 2017), 43.

kind of field or industry, and no single course can do more than begin such a task. However, we believe that there is no more impactful way to learn history than to place ourselves in the shoes of those before us, those with whom we could even imagine changing places.

Though arguably a majority of students would do well to be more engaged and empathetic, we are keeping LGBTQ+-identifying students in mind because we believe this is a strategic population. This group of students is highly diverse, and yet most share certain experiences. They have likely all put some significant portion of time and energy into self-reflection. They have carefully considered the characteristics of their various social surroundings (home, school, neighborhood, local community, et cetera) and the authority structures that operate in each. They have been required to consider what makes them different from their peers, and come to some degree of consciousness about their intersecting identities. A non-trivial subset will have experienced some form of negative judgment or discrimination in the public sphere. Crucially, these experiences are not unique to queer Penn students; rather, they unite the vast majority of LGBTQ+-identifying people. We think that the specific experiences typical to being a young queer person prime Penn students to be especially responsive to a kind of history education that fulfills two vital tasks. First, it will provide them with an understanding of “their” history: the history of people who have shared their experiences or who have paved the way for the advances they can eventually hope to make. Second, it will connect them to the real people who represent that history, here in the city in which they live and study, and expose them to the particularities of that group’s range of experiences.

This approach to history education has two analogues that point to its utility. First is the model of teaching a marginalized group to be conscious of defining facets of its identity and active in the relevant community, as well as proud of its own history. This is applied to African-

American K-12 students in special school programs, some of which even include a significant service-learning component.²⁰ Second is the principle of exposure to role models, in this case both those represented in class readings and media, and through the presence of co-enrolled students. The favorable effect on self-image for this marginalized group has been demonstrated, via “positive portrayals of gay, lesbian, and bisexual (GLB) role models in the media, particularly through the internet and books, has positive effects on self-image for GLB individuals, while a lack of non-negative portrayals has negative effects on self-image.”²¹ These two analogous efforts persuade us that our ideal solution will help queer students relate to the material, rendering it more capable of guiding them as they move through the world, while also empowering them to continue the work of the leaders and activists before them.

Of even greater impact, however, is our hope to intentionally accord students more capacity for empathy and consideration. We envision this course as helping to break the “Penn bubble” and bring students deep and collaborative connections with people who might share very few experiences outside those particular to LGBTQ+ communities; people who are of different ages, races, socioeconomic classes, family configurations, living situations, education levels, and religions, among countless others. This is powerful for students and for those alongside whom they will work in its own right, as life does not often present opportunities to deeply know those whose lives do not intersect with ours. However, it is our observation that the kind of social and economic status from which many Penn students come, and which even more will attain as adults, has a worrisome tendency to insulate and segregate those who enjoy that status. Therefore

²⁰ Seneca Vaught, “The Sankofa student: chartering a transnational education,” *Afro-Americans in New York Life and History* 39 no. 2 (July 2015): 75.

²¹ Gomillion, Sarah C., and Traci A. Giuliano. “The Influence of Media Role Models on Gay, Lesbian, and Bisexual Identity.” *Journal of Homosexuality* 58, no. 3 (February 22, 2011): 330–54. <https://doi.org/10.1080/00918369.2011.546729>.

we must deliberately develop students' ability to understand the stories of, and relate to, people whose lives are different from theirs. Such an effort is vital for them to gain the full benefit of the history we want them to learn.

If a bisexual Penn alumna is to sit in the White House, let her know about the anti-discrimination laws that allowed her to serve in the military first. If alumni are to serve in Congress, let them understand how restrictions on the kinds of families served by public assistance laws impact the economic well-being of the city in which they voted in their first elections. If a genderqueer former Whartonite will eventually be a Chief Human Resources Officer at a major company, let them have a familiarity with the origins of inclusive health insurance and retirement benefits before they take their first step into the HR office. These are the kind of people we imagine Penn sending out into the world, and they are alumni of whom we can all be immensely proud.

Present State

Since 1982, with the creation of the LGBT Center in the corner of the Student Activities office, the University of Pennsylvania has been providing resources for its LGBTQ+ students.²² The LGBT Center now occupies the historic Carriage House building at 3907 Spruce Street, with three full-time staff (Director Erin Cross, Associate Director Tiffany Thompson, and Associate Director A. Malik Muhammad). Over 20 student groups, many of which operate under the guidance of the student-administered Lambda Alliance umbrella, provide support for population- or interest-specific communities.²³ These include the Association for Queer International Students (AQIS), Student Nurses Understanding Gender and Sexuality (Penn SNUGS), and Trans People of Color (TPOC), among many others. Such groups are not unique to Penn, or even to colleges and universities generally. In Philadelphia alone, groups or organizations exist for singing, sports, professionals in various fields, religion and spirituality, and even medical conditions.²⁴ However, we recognize that even analogous interest groups to those existing at Penn (e.g. PennAces and Aces of Philadelphia) are often not in contact with one another at all. If they are, they are not likely to be closely engaged.

Lack of Service Opportunities

Most outreach between the LGBTQ+ and ally communities at Penn and in the Greater Philadelphia area occurs sporadically, largely through club volunteer events or seasonal donation drives at the LGBT Center. As far as we are aware, there are no student groups that participate in service events in the community more than once or twice a semester, and few such events occur

²² University of Pennsylvania LGBT Center, “History,” <https://www.vpul.upenn.edu/lgbtc/history>.

²³ University of Pennsylvania LGBT Center, “Student Groups,” <https://www.vpul.upenn.edu/lgbtc/studentgroups>.

²⁴ University of Pennsylvania LGBT Center, “Community Resource Guide,” <https://www.vpul.upenn.edu/lgbtc/resourceguide>.

on a regular basis. In spring and fall 2017, Cathy worked with Ying Zhang, the Community Health Engagement Specialist at the Mazzone Center, to organize a semesterly safe sex kit-packaging event with the Penn Queer and Asian (Q&A) student group. Though this event has continued for the past three semesters, there is a clear lack of long-term service relationships with community partners, especially in any kind of formalized context. Even more important, when these events occur, they also tend to be insufficiently publicized or internal to groups, rather than widely known and public in scope. Since many students in the LGBTQ+ community do participate in service and engagement activities, but tend to do these separately and individually rather than as part of a coordinated community effort, there is an important opportunity here to create and expand the structures in which students engage.

Student Education Efforts

The other important problem we noticed is that of insufficient opportunities to learn the queer history that can best empower and provide context to LGBTQ+ young adults today. There are some student groups that focus a great deal of their activities and resources on peer education, such as Penn Non-Cis, Penn Anti-Violence Educators (PAVE), and Men Against Rape and Sexual Assault (MARS). Other groups, those which do not focus on education, may also hold documentary screenings and discussions, which serve the students that attend them. However, they can often function by “preaching to the choir,” in that the vast majority of attendees are already part of the community being discussed or may even be extensively involved with the student group itself. The Lambda Alliance also occasionally holds informative events, but these are infrequent and not always recurring.

During Cathy's freshman year (2015) Bob Schoenberg, then-director of the LGBT Center, led a Preceptorial during New Student Orientation (NSO) including a tour of the Gayborhood, which is now led by the current Associate Director, Tiffany Thompson. However, this only occurs during NSO, and is thus only open to first-year or new transfer students. For students who attend other activities, miss portions of NSO, or are not yet comfortable attaching themselves to the queer community in this way during their first few days on campus, this opportunity is lost.

If neither student groups nor current course offerings quite meet the need for education on LGBTQ+ history, it is hardly surprising that many students in the community at Penn have minimal knowledge of its complexities. This is especially true when it comes to the local Philadelphia community. Issues such as racism in the nightlife scene in the Gayborhood, where many clubs and bars have racially-coded dress codes and selective cover charges designed to exclude Black patrons, are arguably crucial knowledge for young queer adults in the city.²⁵

For the time being, Penn does not offer any undergraduate courses about the history of the queer community specific to the city of Philadelphia. Though it is almost certainly unintentional, this gap in knowledge seems credibly to distance students from the queer communities (of which they may or may not be a part) of the here and now. By extension, they are at risk of emerging from their undergraduate years underprepared to navigate queer spaces with thoughtfulness, intentionality, and meaningful context.

²⁵ Natalie Hope McDonald, "iCandy owner breaks silence on video that launched racial firestorm in the Gayborhood," *Philly Voice*, November 3, 2016, <https://www.phillyvoice.com/exclusive-icandy-owner-breaks-silence-on-video-that-launched-racial-firestorm-in-gayborhood/>

Academic Sphere

Outside the education offered by student groups, of course, is the academic sphere. Penn is home to a thriving program in Gender, Sexuality, and Women's Studies (GSWS), as well as the Alice Paul Center for Research on Gender, Sexuality, and Women. The GSWS program offers both a major and a minor for undergraduates, as well as a graduate certificate program for master's-level and doctoral students in all the graduate and professional schools at Penn.²⁶

The status of GSWS as a program rather than a traditional department comes with some limitations. First and foremost, it cannot hire and tenure its own faculty, and must rely on secondary appointments for faculty who have their home in other departments.²⁷ As a result, only a few core courses are currently offered directly by GSWS, including "Gender and Society" and "Introduction to Queer Studies."²⁸ The vast majority of courses offered under the GSWS course code, however, are housed in other departments, such as English, Africana Studies, Political Science, Sociology, History, and others. Given this fact, as well as the broad scope of the program's subject area (courses given in Gender, Sexuality, and Women's Studies may be on everything from African-American Literature; to Gender, Sexuality, and Religion; or Discrimination, among other topics), not all courses may offer comprehensive, relevant, or satisfying answers to queer students' questions about the issues in their communities. This is no one's fault, but rather a result of differing faculty and student interests, competing department and program priorities, and the vagaries of the cross-listing system at Penn. Wesley Neal, a current undergraduate student and Lambda Alliance board member, explained to us in an interview that even in courses that

²⁶ Penn Program on Gender, Sexuality, and Women's Studies. "About," accessed July 2018, <https://www.sas.upenn.edu/gsws/program/about>.

²⁷ Luz Marin, interview by Catherine Campbell, 3810 Walnut Street, July 26, 2018.

²⁸ Penn Program on Gender, Sexuality, and Women's Studies. "About."

touch on queer issues, “there’s like, four authors that you read, there’s no class that’s offered on Philly history, there’s no class that’s offered on a lot of stuff... I just want *one* course on trans topics.”²⁹

An important signal of the need for more courses on LGBTQ+ history comes in the course catalog. Performing a search for “LGBT” results in only four courses, one of which is a graduate-level class in counseling of LGBT people.³⁰ Below the 500-level, three courses display under that search: EEUR/GSWS/RUSS-157, “Gender and Sexuality in Contemporary Eastern Europe;” EEUR/GSWS/RUSS-160, “Sex and Socialism;” and GRMN-238, a “Topics in German Culture” course that only covers LGBT issues when they are among the professor’s particular research interests for that semester. Searching for “LGBTQ” or “LGBTQ+” elicits two additional responses: RELS 410, “American Religion and the LGBTQ Experience,” and HIST 356, “Age of Reagan: US Politics and Society, 1960–2001.” First, we will note that the prevalence of history in almost all of these courses lends significant credence to our claim, that studying the history of queer communities is vital for the future of LGBTQ+ people in our society. It also indicates that faculty interest in teaching queer history does exist, and crosses department and program lines. However, the extremely limited scope of the offerings under these search terms belies the significant growth needed in the subject area within the undergraduate curriculum at Penn. Certainly, an argument could be made that the dearth of search results for “LGBT” and “LGBTQ” is simply a result of a failure to include these specific terms in course titles and description texts. This could be the case, and we are aware of courses that do touch on LGBTQ+ communities or issues

²⁹ Wesley Neal, interview by Naati Hamda and Cathy Zhang, Saxby’s, University of Pennsylvania, July 3, 2018.

³⁰ “Advanced Course Search,” University of Pennsylvania 2018–19 Undergraduate Catalog, accessed July 2018, <https://catalog.upenn.edu/course-search/>

that our searches did not elicit. However, the fact remains that certain crucial populations of students will not find and enroll in these courses without locating them via such search terms. For example, a student unfamiliar with identifiers other than “LGBT,” especially the academic jargon around “Queer Studies” and the like, may only search for the terms they have seen in media. A student questioning their own identity for the first time, who has not been immersed in queer student groups, may not know what other terms to try either. Worse, such students may feel embarrassed to be looking for such courses at all, and if their first list of results fails to spark their curiosity, they may give up without further investigation.

Proposed Solutions and Viability

We have drafted three proposed solutions to this problem:

1. Creation of an LGBTQ+ student service organization. This would be the most readily implementable solution but would also do the least to address the problem in a sustainable manner.
2. A collaboration with Kathy Peiss' HIST/GSWS-231, an upcoming course that we would be adding an ABCS component to. This would be the most implementable solution that closely resembles our ideal solution.
3. Creation of a new, freestanding ABCS course whose focus is on queer history in Philadelphia. The description for this course is our ideal vision for solving the problem above, but would also be the most difficult of these solutions to implement.

LGBTQ+ Student Service Organization: Lambda In Action

Our most easily implementable solution to the strategic problem is creating a student service organization geared specifically towards working with community-based organizations (CBOs) that focus on serving people in the LGBTQ+ community.

In our earliest attempts to brainstorm ways to engage Penn students with the rest of Philadelphia's queer community, we considered expanding student participation in community service by increasing the number of one-off service opportunities available through existing LGBTQ+ student groups. These events would be similar to the safe sex kit-packing event with the Mazzoni Center described earlier and would be coordinated either through Lambda Alliance. However, it quickly became apparent that such opportunities would be limited to fairly surface-level activities with limited potential to create sustained relationships between students and CBOs. Even if more students in existing LGBTQ+ student groups participated in community service at least

once as a result of these events, the likelihood that they would consistently participate in group service events and develop a personal connection to the community as a result of something as isolated as a safe sex kit-packing event or a room painting seemed slim. In our interview with Wesley Neal, the current Vice-Chair of Outreach Programs for Lambda Alliance, he indicated that Lambda would not be an ideal fit for organizing community partnerships with queer student groups because of the “significant turnover between years... only two board members from last year are on board this year, so that turnover also makes it hard to continue.”³¹ With the Vice-Chair of Outreach Programs likely to change each year, it would be difficult to establish a stable point-person to coordinate events with CBOs, not to mention the added responsibility this would create for the position. When we asked Wesley about existing community service opportunities through queer groups at Penn, he mentioned that there was no community service group in the Lambda Alliance constituency, which inspired this solution of creating an LGBTQ+ student service organization: Lambda In Action.

Having a specific group dedicated to community service among queer individuals would have several advantages over attempting to increase service through Lambda Alliance coordination. First, there is greater potential for a single member to remain the point person for partner CBOs for a longer period of time than one year, which is typically how long the Lambda Vice-Chair of Outreach Programs remains in that position. It would also be easier to create a board position within the new organization dedicated solely to coordinating service placements, whereas under Lambda Alliance the responsibility would fall on the Vice-Chair of Outreach Programs, who already has other obligations. A specialized community service organization would also be better-suited to attract new participants than Lambda Alliance, since “attendance at [Lambda]

³¹ Wesley Neal, interview by Naati Hamda and Cathy Zhang.

meetings is primarily about checking off [attendance requirements] for a lot of the student representatives,” and few non-representative students attend.³²

Creating a new service group geared specifically towards LGBTQ+ students and CBOs would be also more effective than simply adding to the work of existing service groups like Alpha Phi Omega (APO) because of the specific needs and safety concerns of queer-identifying individuals. Firstly, being visibly active in any queer space or LGBTQ+-oriented activity comes with a risk of outing oneself, which many individuals may not wish to do in a general service group whose members are not exclusively LGBTQ+ students or allies. Second, a group whose members are all working with the queer community could implement mandatory anti-oppression workshops and cultural competency training focused on queer issues for all members, which we believe are essential to preparing students to work with the queer community and ensuring constructive and sustainable relationships with CBOs. When we interviewed Dr. Rachel Zolf, who will be teaching a new ABCS course in Spring 2019: ENGL/URBS 127, “Community Writing,” she recommended that Penn students participate in an anti-oppression workshop through the Anti-Oppression Resource & Training Alliance (AORTA) before participating in any direct service.³³ The specific workshop that our group would be using is AORTA’s “Queer Liberation and Collective Liberation Workshop,” which addresses the following topics:

How do dismantling the gender binary and anti-racism relate to uprooting classism and disability justice? In this workshop, we will explore the intersections of identity and liberation. By placing LGBTQ issues and gender justice at the center, we will discuss how queer liberation is tied up with all forms of liberation. Using a strong anti-oppression lens, this popular education style workshop will give participants a safe place to discuss power and privilege, reflect on the state of their

³² Wesley Neal, interview by Naati Hamda and Cathy Zhang.

³³ Rachel Zolf, interview by Naati Hamda and Cathy Zhang, Perry World House, July 27, 2018.

communities, and leave with concrete action steps to challenge and change the conversations and conditions in their communities and beyond.³⁴

Many Penn groups involved in direct service, like APO and Big Brothers Big Sisters, currently do not require such training. Broader service organizations may not find it feasible to coordinate LGBTQ+-specific training for all members, or even just members working with the queer community in a way that avoids further singling out those individuals. Third, some CBOs who provide services to LGBTQ+ individuals may prefer to partner with an explicitly queer student group. For example, in Dr. Zolf's upcoming "Community Writing" ABCS course, students working with transcribez, a trans and gender non-conforming (GNC) youth creative writing group, would themselves need to be trans or GNC. While registered campus organizations certainly cannot restrict membership to queer-identifying students, a group geared towards those students and allies who have all undergone training might be more appealing as partners to queer community members and organizations.³⁵

The name of our proposed group would be Lambda In Action (LIA). The official mission statement of LIA would be:

Lambda In Action's mission is to promote civic engagement, awareness, and respect for the greater Philadelphia queer community among LGBTQ+ and ally students of the University of Pennsylvania through service.

The three main activities that LIA members would be involved in are regular, individual volunteer placements at LGBTQ+-focused CBOs; large one-off group volunteer service; and speaker events.

³⁴ Anti-Oppression Resource & Training Alliance, "Workshops," accessed July 27, 2017, <http://aorta.coop/workshops/>.

³⁵ Groups Online @ Penn, "New Student Group," accessed August 2, 2018, "https://upenn-community.symplicity.com/index.php?mode=form&tab=profile&_do_edit=1&id=

The primary form of service through LIA would be individual and recurring volunteer placements. An example of this form of service would be volunteering at the front desk of the Mazzoni Center. Cathy interviewed two of Mazzoni's staff, Community Health Engagement Specialist Ying Zhang and Community Engagement Specialist Joniece Greer, about community engagement opportunities for Penn students. Ying explained that at Mazzoni's Washington West satellite location, "if people just wanted to know what an LGBT clinic experience at the front desk would look like, we're always looking for volunteers for that." While volunteers are asked to sign up for four-hour shifts at a time, there are no requirements for how long they must remain in the front desk position. As Ying described it:

"We anticipate people to leave. The volunteer work at the front desk, the shortest we see is for two to three weeks, and some people stay as long as they want to... some people have lasted almost a year or so. So it's really how they want to do it. If they only want to do it for a semester- because we've had a lot of- we do usually get a fair amount of college students coming in for either personal experience or they want to do it for some kind of community service or internship kind of thing just to fill in a quota of hours, they can do that as well. We've had people do that."³⁶

Placements like this give students the opportunity to build a relationship with with an organization over an extended period of time, potentially even for multiple years, which is something that cannot be achieved through one-off events that usually characterize group service.

That being said, our group could also offer members the opportunity to participate in one-off group volunteer projects. In our interview with Ed Miller, who coordinates senior programming through the William Way LGBT Community Center, Mr. Miller described forms one-time service like cleaning and painting the Center's building that have been useful.³⁷ The Mazzoni

³⁶ Ying Zhang and Joniece Greer, interview with Cathy Zhang, Mazzoni Center, August 1, 2018.

³⁷ Ed Miller, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang, William Way Center, on August 1, 2018.

Center likewise has one-off service opportunities like button making and helping with events that groups can participate in. There are also engagement opportunities of intermediate commitment that students could be involved in: Joniece described Trans Care Services as “a really good program to get involved in” for students. One of their recent projects was putting together a resource guide, which took two weeks with one intern, and Joniece is hoping for two interns to help out next time.³⁸

Additionally, this group would assist in public education of LGBTQ+ issues, especially those pertaining to underrepresented minorities within the community like trans individuals and people of color (POC), by hosting speaker events. Details on paying for speaker events are further discussed below (see Appendix B for a list of potential speakers and information about each speaker).

We, the authors, would serve as both the catalysts and agents of change who would found, lead, and recruit for LIA. For the first semester our organization would be run by a president and general board members. The president (one of us) would serve as a primary point person for CBOs; delegation of tasks among general board members would be more informal and flexible at first to respond to the developing needs of the new organization, but would become more defined as membership and leadership interest increase. Our interviews for this project and prior associations have given us connections that would enable us to set up relationships with organizations like William Way, the Mazzoni Center, and the LGBT Elder Initiative (LGBTEI).

We would begin recruiting members this upcoming semester (Fall 2018) through word of mouth, listservs such as that of the LGBT Center and the GSWS program, and posting in queer student Facebook groups. Chloe Cheng, the current Vice-Chair of Political Affairs and former

³⁸ Ying Zhang and Joniece Greer, interview with Cathy Zhang.

Vice-Chair of Internal Affairs for Lambda Alliance, expressed in an interview with Cathy, “I think other students would be interested [in a queer-focused service group] because there's been high attendance at past LGBTQ-focused volunteer events that clubs have hosted.”³⁹ Before the 2019 spring semester we would register as a new group on Groups Online at Penn (G.O. Penn), which is the official student group management database and directory.⁴⁰ Registration is straightforward and simply requires filling an online form explaining the group’s mission, membership criteria, and contact information. Our main push for membership would occur through the 2019 Spring Activities Fair, after which we would begin regular programming.

As early as fall semester of 2020 LIA would apply for membership with the Student Activities Council (SAC), a branch of undergraduate student government that represents and allocates funding for student organizations and runs the Activities Fair. SAC membership would grant LIA the opportunity to apply for funding through SAC to invite guest speakers and pay for anti-oppression workshops and cultural competency trainings. Because SAC Executive Board generally requires groups to undergo three board transitions to demonstrate sustainability, fall 2020 would be the earliest we could achieve this, assuming we transitioned boards every year, but this could also occur later. Even before becoming SAC recognized, LIA could co-host speaker events with groups who already qualify for SAC funding. We would also apply for funding from Campaign for Community, which offers grants to fund events that

help achieve the Campaign's key goals:

- To promote understanding of and respect for multiple points of view on important topics related to the University community

³⁹ Chloe Cheng, interview by Cathy Zhang, Starbucks on 34th and Chestnut, August 3, 2018.

⁴⁰ Student Activities Council, “General FAQs,” accessed August 2, 2018, <https://sacfunded.net/general/>.

- To encourage dialogue and discussion among members of the community about issues with the potential for difference and disagreement
- To create opportunities for all members of the University's community to participate in conversations about important topics⁴¹

Although the Campaign for Community “generally does *not* fund honoraria for outside speakers,” grant funds could cover related costs like transportation and catering for the event.

LIA could apply for Lambda Alliance constituency, as well, once the organization's membership reaches a large enough capacity that we could designate a board member to serve as our formal Lambda Alliance representative at general body meetings (GBMs) and consistently send three members to semesterly mandatory retreats. Lambda Alliance constituency would bolster our efforts to recruit from and collaborate with other queer student groups, since the Lambda Alliance board offers assistance in publicizing events and coordinating events between groups. Lambda Alliance meetings and retreats also tend to be where leaders from queer student groups meet and plan collaborations like the speaker events we wish to host. Since Lambda Alliance GBMs are public, we would attend those even before becoming an official constituent group.

While there is an actionable plan for creating, funding, and recruiting members to a new student service organization connecting LGBTQ+ CBOs and students, this solution has several drawbacks. First, it lacks the depth in educational efforts needed to adequately address the problem of students being unaware of the history and current issues associated with the queer community. While certainly helpful, occasional speaker events would not be able to ensure that all members gain a comprehensive understanding of Philadelphia's queer history.

⁴¹ University of Pennsylvania Office of the Provost, “Campaign for Community,” accessed August 2, 2018, <https://provost.upenn.edu/initiatives/campaign/grants>.

LIA also would not be able to afford AORTA workshops and cultural competency trainings before becoming SAC recognized. According to Rachel Zolf, a AORTA workshop for a relatively small seminar costs around \$1,000, and depending on the size of the organization it could cost more.⁴² Sending students into the community without adequate training and preparation in the first years of the organization could result in negative interactions that undermine efforts to build trusting relationships with the queer community and jeopardize possibilities for future partnerships. Tiffany Thompson mentioned in our interview that microaggressions such as clutching one's purse could create distrust and damage the reputation of a group of students trying to work with communities outside of Penn.⁴³ Training Penn students to be more mindful of their privilege is important not only because of most students' relative privilege to the Philadelphia community, but also because of the hierarchy of privilege that exists within the queer community. One current student we spoke to about our idea for an LGBTQ+ service organization raised this concern:

“It's exciting to think about marginalized people with different sexualities and identities working together in service, but obviously some things worry me... I worry that [the people who set the agenda of the club] will be predominantly white homosexual men, who often dominate LGBTQIA+ conversations at Penn.”⁴⁴

Without formalized training, then, some students may hesitate to become involved.

The issue of board turnover and a frequently changing point person brought up by Wesley Neal applies not only to Lambda Alliance but also to this solution. While it would be possible for a point person to remain in that position for multiple terms, they could still only serve for up

⁴² Rachel Zolf, interview by Naati Hamda and Cathy Zhang.

⁴³ Tiffany Thompson, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang. LGBT Center, July 18, 2018.

⁴⁴ Anonymous student, interviewed by Cathy Zhang.

to three years, likely fewer. There is also risk of general members dropping commitments with CBOs if they become overwhelmed with other responsibilities.

Short-term commitment poses another issue in the form of the tendency of student volunteers to favor one-off service events. Going into a community other than one's own requires much more education than students often expect or receive before engaging in low-commitment service activities. As Tiffany explained to us:

For some students, it's "Oh, I want to go in and do this thing" but its very surface level. It's doable to get deeper into that, but it requires a lot more education. Not just on your part, as you're trying to create this program, but also on the agency. You have to make sure the agency understands that they're going to have to spend time to educate students about their population and what they do. And not everyone wants to do that on their own. Be clear with students and tell them that if they're volunteering, it's not just showing up and doing a couple hours. That might seem to be the case, but I'm challenging you to learn a little bit and engage in a way where everyone is on an equal playing field.⁴⁵

In a conversation with Stephen Kocher, the Associate Chaplain at Penn, Catherine discussed the changes that have occurred over the last few years in students' approach to community service activities. Steve referred to the fact that relatively recently, "service" in the form of such one-off or casual activities was frequent and commonplace, and considered fairly unimpeachable. Clean-ups, tree-planting, folder-stuffing, and the like were among the primary forms of "community engagement" into which Penn students invested time and effort. In more recent years, however, he has anecdotally observed two important paradigm changes that could preclude the success of such a group. First, students in his course (EDUC 598, "Interfaith Dialogue

⁴⁵ Tiffany Thompson, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang.

and Action”) are indicating that they have less time available in their schedules for one-off activities. This may not mean that they are not participating in community engagement at all, but rather that they have long-term commitments to something such as the 10+ hours/week Civic House-sponsored internship Catherine completed. Second, and much more fundamental, is that students have shown a greater tendency to interrogate such activities. Steve has observed students being much more thoughtful of late about the ideologies of community service, the power dynamics fostered by the roles of service provider and recipient, and concerns about a volunteer’s potential to be ineffective or even to do harm.⁴⁶

As Collaboration with HIST/GSWS-231

As mentioned in the section above, there are many shortcomings in creating a student service organization as a solution to our problem. As we began to brainstorm different possibilities, an Academically-Based Community Service course became an option that fit our vision well. An ABCS class could serve as an avenue to both educate students on the history of and engage students with the Philadelphia queer community. With this approach, there would not be as much concern when it came to students showing up consistently to the places they volunteer; the service would be built into class time and mandatory to attend. Additionally, a 14-week class with readings and assessments could provide a much more comprehensive overview of Philadelphia’s rich queer history than the one-off speaker events that a student organization would provide.

After searching for a class similar to the one that we were envisioning, we contacted Dr. Kathy Peiss, the Roy F. and Jeannette P. Nichols Professor of American History and the regular faculty member for HIST/GSWS-349: “History of Sexuality in the United States,” which was

⁴⁶ Stephen Kocher, interview by Catherine Campbell, Spiritual and Religious Life Center, University of Pennsylvania, August 1, 2018.

last taught in the spring of 2015. We were interested in accessing her syllabus for that course, and especially in gaining a sense of which material and readings she considered most crucial to understanding the history of LGBTQ+ communities. Though Dr. Peiss was very obliging in providing the syllabus, we found that with our focus on queer history and on Philadelphia, there was not a great deal in the curriculum of HIST-349 that would be relevant to the course we envisioned. The following core questions are listed on Peiss' syllabus as guiding her already-existing class:

1. What have been the official or governing discourses of sexuality—in religion, government, the law, psychiatry, and sexology? What has been their relationship to sexual regulation and politics?
2. What were popular beliefs and practices toward sexuality? How did they change over time? How can historians understand the response of 'ordinary' people to the governing discourses on sexuality? What is the relationship between sexuality and other forms of social difference, such as gender, class, race and ethnicity?
3. What causes dramatic transformations in sexual attitudes and behavior? What have been the consequences of these transformations?
4. How does an examination of the history of sexuality inform contemporary debates and public policy?
5. How have historians uncovered the fragmentary evidence of our sexual pasts and wrestled with these questions?⁴⁷

While the syllabus may not have been particularly relevant to our planned course, Dr. Peiss went on to inform us that in the spring of 2019, she will be introducing a new course in the History department. Cross-listed with GSWS, the course will be titled “American Women’s Movements and LGBT Liberation, 1960s-1980s,” and offered Tuesdays 1:30–4:30. Though the syllabus is yet undeveloped, Dr. Peiss described the course to us as follows:

⁴⁷ Kathy Peiss, “HIST 349: History of Sexuality in the United States,” (Syllabus, University of Pennsylvania, Spring 2015), 1.

The course will be very research focused, with the aim that every student will explore unexamined or underutilized sources for the history of feminist and LGBT activism in the 1960s-80s...my thinking is that everyone will do an oral history, an analysis of printed documents (e.g. radical newspapers, ephemera), and a project in a physical archive. I'll try to hold several class meetings in archives, such as Penn's University Archives, the Wilcox Archive at William Way, and the Temple University Urban Archives. My approach to this history is to explore social and political activism as it is made 'on the ground,' not by national organizations. I'm interested in the social and cultural web that fosters political activism, so hop;d [sic] students will examine, for example, gay and lesbian coffee houses and softball leagues, campus women's centers, radio shows, performance, etc., as well as local organizations.⁴⁸

When informing us about this course, she expressed interest in collaborating with us to add an ABCS component.⁴⁹ If this collaboration proves fruitful, it could have several important advantages. First, its component about feminism means that this course has the potential to be far more attractive to students who are allies, rather than members, of the LGBTQ+ community, than a course focused exclusively on queer issues. This could expand the reach of the course, as well as provide a new and important experience for students who might not have had an opportunity to work closely with LGBTQ+ history in the past. Second, and much more a matter of pragmatism, HIST-231 is definitely going to be offered in the next academic year. Thus there are many fewer hoops through which we will need to jump in order to implement our plan and address our problem. Working with Dr. Peiss will mean we already have a willing faculty member with relevant expertise to teach and sustain the course, as well as department approval, the credi-

⁴⁸ Kathy Peiss, E-mail communication to authors, July 17, 2018.

⁴⁹ Ibid.

bility to obtain important cross-listings, and access to all regular faculty resources for course development. Tia Yang, the outgoing ABCS Coordinator at the Netter Center, explained in our interview that for other students who are trying to develop courses, “the biggest challenge they face is finding a professor.”⁵⁰ Though we cannot yet be sure that Dr. Peiss will be amenable to the ABCS component as we have imagined it, she is ready to work with us once the academic term begins and will certainly be an invaluable source of support and advice, whichever route we take.

If we were to add an ABCS component to HIST-231, it would be parallel to the semester-long service outlined in our student organization proposal; we would exclude the one-day volunteering events at William Way that were previously described. However, since students would be volunteering through a class, we would be able to maintain a much more stable group of students at these sites throughout the semester. While conducting research on unexamined sources for feminist and LGBT histories, these service placements would allow students in this course to interact with local LGBTQ+ community members, many of whom lived through the very history that these students will be studying. As we will not be able to meet with Dr. Peiss in person until the end of August, we would work with her at that time to incorporate weekly placement days into the syllabus that she is developing.

According to our interviews with Tia Yang and Faustine Sun, the former and current ABCS Coordinators at the Netter Center, adding an ABCS component to an already-existing course would be a fairly straightforward process.⁵¹ First, we would obtain approval by Cory Bowman, the Associate Director of the Netter Center. Our plan would be to schedule a meeting

⁵⁰ Tia Yang, interview by Catherine Campbell and Cathy Zhang. Netter Center for Community Partnerships, University of Pennsylvania, July 13, 2018.

⁵¹ Tia Yang, interview by Catherine Campbell and Cathy Zhang.

with Mr. Bowman and Dr. Peiss sometime in the last two weeks of September. Mr. Bowman's approval would confirm that the class is suitable to be listed as an ABCS Course, and that the curriculum matches with the ideology and practices of the Netter Center. Next, we would have to determine who the point-person would be between Dr. Peiss and the placement sites; we spoke with Faustine Sun and she confirmed that she, or whoever the ABCS Coordinator is in Spring 2019, would be an appropriate person to fulfill this role.⁵² Tia Yang informed us that all ABCS courses are provided funding by Netter that could be used to pay for SEPTA transportation to and from placement sites, clearances that partner organizations may require, and a Teaching Assistant from year to year.⁵³

The next step would be to apply for a Netter Center Course Development Grant to provide funding for an assistant (likely one of us) who would help design the course by uploading readings to Canvas, incorporating cultural competency training into the curriculum, coordinating with leaders from Mazzoni or other sites, planning for speakers throughout the semester, and dealing with any other logistical obstacles that may come up with adding a service component to a course. The grant would also go towards speaker honoraria and the costs of cultural competency trainings. While the Netter Center website says that applications for Spring 2019 were due in April of 2018, Tia Yang told us that we could apply as soon as possible for consideration as the decisions are rolling throughout the year.⁵⁴ Once the registrar is informed by Dr. Peiss, our class can be as an ABCS course and we could enact our plan when HIST-231 is offered in the Spring of 2019.

⁵² Faustine Sun, interview by Catherine Campbell, Cathy Zhang, and Naati Hamda. Netter Center for Community Partnerships, University of Pennsylvania, July 31, 2018.

⁵³ Tia Yang, interview by Catherine Campbell and Cathy Zhang.

⁵⁴ Ibid.

While this solution may be a bit more difficult to bring to fruition than a student service organization, we believe it does a much better job at addressing the problems we aspire to solve. However, it certainly is not perfect; Dr. Peiss' course has an emphasis on both women's liberations and LGBT movements, so it does not have the topical specificity on Philadelphia queer histories that we desire. In addition, the service placements through Mazzoni may not provide engagement with the Philadelphia LGBTQ+ community that is as meaningful as we had originally imagined. The weekly service at Mazzoni, while certainly valuable as it helps to accommodate the needs of the organization, would leave less room for students to be introspective and collaborative in their engagement. We want students to develop an understanding of Philadelphia queer history and culture that will allow them to empathize with the community and inform how they navigate queer spaces in the future; we are unsure if the broad scope of material and the office-like nature of the service provided by this solution would successfully shape Penn undergraduates in the way that we imagined. However, it is certainly a very feasible step in the right direction.

As New Freestanding ABCS course

Our vision, as we intended it upon conceiving of the ABCS course structure, was a course given by the Gender, Sexuality, and Women's Studies (GSWS) program and cross-listed with History (HIST) and Urban Studies (URBS) at the 100-level. Housing this course in the GSWS program would be beneficial for several reasons. First, it would give the program the most control over allocating faculty for the course, determining when it is offered, and budgeting for guest speakers and similar expenses under GSWS Undergraduate Education funds. Second, it would ensure that the program can leverage its partnerships with the LGBT Center and with other community organizations. Perhaps the most significant reason is that the faculty, and to an

even greater extent the graduate students, connected to GSWS come from a remarkably wide range of departments inside and outside the School of Arts and Sciences (SAS). Among the core faculty, a multitude of the departments in SAS are represented, as well as professors from the School of Medicine, Graduate School of Education, and more; graduate students pursuing certificates also come from the Law, Public Health, and Communications schools.⁵⁵ Thus giving the course its home in this program will ensure it connects to a wide variety of people on Penn's campus.

The scope of the course material would be specific to Philadelphia's queer histories from at least the 1930s to the present day. Creating such a class would obviously entail designing a syllabus; after referring to resources provided by the Center for Teaching and Learning, we drafted a syllabus that incorporated the themes we thought to be most essential to the curriculum we envision (see Appendix A).⁵⁶ The class would begin with discussions about the establishment of queer communities and organizations in Philadelphia, followed by an overview of historical milestones more commonly discussed in the LGBTQ+ community and literature. We would want to cover this fundamental information in the beginning of the course before students start interacting with this community; having students engaging with the LGBTQ+ community who are unaware of contextually significant and commonly referenced historical events, such as the Stonewall riots, would reflect poorly on Penn and would be doing our partner organizations a disservice. By week 5, the course would shift to more local histories that describe the issues and tensions that have shaped the Philadelphia queer community. This includes the rich and unique history of the Gayborhood, as well as the racism and transphobia that has afflicted it for decades.

⁵⁵ Penn Program in Gender, Sexuality, and Women's Studies, "Core Faculty," accessed July 23 2018, <https://www.sas.upenn.edu/gsws/people/core-faculty>.

⁵⁶ University of Pennsylvania Center for Teaching and Learning, "Resources for Teaching at Penn," accessed July 29, 2018, <https://wwwctl.upenn.edu/resources-teaching-penn>.

Once an understanding of the inner turmoils of the community is established, students will examine the effects of local and national legislation restricting and liberating the LGBTQ+ community in Philadelphia.

Providing a thorough history of this community is an important aspect of reaching our ideal state; however, we see engagement as an equally essential component. One way we plan on incorporating engagement with Philadelphia's LGBTQ+ community is by having speakers from this community come into the class; we left room in our syllabus for speakers, and plan on allowing students to choose who would come in each year. When it comes to the community service component of an ABCS course, we would want to stay away from engagement that consists of students going in to "fix" a problem that they perceive in a community. When we met with Tiffany Thompson from the LGBT Center, we learned that this could come across as presumptuous:

"I used to run a nonprofit and people would always say 'I wanna volunteer' and 'I wanna come help.' I'm like, that's great, but you're not going to save my folks just because you show up, and if you think that's why you're coming, you need to not even walk in the door ... There is an opportunity for Penn students to offer something that they may need. But, you don't actually know what they need and the assumption that they need anything from you is huge."⁵⁷

Instead of going in to "serve" the LGBTQ+ community in Philadelphia, we thought to make the volunteering component into a collaborative project, where both Penn students and community members are working on something alongside each other. As we learned from Tia Yang, this would be feasible since other ABCS courses have done similar things:

⁵⁷ Tiffany Thompson, interview by Catherine Campbell, Cathy Zhang, and Naati Hamda, LGBT Center, July 18, 2018.

“There are a lot of different formats for what the service [in an ABCS class] looks like. Sometimes students might develop, along with community members or youth, some sort of final project, like putting on a play or creating newsletter or creating a video about something in the community.”⁵⁸

This collaborative project could take a variety forms, such as the creation of a historical display in partnership with William Way, a pamphlet comparing past and present LGBTQ+ issues, or a community writing assignment that records oral histories of queer people in Philadelphia. It would be essential to leave room for this project to change semester to semester as the needs of our partner organizations change. As Tiffany told us, it would be doing our partners a disservice by going in with a set idea of what we thought our partnership should look like:

“It’s a different way to look at volunteering than just saying ‘Oh, I’m coming in, how can I offer my services?’ Which I saw when I was director [of a youth center] as you just giving me more work that I don’t have time for. It’s different when someone comes in and says ‘Hey, we’re going to do this thing. We wanted to sit with you and plan it together and see what works best. I can bring my students, you can bring your students, and we can develop this program together.’ It eliminates this problem that has created this barrier with Penn and the rest of the community in Philly that’s coming in and saying ‘We want to do this thing. This is what we want to do. How can we do it?’ And to community members it’s like ‘You don’t know me, you don’t know if I need your help, and you’re making a lot of assumptions about what we need instead of meeting us where we are.’”⁵⁹

When we were thinking of organizations that could be good fit for the collaborative work, the LGBT Elder Initiative came to mind. Given that we are designing a history course, working with elders seemed like a perfect way for students to learn about Philadelphia’s queer history while engaging with the very community that lived through that history. David Griffith,

⁵⁸ Tia Yang, interview by Catherine Campbell and Cathy Zhang.

⁵⁹ Tiffany Thompson, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang.

Director of Programs & Outreach at the LGBT Elder Initiative, saw the type of cross-generational project we have in mind as a real possibility:

“I think there could be some interest in this, depending on the type of project. We do hear a lot that there is interest in having more opportunities in the community for working intergenerationally and a desire from many older adults in the community to be able to work alongside younger folks.”⁶⁰

This kind of project would not be completely unprecedented, either. In Spring 2013, Dr. Steve Hahn taught a class cross-listed between the Africana Studies and the History departments titled “Collaborative History Project: Philadelphia and the Great Migration.”⁶¹ This ABCS class took an experiential, project-based learning approach by bringing Penn undergraduates and youth from the Wilson Community School together to learn history by doing history. Rather than having Penn students doing research in tandem with the community engagement, the course made community members real actors in the research process. Undergraduates worked with elementary school students to record oral histories regarding the Great Migration by having Wilson students talk to their friends and relatives, effectively creating an environment where everyone was a learner, teacher, and scholar.⁶² While the course was discontinued after Dr. Hahn left Penn, Cory Bowman told us that the class ran exceptionally well when it was offered, giving us confidence that the collaborative history projects we envision have the potential to succeed.⁶³

⁶⁰ David Griffith, email communication, July 31, 2018.

⁶¹ “ABCS 2012-2013,” Netter Center for Community Partnerships, accessed August 1, 2018, <https://www.netter-center.upenn.edu/abcs-2012-2013>.

⁶² Cory Bowman, interview by Catherine Campbell and Naati Hamda, July 31, 2018.

⁶³ Ibid.

Potential for Co-Enrollment

Another potentially impactful aspect of the course design could be co-enrollment with community members. In our meeting with Cory Bowman, we learned about a contingency in a policy under the College of Liberal and Professional Studies (LPS) that would allow us to bring Philadelphia senior citizens into our classroom.⁶⁴ Dr. Herman Beavers and Suzanne Berger instruct an intergenerational seminar titled “August Wilson & Beyond” through which Penn students and West Philadelphia Cultural Alliance members explore the history and culture that shaped the work of groundbreaking playwright August Wilson.⁶⁵ Each semester, it is required that at least half of the students who are enrolled are community members.⁶⁶ Through readings, theatrical performances, and oral history projects, Penn undergraduates and “non-graded” students learn and collaborate both inside and outside of the classroom.

This kind of intergenerational course could facilitate much more substantial collaboration than a visitor-friendly classroom or a community project ever could. If we were able to find a way to open up our proposed course to LGBTQ+ seniors in the community, Ed Miller has confidently told us that there would be interest among his seniors to be involved with co-learning and teaching among undergraduates. He stated: “Anytime we can get our history out there, especially to young people, it’s a good thing.”⁶⁷ David Griffith also assured us that there is interest among the older adults that he works with to continue pursuing academics, as many of them have done so through the Osher Lifelong Learning Institute at Temple University.⁶⁸ However, none of the

⁶⁴ Ibid.

⁶⁵ Herman Beaver, “August Wilson and Beyond: AFRC 325/ ENGL 280,” Syllabus, University of Pennsylvania, Fall 2017.

⁶⁶ Neha Kishore, Jennifer Qiu, and Lina Shi, “Encouraging Social Impact: Seizing the Missed Opportunity of ABCS Classes for Wharton Students,” December 21, 2016, PSL.

⁶⁷ Ed Miller, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang.

⁶⁸ Email correspondence with David Griffith.

current offerings at Temple appear to involve any kind of community history.⁶⁹ Therefore, we think that the co-enrollment of community members, particularly LGBTQ+ elders, could be a mutually beneficial opportunity in this class.

⁶⁹ “Fall 2018 OLLI Course Guide,” Temple University, accessed July 2018, https://noncredit.temple.edu/about/programs/olli/dep/documents/OLLI_Fall_2018_grid.pdf.

Suitability and Importance of ABCS

There are abundant opportunities for real and impactful work in social justice and equity, both within the context of campus and in our city. However, in many cases, there are high barriers to participation in any such activity in a campus setting. Club application questions like “How have you demonstrated your commitment to social justice?” mean that a student who never got involved with LGBTQ+ activism in high school might close the Google Form in defeat before ever reaching the interview. Adding the prominent concern of competitive club entry processes, as well as the pessimism and cynicism of some of the surrounding discourse, intensifies this problem.⁷⁰

There are also particular concerns about queer students that do not exist in ordinary social justice and community service contexts. For one, some students identify publicly as LGBTQ+ in college who did not do so, or even did not know how they would eventually identify, before they reached Penn. If they have not yet come out to friends from high school, parents and guardians, or extended family, there may be certain aspects of their involvement with student organizations (e.g. open Facebook group membership, publicizing club events, or listing commitments on a résumé) that they may consider too risky. Though such issues may not necessarily be altogether prohibitive, they do increase the barrier—tangible or psychological, both of which are powerful—to participation. At a more basic level, pursuing leadership roles in an organization may require having participated in its activities over multiple semesters or academic years. Meanwhile, a student who only became comfortable identifying with and joining a group as a second-year student or later is potentially excluded from assuming such positions. For those who consider

⁷⁰ Olivia Sylvester, “Inside the world of Penn’s highly selective finance and consulting clubs,” *The Daily Pennsylvanian*, August 27, 2017, <http://www.thedp.com/article/2017/08/guide-to-investment-banking-and-consulting-clubs>.

their ability to serve the group as well as benefit from participation important, an additional obstacle comes to the fore. When any of these sorts of concerns influence a student, especially one under tremendous academic and pre-professional pressure, they are more likely to miss out on engaging with their communities and on the learning opportunities that would have accompanied such engagement.

These two categories of issues, those of high entry barriers and public identification, combine when students try to become involved in the broader LGBTQ+ community. Catherine was required to send an application and résumé, as well as correspond with a staff person to set up an interview, in order to begin volunteering with the LGBT Elder Initiative. Community social media groups are even less likely than university-based ones to take certain privacy measures, as they cannot rely on structures like the student activities fair for potential members to find them. Busy students may need the energy requirement to get involved to be slightly lower in order to take opportunities that would be immensely valuable to them.

Using the ABCS course format solves several of these problems. First, it is an academic course just like any other, so there is no need for special application processes. For the student, this translates to something more significant: there should never be a need to justify one's presence there. We introduced the topic using the phrase "LGBTQ+ and ally" intentionally: strong communities, informed by their histories and by knowledge of their current and future needs, are built when people from all sorts of personal identifications share understanding. Courses taken do not generally appear on résumés, except in special circumstances or for special purposes, so students concerned about future discrimination for being openly queer in the labor market can

reveal as much or as little as they feel safe describing.⁷¹ Academic records are nearly always under the student's control. Furthermore, it would be unusual for anyone to demand an explanation for participation in any particular course, even (or perhaps especially) one outside a student's previous experience. For example, many students study religions, languages, and cultures of which they had no prior knowledge. Thus some of the fears that may accompany becoming extensively involved with a LGBTQ+ student group or community organization directly—fears that may be private, unconscious, difficult to describe, and always highly individual—cease to cause problems when community engagement is accomplished through a formal academic course.

Even more important, the engagement that is permitted over the duration of a semester and beyond can potentially be much more impactful than the aforementioned one-off service activities. For students who are already involved with community organizations, or who want to continue their involvement after the end of the ABCS semester, truly mutually beneficial and long-term relationships can be nurtured. Because of the course component, students can come into their service experiences with much more background knowledge and understanding on which to draw than can a student simply walking into a club service day. Students also have a well-defined and potentially much more diverse group of peers with whom to reflect on their experiences, share ideas and new appreciations, and refer contacts. All these aspects of an ABCS format offer real benefits both to the community partners and to the students involved.

⁷¹ University of Pennsylvania Career Services, "LGBT Career Planning & Job Search Guide," Accessed July 27, 2018, <https://www.vpul.upenn.edu/careerservices/affinity/LGBTguide.php>.

Student Interest

There is no way to precisely predict enrollment in a course like this without offering it during advance registration. However, we spoke to several of our undergraduate peers about our proposed course to gauge their interest in taking it; the feedback was overwhelmingly positive. Below are quotes we received from these peers explaining why they would be interested (Note: several of these quotes have been left anonymous at the students' request):

“This kind of course sounds great. I would certainly be interested in taking it because of its thorough coverage of LGBTQ+ dynamics throughout the history of the area, which I believe is key to solving our present issues in the future. The fact that the course also features an outreach element is unique and perfect given its subject matter. I'd be excited to take part in it.” -Class of 2021

“I'd be interested because I think given how big the LGBTQ community is now, it's important to understand how the community has evolved. People often focus on bringing awareness to contemporary LGBTQ issues but it's important to also understand their culture and history on a deeper level.” -Class of 2021

“If I'm being completely honest, I don't know if I'd take this course because I'm going into my senior year and have a tight schedule in the next two semesters. But this is definitely something I wish had been offered when I was an underclassmen. There is a noticeable lack in LGBTQ+ specific courses offered at Penn, and that's something that I personally think needs to change. It would send a positive message to LGBTQ+ students, you know? One that shows students Penn cares, your history matters and people need to know about it. I think that could be a powerful message.” -Class of 2019

“Well I would be interested in LGBTQ-focused community service because I think that's a population that's often overlooked and underserved in many respects, and there aren't currently very many highly publicized ways to volunteer or get more involved.” -Chloe Cheng, Lambda Alliance Vice-Chair of Political Affairs, Class of 2019

Implementation

As it is our ideal solution, the following section focuses on how we will go about the creation of an entirely new ABCS Course. However, we believe these ideas can be adapted into a more feasible strategy if need be; that strategy is discussed in the section “Transferability to Kathy Peiss’ Course.”

Scope of Course Material

The course material will be specific to Philadelphia’s queer histories from the 1930’s to the present day. Much of the available literature is from that time period, and we would like to keep the material relevant to the LGBTQ+ community that is alive today.

While much of the material will be drawn from academic sources, some will also be drawn from less traditional work, such as online blogs and pamphlets. There often isn’t enough traditional scholarship on LGBTQ+ topics, especially those specific to Philadelphia. We believe that these less traditional sources are still valuable and worthy of study in an academic setting.

Readings

The readings will focus on the following themes:

- *Queer History 101: Historical Milestones*
- *Establishing Queer Communities in Philadelphia*
- *The Gayborhood*
- *Not the Gayborhood: Inclusion and Exclusion*
- *Public Policy: Restrictions and Civil Rights*

A teaching assistant will be paid to find additional works that fit into these themes and upload them to Canvas during the summer of 2019.

Speakers

Another fundamental component of this course will be guest speakers. We believe that speakers will contribute immensely to the quality of the course and should thus be compensated fairly for their time. We would like to leave room in the syllabus for speakers to change semester to semester according to the students' specific interests. However, we think the following people and groups would be appropriate to approach before the course runs for the first time (see Appendix B for their profiles):

Amber Hikes

Penn Non-Cis

Kai Davis/Miriam Harris- poets

Bob Skiba

John Anderies

As it is our goal to have this course running in the fall of 2019, the Teaching Assistant will send emails out to these speakers in the summer of 2019 to determine their willingness and availability. In future semesters, students will take a survey during Week 3 in which they will indicate topics that they are interested in hearing a speaker come in to talk about. The Professor, Teaching Assistant, or one of us will then try to find speakers in the community that fit those interests to come in during Weeks 11, 12, or 13.

Trainings

By the third week of the course, students will have an understanding of fundamentally important LGBTQ+ issues and historical events. Additionally, the student roster will likely stabilize after students are finished dropping and adding courses during the first couple of weeks of

the semester. At this time, we think it to be important for students to go through cultural competency trainings to ensure that they know how to appropriately and comfortably navigate queer spaces and conversations. Week 3, when training begins, will also be when the course is opened up to co-enrolled community members. We think it would be important for all students, Penn undergraduates and community members, to go through cultural competency trainings together; as Ed Miller told us in his interview, intolerance, such as transphobia, exists even among the Philadelphia LGBTQ+ community.⁷²

During this Week 3 training, we will have students undergo the “Queer Liberation and Collective Liberation” workshop that is offered by AORTA, or the Anti-Oppression Resource and Training Alliance. In order to schedule this training, we will have the Teaching Assistant fill out a Request Form from the AORTA Website in the summer before the class is offered.

In addition to this in-class training, we will also aim for an out-of-class training session that will be mandatory for only the Penn undergraduates. The organization SAGE, or Services & Advocacy for GLBT Elders, has a division called SAGECare that provides training and consulting workshops on LGBTQ+ aging.⁷³ Given that our Penn students will be engaging with LGBTQ+ elders in this intergenerational seminar, we believe this training will help ensure that they enter the classroom with respect and mindfulness for co-enrolled community members. There are many classes at Penn that have mandatory meeting times outside of regularly scheduled class,⁷⁴ so we would plan to hold this workshop sometime between Weeks 3 and 4 of class.

⁷² Ed Miller, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang.

⁷³ SAGE USA, “SAGECare,” accessed July 30, 2018, <http://sageusa.care/>.

⁷⁴ Erika Timko Olson, “NURS 102: Situating the Practice of Nursing” Syllabus, University of Pennsylvania, Spring 2017.

The Teaching Assistant will be asked to make contact with Ed Miller, a certified SAGECare Trainer,⁷⁵ in early August to schedule a time that works for him.

Classroom Environment

Once the course is opened up to co-enrolled community members, we would like for the classroom environment to be one of honesty, openness, and fairness. Penn students and community members will certainly have a lot to learn from each other's unique interpretations of readings, perspectives on potentially controversial issues, and life experiences. We would want all students to be viewed as equals. While remaining cognizant of the differing priorities of Penn undergraduates and non-graded community members in terms of attendance and assignments, all students will be expected to actively participate in inclusive, accepting discussion during class. We will set this standard by having the professor clearly state expectations during the Week 1 Introduction and Week 3 transition to an intergenerational classroom.

Other Course Logistics

We currently imagine the class being held one day per week from 1:30-4:30pm. While we are open to the day and time changing according to the schedule of the instructor, we would not want class to be in the evening, as it might be inconvenient for elderly students. The three hour time block was chosen as opposed to two 90-minute sessions for the convenience of co-enrolled community members; we would not want to have them travel to Penn's campus twice per week.

⁷⁵ Ed Miller, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang.

Partnerships

A key component to this class will be the collaborative history project that students are expected to work on in groups. As mentioned in the Proposed Solutions and Viability section, this project could take on many different forms and will change each semester according to the needs of our community partners.

The William Way LGBT Community Center will be our primary partner. While our contact with the organization's staff has affirmed the potential for collaboration, we hope to reach out to John Anderies, William Way's archivist, in the first few weeks of September to see how we can get students into the archives if their collaborative project requires it.⁷⁶ These projects may require sources that this archive contains; however, they could also create new material that could be added to these archives. Additionally, William Way is always looking for new projects to put on display within the center's alcove; our students could work with them to provide materials for the display.⁷⁷ Additional potential partners include the Temple University Urban Archives and Penn's University Archives and Records Center.

One thing to note is that while partnering with a local organization in West Philadelphia would be ideal for building relationships with neighbors, part of the reason we are working with William Way, which is based in the Gayborhood downtown, is the lack of LGBTQ+-specific institutional spaces in West Philadelphia. As Tiffany Thompson explained:

Most of the connections [the LGBT Center has] are with the Gayborhood. I don't think there's a lot of relationships with places that are nearby. And that is not because of lack of effort... the LGBT community has been making an effort to move things outside of the Gayborhood.

⁷⁶ Ed Miller, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang.

⁷⁷ Ibid.

While there is Morris Home in Northwest Philadelphia, a trans shelter that Tiffany is trying to work with, “William Way is ideal because that is their intention: to be a safe space for the community but to also exchange and provide education and different resources.”⁷⁸

Assignments and Assessments

We used Dr. Rachel Zolf’s syllabus for ENGL 127: Community Writing and Dr. Kathy Peiss’ syllabus for HIST 349: “History of Sexuality in the United States” as models when designing our assignments and assessments, as well as positive experiences we ourselves have had in past courses. We decided that reflections, a presentation, and a final project would be most appropriate for this class. More information about these assignments can be found in Appendix A: Working Syllabus.

Instruction

As of now, Kathy Peiss is the only faculty member who has expressed direct interest in collaborating with us; however, working with her would mean adapting our plans to align with her curriculum for HIST-231 (see section titled “Transferability to Kathy Peiss’ Course”). If we choose to move forward with the creation of an entirely new ABCS Course, we have the following list of faculty members that we plan to get in contact with in the last few weeks of September 2018:

Dr. Rachel Zolf: We met with Dr. Zolf in July to get feedback on our project, not to see if she would be interested in instructing our class. However, the interview made her dedication to the LGBTQ+ community very apparent. Given that she already plans on teaching

⁷⁸ Tiffany Thompson, interviewed by Naati Hamda, Catherine Campbell, and Cathy Zhang.

an ABCS course, it does not seem implausible that she would be interested in collaborating with us as well.⁷⁹

Heather Love: associate professor in the English department whose research interests include gender and sexuality studies; has written a book titled *Feeling Backward: Loss and the Politics of Queer History*⁸⁰

Andrew Lamas: professor in the Urban Studies and Gender, Sexuality, and Women's Studies department; faculty affiliate for the LGBT Center⁸¹

Dr. Lance Wahlert: Assistant Professor of Medical Ethics and Healthy Policy; scholarly interests include the history of LGBTQ+ medicine⁸²

Even if we find a faculty member who is interested in working with us before contacting them all, we will still work to garner interest from as many potential instructors as possible. One of us, the authors, would be willing to be the Teaching Assistant for at least the first semester that this class runs. In the future, we hope that a former student of the class will fill this paid position.

Funding and Approval

Once we find a faculty member who is willing to instruct the class, the next step will be to get approval from the GSWS program by setting up a meeting with Gwendolyn Beetham, Associate Director, sometime in Fall 2018.⁸³ After that, we will speak with the College of Liberal

⁷⁹ Kathy Peiss, E-mail communication to authors.

⁸⁰ "Heather K. Love," University of Pennsylvania Department of English, accessed August 1, 2018, <https://www.english.upenn.edu/people/heather-k-love>.

⁸¹ "Andrew Lamas," Penn Urban Studies, accessed August 1, 2018, <https://www.sas.upenn.edu/urban/faculty/andrew-lamas>.

⁸² "Lance Wahlert," University of Pennsylvania Department of English, accessed August 1, 2018, <https://www.english.upenn.edu/people/lance-wahlert>.

⁸³ Luz Marin, interview by Catherine Campbell.

and Professional Studies to learn how to go about enrolling community members in a course. As we are unsure of exactly who in LPS to speak with about this, we plan on scheduling meetings in late August with Cory Bowman, Associate Director of the Netter Center, and Dr. Herman Beavers, Professor of a similar co-enrolled ABCS course, to learn more about the process.

Next, we will apply for the Netter Center Course Development Grant. According to Netter's website, proposals are evaluated based on the following criteria:

1. Academic excellence
2. Integration of research, teaching and service
3. Partnership with schools, community groups, service agencies, etc.
4. Focus on Philadelphia, especially West Philadelphia
5. Evidence as to how the course activity will involve participation or interaction with the community as well as contribute to improving the community
6. Evidence as to how the course activity will engage undergraduate and/or graduate students in real-world problem-solving research opportunities
7. Potential for sustainability⁸⁴

Additionally, the website calls for proposals to be submitted in the following format:

1. Cover page
 - 1.1 Name, title, department, school, mailing address
 - 1.2 Title of the proposal
 - 1.3 Total amount of funding you would like
 - 1.4 100-word abstract of the proposal (include a description of how the course will involve interaction with the community and benefit the community)
2. A one-page biographical sketch of applicant
3. A two-to-four-page mini-proposal

⁸⁴ "Course Development Grants," Netter Center for Community Partnerships, accessed August 1, 2018, <https://www.nettercenter.upenn.edu/what-we-do/abcs-courses/course-development-grants>.

4. Budget detailing how you intend to use the requested funding⁸⁵

To have this course offered in fall 2019, this proposal would have to be submitted by a faculty member to Faustine Sun, ABCS Coordinator, before April 2019. A sample of a Course Development Grant proposal that we will use as a model for ours can be found in Appendix C.⁸⁶

The Netter Center's annual funding for ABCS courses will be used for to pay a Teaching Assistant each semester and SEPTA transportation.⁸⁷ Funding from the Course Development grant would be used to pay a Teaching Assistant to help with initial development of the course in the summer of 2019. In addition, the money would go towards speaker honoraria and the costs of cultural competency trainings (AORTA and SAGECare).

The Campaign for Community grant, described earlier in the section "LGBTQ+ Student Service Organization," is also available for faculty members. This grant can be used to fund an event open to all Penn staff, students, and faculty, so if a speaker event for the class is opened up to other members of the Penn community, this can cover non-honorarium expenses such as travel or catering.⁸⁸

Transferability to Kathy Peiss' Course

Much of what is described in the sections above is our plan given the ideal circumstance that we find a faculty member who aligns with our vision, agrees with our strategy, and is willing to instruct this course. However, as finding faculty is often the most difficult part in creating a course, we must consider the very real possibility that this does not happen.⁸⁹ If that is the case,

⁸⁵ Ibid.

⁸⁶ Janeé Franklin, "Sociology for the Public Good: Undergraduate Opportunities in Applied Sociology at the University of Pennsylvania," Summer 2012, PSL.

⁸⁷ Tia Yang, interview by Catherine Campbell and Cathy Zhang.

⁸⁸ University of Pennsylvania Office of the Provost, "Campaign for Community."

⁸⁹ Tia Yang, interview by Catherine Campbell and Cathy Zhang.

we believe that much of our ideas could be transferred to Kathy Peiss' HIST/GSWS-231 class if she were receptive to them. As of now, our correspondence with her only confirms her interest in adding an ABCS component to the class; because we have no reason to believe otherwise, we assume that she was imagining the addition of a more traditional service component, and have made plans for that accordingly (see section titled "As Collaboration with HIST/GSWS-231"). However, we believe that an intergenerational seminar would work extraordinarily well in her class. Kathy Peiss' course is intended to be research-focused with students exploring unexamined or underutilized material about feminist and LGBT activism in the 1960s-80s, creating oral histories, analyzing printed documents from the era, and visiting the same archives we envisioned working with.⁹⁰ Given this, we believe having students work with elders who lived through the history that is being studied would only enhance the quality of the research being completed.

If our meeting with her at the end of August shows that she is open to idea of co-enrollment, our implementation plan would be somewhat altered. As we would already have a faculty member on board, the Course Development Grant could be applied for in September 2018. If we are able to get funding before Spring 2019, when the course will be running for the first time, we will pay an assistant to help to design a new course this fall. However, if that does not happen, one of us, the authors, would still be willing to help develop Kathy Peiss' syllabus and incorporate a co-enrolled class structure, a collaborative project, and cultural competency trainings into the class.

⁹⁰ Kathy Peiss, E-mail communication to authors, July 17, 2018.

Evaluation

Obtaining Feedback

We will monitor the state of the course through enrollment numbers, course evaluations by both students and faculty teaching the course, feedback from partners, and by administering follow-up surveys one semester after the completion of the course to see if students continue serving at their placement sites. Enrollment numbers over time will serve as an indicator of student interest and course sustainability. Course evaluations will provide more detailed and explicit information on what parts of the course were effective or not, as well as which parts were well received by Penn and senior students.

Responding to Feedback

Our goal is for students to not only learn about queer history in Philadelphia but to also become advocates for the needs of this community; thus, a key proponent in determining if the course is successful is seeing if students continue to meaningfully engage with the queer community in Philadelphia beyond their semester in this course. If our follow-up surveys show that students are not continuing to engage, or that they are not interested in doing so, then we should change the service element to better align with their educational needs and interests. If the course evaluations show that students or instructors are dissatisfied with course content, then we should redesign its syllabus. If course enrollment is continually dropping, then we should consider all of the above to determine why.

Evolving Curriculum

Those in charge of this course must continue to update its content over time, first and foremost to keep terminology current. The community is constantly redefining its own labels to describe its members' identities and experiences more precisely. Terminology also changes as communities reclaim previously derogatory terms, such as "queer." A course in this field cannot be relevant to students without up-to-date designations for those involved, especially for students who do identify as LGBTQ+. Courses that claim to address gender and/or sexuality that do not do this can be disheartening to their students, especially for frequently erased identities.

The service and engagement portions will also need to stay up to date. Though direct service organizations are more likely to be forced by their clients to stay "with the times," academia often runs the risk of falling behind. Ideally, the people involved in the direction and instruction of this course will be sufficiently involved with the queer community in the city to be aware of these advances as they come. Social service workers, educators, and other professionals are constantly evolving in accordance with new best practices around anti-racism, anti-oppression, and the active pursuit of inclusion. We would like to follow those same practices, so the faculty and TAs in this course will consult with the staff of the LGBT Center every year to review the curriculum and the activities associated with community partnerships.

Sustainability and Planning for Resiliency

The three main components to sustaining the course would be 1) ensuring that there is an instructor to teach the course 2) maintaining positive relationships with service sites, and 3) having students that are interested in taking the course. Maintaining a faculty member to teach any course is difficult, especially a humanities elective that does not have to be offered every semester. As mentioned in the Implementation section, one of our goals this fall will be to reach out to as many faculty members as possible, even if our collaboration with Kathy Peiss works out or if we find someone who is willing to teach our entirely new course. If there are multiple faculty members who are interested in working with us, we would see if they would be open to the idea of co-teaching alongside a second instructor. This way, if any one of the faculty members can no longer teach the course in future years, there would be a second person with knowledge of what the course is and how it should be run. In any circumstance, we believe that the GSWS program will be inclined to keep this course running because it is a program and not a department. Currently, many of the courses in GSWS are only cross-listed with the program rather than housed within it; this means that other departments, such as History or Africana Studies, have primary say in decisions such as faculty and funding. Our proposed course would be housed within the GSWS program, expanding the program and giving it more status and stake in the university.

As mentioned in the Evaluation section, we will give serious consideration to their feedback and remain receptive to any changes that they wish to see in our course to maintain positive relationships with our partners. However, it is very possible that we may lose partnerships over the years, even if it is for reasons that are out of our control. Even if we no longer work with William Way, Mazzoni, or the LGBT Elders Initiative, there are other organizations in the city that could work well with the model for our course (Philadelphia FIGHT, Morris Home, Attic

Youth Center, et cetera). As Tiffany Thompson said in our interview, the LGBTQ+ community is tight knit, and once we have a positive partnership with one organization we are confident others will be receptive to working with us as well. Additionally, if our class is a success, we hope to see former students engaging with these organizations in the future and serving as a potential connections:

“We've been around a long time and Philly's queer community is tiny. I know everybody. Everybody knows everybody. So the relationship exists because we kind of all know each other from just being around the community, going to events and things. A lot of students, a lot of people who have gone to Penn are now doing work in this field, whether it be undergraduates or graduates that get their MSWs [Master of Social Work] here.”⁹¹

We are more than willing to serve as the connection between these organization and the course instructor as the course is being developed and runs for the first few semesters. However, we must plan for the future when we no longer are at Penn and can serve this role. As mentioned earlier, Faustine Sun, the current ABCS Coordinator, has said that she and whoever has her position will fill that role in the future.⁹²

Based on our experience as students at Penn, we believe the best way to maintain student interest over the years is by ensuring that the class has a track record for providing undergraduates with a thought-provoking, meaningful experience. Students rely on peer feedback about courses available on websites such as Penn Course Review when making scheduling decisions. We are confident that there are students who are interested in learning about and engaging with Philadelphia's queer community, and the feedback from students that we have received thus far has only confirmed this (see section titled Student Interest). To maintain a good reputation, we

⁹¹ Tiffany Thompson, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang.

⁹² Faustine Sun, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang.

will take course evaluations and other forms of student feedback very seriously, and will leave the course structure and curriculum open to change over the years.

Conclusion

We envision a Penn community that knows its own histories, and that understands the present and future implications of those stories. This can and should take many possible forms. However, we have focused on a course that will provide such understanding to the young people growing into adults in Philadelphia's queer community. By making their history personally meaningful, and putting them in partnership with the real people whose lives our books and articles represent, we hope to make progress towards realizing our vision.

Ed Miller told us, "Any time we can get our history out there to people, especially young queer people, it just gives them a sense: if they're going to be an advocate...that they need to have that history for themselves to do better."⁹³ The past and present discrimination faced by the LGBTQ+ community can change in the future, and we hope to steer the sometimes-insular world of the academy towards contributing to such a change.

⁹³ Ed Miller, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang.

Acknowledgements

We would like to thank Tiffany Thompson, Luz Marin, David Griffith, Kathy Peiss, Cory Bowman, Tia Yang, Faustine Sun, Chloe Cheng, Wesley Neal, Rachel Zolf, Ed Miller, Steve Kocher, the GSWS program, Ying Zhang, Joniece Greer, Jialin Wang, and Kaylin Bailey for corresponding with us, granting interviews, and providing access to documents. You provided the basis for the work we are preparing to do, as well as invaluable guidance, and we could not have proposed this course without your input. We would also like to thank Ira Harkavy, Theresa Simmonds, and Carter Gale for guiding us, alongside our fellow PPPS interns, through this project.

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“ABCS 2012-2013.” Netter Center for Community Partnerships. Accessed August 1, 2018.

<https://www.nettercenter.upenn.edu/abcs-2012-2013>.

This website provides an archived list of all the ABCS Courses offered by the Netter Center during the 2012-2013 academic year. We used this site to determine the course code for Steve Hahn’s class, HIST 231: Collaborative History Project - Philadelphia and The Great Migration.

“About Kai Davis,” Kai Davis Poetry, accessed August 1, 2018, <https://www.kaidavispoetry.com/>.

This is the “About” page for Kai Davis, a Philadelphia poet. She is one of our possible guest speakers, and thus we cited her page for information about what she would bring to our course.

“Advanced Course Search.” University of Pennsylvania 2018–19 Undergraduate Catalog,. accessed July 2018. <https://catalog.upenn.edu/course-search/>.

This is the special website available to conduct searches of the titles and course descriptions of courses offered at Penn. It is separate from the A-Z listing of courses and subjects (more specific than departments, such as HSOC and STSC within the department History and Sociology of Science, and including programs like GSWS as well as such departments). It was referenced for the courses a student could expect to identify if they were interested in LGBTQ+-centered course material.

Alpert, Rebecca T. "In God's Image: Coming to Terms with Leviticus." In *Voices of the Religious Left: A Contemporary Sourcebook*, edited by Rebecca T. Alpert, 215-222. Philadelphia: Temple University Press, 2000.

This chapter, authored by a Reconstructionist Rabbi and Professor of Religion in Philadelphia, centers on the difficulty of reconciling religious teaching with identity (specifically that in the Book of Leviticus for Jewish LGBT people). It describes the history of interpretation of the passages that address homosexuality, as well as the broader category of biblical criticism. More important, however, it comes directly from a highly specific LGBT population in Philadelphia, and addresses a concern that a large number of queer-identifying people in our city and across the world must find peace with. That is, their religious identities and sexual orientations, both deep-seated parts of their lives and experiences, are in conflict. The development and persistence of a number of religiously-focused LGBTQ+ community groups in the city, including those belonging to traditions which historically (and currently, in some cases) exclude, marginalize, and condemn queer people, demonstrates that this conflict has been and continues to be a real tension for people in the community. Alpert has a perspective that is unique and uniquely informed, both by history and by the present day, as well as being local to Philadelphia. Thus her work could function as a compelling addition to the syllabus of our proposed course.

"Andrew Lamas," Penn Urban Studies, accessed August 1, 2018, <https://www.sas.upenn.edu/urban/faculty/andrew-lamas>.

This profile on the Urban Studies department website gives information about Andrew Lamas, professor and Faculty Affiliate of the LGBT Center. His primary faculty appointment is in the School of Arts & Sciences' Urban Studies Program, where he focuses on the theoretical and

practical dimensions, as well as the philosophical and religious bases, of social justice and economic democracy. We used this information to determine if he would potentially be interested in collaborating with us by instructing our course.

Anti-Oppression Resource & Training Alliance. “Workshops.” Accessed July 27, 2017,
<http://aorta.coop/workshops/>.

This is the site for the anti-oppression workshop that Rachel Zolf recommended we use for students in our proposed course. A number of workshops on varying topics are available to book via this site.

Beaver, Herman. “August Wilson and Beyond: AFRC 325/ ENGL 280.” Syllabus, University of Pennsylvania, Fall 2017.

After hearing about this class during our interview with Cory Bowman, we found this syllabus on Penn InTouch to learn more about it. The syllabus described the format of the intergenerational seminar, as well as the different assignments for Penn students and non-graded co-enrolled community members.

bell hooks. “Language.” In *Teaching to Transgress: Education as the Practice of Freedom*, 167–175. Routledge, 1994.

This chapter addresses power dynamics in language, including the oppressive use of standard English and the politics surrounding black vernacular speech. In addition addressing issues of cultural imperialism in a racialized sense, this chapter is particularly relevant to the queer community today, where phrases originating in black communities are often appropriated and

popularized by white, gay men. bell hooks is considered a classic author in both feminist and queer literature.

Benson, Lee, Ira Harkavy, John Puckett, Matthew Hartley, Rita A. Hodges, Francis E. Johnston, and Joann Weeks. *Knowledge for Social Change: Bacon, Dewey, and the Revolutionary Transformation of Research Universities in the Twenty-First Century*. Philadelphia: Temple University Press, 2017.

William Rainey Harper's excerpted 1899 essay "The University and Democracy," as well as the Introduction and the chapter titled "John Dewey and the Community School Idea," contributed ideas to the theoretical basis for our strategic problem and its solution.

Black Lives Matter, "#talkabouttrayvon: A Toolkit for White People on the Fifth Anniversary of Trayvon's Death," accessed July 29, 2018, <https://blacklivesmatter.com/wp-content/uploads/2017/10/Toolkit-WhitePpl-Trayvon.pdf>.

This document, published by Black Lives Matter, includes information about how best to recognize and speak out against racism and police violence. It is cited in our introduction.

Bowman, Cory. Interview by Catherine Campbell and Naati Hamda. Netter Center for Community Partnerships, University of Pennsylvania, July 31, 2018.

Britannica Academic, s.v. "Constitution of the United States of America." Accessed July 29, 2018. <https://proxy.library.upenn.edu:2990/levels/collegiate/article/Constitution-of-the-United-States-of-America/26012#219000.toc>.

This Encyclopedia entry on the U.S. Constitution was used as a reference for the basic facts of the “three-fifths compromise,” mentioned in the introduction.

Cenziper, Debbie, and Jim Obergefell. *Love Wins: the Lovers and Lawyers who Fought the Landmark Case for Marriage Equality*. New York: William Morrow, 2016.

This popular biographical book follows the story behind the Supreme Court decision *Obergefell v. Hodges*, which legalized same-sex marriage at the federal level in the United States. It is included among the reading for the civil rights section of our syllabus.

Cheng, Chloe. Interview by Cathy Zhang. Starbucks on 34th and Chestnut, August 3, 2018.

Cathy described the new student service group and ABCS Course solution proposals in this paper to Chloe Cheng, the 2018 Vice-Chair of Political Affairs for Lambda Alliance, to ask if Chloe thought queer students at Penn would be interested. Chloe expressed that she believed there would be interest in the service group and expressed her own interest in an ABCS course on queer history in Philadelphia.

“Course Development Grants,” Netter Center for Community Partnerships. Accessed August 1, 2018. <https://www.nettercenter.upenn.edu/what-we-do/abcs-courses/course-development-grants>.

We used this website to learn more about the Netter Center Course Development Grant, the types of courses that qualify for it, what to include/how to format a course proposal, and how to apply.

Doan, Petra L., and Harrison Higgins. "The Demise of Queer Space? Resurgent Gentrification and the Assimilation of LGBT Neighborhoods." *Journal of Planning Education and Research* 31, no. 1 (2011): 6-25. <https://doi.org/10.1177%2F0739456X10391266>.

This article concerns the assimilation of historically LGBT-friendly neighborhoods into their respective cities, especially due to forces of gentrification such as housing price increases and an increase in intolerance. The failure of cities to consider LGBT people's presence in city planning efforts, as well as the loss of highly visible queer businesses, are also considered. Though it does not concern Philadelphia, it is an interesting example of the need to explicitly consider LGBTQ+ communities in public policy decision-making, and is thus included in our syllabus.

Druggan, Alec. "New ranking finds Penn has produced the third-largest number of billionaire alumni," *The Daily Pennsylvanian*, June 2, 2018, <http://www.thedp.com/article/2018/06/billionaires-alumni-ranking-penn-upenn-philadelphia>.

This article includes the information about Penn's billionaire graduates. It was referenced in our introductory material about the importance of Penn students' future status.

"Fall 2018 OLLI Course Guide." Temple University. Accessed July 2018, https://noncredit.temple.edu/about/programs/olli/dep/documents/OLLI_Fall_2018_grid.pdf.

This schedule of OLLI course offerings at Temple was referenced to determine what is lacking in current higher education offered to older adults in Philadelphia. It covers Fall 2018, though a more limited schedule is also available for the current summer.

Fossil Free Penn. “Proposal for the Formation of an Ad Hoc Advisory Committee on Divestment from Fossil Fuel Holdings.” Proposal to the University Council Steering Committee, University of Pennsylvania, November 2015.

Under section 2.3, “Social Injuries Regarding Political Influence and Lobbying,” the proposal refers to the need for the University of Pennsylvania to maintain its reputation as the “Civic Ivy.” This occurred not in relation to community partnerships, but rather the issue of fossil fuel divestment at Penn; however, the term “civic ivy” is infrequently cited in official university publications.

Franklin, Benjamin. “Proposals Relating to the Education of Youth in Pensilvania,” hypertext
Derek Smith, accessed June 4, 2018, <http://www.archives.upenn.edu/primdocs/1749proposals.html>.

This primary source by Benjamin Franklin is extensively referenced in our introduction as the basis of principle for our solution. It describes the founding aims of the Academy of Philadelphia, which would become the University of Pennsylvania in 1791. We accessed it via the University Archives and Records Center website.

Franklin, Janeé. “Sociology for the Public Good: Undergraduate Opportunities in Applied Sociology at the University of Pennsylvania.” Summer 2012, PSL.

This PSL proposed an ABCS Course that focused on “applied” sociology. We used this PSL to find a sample course proposal that we will model when applying for the Netter Center Course Development Grant.

Gallagher, Shelagh A. "Problem-Based Learning: Where Did It Come From, What Does It Do, and Where Is It Going?" *Journal for the Education of the Gifted* 20, no. 4 (1997): 332–362.

This article covers the principles of problem-based learning in detail, including various applications such as gifted education and providing practice for medical students. It was referenced for its citation and explanation of Barrows' defining features of "ill-structured problems," used in our statement of the problem.

Groups Online @ Penn, "New Student Group," accessed August 2, 2018, "https://upenn-community.symlicity.com/index.php?mode=form&tab=profile&_do_edit=1&id=.

This is the page for registering a new student group at Penn. When registering a new group, the group must agree to Terms and Conditions stipulating that membership is open to all persons regardless of sexual or affectional preferences, among other conditions.

Gutmann, Amy. "Inaugural Address." University of Pennsylvania Inauguration Address, October 15, 2004. <https://president.upenn.edu/meet-president/inaugural-address>.

This is the speech that current University President Dr. Amy Gutmann gave upon her inauguration in 2004. It was cited as echoing common cultural values and ideals on Penn's campus.

Gomillion, Sarah C., and Traci A. Giuliano. "The Influence of Media Role Models on Gay, Lesbian, and Bisexual Identity." *Journal of Homosexuality* 58, no. 3 (February 22, 2011): 330–54. <https://doi.org/10.1080/00918369.2011.546729>.

The studies in this article surveyed and interviewed gay, lesbian, and bisexual (GLB) individuals about their identities and seeing GLB role models in media. The survey found that GLB media characters, especially those of the same sexual orientation as the respondents, influenced respondents' realization that they were GLB by providing someone they could identify with, influenced respondents' coming out by inspiring them to feel pride in their identities, and served as role models. The internet and books were rated as more influential than movies and television, possibly because interacting with other queer individuals online creates a sense of community that may not be available offline. This finding provides evidence for the need to offer (LGBTQ+) students at Penn an opportunity to interact with others in the queer community. Interviewees reported that positive media portrayals had positive effects on self-image, while lack of non-negatively stereotyped portrayals had negative effects.

“Heather K. Love.” University of Pennsylvania Department of English, accessed August 1, 2018, <https://www.english.upenn.edu/people/heather-k-love>.

This profile on the website for Penn's Department of English describes Associate Professor of English, Dr. Heather Love. Her research interests include gender and sexuality studies, twentieth-century literature and culture, affect studies, sociology and literature, disability studies, film and visual culture, and critical theory. We used this profile to determine that she may be a faculty member who is interested in working with us.

Hendrickson, Clara Jane. “Another award, few winners.” *Daily Pennsylvanian*, June 3, 2015.

<http://www.thedp.com/article/2015/06/clara-jane-hendrickson-another-award-few-winners>.

This student opinion editorial from the *Daily Pennsylvanian* comments on the utility and role of the President's Engagement and Innovation Prizes. It was cited in a brief discussion of the Penn Compact programs as reflecting a commonly held opinion.

“History and Mission.” Mazzoni Center. Accessed August 2018. <https://www.mazzoni-center.org/history/>.

This webpage includes the mission statement and information about the history of the Mazzoni Center, which provides health services for LGBTQ people. They depend heavily on volunteers for certain tasks, and so it is essential to include information about them on our syllabus.

Javaheri, Reza. “Anti-Oppression Training: A Counterproductive Waste of Time for Students.”

The Statesman, January 31, 2018. <https://statesmanonline.org/2018/01/31/anti-oppression-training-a-counterproductive-waste-of-time-for-students/>.

This article, referred to us by Dr. Rachel Zolf, was published in a right-wing student magazine and criticizes anti-oppression training for students. It describes the training that was required for the “Write On!” ABCS course, which worked with students from Lea Elementary School, as a waste of time for students. We included this in the syllabus to show students a perspective on the training that fails to understand its purpose and to challenge the article's conclusion.

Kishore, Neha; Jennifer Qiu, and Lina Shi, “Encouraging Social Impact: Seizing the Missed Opportunity of ABCS Classes for Wharton Students.” December 21, 2016, PSL.

This PSL focused on how to encourage Wharton students to participate in civic engagement by adding ABCS courses as options to fulfill the seminar requirement in the Benjamin Franklin

Scholars program. This authors of this PSL talked to Dr. Herman Beaver about adding AFRC 325: August Wilson and Beyond to the seminar list, and therefore had some useful information about the class that we did not know about.

Kocher, Stephen. Interview by Catherine Campbell. Spiritual and Religious Life Center, University of Pennsylvania, August 1, 2018.

“Lance Wahlert.” University of Pennsylvania Department of English, accessed August 1, 2018.

<https://www.english.upenn.edu/people/lance-wahlert>.

We used this profile on the English department’s website to learn more about Dr. Lance Wahlert, Assistant Professor of Medical Ethics & Health Policy. His scholarly interests include narrative medicine, clinical ethics, the history of LGBTQ medicine, disability theory, cinema studies, and Irish and Norwegian literature. We used this information to determine if he would potentially be interested in collaborating with us by instructing our course.

Long, Edward Leroy Jr. *Higher Education as a Moral Enterprise*. Washington, D.C.: Georgetown University Press, 1992.

This class reading concerns the ethics and morality surrounding university-level education. It was cited in our introduction as speaking to a principle reflected in the Penn Compact 2020.

Manley, Laura E. ““Do you live on Spruce Street or are you straight?’ The boundaries of Philadelphia's Gayborhood and the production of queer identities.” Master’s thesis, City University of New York, 2014.

This source, a master's thesis from CUNY, concerns the development of the Gayborhood in Philadelphia between 1930 and 1950. It focuses on the interactions of race, class, gender, and geographic location in creating and cementing social interactions and identities, and is also comparative with other communities developing during the same time. This source provides a view of a queer community that is vastly different from the experience of students identifying as queer at Penn in the present moment, as well as an example of a fairly narrow individual historical research project.

Marin, Luz. Interview by Catherine Campbell, University of Pennsylvania, July 26, 2018.

I spoke with Luz, the Program Coordinator for the GSWS program at Penn, because she was my supervisor during the past year while I worked as an administrative assistant for the program. I had a general sense of the information I needed already, but it was helpful to have Luz confirm some details such as the technicalities behind GSWS faculty dual appointments. Though she could not speak on behalf of the program about future goals or other similar matters, she was immensely helpful as a resource for the logistical details that matter so much when it comes to implementing our course.

McDonald, Natalie Hope. "iCandy owner breaks silence on video that launched racial firestorm in the Gayborhood." *Philly Voice*, November 3, 2016. <https://www.phillyvoice.com/exclusive-icandy-owner-breaks-silence-on-video-that-launched-racial-firestorm-in-gayborhood/>.

This news article gives background information, as well as current events. It is a reference for our section on the present state of the problem, as well as serving as a reading on our syllabus.

McKee, Michael. "10 reasons to resist work requirements for Medicaid and food stamps." *The Inquirer*, April 23, 2018. <http://www.philly.com/philly/opinion/commentary/work-requirements-medicaid-food-stamps-snap-hb-2138-pennsylvania-house-welfare-reform-20180423.html>.

This article, written by one of the case managers at the Broad Street Ministry in Center City Philadelphia, articulates with great clarity the problems associated with policy decisions that blame the unemployed or low-income for their situation. This is an important example of the disastrous results when public policy is made by those who have not taken the time to understand the people whose lives will be affected or the complex systems that have impacted each person's situation. Though this particular issue was only a passing reference in the Introduction, it speaks to our broader goal of creating powerful people who know the people whose lives they are legislating and who are willing to think carefully about implications like those McKee describes.

Meigs, Mary. "From an Autobiography." *Room of One's Own* 6, no. 4 (1981): 2-18.

In this article, Meigs recounts elements of her childhood, young adulthood, and maturity. She discusses her relationships of various sorts, both with men and women, over her adult life, and the influences of her upbringing and the values of her family on her experience of choosing the path of her adulthood. Meigs is from an upper-class Philadelphia family, and her experiences of the values placed around queer sexuality are described by Murray in *Not In This Family* (also cited) as typical. She provides a personal tone around a unique perspective (she refused many marriage offers from men and pursued various non-traditional relationships, as well as a long career as an artist, all of which are discussed), and she is wonderfully self-aware in this piece.

Miller, Ed. Interview by Catherine Campbell, Naati Hamda, and Cathy Zhang, William Way Center. August 1, 2018.

We interviewed Ed Miller, Senior Programs Coordinator at William Way, to gauge the organizations interest in collaborating with us. He gave us a lot of useful insight into to how to gain seniors' interest in participating in our course, as well as training that may be useful to put Penn students through before we begin an intergenerational seminar.

“Mission and History.” The Attic Youth Center. Accessed July 2018. <https://www.atticyouthcenter.org/about/mission-history>.

This webpage includes the mission statement and a brief description of the history of the Attic Youth Center. Though undergraduates are generally not old enough to volunteer there (the requirement is 25+), and thus will not be completing any service with Attic, they still need to know about its role in the city.

“Mission and History.” William Way Community LGBT Center. Last modified 2015. <http://www.waygay.org/mission-history/>.

This web page documents the history of the William Way Community LGBT Center, one of the major community institutions of Philadelphia LGBTQ+ history, which has a history of more than four decades. It also describes some of the most crucial staff of the Center and the roles in which they were hired, as well as its connection to some of the other institutions, events, and initiatives

in the so-called “gayborhood.” This source functions to provide reliable, basic background information on an important part of the Philadelphia-specific history that will be incorporated into the course, as well as a basis of comparison and reference for other community history sources.

“Morris Home.” Resources for Human Development. Accessed July 2018.

<https://www.rhd.org/morrishome/>.

This webpage describes the Morris Home and the kind of resources it provides. It is on our syllabus because students need to be familiar with the roles of the CBOs providing resources to LGBTQ+ people in Philadelphia.

Murray, Heather. *Not in This Family: Gays and the Meaning of Kinship in Postwar North America*. Philadelphia: University of Pennsylvania Press, 2010.

The first chapter of this book, “Daughters and Sons for the Rest of their Lives,” is a comprehensive, thoughtful, and useful introduction to the particular social environment surrounding the time after WWII in the United States. Murray’s particular focus on the reactions of parents; on gay young adults’ concerns about and approaches to coming out and/or concealing their sexualities to their families; and on activism by parents on behalf of their gay children is compelling and useful. Further chapters, like one on AIDS, “‘Every Generation Has its War’,” have no focus on Philadelphia, but much of the most basic history material is theoretical and not locally specific. Thus this book is a useful resource for developing the history in our proposed syllabus, as well as for informing any work with community partners that provide services to elderly LGBTQ people who were coming of age during the period described.

Neal, Wesley. "A Bried Timeline of Philly LGBTQ History." *QPenn Supplement 2018*. March 17, 2018, https://issuu.com/emailqpenn/docs/qpenn_supplement_2018.

This timeline, created by Wesley Neal (2018 Vice-Chair of Outreach Programs for Lambda Alliance) for QPenn 2018, highlights major events in Philadelphia LGBTQ+ history. The timeline begins in the 1930's and spans until the present day, which is the same time frame covered in this course. This, among several of our cited sources on historical or sociological material concerning the LGBTQ community, is not a traditional academic source. Cited here are news articles, blogs, and similar formats alongside ordinary scholarly sources. Though this is somewhat unorthodox in an academic context, there is insufficient traditional scholarship on many of these topics, especially highly locally specific information. Thus we have carefully considered each source before including it, and ensured that sources are reliable and/or comprehensive even if not peer-reviewed.

Neal, Wesley. Interview by Naati Hamda and Cathy Zhang, Saxby's, University of Pennsylvania, July 31, 2018.

We interviewed Wesley Neal, Vice-Chair of Outreach Affairs for LAMBDA Alliance, to learn if LAMBDA would be an appropriate organization to facilitate student volunteering with LGBTQ+ organizations in Philadelphia. This interview also gave us insight into the attitudes, wants, and needs of other LGBTQ+ students and clubs, both under and outside the LAMBDA umbrella.

"Office of LGBT Affairs," City of Philadelphia, accessed August 1, 2018,

<https://beta.phila.gov/departments/office-of-lgbt-affairs/>.

This page contains the bio of Amber Hikes, from which her description was drawn for the Appendix B profiles.

Office of the President. “Penn Compact 2020: Building on a Decade of Progress.” University of Pennsylvania. Accessed July 2018. <https://president.upenn.edu/penn-compact>.

This website features information about one of President Gutmann’s major initiatives, the Penn Compact 2020. It is cited because it describes some of the broadest institutional goals of our University, as well as because of the information available about the programs operated by the President’s Office under its umbrella.

Olson, Erika Timko. “NURS 102: Situating the Practice of Nursing” Syllabus, University of Pennsylvania, Spring 2017.

This syllabus for a Nursing class shows that students must to go to clinicals outside of the allotted class time. We use this syllabus to show it would not be unprecedented for our proposed course to mandate attendance for a workshop during a time other than the scheduled lecture.

Owen, Ernest. “Nellie Fitzpatrick Is Leaving LGBT Affairs Office ‘Within the Next Few Weeks,’ Sources Say,” *Philadelphia*, accessed August 1, 2018.

<https://www.phillymag.com/g-philly/2017/02/06/nellie-fitzpatrick-leaving-lgbt-affairs/#6xZFgcs4vzVbTxjB.99>

This article on the website *Philadelphia* discusses how Nellie Fitzpatrick is leaving the LGBT Affairs Office, and how a young, black queer woman will be her replacement. This came after

many community activists of color criticized her alleged failure to address issues of racism in the Gayborhood.

Peiss, Kathy. "HIST 349.401/GSWS 349: History of Sexuality in the United States." Syllabus, University of Pennsylvania, Spring 2015.

This is the syllabus for the most relevant previously existing course in the undergraduate curriculum. It was used as a reference in designing our course, especially for defining what makes ours different and necessary, and the guiding questions Peiss wrote were quoted in our discussion.

Penn Program on Gender, Sexuality, and Women's Studies. "About." Accessed July 22, 2018.

<https://www.sas.upenn.edu/gsws/program/about>.

This website was referenced for confirmation of basic information about the GSWS program at Penn. It is maintained by the staff of GSWS.

Penn Program in Gender, Sexuality, and Women's Studies. "Core Faculty." Accessed July 2018.

<https://www.sas.upenn.edu/gsws/people/core-faculty>.

This website, similar to the above, was a reference for information about who the faculty in GSWS are and what they primarily study.

Radicalesbians. "The Woman-Identified Woman." Duke University Libraries Collection.

1970, accessed July 18, 2018. [https://library.duke.edu/digitalcollec-](https://library.duke.edu/digitalcollections/wlmpc_wlmms01011/)

[tions/wlmpc_wlmms01011/](https://library.duke.edu/digitalcollections/wlmpc_wlmms01011/).

This feminist manifesto challenges the definitions and implications of terms like “lesbian,” “straight,” “woman,” and various slurs, as well as the context of socialization in which these terms become identities. It is included in the syllabus of HIST/GSWS-349, and may be used as part of the course material we hope to cover.

Rhode, David, Kristina Cooke, and Himanshu-Ojha, “The Decline of the ‘Great Equalizer’,” *The Atlantic*, December 19, 2012, <https://www.theatlantic.com/business/archive/2012/12/the-decline-of-the-great-equalizer/266455/>.

This *Atlantic* article on the influence of income on education outcomes and larger societal inequality, was used as a reference for the introduction.

SAGE USA. “SAGECare.” Accessed July 30, 2018, <http://sageusa.care/>.

This website provides information about SAGECare and the LGBT Aging training and consulting services that they provide. We used this site to determine if one of their workshops would be appropriate to work into the syllabus of our course.

Schilt, Kristen, and Laurel Westbrook. “Bathroom Battlegrounds and Penis Panics.” *Contexts* 14, no. 3 (2015): 26-31. <https://doi.org/10.1177%2F1536504215596943>.

This article outlines the framing of legislation meant to address the rights of transgender people as “bathroom bills,” and the panicked emphasis on sexual predators as the beneficiaries of such laws. It also describes the steps certain organizations and localities have taken to encourage public acceptance of trans individuals. It is being included in our syllabus as a potential starting point for discussions about public policy surrounding gender identity.

Skiba, Bob. "The Gayborhood Guru." Wordpress. Accessed July 18, 2018. <https://thegayborhoodguru.wordpress.com>.

This website is a blog by the former curator at the John J. Wilcox Jr. LGBT Archives. These archives, housed by the William Way Community LGBT Center, have a vast collection of artifacts of Philadelphia's LGBTQ history. Though this blog is not footnoted and is not a traditional scholarly source, it is representative of the extensive reliance on community history by those who go significantly unstudied by academia. The author, Bob Skiba, is a respected city tour guide, lecturer, and author. This source will help us to understand what the Wilcox archives' holdings encompass, and can help direct us to potential community partners who live, work, and belong in Philadelphia's Gayborhood.

Student Activities Council, "General FAQs," accessed August 2, 2018, <https://sacfunded.net/general/>.

This page includes basic information on requirements for groups to attain membership with SAC, the Student Activities Council. One of the requirements is registering at Groups Online @ Penn the semester before applying.

Sylvester, Olivia. "Inside the world of Penn's highly selective finance and consulting clubs," *The Daily Pennsylvanian*, August 27, 2017, <http://www.thedp.com/article/2017/08/guide-to-investment-banking-and-consulting-clubs>.

This article about the competitive world of Penn extracurriculars was cited about the excessive competition in extracurriculars and possible barriers to entry that result.

Thompson, Tiffany. Interview by Catherine Campbell, Naati Hamda, and Cathy Zhang. LGBT Center, July 18, 2018.

We spoke to Tiffany Thompson, Associate Director of the LGBT Center, to learn more about the partnerships that Penn has already developed with Philadelphia's queer community. Through this interview, we learned a lot about LGBTQ+ organizations in the city as well as strategies to mindfully approach a partnership with them.

“Trans 101 Presentations.” *Penn Non-Cis*. Accessed August 1, 2018. <https://upennnoncis.wordpress.com/trans-101/>.

This web page includes the request form for, as well as basic information about, the “Trans 101” presentations that the group offers to those at Penn. It is cited in our potential guest speaker profiles.

University of Pennsylvania Career Services. “LGBT Career Planning & Job Search Guide.” Accessed July 27, 2018, <https://www.vpul.upenn.edu/careerservices/affinity/LGBT-guide.php>.

This website provides information to LGBTQ+ Penn students about what considerations they need to attend to in their hiring process. It was used as a reference in describing the advantages of putting engagement activities such as we are hoping for in a class setting rather than in something that would potentially out students in the labor market.

University of Pennsylvania Center for Teaching and Learning. “Preparing a Syllabus.” Accessed July 31, 2018. <https://wwwctl.upenn.edu/preparing-syllabus>.

This website from the Penn Center for Teaching and Learning is meant to assist faculty in preparing useful and informative syllabi. It contains sample policy wording, support resources, and a range of other information. It was used to guide our sample syllabus preparation, the result of which follows in Appendix A.

University of Pennsylvania Center for Teaching and Learning. "Resources for Teaching at Penn." Accessed July 29, 2018. <https://wwwctl.upenn.edu/resources-teaching-penn>.

This website provided lots of useful information and tips for the creation of a syllabus. We modeled the sample statements for policies such as Academic Integrity and Attendance that the website provided.

University of Pennsylvania LGBT Center, "Community Resource Guide." Accessed July 28, 2018. <https://www.vpul.upenn.edu/lgbtc/resourceguide>.

This Resource Guide acquaints readers with LGBT community resources throughout Philadelphia. It includes links to the websites of Philadelphia Gayborhood sites, community groups, support services, health and wellness resources, and more.

University of Pennsylvania LGBT Center, "History." Accessed July 28, 2018.

<https://www.vpul.upenn.edu/lgbtc/history>.

This page describes how the Penn LGBT Center came to be and what its role has been since its founding. It was referenced in the current state section.

University of Pennsylvania LGBT Center, “Student Groups.” Modified Spring 2018.

<https://www.vpul.upenn.edu/lgbtc/studentgroups>.

This webpage lists existing student groups affiliated with the LGBT Center. It was referenced in the current state section.

University of Pennsylvania Office of the Provost, “Campaign for Community,” accessed August 2, 2018, <https://provost.upenn.edu/initiatives/campaign/grants>.

This webpage contains the description and link to the application for the Campaign for Community Grant. This grant could be used to fund travel and catering for speaker events, and can be used by both student groups and faculty.

The Upshot. “Economic diversity and student outcomes at the University of Pennsylvania.” *New York Times*, January 18, 2017. <http://www.nytimes.com/interactive/projects/college-mobility/university-of-pennsylvania>

This 2017 Upshot feature includes analysis of an extensive data set about college access and outcomes. It was referenced for data about who goes to Penn, in economic terms, and how Penn graduates fare in adulthood.

Vaught, Seneca. “The Sankofa student: chartering a transnational education.” *Afro-Americans in New York Life and History* 39 no. 2 (July 2015): 75+. *Academic OneFile*.

This article details the history of repatriation efforts and transnational African education efforts for African-American students. It was used in our Introduction as a source for the value of history education that emphasizes group pride and consciousness for the marginalized.

Watt, Sherry K. "Difficult Dialogues, Privilege and Social Justice: Uses of the Privileged Identity Exploration (PIE) Model in Student Affairs Practice." *The College Student Affairs Journal* 26, no. 2 (Spring 2007): 114-126.

This article is being assigned to students because it explains both how to analyze one's own privileged identities, and the role of this concept in a higher education environment. It allows a "behind-the-scenes" view on the inclusion of AORTA training and similar activities, and allows the kind of metacognitive analysis that we hope this course will encourage.

"Who We Are." LGBT Elder Initiative. Accessed July 2018. <https://lgbtelderinitiative.org/about-us-2/>.

This webpage includes the history and mission of the LGBT Elder Initiative. It is used as a reference for students who will need to know what work it has done in the community.

Wurman, Ilana. "Welcome to Penn." *Daily Pennsylvanian*, August 24, 2016.

This first-day-of-school edition of the *Daily Pennsylvanian* was headed by an infographic about Penn's student body and their lives and accomplishments. It was cited in the introduction as reflecting the attitude of our campus generally.

Yang, Tia. Interview by Catherine Campbell and Cathy Zhang. Netter Center for Community Partnerships, University of Pennsylvania, July 13, 2018.

We interviewed Tia Yang, former ABCS Coordinator of the Netter Center, to learn about the logistics involved in creating an ABCS class. She told us about the Course Development Grant,

Netter's annual funding for ABCS courses, and how to approach faculty and partner organizations.

Zhang, Ying and Joniece Greer. Interview with Cathy Zhang. Mazzoni Center, August 1, 2018. Cathy interviewed Ying and Joniece to learn more about what Mazzoni staff thought about our course proposal and whether there would be interest in a collaborative project or other forms of engagements with Penn students. Ying and Joniece offered information on current volunteer positions that were available through the Center.

Zolf, Rachel. Interview by Naati Hamda and Cathy Zhang. Perry World House, July 27, 2018. We interviewed Rachel Zolf to learn more about her class ENGL 127: Community Writing and the way she approached partnering with LGBTQ+ specific organizations in the community. She gave us great insight into how to approach this type of relationship and how to go about facilitating a community project.

Appendix A: Working Syllabus

GSWS/HIST/URBS-###: Philadelphia Queer Histories

Fall 2019, 3 hrs (i.e. Tues 1:30–4:30)

Faculty and TA contact information

Office hours (faculty)

Office hours (TA)

Course Description to be crafted in collaboration with eventual faculty member

Grading

Your grade will comprise:

30% Participation (class and site)

20% Reflections (at least 6)

15% Presentation

35% Final Project

Participation: Participation is essential for a constructive class environment. Your class grade will reflect the quality of your contributions to class discussions; your full engagement with workshops, presentations, and other students' contributions; and your attendance and promptness. It will also reflect the degree to which you keep up with the electronic class discussions (administered via Canvas) that precede seminar meetings. Your site participation grade will reflect your active involvement in your project and the group feedback evaluations from your fellow project volunteers.

Reflections: Over the course of the semester, starting after the 2nd class meeting, you will be required to reflect on your experiences in class and on site. Usually, these will be posted to the Canvas discussion for that week and available for your classmates to read and comment on. However, if at any point you wish to keep a reflection private, you may submit it by email instead. Unless you indicate otherwise, these privately-submitted reflections will not be mentioned in class discussion. Opportunities for reflection are available after every class, and students are required to submit at least 6 during the semester.

****Reflections are due at 8 am the day of the following class meeting****

Presentation: During the seventh and eighth class periods, students (working alone or in pairs) will present on a topic of interest to them. This 10-minute presentation must be well-prepared, researched, and specific in scope, and must cover a topic pertaining to LGBTQ+ history and issues in urban America. It need not have an original thesis; rather, it is meant to be an opportunity for students to closely examine something new and intriguing. More information about the logistics of the presentation days will be forthcoming.

Final Project: The as-yet undetermined final project will involve both graded and non-graded students working together. Its result may take multiple forms and must utilize resources in the various archives we will have the opportunity to work in. It will be shaped by the class as the semester progresses and is expected to be entirely original.

Policies

Late Assignments — Extensions will be granted as long as you ask in writing (email is fine) with a date which you feel you will realistically be able to complete the paper. Once this extension has been granted, you may not ask for further extensions. Outside of these requests, late papers will not be accepted.

Academic Integrity — “Since the University is an academic community, its fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the University community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the...Code of Academic Integrity...If a student is unsure whether his action(s) constitute a violation of the Code of Academic Integrity, then it is that student’s responsibility to consult with the instructor to clarify any ambiguities.” (From the Pennbook, available at catalog.upenn.edu/pennbook)

Electronics — This class is focused on collaborative learning, and discussions will require your full attention. Laptops and other electronic devices will largely be unnecessary and should be treated as such. However, if for some reason there is a question you would be more comfortable answering online, you may use your device to do so. Unrelated activities on devices are not permitted, out of respect for the attention of your fellow students.

Printing Course Readings — Students in the College are required to pay for printing access, while Engineering and Wharton students are not. To address this inequity, your TA will print readings for you one week in advance if you prefer hard copies or if this will assist you in abiding by the above Electronics Policy. Please indicate if you would like to be added to this list by the third week of class.

Support Resources

Disabilities — Students with disabilities that may affect their participation in any aspect of the class should communicate them at the beginning of the semester, as well as obtain documentation from the Weingarten Learning Resources Center. All necessary accommodations will be happily granted.

Mental Health — Students with concerns of a personal, emotional, social, or educational nature may visit CAPS for help and guidance free of charge. Visit www.vpul.upenn.edu/caps for additional information or call (215) 898-7021 24/7.

Academic Support — Weingarten Learning Resources Center: www.vpul.upenn.edu/lrc/ (Professional instruction in skills such as academic reading, test taking, and study strategies); Tutoring Center: www.vpul.upenn.edu/tutoring/ (A variety of subject-specific peer tutoring services to

supplement support from faculty, TAs, and instructors); Marks Family Writing Center: writing.upenn.edu/critical/wc/ (Provides expert help in writing for undergraduate and graduate students); Communication Within the Curriculum: www.sas.upenn.edu/cwic/ (Helps students express themselves orally with clarity and confidence)

Other Support — The Reach-A-Peer Helpline (RAPLINE) is available 9 pm–1 am at (215) 573-2727. The Office of the Chaplain/Spiritual and Religious Life Center is available by email (choward@pobox.upenn.edu and skocher@upenn.edu) or phone at (215) 898-8456. Find the current Penn Benjamins schedule at www.pennbenjamins.org.

Class Schedule

****Subject to change based on guest speaker availabilities****

Week 1: Introduction

Week 2: Establishing Queer Communities in Philadelphia

- Mission, vision, and history of CBOs (Community-Based Organizations):
 - <http://www.waygay.org/mission-history/>
 - <https://www.mazzonicenter.org/history/>
 - <https://www.atticyouthcenter.org/about/mission-history/>
 - <https://lgbtelderinitiative.org/about-us-2/>
 - <https://www.rhd.org/morrishome/>
- Explore: <https://thegayborhoodguru.wordpress.com>
- Read in preparation for next week: <https://statesmanonline.org/2018/01/31/anti-oppression-training-a-counterproductive-waste-of-time-for-students/>

Week 3: Training Week: “Queer Liberation and Collective Liberation”

- Watt, Sherry K. “Difficult Dialogues, Privilege and Social Justice: Uses of the Privileged Identity Exploration (PIE) Model in Student Affairs Practice.” *The College Student Affairs Journal* 26, no. 2 (Spring 2007): 114-126.
- ****Reflection required this week****

Week 4: Queer History 101: Stonewall, ACT UP, etc.

- Note to students: This week will cover history that is well-known and “popular,” not comprehensive or particularly inclusive. This is meant not to convey that such topics are more important than others but rather to prepare you to be competent and confident in queer spaces in which such knowledge is common and expected.
- bell hooks. “Language.” In *Teaching to Transgress: Education as the Practice of Freedom*, 167–175. Routledge, 1994.

- Radicalesbians. "The Woman-Identified Woman." Duke University Libraries Collection. 1970, accessed July 18, 2018. https://library.duke.edu/digitalcollections/wlmpc_wlmms01011/.

Week 5: The Gayborhood

- Manley, Laura E. "Do you live on Spruce Street or are you straight?" The boundaries of Philadelphia's Gayborhood and the production of queer identities." Master's thesis, City University of New York, 2014.
- Neal, Wesley. "A Brief Timeline of Philly LGBTQ History." *QPenn Supplement 2018*. March 17, 2018. https://issuu.com/emailqpenn/docs/qpenn_supplement_2018
- Doan, Petra L., and Harrison Higgins. "The Demise of Queer Space? Resurgent Gentrification and the Assimilation of LGBT Neighborhoods." *Journal of Planning Education and Research* 31, no. 1 (2011): 6-25. <https://doi.org/10.1177%2F0739456X10391266>.

Week 6: Not the Gayborhood: Inclusion and Exclusion

- McDonald, Natalie Hope, "iCandy owner breaks silence on video that launched racial firestorm in the Gayborhood." *Philly Voice*. November 3, 2016, <https://www.phillyvoice.com/exclusive-icandy-owner-breaks-silence-on-video-that-launched-racial-firestorm-in-gayborhood/>.
- Alpert, Rebecca T. "In God's Image: Coming to Terms with Leviticus." In *Voices of the Religious Left: A Contemporary Sourcebook*, edited by Rebecca T. Alpert, 215-222. Philadelphia: Temple University Press, 2000.

Week 7: Presentations Day 1 and Group work

Week 8: Presentations Day 2 and Group work

Week 9: Public Policy I: Restrictions

- Murray, Heather. *Not in This Family: Gays and the Meaning of Kinship in Postwar North America*. Philadelphia: University of Pennsylvania Press, 2010. (Chapters: "Daughters and Sons for the Rest of their Lives," "Every Generation Has its War")

Week 10: Public Policy II: Civil Rights

- Cenziper, Debbie, and Jim Obergefell. *Love Wins: the Lovers and Lawyers who Fought the Landmark Case for Marriage Equality*. New York: William Morrow, 2016. (Selected Chapters TBA, plus additional sections as interest guides)
- Schilt, Kristen, and Laurel Westbrook. "Bathroom Battlegrounds and Penis Panics." *Contexts* 14, no. 3 (2015): 26-31. <https://doi.org/10.1177%2F1536504215596943>.

Week 11: Guest Speaker

- Speaker bio
- Reading TBA

Week 12: Guest Speaker

- Speaker bio
- Reading TBA
- **turn in final class reflection questions for consideration** (email, NOT Canvas)

Thanksgiving break — no class

Week 13: Guest Speaker

- Speaker bio
- Reading TBA

Week 14: Group reflections

- Meigs, Mary. "From an Autobiography." *Room of One's Own* 6, no. 4 (1981): 2-18.
- What did you learn? About yourselves? About one another? From one another?
- Student-submitted reflection questions

Final project due: last day of final exam period (group feedback comments due simultaneously; turn in via email separate from project submission)

Appendix B: Profiles of Potential Guest Speakers

Amber Hikes: “Amber Hikes is the executive director of the Office of LGBT Affairs for the City of Philadelphia, where she develops policy and serves as the principal advisor to Mayor Jim Kenney on issues that affect the LGBTQ community. Hikes joined the Office of LGBT Affairs in March 2017 and has set her sights on fighting and advocating for the most vulnerable populations within the LGBTQ community—specifically youth, transgender people, and people of color.”⁹⁴ Amber Hikes is of particular interest to us in learning about current issues affecting Philadelphia’s queer community because of her appointment following major criticism and protests against former director Nellie Fitzpatrick’s failure to adequately address racism in the Gayborhood.⁹⁵

Penn Non-Cis “Trans 101” Presentation: Penn Non-Cis offers “Trans 101” presentations that covers topics including: “the basics of gender identity and expression, the differences between the two, pronouns, common issues trans and gender-nonconforming people face, how to be a good ally, and how to be respectful and inclusive of trans, non-cis, and gender non-conforming students in your group and the work that you do.”⁹⁶

Kai Davis: Kai Davis is a Philadelphia-based poet. “As a Queer Woman of Color, much of her work deals with the topics of race, gender, power, sexuality and its many layers. She aims to explore how it affects who we are, who we will become, and how we love.”⁹⁷ As a black woman Kai Davis also brings a perspective that is underrepresented in the queer community.

⁹⁴ “Office of LGBT Affairs,” City of Philadelphia, accessed August 1, 2018, <https://beta.phila.gov/departments/office-of-lgbt-affairs/>.

⁹⁵ “Nellie Fitzpatrick Is Leaving LGBT Affairs Office ‘Within the Next Few Weeks,’ Sources Say,” *Philadelphia*, accessed August 1, 2018, <https://www.phillymag.com/g-philly/2017/02/06/nellie-fitzpatrick-leaving-lgbt-affairs/>

⁹⁶ “Trans 101 Presentations,” Penn Non-Cis, accessed August 1, 2018, <https://upennnoncis.wordpress.com/trans-101/>.

⁹⁷ “About Kai Davis,” Kai Davis Poetry, accessed August 1, 2018, <https://www.kaidavispoetry.com/>.

Bob Skiba: Bob Skiba is former William Way archivist and President of the Association of Philadelphia Tour Guides.⁹⁸ He maintains a Philadelphia Gayborhood history blog at <https://thegayborhoodguru.wordpress.com/>.⁹⁹

John Anderies: John Anderies is the current William Way Center archivist.¹⁰⁰ He and Bob Skiba could offer the students guidance on using the Center's archives for their collective project.

⁹⁸ Ed Miller, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang.

⁹⁹ Bob Skiba, "The Gayborhood Guru." Wordpress. <https://thegayborhoodguru.wordpress.com>.

¹⁰⁰ Ed Miller, interview by Catherine Campbell, Naati Hamda, and Cathy Zhang.

Appendix C: Sample Grant Proposal

Applicant:

Emilio A. Parrado
Associate Professor
Department of sociology

Title:

Building ties through learning: Community involvement with Latino organizations

Funding requested: \$5,000 for two-years

Abstract:

Since Fall 2009, Soc 266/LALS 235: Latinos in the United States has aimed at providing students with the knowledge and research skills necessary for understanding the Latino experience in the United States as well as issues related to immigration and adaptation, with particular emphasis on Philadelphia.

I propose to extend this learning experience to include student participation in one grass-root organization, Casa Monarca, serving the South Philadelphia Latino, predominantly Mexican, immigrant community. I expect students to volunteer in assisting in the provision of basic services, such as afterschool tutoring, computer training, event organization, etc. Students are expected to engage in a minimum of 15 hours throughout the semester in planned service activities at Casa Monarca. The activities are integrally related to the subject matter of the course. Student participation is voluntary.

For those involved, a final written report of their activities will be used for grading. The activities will be planned jointly by the course instructor and members of Casa Monarca. We expect participation to increase critical thinking about the Latino experience, enhance the ethical and civic dimensions connected to service, and foster ties between the University of Pennsylvania and the South Philadelphia Latino community.

Emilio A. Parrado**Biographical sketch**

Emilio A. Parrado is Professor of Sociology and Director of the Latin American and Latino Studies Program at the University of Pennsylvania. His area of specialization is social demography, with particular emphasis on international migration and the Latino population in the United States. Dr. Parrado has published extensively on issues related to the dynamics of Latin American migration to the U.S. as well as issues of immigrant adaptation and incorporation. He is currently the principal investigator on a project studying the connection between gender, migration, and health risks among Latinos in Durham, NC and in their sending communities in Mexico and Honduras. Throughout his research and teaching Dr. Parrado has aimed at fostering ties between academic institutions and grassroots organizations. Before coming to Penn in 2008 he was faculty at Duke University in Durham, NC. While at Duke he included a service learning component in a manner similar to the one described in this proposal to a course on Latinos in the U.S.

Students consistently valued this experience and reported it was a rewarding part of their undergraduate education. He has experience collaborating with grassroots organizations and is familiar with the objectives and requirements related to service learning.

Proposal for course development of Soc 266/LALS 235: Latinos in the United States

Building ties through learning: Community involvement with Latino organizations

The course **Soc 266/LALS 235: Latinos in the United States** was first introduced at Penn in Fall 2009. My understanding is that it was the first undergraduate course exclusively devoted to exploring the Latino experience in the U.S. taught at Penn. Enrollments have been growing over time and approximately 20 students have taken the course each semester. The course has attracted a wide range of students from Wharton as well as the School of Arts and Sciences. The main objective of the course is to provide an introduction to the sociological study of Latinos in the U.S. We trace the historical origins of the different national origin groups and discuss issues of immigration and adaptation. The foreign-born Latino population residing in the U.S. has grown tremendously in recent decades, including in Philadelphia. We examine the historical origins of migration flows as well as their current characteristics, addressing issues such as who migrates and why.

In addition, we discuss the problems that immigrants face today as they struggle to incorporate into the U.S. The course pays particular attention to the heterogeneity of the Latino population, stressing differences in migration patterns and outcomes across national origin groups. In addition, students are introduced to quantitative analyses of immigration by examining information from Census and other data sources and producing a research paper addressing a current issue affecting Latinos.

The main objective of this proposal is to develop and incorporate an Academically Based Community Service (ABCS) component to the course. The idea is to initiate a partnership with the rapidly growing Latino (mainly Mexican) immigrant community in South Philadelphia through the creation of an academic and service connection with one grass-root organization, namely Casa Monarca, located at 1448 S. 17th. Street, Philadelphia, PA 19148, T.215-253-3033, www.casamonarca.org. I have initiated conversations with Dalia O’Gorman who is the Director of Casa Monarca and Carmen Marcet, and Mirna Ramirez, who are instructors in several of the courses offered by the organization. They have agreed to assist in developing an ABCS course in connection with their organization. Casa Monarca also has experience with this kind of program since they have been receiving students from Temple University to assist in their activities. Participation in ABCS activities is voluntary, while I anticipate many students being willing to partner with the community, especially at these early stages, the number of students working with Casa Monarca will be limited to 10 at each particular time during the semester.

The main objective of the ABCS component is to expose students to the realities of the Latino experience in Philadelphia, allow students to interact with immigrant parents and children, increase awareness of the diversity in social class and national origins of the immigrant population,

and contribute to fostering ties between academic and service-oriented organizations. The activities in which students would be engaged are flexible, but within the parameters that they will contribute to the service organization and also to the learning about the issues discussed in the course. Examples include: after school support for students and parents, assistance with community organizing, computer training, and proposal submission. These activities will be decided jointly by me and members of Casa Monarca at the beginning of the semester. A final project report produced by the students will connect their activities to the materials covered in the course and will be used for grading.

Funds are requested to build institutional capacity at Casa Monarca, support coordination of activities, and cover transportation. Casa Monarca was funded recently (2009) and it is still building its organizational capacity. The funds will be very useful for the organization to build their infrastructure and Penn would benefit immensely by building links with South Philadelphia Latino community that could enhance the learning and research experience of students and faculty. The funds for coordination will allow members of Casa Monarca to dedicate themselves to ensuring students are fully engaged in community related activities.

Coordination duties include, among other things:

- Meeting with myself prior or at the beginning of the semester to identify and plan activities for the course such as participation and assistance in after school program, grant writing, event planning, support to parents.
- Jointly assess the allocation of students to planned activities according to student's language abilities and preferences
- Supervision of students during the performance of the planned activities including keeping track of the number of hours of student participation
- Report to me about students' performance and participation
- Evaluation of the ABCS component of the course.
- The funds requested will be used over a two-year period since I expect to teach the course in Fall 2012 and Fall 2013.

Budget:

Year 1:

Materials for Casa Monarca (books, audio, etc.) \$ 1,000.-

Coordination \$ 1,500.-

Transportation \$ 500.-

Year 2:

Coordination \$ 1,500.-

Transportation \$ 500.-

TOTAL \$ 5,000