

## Module 4: 9 November - 13 December

Thanksgiving Break: 23-29 November (No class work or attendance required)

### Read:

*The Economic Case for LGBT Equality*, Introduction and Chapter 1 (9-15 November)

[LGBT Inclusion in Sports: Beliefs About the Role of Professional Sports in Public Life](#) (9-15 November)

[The Sustainable Development Goals and LGBT Inclusion](#) (9-15 November)

*The Economic Case for LGBT Equality*, Chapters 2-4 (16-22 November)

*The Economic Case for LGBT Equality*, Chapters 5-7 (30 November-6 December)

### Additional Resources:

[SCOTUS Makes Historic LGBTQ Workplace Equality Ruling](#) [video]

[The NBA Player Fighting for LGBTQ Equality](#) [video]

[This Is What LGBT Life Is Like Around the World](#) [video]

[I've lived as a man & a woman -- here's what I've learned](#) [video]

### Assignments:

Post [Finished Posters and Poster Summaries](#) by Sunday, 22 November

Post your response to [Discussion Prompt 4](#) by Tuesday, 8 December

Respond to [three of your classmates' posts](#) by Thursday (10 December) and Sunday (13 December)

[Discussion Prompt 4:](#)

In *The Economic Case for LGBT Equality*, Badgett argues that, while many gains have been made over time, LGBT people still face discrimination in the workplace, which has significant social and economic costs. This is part of an overall theme for this course of the impacts of discrimination, oppression, and resistance, as described within the previous modules. In other words, these aren't just academic issues and there are real-world consequences as a result.

Think about where you want to work after you graduate. Research the employment figures for sex/gender and race within your desired career and find out whether or how closely the employment numbers match the demographics of Minnesota (or wherever you plan to live) and the U.S., according to Census data (If the

information isn't available for the specific workplace you're interested in, broaden your research to the general industry.) Ideally, the percentages for the business and the general population should be roughly equal; this would be considered parity in representation. In particular, compare and contrast the numbers for entry level, mid-level, and upper management positions (or their equivalents). Do the percentages stay the same or change as responsibilities, salary, and power increase?

What do these numbers suggest about who is allowed to work in this industry? If there is no parity, what would be some possible reasons for this? What are some of the social consequences of discrimination and lack of representation within the workplace? What would need to be done to improve these numbers? How could those goals be achieved? Provide specific examples from class readings, videos, and other sources to support your statements.

## Guidance:

How does social change happen? Basically, change can be “top-down”; that is, it originates with the elites in society, such as wealthy business owners and politicians, who institute desired changes to be followed by the rest of society, or it can be “bottom-up”, starting with social movements and activists who create popular support for change and are able to influence elites to adopt those changes. This can also create a feedback loop, where social movements can succeed in convincing politicians to pass new laws that the rest of society are expected to follow and, eventually, increases support for issues like universal suffrage or marriage equality. Anthropologists tend to focus more on bottom-up change, but, as noted, the two directions are not always mutually exclusive.

# CITIZEN ENGAGEMENT VS CITIZEN PARTICIPATION

Both concepts have the same goal:  
to **increase the collaboration between citizens and government** and improve public services and policy programmes.

**BUT WHAT ARE THE DIFFERENCES?**



Citizen Engagement is a top-down initiative, initiated by governments.



Citizen Participation is a bottom-up initiative, initiated by citizens.

Its nature is **formal**: cities provide citizens with the necessary tools to get involved in decision-making.

Its nature is **informal**: it does not require official city rules, but also cannot be applied to all policy projects.

Its main challenges are identifying what is important for citizens, convincing them to engage, and offering them all the necessary information to make well-founded decisions.

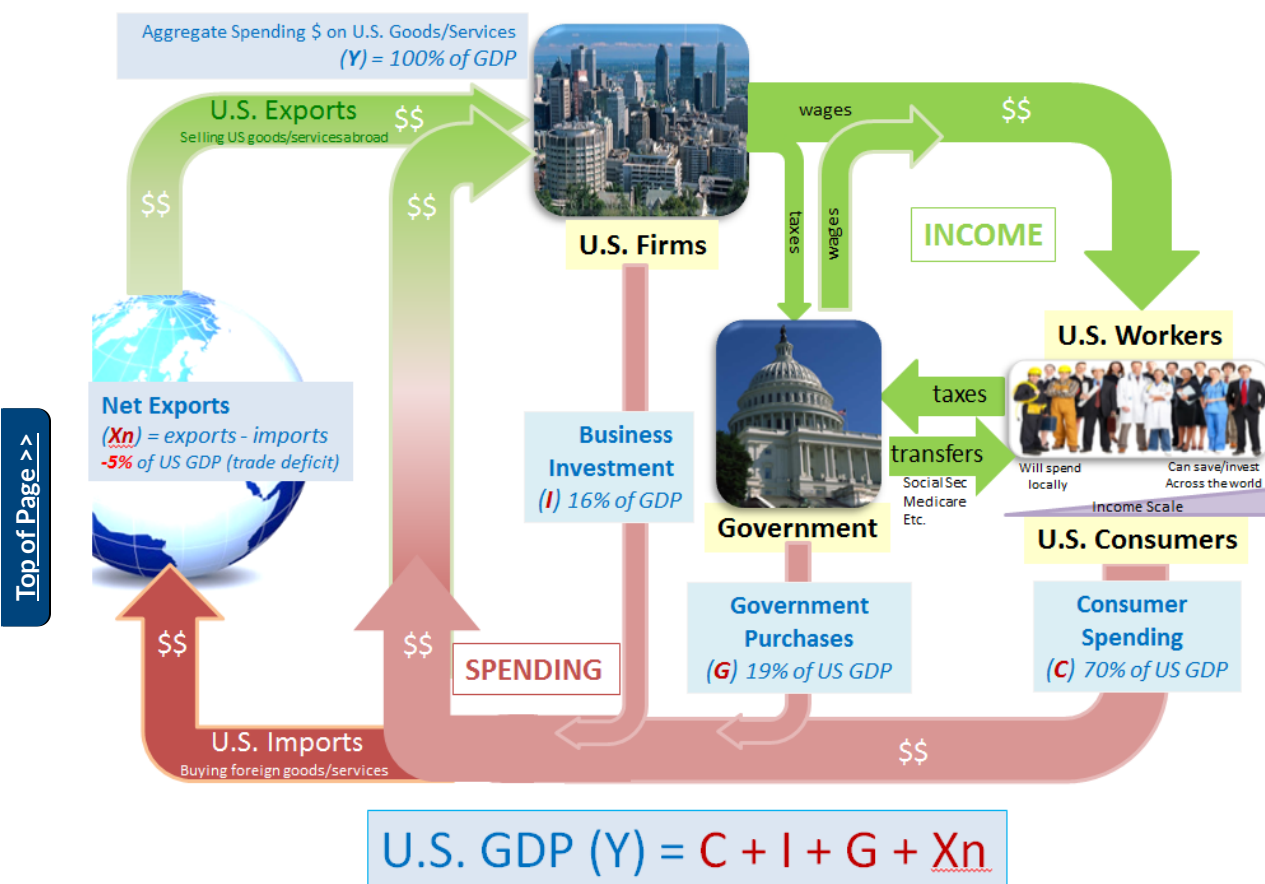
Its main challenges are mobilising enough citizen support and targeting larger policy domains that require higher levels of inclusiveness and awareness.

Common examples are participatory budgeting projects, city surveys or ideation.

Common examples are citizen initiatives, neighbourhood networks, Right To Challenge, or petitions.

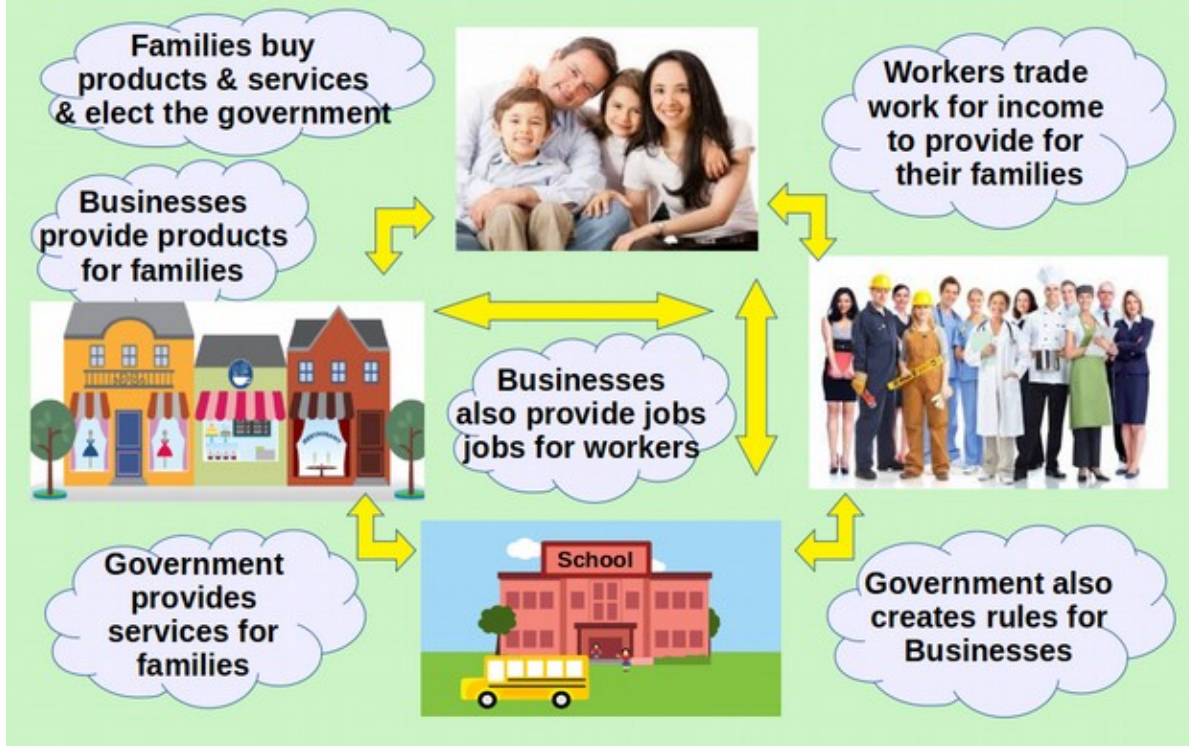
Badgett's book is about social change. She is not saying that equality, discrimination, or oppression are entirely rooted in economics, nor is she arguing that the only solutions are economic or that the only purpose of equality is to improve the economy. In making an economic case, Badgett is suggesting that arguments about costs and economic expansion might be more readily accepted by societal elites if they can be convinced that it's to the financial advantage of business or government to adopt social changes, like LGBT equality. That's not to say there aren't other types of arguments for these issues, such as through morality and ethics, but numbers can sometimes be more persuasive than philosophy, particularly if you're dealing with someone with a neoliberal mindset (and we're back to Banet-Weiser, again). That is, businesses that adopt LGBT-friendly policies help both themselves and the LGBT community, not necessarily because it's the morally right thing to do, but because doing so is profitable for the company and also happens to be beneficial for the community.

Badgett draws upon data from a lot of different sources to quantify the effects of exclusion and discrimination upon the economy, which is a complex topic to comprehend. The deepest discussion of her data sources is in Chapter 5, and if you find you're having trouble with understanding economic principles like gross domestic product (GDP) or how to measure worker productivity, that's okay. You can skip over those and focus instead on the stories she tells about the experiences of LGBTQ people. The metaphor she opens the chapter with, comparing the economy to an orchestra, is a good one for grasping her argument. An orchestra of trained musicians with high quality tuned instruments led by a competent conductor will do what it's supposed to and produce pleasant music. Adjust any of these variables downward (some musicians are unpracticed or their instruments are out of tune, for instance), and the music suffers. The economy works the same way. There's no single measure that tells us how the economy is doing, so we have to rely on a number of different variables, which is what makes the study of economics so complicated. Any of those variables, such as the rate of consumer spending, can throw the economy off balance in the same way the orchestra's performance will be off if some of the musicians can't see the conductor. For Badgett, a diverse, inclusive workplace contributes to the good performance of the economy.



(I told you it was complicated. The image below simplifies the matter)

## 4 Parts of Our Economic Network

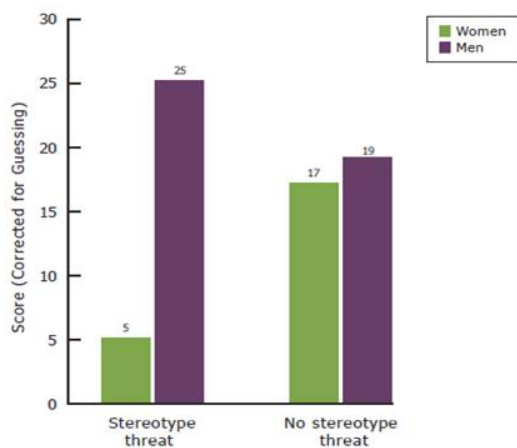


Aside from the economic argument, having completed the previous modules, there shouldn't be much here that's new, culturally speaking. We've seen the harm that stereotyping can do, particularly in Sexton's book, although Badgett is more overt in describing its harms. Stereotyping other groups affects our perceptions and understanding of those groups because we dismiss them because of the stereotype, rather than interacting with them as individuals. However, Badgett brings up the concept of stereotype threat, which is when members of a disadvantaged group subconsciously see themselves through the lens of the stereotype when reminded of it. Badgett provides the classic example of how girls will do worse on math tests when gender differences regarding math ability is pointed out to them; when told that the tests are gender neutral, girls perform at least as well as boys on the tests. Even having to note one's personal information, such as sex or race, before taking a test will lower performance for disadvantaged groups. Sexton doesn't use the term, but I think a case could be made that stereotype threat plays a role in performative masculinity, when men act more violent and bigoted around other men in the hopes of fitting in, thereby living down to negative masculine stereotypes.



## Negative stereotypes about girls' and women's abilities in math and science adversely affect their performance in these fields.

Performance on a Challenging Math Test,  
by Stereotype Threat Condition and Gender



- Expose girls to successful female role models in math and science.
- Teach students about stereotype threat.

Source: Spencer, S. J., Steele, C. M., & Quinn, D. M., 1999, "Stereotype threat and women's math performance," *Journal of Experimental Social Psychology*, 35(1), p. 13.

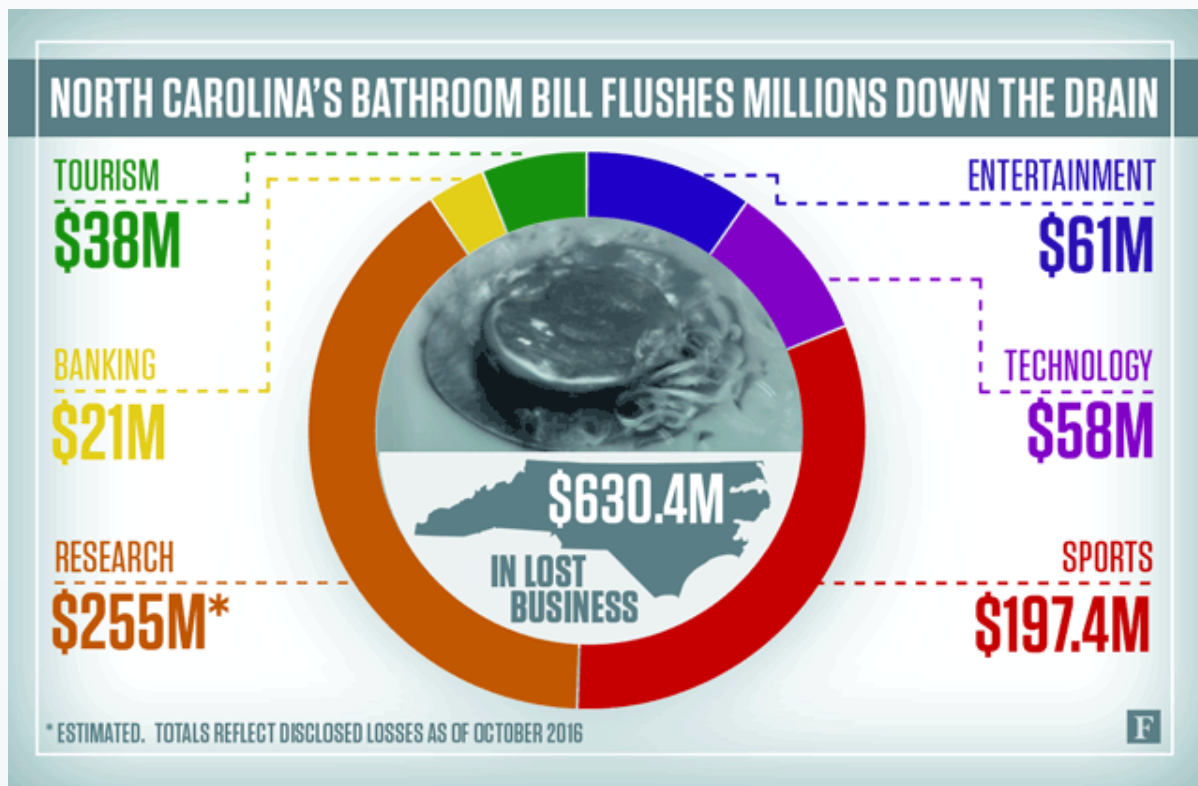


Breaking through Barriers  
for Women and Girls

Learning stereotypes, for both privileged and disadvantaged groups, is part of our socialization process that begins in childhood. Getting back to the book, when children are socialized into accepting homophobia and transphobia as normal behaviors, the effects can be felt for decades, in the same way that the effects of misogyny and racial discrimination and oppression persist in society. While it's more difficult to hide one's sex, gender, or race, LGBTQ people have long had to hide their identities out of the same fears of discrimination, oppression, or physical violence that all disadvantaged groups face. Even for those who are open about their sexual identity in an environment that appears to accept them, there can still be reprisals, as Badgett noted regarding the lack of acceptance of same-sex marriage in the workplace for LGBTQ employees. Being told to change one's behavior or pretending to be someone you're not comes with emotional and physical costs, as Sexton also described in regards to performative masculinity. The social costs include depression and violence, particularly against oneself; from an economic standpoint, this means loss of productivity and employee turnover (although obviously suicide is a deeper problem than missed days at work; again, Badgett is focusing on the economic argument, while acknowledging the social issues are significant).

Badgett also argues that equality improves everyone's lives, not just those of disadvantaged groups, using her thesis of a business environment that promotes equality, in two related ways. First, businesses that promote equality in the workplace will be able to draw from a larger pool of qualified applicants who can bring more than just their skills to the business. Businesses that are not LGBTQ friendly (or discriminate against other disadvantaged groups) will limit who wants to work for them, as even some potential applicants from more privileged groups will be turned off by the business's policies and won't want to work there, thus depriving the business of their skills and abilities. This is part of why corporations will at least attempt to show some degree of support for others through marketing campaigns (the other part of the equation is pursuing customers, as we read in Banet-Weiser's book).

Secondly, it's economically disadvantageous for cities and states to be openly discriminatory against minority groups through laws and regulations, such as the so-called "bathroom bills" that target transgender people. As a result of these policies, people and businesses may avoid locating there or leave entirely and the location may also suffer from a drop in tourism and hosting conferences and other events, which reduces spending in hotels, restaurants, and other venues, as well as cuts tax revenues. Career professionals want to live in cities where there's a lot of things to do, like attending sporting events, concerts, or theater shows. If they have families, they want to make sure there are good schools and parks for their children to go to.



Corporations know this and use local attractions and infrastructure as a way of enticing the best employees to work there. When people, events, and businesses stay away due to regressive laws and policies, the local economic situation worsens, which hurts those who already live there and keeps people away. Education suffers due to a reduced tax base that affects public schools and keeps students and faculty away from local colleges and universities. Therefore, inclusion and equality are necessary components for the long-term success of a community. Explaining how this works is Badgett's purpose for the book, which could be helpful for social theorists and activists in working toward social change.