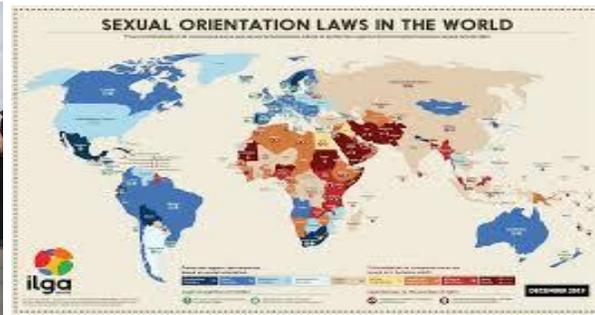


Professor David L. Fisk
Fall Quarter 2021
Course Schedule: 9:00-12:20 M
Course Location: Robinson Building Complex (RBC) 1328
Office Hours: 1:00-2:00pm via Zoom (link on Canvas)
E-mail: dfisk@ucsd.edu



INTL 190: SEMINAR IN INTERNATIONAL POLITICS LGBTQ RIGHTS AND TRANSNATIONAL POLITICS

Course Overview: In recent years, the passage and implementation of pro LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer and/or Questioning) legislation (e.g., legalization, anti-discrimination, hate crimes legislation, marriage equality, adoption rights, military service, gender equality protections, etc.) has evolved from a being a relatively rare event restricted to a handful of advanced industrial democracies to a much more common and visible occurrence across widely different societies. This seminar is designed to enhance understanding of this evolution by exposing students to the study of LGBTQ politics, focusing specifically on the formation of LGBTQ social movements, the presence (or absence) of political opportunities to advance their desired goals, as well as their political success (or lack thereof). Although the course will focus initially on the LGBTQ movement in the United States, the course adopts a comparative approach which will draw on not only from the experience the US, but also on the formation and success of LGBTQ movements in other democratic political systems. As INTL 190 is a capstone seminar, this course is also designed to expose you to the seminar style format which is the norm in graduate school as well as provide you with the resources and opportunity to engage in research on LGBTQ politics on a topic of your own choosing, to meet the department's research requirement for graduation.

Learning Outcomes: At the end of this course, students will:

1. Understand the importance of studying LGBTQ politics.
2. Analyze LGBTQ movement success/failure in the US and other political systems.
3. Examine the interplay between networks advocating for (and against) pro LGBTQ legislation.
4. Use insights learned in class to explain political phenomenon as it relates to LGBTQ politics.
5. Boost communication and analytical skills through regular seminar participation.
6. Improve research skills by completing a research project associated with this topic.

Teaching Philosophy: It is my belief that effective teaching within the field of political science should provide students with the tools necessary to apply the theoretical material discussed in class towards

explaining current political phenomenon. Subsequently, this course will emphasize “how to think” about politics rather than solely focusing on “what to think” about politics. Towards this end, this course will use a variety of learning strategies to facilitate online course discussions which will actively integrate current events with theoretical materials and the course grade will center on a research project which will ask you to not only show an understanding of key theoretical concepts, but to also use this material to analyze and evaluate current political phenomenon.

Course Expectations: As stated in my teaching philosophy, this course will focus more on analysis and less on rote memorization. While courses focusing on analysis and evaluation are admittedly more difficult than courses testing memorization, the analytical approach adopted in this course will place you in good stead for future studies (e.g., graduate school, law school, etc.) and your future careers. This emphasis on analysis also requires more active participation than you might find in other lecture courses and subsequently, what is expected of students and the teaching staff may differ from what you will find in other lecture courses.

What I expect of you...	What you can expect of me...
Be informed. Read this syllabus carefully and completely so you understand the course structure and expectations.	Enthusiasm. To be prepared for each class and to bring my enthusiasm for teaching to each lecture and office hour meeting.
Be an active learner. Keep up with course readings, current events, and course announcements so that you can actively engage with course themes. If something is unclear, please ask either myself or the teaching assistants.	Responsiveness. I try respond to emails within 24 hours. For those of you that know me, you know that I usually respond faster than this, but if you have not received a response back within 48 hours, please re-send. Please be advised that e-mails received over the weekend will not receive a response until Monday.
Be ethical. A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course.	Timely feedback. To make every effort to return graded assignments as soon as is reasonably possible after the submission date.
Integrity. An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration.	Integrity. To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Be flexible. Sometimes my schedule gets affected by unavoidable work travel, necessitating some rescheduling at the last minute.	Reasonable accommodation and understanding for student situations that arise; however, I will not make exceptions for one person that are not available to every other person in the course.

Current Events and Course Themes: To ensure that you can build connections between theoretical material and current events, keeping up with course readings (and current events) will be useful. To apply theoretical discussions to the analysis of political phenomenon, students should become familiar with various news resources providing extensive coverage of international politics. The following is a list of websites which may be of interest:

- New York Times Online (<http://www.nytimes.com>)**
- Los Angeles Times Online (<http://www.latimes.com>)**
- Economist Online (<http://www.economist.com>)**
- BBC News (<http://news.bbc.co.uk>)**

CNN Online (<http://www.cnn.com>)

The Advocate: (<http://www.advocate.com/>)

Huffington Post-Gay Voices: <http://www.huffingtonpost.com/gay-voices/>

GLAAD News Blog: <http://www.glaad.org/blog>

Course Assignments/Grading: The grade for this course will be determined as follows:

Seminar Discussion Participation-30% of the total grade which includes

Reading Summaries: 15%

Seminar Presentations: 15%

Research Project-70% of the total grade which includes:

Research Question: 5%

Annotated Bibliography: 5%

Tentative Thesis and Outline: 5%

Project Presentation: 10%

Research Paper: 45%

Reading Summaries: To ensure that you are prepared for seminar discussions (particularly as it relates to analyzing arguments and answering each week's guiding questions), you will be asked to complete one reading summary each week which must be completed the day before we meet for seminar. Reading summaries will ask you to succinctly summarize and evaluate one of the week's assigned readings and will provide you with an opportunity to interact with your colleagues online, facilitate seminar discussion, and promote critical analytical skills necessary for your research project. More information regarding format, timing, and expectations can be found on Canvas.

Seminar Presentation: Regardless of quarter or professor, INTL 190 is always taught using a seminar approach. Subsequently, course meetings in INTL 190 are always structured differently (i.e., students present course material and lead discussion, the professor serves as a facilitator rather than a director, etc.) than they would be if this were a lecture-based course. Subsequently, **this is not a class where students should expect to come to class, listen to lecture, take notes, and leave.** Towards this end, you should see my role as a facilitator rather than a director *per se*, as once I have summarized the broad themes of the week, a group of students will be responsible for assisting in directing the discussion of each week's reading. **Subsequently, you should expect to assist in leading seminar TWICE throughout the quarter, and you will be tasked with presenting the reading that formed the basis of your reading summary to the class.** More information regarding format and expectations can be found on Canvas.

Research Project: As this is a capstone course, it is designed to not only expose you to the seminar process but also to prepare you to produce your own research. **Towards this end, you will be expected to produce a 20-22 page (double spaced) research paper which: 1) relies primarily on course reading materials (i.e., the project will also be examining whether you have read relevant course readings on your topic), 2) follows the format discussed in class and in the Baglione text, 3) addresses an issue relating directly to LGBTQ politics 4) does NOT rely solely on the United States as the focus of the analysis, and 5) must be submitted to Canvas NO LATER THAN WEDNESDAY OF FINALS WEEK.** Please be advised that papers which do not follow these guidelines may not receive any credit. While this course is designed to expose you to the research process, you are not expected to conduct primary research for this course, although if the opportunity arises for you to do so, I am more than willing to assist in guiding your project where possible. More information relating to expectations will be discussed in seminar.

Assignments to Aid in Building Research: To provide feedback and assistance throughout the research process, students will be asked to discuss and present their research at various intervals throughout the quarter. **By the third week, you will be expected to have a prospective research question to present to the class. By the fifth week, you should have an annotated bibliography which includes no less than ten academic resources (e.g., books, journal articles, etc.) which speak to your chosen topic. By the eighth week, you should have a tentative outline of your paper which also includes your thesis statement. During week ten, you will present a “poster” of your research to the course which will give you the opportunity to not only present your research but to also gain important feedback from myself and your colleagues before the final project is submitted.** More information regarding expectations will be discussed in seminar and a handout detailing the requirements for each assignment will be made available on Canvas.

Late Assignments: Barring emergencies accompanied by valid documentation; **no late assignments will be accepted. Please be advised that if you do not submit an electronic copy of your final paper into Canvas before the due date, you WILL NOT receive credit for the research project.**

Course Behavior: Given the nature of the themes addressed in this course, while there may be days where discussion becomes heated, students are expected to be respectful to other students and the teaching staff. Please be advised that inappropriate, insensitive, and/or threatening behavior directed towards other students or the teaching staff will not be tolerated. Any violation of UCSD’s student conduct code will be referred to the appropriate administrative office for review.

COVID and “Return to Learn”: As we navigate returning to campus during the ongoing pandemic, we will be following all UCSD guidelines as laid out under “Return to Learn”. Towards that end, please be advised that masks must be worn in the classroom and if you are sick (or exposed to someone who tests positive for COVID), you must isolate for the appropriate amount of time. Please be advised that if you are sick or must isolate, there are workarounds for seminar presentations (e.g., recorded presentation, Zoom presentation, etc.), so if you are not feeling well, please let me know and do not come to class if you are ill.

Academic Integrity: Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all your actions. Lying, cheating, or any other forms of dishonesty will not be tolerated because they undermine learning and the University’s ability to certify students’ knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in the class and suspension or dismissal from the University. So, think carefully before you act. Before you act, ask yourself the following questions: a) is my action honest, fair, respectful, responsible, and trustworthy, and b) is my action authorized by the instructor? If you are unsure, don’t ask a friend, ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu.

Procedures Regarding Violations of Academic Integrity Policies: While violations of UCSD’s policies on academic integrity are not expected, course assignments are to be completed on an individual basis. Violations will be dealt with according to department and university procedures and please be advised that under no circumstances will credit be given for any assignment which is deemed to violate UCSD’s policies on academic integrity, subsequently, if either examination is found to violate UCSD’s policies on academic integrity, no credit will be given for the assignment and a grade of “F” will be posted for the course. Additionally, “clicking in” on behalf of another student is a violation of Academic Integrity and will be dealt with according to university procedures regarding academic integrity, subsequently, any student found responsible for violating UCSD policies on academic integrity related to clicker participation will receive a grade of “0” for the course participation component of the course.

Reading Schedule: Given that this is a capstone course, the reading load is extensive (yet still not quite as large as what you will see in a law school or graduate program). Since you are expected to not only present but actively participate in seminar discussions, you should be able to succinctly summarize each author's argument, highlight the theoretical strengths and weaknesses of their argument as well as be able to discuss how the readings respond to the guiding questions for the week. While I recognize that students have a variety of responsibilities, I expect students to attend seminar prepared to actively discuss the course readings as you cannot succeed in this course without doing the readings. **A handout detailing strategies for tackling academic readings can be found on the course website.**

Textbooks:

Required:

Patternotte. *The Ashgate Research Companion to Lesbian and Gay Activism*

Mucciaroni, G. *Same Sex Different Politics*.

Taylor and Haider-Markel (eds.). *Transgender Rights and Politics*

Diez. *The Politics of Gay Marriage in Latin America*

Ayoub. *When States Come Out: Europe's Sexual Minorities and the Politics of Visibility*

Baglione. *How to Write a Research Paper*

Reserve readings

Supplemental:

Faderman. *The Gay Revolution*

All the required textbooks (Taylor and Haider-Markel, Diez, Patternotte, Mucciaroni, Ayoub, and Baglione) and all readings denoted by * are available either on Canvas or on electronic reserves through Geisel. Electronic access to the course textbooks is limited to a specific number of students at once, however, so please plan accordingly. **Please be advised that an inability to access electronic reserves does not constitute an excuse for not completing assigned readings or coursework by the relevant due date.** While the decision to purchase the textbooks is entirely yours, the decision not to purchase the textbooks is not an acceptable excuse for not completing the assigned readings. If you elect not to purchase the books, it is your responsibility to ensure that you have access to the material. Given the rising costs of textbooks, you may wish to shop around online. Amazon.com, Barnes and Noble.com, Textbooks.com all have used and new textbooks at competitive prices. For those of you desiring more of a historical background on the US LGBTQ movement, the Faderman book is a great resource, but it is not required for the course.

COURSE SCHEDULE:

Week 1:

Research Preparation: What Is a Research Paper?

Baglione CH 1

NOTE: For Baglione, use chapter numbers as listed in the text of the book, not the heading numbers listed in the table of contents as a chapter guide for this text.

Lecture: LGBTQ Politics and Political Science

Mucciaroni "The Study of LGBT Politics and Its Contributions"*

Week 2:

Research Preparation: Finding a Research Question

Baglione CH 2

Seminar Discussion: Framing the Agenda on LGBTQ Rights

Mucciaroni CH 1

Mucciaroni CH 2

Smith (Ashgate Companion)

Taylor and Haider-Markel CH 1

Guiding Questions:

What are the key issues upon which most LGBTQ movements organize?

What role do political institutions/opportunities and issue threat play in shaping LGBTQ movement success?

What role do political institutions play in shaping differing levels of LGBTQ political success in the US and Canada?

How has social acceptance and visibility shaped the political success of the LGBTQ movement on issues of gender identity?

PRESENTATION GROUP: GROUP 1

Week 3:

Research Preparation: “Finding the Scholarly Debate”

Baglione CH 3-4

TENTATIVE RESEARCH QUESTION DUE

Seminar Discussion: LGBTQ Politics, Legalization, and the US

Bernstein (Celebration and Suppression: Strategic Uses of Identity)*

Bernstein (United States: Multi-Institutional Politics...)*

Mucciaroni CH 4

Kane (Ashgate Companion)

Guiding Questions:

How does the US LGBTQ movement utilize identity to achieve their goals?

What is the relevance of Stonewall to the US LGBTQ narrative on legalization?

What does the process of legalization look like in the US?

What does the process of legalization look like outside of the US?

PRESENTATION GROUP: GROUP 2

Week 4:

Research Preparation: Organizing the Paper

Baglione CH 5

Seminar Discussion: LGBTQ Politics, Civil Rights/Hate Crimes, and the US

Mucciaroni CH 7

Lax and Phillips (Gay Rights in the States...)*

Baumgartner et al. (Lobbying in Washington)*

Taylor and Haider-Markel CH 6

Guiding Questions:

What explains the mixed success of the US LGBTQ movement to enact non-discrimination and hate crimes ordinances?

How do “responsiveness” and “congruence” shape the passage of pro-LGBTQ legislation at the state level in the US?

When is policy change likely at the federal level in the US?

Are the politics surrounding attempts to pass non-discrimination laws based on gender identity similar to the politics of those based on sexual orientation?

PRESENTATION GROUP: GROUP 3

Week 5:

Research Preparation: Editing Your Paper

Baglione CH 6

ANNOTATED BIBLIOGRAPHY DUE

Seminar Discussion: LGBTQ Politics, Marriage Equality, and the United States

Mezey (Ashgate Companion)

Barclay (In Search of Judicial Activism)*

Bishin et al. (Opinion Backlash and Public Attitudes)*

Hollar (Beyond Belief...)*

Guiding Questions:

How do we explain the relationship between the courts and marriage equality in the US?

What is the link between public opinion and the courts?

Do LGBTQ advances cause a backlash?

How do we explain the advancement of marriage equality internationally?

PRESENTATION GROUP: GROUP 4

Week 6:

Research Preparation: Research Design and Case Selection

Baglione CH 7

Seminar Discussion: Gender Identity and LGBTQ Politics

Taylor and Haider-Markel CH 7-8 and 10

Edelman (Gender Identity and Transgender Rights in Global Perspective)*

Guiding Questions:

How have executive orders shaped the campaign for transgender rights in the US?

How have local governments shaped LGBTQ political success on issues tied to gender identity?

What factors shape policymaking as it relates to birth certificate amendment laws?

What does the transgender rights movement look like outside of the US?

PRESENTATION GROUP: GROUP 1

Week 7:

Research Preparation: Tightening the Analysis

Baglione CH 8

Seminar Discussion: LGBTQ Movement and the European Union

Ayoub CH 1-4

Guiding Questions:

How does norm visibility shape LGBTQ political success in the EU?

How do interpersonal visibility and public visibility shape LGBTQ political success?

How does Europeanization shape LGBTQ political success in the EU?

When do EU member states adopt pro LGBT legislation?

PRESENTATION GROUP: GROUP 2

Week 8:

Research Preparation: Finishing Touches

Baglione CH 9

TENATIVE THESIS/OUTLINE DUE

Seminar Discussion: LGBTQ Movements and Latin America

Diez Introduction, CH 1-3, AND Conclusion

Guiding Questions:

How do we explain LGBTQ political success in Latin America?

How do shifting views on citizenship shape efforts to advance marriage equality?

How did LGBTQ mobilization shape efforts to advance marriage equality in Latin America?

How do we explain differences in outcomes regarding marriage equality in Argentina, Chile, and Mexico?

PRESENTATION GROUP: GROUP 3

Week 9:

Research Preparation: Poster Presentation Guidelines

How to Create a Poster Presentation*

Seminar Discussion: Transnational Politics and Opposition to LGBTQ Rights

Patternotte and Seckinelgin (Ashgate Companion)

Bob (United Nations Gay Versus Anti-Gay)*

Kiel and Osterbur (Pink Links)*

Smith (Homonationalism and the Comparative Politics...)*

Guiding Questions:

How does a “global gay” identity shape the transnational movement for LGBTQ rights?

What strategies do pro AND anti LGBTQ advocates use at the UN?

What does the global LGBTQ movement look like?

How do “homonationalism” and “pinkwashing” shape the advancement of LGBTQ rights outside of developed democracies?

PRESENTATION GROUP: GROUP 4

Week 10: POSTER PRESENTATIONS DUE

RESEARCH PAPER DUE BY 11:59 on 8 DECEMBER 2021.

***Disclaimer:** This syllabus is intended to provide an overview of the course. You cannot claim any rights from it. While the information included within the syllabus should be a reliable guide for the course, scheduling and dates may change. Official announcements are always those made in lecture, and it is the student’s responsibility to ensure that they are aware of all official announcements.*

Campus Policies:



Principles of Community: UCSD is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative

achievements. To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well-being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups. Please [Click here for the complete UC San Diego Principles of Community in English and Spanish.](#)

Discrimination and Harassment: The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities. If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534- 8298, ophd@ucsd.edu, or reportbias.ucsd.edu. Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options. A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center (858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>) or Counseling and Psychological Services (858.534.3755 | <https://wellness.ucsd.edu>) for more information, emotional support, individual and group counseling, and/or assistance with obtaining a medical exam. For off campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health Services.

Name & Gender Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me early in the semester so that I may make appropriate changes to my records.

Students with Disabilities: Students seeking accommodations must visit and register quarterly with the Office for Students with Disabilities on campus. Students requesting accommodations for this course due to a disability **must** provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is in University Center 202 behind Center Hall. Students are **required** to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Please be advised that given the structure of examinations in this course, time and half is not generally considered a reasonable accommodation and issues of fairness preclude us from offering any accommodation that is not approved by OSD. For further information, please review the Department's page on OSD Accommodations for Students.

Religious Accommodations: It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict. For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter. For all other examinations, the statement must be submitted to the instructor as soon as possible after an examination date is scheduled. If a conflict with the student’s religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

Student Resources: Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students with health or other personal concerns, and to students with other kinds of support needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

Basic Needs	Provides access to food, housing, and financial resources
Counseling and Psychological Services (CAPS)	Provides services like confidential counseling and consultations for psychiatric services and mental health programming
Community Centers	As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus
Counseling and Psychological Services	Individual, group, couples, and family psychotherapy services for registered undergraduate and graduate students
Office for Students with Disabilities	Documents student disabilities, provides accessibility resources, and reasonable accommodations
Triton Concern Line	Report students of concern at (858) 246-1111

[Undocumented Student Services](#)

Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence