

Professor David L. Fisk
Winter Quarter 2019
Course Location: Center Hall 222
Course Schedule: 2:00-2:50 MWF
Office: Social Sciences Building (SSB) 325
Office Hours: 12:30-1:30 MF
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POLI 135: COMPARATIVE LGBT POLITICS

Course Overview: In recent years, the passage and implementation of pro LGBT (Lesbian, Gay, Bi-sexual and Transgender) legislation (e.g., legalization, anti-discrimination, hate crimes legislation, marriage equality, adoption rights, military service 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 course is designed to understanding this evolution by exposing students to the study of LGBT politics, focusing specifically on the formation of LGBT 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 LGBT 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 LGBT movements in other democratic political systems.

Learning Outcomes: By the end of the semester, students will be able to:

1. Understand the importance of studying LGBT politics.
2. Compare and contrast theories of social movements.
3. Investigate the extent to which theories of social movements explain the formation and political success of modern LGBT movements.
4. Examine the interplay between networks advocating for (and against) pro LGBT legislation.
5. Analyze LGBT movement success/failure in the US and other political systems.
6. Use insights learned in class to explain modern political phenomenon as it relates to LGBT politics.
7. Develop their oral and written communication skills.

Course Assignments/Grading:

Course Participation: 10%
Midterm Examination: 45%
Final Examination: 45%

Peer Instruction: The academic literature on teaching and learning has documented a strong causal relationship between active participation, course content discussion, and student learning, but structuring active discussion can be difficult in large lecture courses. To facilitate active participation and discussion, I will use a relatively new pedagogy, Peer Instruction, which, together with clicker technology, can assist in the facilitation of both small and large group discussions which research suggests promotes student

learning gains. Subsequently, each student is required to have a clicker and to bring it to every lecture. **We will begin “practicing” with Peer Instruction and clickers during the first week of class, with clicker participation factoring into your participation grade during the second week.** If you do not already have a clicker, this will allow you time to find, borrow, or purchase one. Please note that if you buy your clicker online, purchase the I-clicker brand, which is what UCSD’s infrastructure supports. Additionally, if you want to sell the clicker back to the UCSD bookstore, you should purchase the I-clicker 2, because although the I-clicker 1 works for the class, the UCSD Bookstore will not buy back I-clicker 1 remotes at the end of the quarter. **Please remember to register your clicker on TED (the link is on course home page, last item on upper left menu), because participation points will not register to your course participation grade if your clicker is not registered.**

Clicker Question Expectations: Peer Instruction questions will be geared toward enhancing your understanding of course readings, current events, and lecture material and will help you prepare for course examinations. In general, I will ask two different types of clicker questions. One type of question (reading/application) will focus on a central point from your readings/lectures and may test your ability to apply theoretical concepts learned in the readings or lectures towards explaining current events. Pedagogically, reading/application questions are used to strengthen critical reading and thinking skills, and ensure that central concepts are generally understood. A second type of question (discussion) will be a “polling” question, asking you to take a stand on a pressing issue related to LGBT politics. Pedagogically, these questions are designed to hone critical thinking skills and the ability to articulate persuasive arguments to support positions, based on logic and compelling evidence.

Current Events Discussion: I will open each lecture with a discussion of relevant news topics, followed by a reading/application question which will ask you to identify key concepts in the reading and/or how current events reflect theoretical discussions reflected in the reading or from lecture. For reading/application questions, you will receive full credit (1 pt.) for getting the question correct and half credit (.5 pt.) simply for participating. To ensure that you are able to build connections between theoretical material and current events, keeping up with course readings (and current events) will be useful. In order 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>

Lecture Discussion: In addition to current events discussions, I may also ask clicker questions throughout lecture. Reading/application questions posed during lecture will be scored in the same manner listed above (i.e., full credit for giving the correct answer, half credit for participating). I may also ask discussion

questions during lecture, which will ask you to discuss/debate pressing issues in international relations. For discussion questions, you will receive full credit (1 pt.) for participating.

Grading Participation: In assessing your grade for the participation component of the course, 20% of the total clicker points during the official counting period can be missed without penalty. Approximately 1-3 clicker questions will be asked per class period, so if you miss a single session (or forget your clicker once), that should not negatively impact your participation grade. Please be advised that if you do not follow all clicker protocol (e.g., do not click in on all questions, do not use the right frequency when clicking in, are not in the classroom at the time of the poll, do not see a checkmark once you have selected your answer, etc.), you will not receive clicker credit and a failure to click in on more than 20% of the clicker questions will negatively impact your participation grade. Additionally, **as you are expected to be in class, there are no circumstances under which lost participation credit can be “made up” or granted in your absence, so you should plan on regularly attending class if you decide to remain in this course. Please be aware that it is your responsibility to make sure that your clicker is registered and that you are clicking in “correctly” so that you will receive credit for your participation in this course.**

Midterm and Final Examinations: Both course examinations will be 6-8 pages in length and the topic and due dates will be discussed in lecture. **Please be advised that course examinations build on both lecture information and course readings, subsequently, papers which do not show familiarity with both will be penalized.**

Late Assignments: For both examinations, **we require an electronic copy submitted to turnitin.com prior to the due date and barring emergencies accompanied by valid documentation, no late assignments will be accepted.** Students should notify us prior to an assignment’s deadline of any emergency which may preclude them from submitting an assignment on time (i.e., we will NOT typically entertain any emergency requests received after the paper is due). **Please be aware that unless TED and/or Academic Computing Services officially indicates that Turnitin.com is out of service, an inability to upload to Turnitin.com prior to the deadline (e.g., slow connection, forgetting to click submit, etc.) does not constitute a valid emergency. Subsequently, you are strongly encouraged to save and keep a receipt of your Turnitin.com submission for your records. Additionally, please be aware that if you upload the wrong paper to Turnitin.com, due to issues of fairness, we cannot “clear the submission” and allow you to re-submit once the due date has passed.** If the “wrong paper” is submitted after the due date has passed, it will not receive credit.

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 of 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.

Drop Deadline: UCSD has changed the last day to drop a course from Friday of the ninth week of the quarter to the Friday of the sixth week of the quarter. **Given the way that themes are presented and the scheduling of the midterm examination, although you will have access to participation grades throughout the quarter, please be advised that you will not receive a grade for the midterm prior to the drop deadline.**

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.

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*

Bob. *The Global Right Wing and the Clash of World Politics*

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

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

Reserve readings

Supplemental:

Faderman. *The Gay Revolution*

Several of the required textbooks (Taylor and Haider-Markel, Bob, Diez, Patternotte, and Ayoub) and all readings denoted by * are available either on Blackboard or on electronic reserves through ROGER. 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.** The Mucciaroni book is available at Geisel on hard reserves. 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 LGBT movement, the Faderman book is a great resource, but it is not required for the course.

Reading Schedule: Given that this is an upper division course, the reading load is extensive. For those of you planning on completing post graduate studies please be advised that the reading list for this course is quite modest compared to what you will face in your future studies. While I recognize that each of you has a variety of commitments and responsibilities, I expect students to attend lecture prepared to actively discuss the course readings and concepts. **Additionally, course assignments build on both lecture information and course readings, subsequently, assignments which do not show familiarity with both**

will be penalized. Strategies for tackling academic readings can be found at the following website: <http://www.si.umich.edu/~pne/PDF/howtoread.pdf>.

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 located 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. The OSD Liaison for the Department of Political Science is Natalie Ikker, who can be contacted during drop-in advising hours and via the Virtual Advising Center. Her office is located within Social Sciences Building, Room 301. Students seeking exam accommodations **must** bring their signed AFA letter and the course syllabus to Natalie well in advance of scheduled course exams, as department space and resources are limited. 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

Discrimination and Harassment: Discrimination and harassment See: Nondiscrimination Policy Statement 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.

COURSE SCHEDULE:

UNIT ONE: COURSE INTRODUCTION

Week 1 (7-11 January):

Why Do We Care about LGBT Politics?

Mucciaroni "The Study of LGBT Politics and Its Contributions": <http://bit.ly/22eZAbG>

Smith "Gay, Straight or Questioning? Sexuality and...": <http://bit.ly/21rMJ04>

Taylor and Haider-Markel pgs. 1-7

UNIT TWO: LGBTQ MOVEMENTS AND THE STATE

Defining the Struggle for LGBT Rights and Public Policy Change

Mucciaroni CH 1-2

Taylor and Haider-Markel pgs. 7-18

Week 2 (14-19 January):

Social Movements, LGBT Rights and Public Policy Change

Engel (The Unfinished Revolution)*

Smith (Ashgate Companion)

Mucciaroni CH 3

Taylor and Haider-Markel CH 1

UNIT THREE: THE BUILDING OF A TRANSNATIONAL MOVEMENT

Week 3 (21-25 January):

LGBT Politics and Stonewall: Igniting the International Movement?

Bernstein "Celebration and Suppression: Strategic Uses of Identity"*

Bernstein "United States: Multi-Institutional Politics..."*

Stonewall Forever: <https://stonewallforever.org/>

21 January: NO LECTURE-Martin Luther King Jr. Holiday

UNIT FOUR: WHEN DO LGBT MOVEMENTS "WIN"?

Week 4 (28 January-1 February):

LGBT Politics: Legalization

Mucciaroni CH 4

Kane (Ashgate Companion)*

Week 5 (4-8 February):

LGBT Politics: Civil Rights and Hate Crimes

Mucciaroni CH 7

Lax and Phillips “Gay Rights in the States...”: <http://bit.ly/1MIX94P>

Baumgartner et al. “Lobbying in Washington”*

Taylor and Haider-Markel CH 6

MIDTERM DISTRIBUTED

Week 6 (11-15 February):

LGBT Politics: Marriage Equality

Mezey (Ashgate Companion)

Barclay “In Search of Judicial Activism”: <https://bit.ly/2SAPSxQ>

Bishin et al. “Opinion Backlash and Public Attitudes”: <http://bit.ly/1q7ZYaD>

Week 7 (18-22 February):

LGBT Politics: Gender Identity and Gender Expression

Taylor and Haider-Markel CH 7-8 and 10-11

18 February: NO LECTURE: Presidents Day

MIDTERM DUE

UNIT FIVE: TRANSNATIONAL POLITICS

Week 8 (25 February-1 March):

Transnational Politics and the LGBT Movement: European Union

Ayoub CH 1-4

Week 9 (4-8 March):

Transnational Politics and the LGBT Movement: Latin America

Diez Introduction, CH 1-3 AND CHOOSE ONE: 4, 5, 6

FINAL DISTRIBUTED

Week 10 (11-15 March):

Transnational Politics and Opposition to the LGBT Movement: United Nations

Patternotte and Seckinelgin (Ashgate Companion)

Bob Introduction and CH 1-4

Conclusions

Mucciaroni CH 8

Ayoub CH 7

Diez Conclusion

Final examination due between 3:00pm and 5:59pm 18 March 2019 at location listed on TED.

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.