

Professor David L. Fisk
Summer Session I 2023
Lecture Location/Schedule: Remote
Office Hours/Location: 2:00-3:00 TW via Zoom
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Teaching Assistants:
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POLI 135: COMPARATIVE LGBTQ POLITICS (REMOTE INSTRUCTION)

Course Overview: In recent years, the passage and implementation of pro LGBTQ (Lesbian, Gay, Bi-sexual, Transgender and Queer) legislation (e.g., legalization, anti-discrimination, hate crimes legislation, marriage equality, adoption rights, military service, gender identity 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 course is designed to understand 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). This 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.

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

1. Understand the importance of studying LGBTQ politics.
2. Examine the interplay between networks advocating for (and against) pro LGBTQ legislation.
3. Analyze LGBTQ movement success/failure in the US and other political systems.
4. Use insights learned in class to explain political phenomenon as it relates to LGBTQ politics.
5. Develop their oral and written communication skills.

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 two examinations 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.

Remote Learning: As you are already aware, this course will be taught asynchronously via remote instruction. Subsequently, this will be a self-paced course that can be accessed via Canvas and will be organized via modules which must be completed in sequential order.

A new module will be released each week and will include at least one unit of material, subsequently, you should aim to complete one module of material each week. Each module will include the following materials:

- **Unit Overview** - Includes introductory remarks to 1) put the upcoming materials into perspective, 2) detail course readings for the unit, and/or 3) chat about some current events that tie into the material being presented.
- **Unit Reading List** - Any readings which are denoted by an * on the syllabus will be available within this section. All remaining assigned readings will come out of one of the required textbooks.
- **Lecture PowerPoint**-The lecture slides for the lecture will be made accessible.
- **Video Podcast**- The video podcast of the course material will also be made available.
- **Discussion Board Activity** - At the end of each module, you will be asked to contribute to the discussion board topic (more information will be offered below and on Canvas)

Current Events and Course Themes: 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>

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

Discussion Boards: 20%
 Midterm Examination: 40%
 Final Examination: 40%

Course Discussion Boards: 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, particularly when the course is being delivered via remote instruction. To facilitate active participation, I will be integrating discussion boards into this course to provide students with opportunities to not only discuss connections between current events and course themes, but to also engage with one another on other course topics.

Grading Discussion Boards: Your active participation in online discussion boards will be critical for your participation grade and on this front, each weekly module will have one discussion topic and will ask you to not only respond to the topic, but also to respond to other comments made on the topic before discussion for that week's topic "closes". During some weeks, these topics will connect current events to course readings, while during other weeks, discussions may tap into themes which will be relevant for course examinations. **We will "practice" for the first week of the course and that discussion will not be graded. Discussions for weeks two through five will be graded, with your original contribution as well as your responses evaluated in accordance with a rubric which will be available on Canvas. I will calculate your discussion grade by taking the average of all your discussion grades after dropping**

your lowest discussion scores (i.e., you can miss ONE graded discussions without penalty). More information regarding grading discussion board participation can be found on the course website.

Midterm and Final Examinations: Both course examinations will be 6-8 (double spaced) 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.** Additionally, the examination must be submitted to Turnitin.com via the course Canvas website and any submission which cannot be read by Turnitin.com will not be accepted. Further information regarding structure and acceptable submission format will be discussed in lecture.

Incompletes: University policy only allows the granting of an incomplete under very specific circumstances (e.g., illness, family emergency, etc.). An incomplete **MUST** be requested before the first day of finals week **AND** can only be granted when a student's work is of "non-failing quality" (this includes course projects and examinations). Additionally, I can only consider an incomplete after the midterm examination has been taken **AND** passed and am unable to offer an incomplete outside of these parameters.

Grading Scale: Grades in this course will be based on the following scale: A: 93-100; A- 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+ 77-79; C: 73-76; C-: 70-72; D: 60-69; F: 59 and below. Please be advised that there is no curve in this course and there is no extra credit available in this course. **Additionally, given issues with Canvas (particularly as it relates to calculating discussion board scores), please be aware that Canvas may not calculate your grade accurately. Subsequently, while you can expect scores on course examinations listed within Canvas to be accurate, any information relating to your "total grade" or the use of other grade calculators within the application SHOULD NOT be viewed as an official reflection of your grade in the course and cannot be used as the basis for any grade appeal.**

Regrade Policy: We want to make sure that all examinations are graded fairly and accurately, and we strive to ensure that students understand why they receive the grade that they receive. While we work hard to ensure that grades are accurate, if an issue arises regarding an examination grade, students can request a regrade subject to the following parameters: 1) any request **MUST** be submitted directly to the teaching assistant within 72 hours of the grade being available and 2) this request **MUST** include a one page, typed, double-spaced, statement which outlines the nature of the grade appeal using evidence from your exam, course readings, current events and lecture materials to make your case. The teaching assistant will examine the request and will decide on the appeal. If there is still an issue, the appeal can be forwarded to me for a final determination. **Please be advised that I WILL NOT entertain any grade appeal that does not follow these guidelines. Additionally, if you choose to appeal your grade, we reserve the right to increase OR decrease the existing grade.**

Late Assignments: For both examinations, **we require an electronic copy submitted to turnitin.com via Canvas 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 Canvas 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. 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.**

Intellectual Property: All lectures and course materials (including PowerPoint presentations, tests, outlines, and similar materials) are protected by U.S. copyright law and by University policy. We are the

exclusive owners of the copyrights of those materials we create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course. You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way — whether a fee is charged — without my express prior written consent. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the UC San Diego Student Code of Conduct.

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, do not 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 and should be your own work (i.e., assignments should not be generated by other students or computer programs). 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.

Course Behavior: Whether it is in an online forum or on campus, 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.

Student Resources: UCSD provides a variety of technical and support resources to assist students during their academic careers. Should you have questions regarding how to use library resources (e.g., accessing course reserves, research assistance, etc.), difficulties accessing course resources (e.g., Canvas, podcasting, etc.) and/or other academic support resources (e.g., tutoring, assistance with writing, etc.) you can access these resources via the links below:

Geisel Library	Research tools and eReserves
Content Tutoring with the Teaching + Learning Commons	Drop-in and online tutoring through the Academic Achievement Hub
Supplemental Instruction with the Teaching +	Peer-assisted study sessions through the Academic

Learning Commons	Achievement Hub to improve success in historically challenging courses
Writing Hub Services in the Teaching + Learning Commons	Improve writing skills and connect with a peer writing mentor
Learning Strategies Tutoring	Address learning challenges with a metacognitive approach
OASIS	Intellectual and personal development support
Student Success Coaching Program	Peer mentor program that provides students with information, resources, and support in meeting their goals
Academic Integrity	Policy on Academic Integrity of Scholarship and strategies to excel with integrity.
Technical Support	Assistance with accounts, network, and technical issues (e.g., issues with Canvas, podcasting, etc.)

Textbooks/Materials:

Required:

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

Mezey. *Beyond Marriage: Continuing Battles for LGBT Rights*

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

Mucciaroni. *Same Sex Different 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*

All the required textbooks and all readings denoted by * are available either on Canvas or on electronic reserves through UCSD Library Search. 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.

Reading Schedule: Although the syllabus for this course has been adjusted given the transition to remote learning, please be aware that your decision to enroll in this course indicates your willingness to actively engage in classroom activities, activities which include completing assigned course readings. Subsequently, the reading load is in line with what you should expect in a typical upper division course in political science. For those of you planning to complete 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 be 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.**

COURSE SCHEDULE:

Week 1 (3-7 July):

UNIT ONE: WHY DO WE CARE ABOUT LGBTQ POLITICS?

Why Do We Care about LGBTQ Politics?

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

Taylor and Haider-Markel Introduction

UNIT TWO: WHAT DOES THE LGBTQ MOVEMENT WANT?

What Does the Movement Want?

Mucciaroni CH 1

Taylor and Haider-Markel CH 1

Optional:

Engel (The Unfinished Revolution) *

UNIT THREE: UNITED STATES IN COMPARATIVE PERSPECTIVE

Stonewall: Igniting the International Movement?

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

Broqua (Ashgate Companion)

Optional:

Bernstein ("Celebration and Suppression")*

Armstrong and Cragg ("Movements and Memory")*

Week 2 (10-14 July):

LGBTQ Politics: Legalization

Mucciaroni CH 4

Kane (Ashgate Companion)

Bosia and Weiss (Political Homophobia in Comparative Perspective)*

LGBTQ Politics: Non-Discrimination

Mezey CH 1

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

Baumgartner et al. (“Lobbying in Washington”) *

Taylor and Haider-Markel CH 6

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Week 3 (17-21 July):

LGBTQ Politics: Marriage Equality

Mezey CH 3-4

Smith (Ashgate Companion)

Hollar (“Beyond Belief?”) *

LGBTQ Politics: Gender Identity and Gender Expression Protections

Taylor and Haider-Markel CH 7-8 and 10

Edelman (“Gender Identity and Transgender Rights”) *

MIDTERM DUE

Week 4 (24-28 July):

UNIT FOUR: CASE STUDIES IN LGBTQ POLITICS

NOTE: CHOOSE ONE UNIT TO READ CLOSELY; FOLLOW LECTURE FOR BOTH UNITS

Transnational Politics and the LGBTQ Movement: Europe

Ayoub CH 1-4 and 7

Transnational Politics and the LGBTQ Movement: Latin America

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

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Week 5 (31 July-4 August):

UNIT FIVE: TRANSNATIONAL PROSPECTS

Global Politics and Prospects for Backlash

Patternotte and Seckinelgin (Ashgate Companion)

Bob (The United Nations Gay versus Anti-Gay...) *

Bishin et al. (Elite Led Mobilization and Gay Rights pgs. 1-16 and 181-195) *

Ayoub et al. Reassessing the Relationship/Homophobia

Optional:

Thoreson (Demanding Rights, Compelling Recognition)*

Conclusions

FINAL DUE BY 5:59PM ON 4 AUGUST 2023

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. The OSD Liaison for the Department of Political Science is Joanna Peralta, 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 Joanna 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.

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

<u>Community Centers</u>	As part of the <u>Office of Equity, Diversity, and Inclusion</u> the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus
<u>Counseling and Psychological Services</u>	Individual, group, couples, and family psychotherapy services for registered undergraduate and graduate students
<u>Office for Students with Disabilities</u>	Documents student disabilities, provides accessibility resources, and reasonable accommodations
<u>Triton Concern Line</u>	Report students of concern at (858) 246-1111
<u>Undocumented Student Services</u>	Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence