

PS391-005 LGBT Politics

Fall 2013

Tuesday/Thursday 3:30:4:45

Whitehall Classroom Building room 231

"I believed, if I succeeded, I might become known to history as a deliverer of the downtrodden, even as a Lincoln. But all my friends to whom I spoke about my plans advised against my doing something so rash and futile. The average homosexual was ignorant concerning himself. Others were fearful. Some were blasé. We wondered how we could accomplish anything with such resistance from our own people."

-- Henry Gerber

Instructor:	John Poe
Office Address:	1606 Patterson Office Tower (POT)
Office Hours:	M/W/F 1:00-2:00 or by appointment
Email:	jdpo223@g.uky.edu

Email is generally the best way to reach me. You MUST include PS391 in the subject so that the email is sorted properly. I have my emails rank ordered by importance and by not including the subject you are telling Gmail that you are not important.

Course Description and Objectives

This course will provide a general survey of the historical, political, and policy issues relating to the LGBT movement in the United States. While this is a course on LGBT politics generally, the majority of the course will pertain to gay rights and the gay rights movement. Many of the subjects that are discussed in this class will be directly applicable to other groups and issues. Likewise, some of the readings will not explicitly be about sexual or gender minorities but will be applied to them in this course.

This is an upper division course. We will cover a lot of material. I will draw on material from psychology, sociology, political science, law, and public policy. In attempting to cover such a large range of topics I made an explicit effort to emphasize "breadth" over "depth". To make sure that students do come away from this class with a high level of knowledge in *some* areas you will choose a particular topic from the list below for extended study. Despite the fact that I have attempted to include a broad range of topics it is impossible to include everything. There are many topics that, while clearly important, were either not included because of finite amount of time or were combined with other topics. This does not mean I don't think an issue is important or worthy of study.

This is a course about the *politics* of the LGBT coalition. It is not a course about why gay rights are good, bad, morally neutral, or about the "right" side of a public policy issue like same-sex marriage. Those issues will certainly come up, and they will obviously be based on the deep-seated and passionate beliefs we all hold about sex, sexuality, freedom, and religion. We will certainly not always agree about the issues we discuss. Disagreement is a good thing in a classroom. Conformity is boring. The only way this class will work is if we treat each other with respect. That doesn't mean you can't express your disagreement with another person's position. It *does* mean that you must recognize that other people hold their positions as sincerely as you hold yours, and you must respond politely and avoid engaging in personal attacks. Much of the time my goal will be to play devil's advocate when the class is in agreement. My goal is to challenge you. It is not simply to reaffirm that every opinion you hold is correct.

The assigned readings should not be viewed as absolute truth. Read the material thoughtfully, challenge the conclusions of the authors, and voice your concerns in class. Often, I do not agree with the authors either. Students should feel free to raise questions concerning the readings, the lectures, and the comments of other students. Students should *especially* feel free to raise questions in lecture given that I will be intentionally trying to provoke them.

This is a hybrid course designed to be as flexible as possible about how we cover material. Classes will be a mix of traditional lecture, discussion, and simulation at different times in the semester. You will typically be introduced to material outside of the classroom while class time will be used to expand what you have learned. In practice this will be accomplished primarily by documentaries, listening to podcasts, and reading newspaper/journal articles and book chapters.

Outcomes (aka what you will have at the end of the course)

The outcomes for this course are relatively straightforward. My goal is for you to understand the LGBT coalition within the United States. At the end of this course you will understand the history of the gay rights movement and how it intersects with other interest groups and social movements. You will understand the legal and policy implications of things like criminalization of homosexuality, HIV/AIDS, and same-sex marriage. You will then be able to use the details from the history and politics of the United States to theoretically understand LGBT politics in a comparative setting.

Disability Policy

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities

Required Readings

- Marc Stein. [Rethinking the Gay and Lesbian Movement](#)
- Tina Fetner. [How the Religious Right Shaped Lesbian and Gay Activism](#)
- Andrew Koppelman. [Same-Sex, Different States: When Same-Sex Marriages Cross State Lines](#)
- Readings in **red** will be provided in blackboard. Books listed above are on reserve at the Lucille Little Library. Note that I reserve the right to remove or substitute readings at a later date.

Course Requirements

Discussion (15%): You need to attend class. More than that, I expect you to participate in class. You are expected to have something to say that demonstrates you have thought about the material and that will benefit your fellow students.

Quizzes (15%): There will be weekly blackboard quizzes over the readings and multimedia material.

Research Papers (10% each): Each of you will choose a topic from the list below and write two 7-10 page papers about it. The first paper will be about the topic in the United States. The second paper will cover the topic cross-nationally. You may choose to work in pairs or alone

Simulations (10% each): There will be two simulations throughout the semester. Students will be split into groups and given specified roles in a class-wide debate. You will be playing members of different organizations (e.g. executive board of HRC, Victory Fund, and GOProud). Detailed information on specific roles and topics will be given prior to the simulations.

Exams (15% each): The midterm and final exams will be combination in class (multiple choice) and take home (essay) exams.

Grade Breakdown

Class Discussion	15%
Quizzes:	15%
Paper I:	10%
Paper II:	10%
Simulation I:	10%
Simulation II:	10%
Midterm Exam:	15%
Final Exam:	15%

I will be using the standard grade distribution for classes at UK (i.e. 90-100 is an A, 80-89 is a B, 70-79 is a C). As this is a special topics class it is unlikely that it will be offered again. Therefore grade forgiveness is not an option. An "I" will only be considered in extraordinary cases.

Attendance & Participation: Regardless of what you may have heard, attendance is very important for success in most college courses. This is especially true for this course because lectures do not come directly from the readings you are assigned. I read 1-3 additional books over what you are reading to prepare any given lecture. You are coming to class so that you don't have to read them too.

Participation and class discussion is worth 15% of your grade. Unlike many classes you may have taken, you will not receive points for simply showing up. You cannot typically get these points without attending the class and actively participating. If you have a university approved excused absence you can earn participation credit by turning in a 2-3 page (1.15 font, times new roman) discussion of the readings and some additional material related to the lecture. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. You must make arrangements with me for these papers within 7 days if you miss a class.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

A TurningPoint radio frequency (RF) clicker is REQUIRED for this course. We will be using the clickers to evaluate your knowledge of the course material, take polls and otherwise facilitate class participation. It is your responsibility to purchase a TurningPoint clicker for class. Other brands of clickers will not work for this course. If you have already purchased a TurningPoint RF clicker for another class you may use that device for this course. You may borrow a clicker from someone not currently attending a course requiring one: note that you cannot both simultaneously have the clicker registered.

You MUST bring your clicker to class every day. If you forget your clicker during any class period, you may receive credit by signing a form at the beginning of class but doing so will be very inconvenient for you.

If you are having trouble with your clicker, please see me BEFORE class and I will test it. If your clicker breaks or needs a new battery during the semester, you need to replace it. You are to use only the clicker that you have registered for your individual use for this course. Use of anyone else's clicker will constitute cheating, and if discovered, you will receive a 0 for your participation grade for the semester.

You must register your Device ID number (a six character, case-sensitive code found immediately below the barcode on the back of your clicker) on Blackboard by 12am, September 10th. If you have already registered your clicker on Blackboard for another class during this or a previous semester, it should still

be registered. Please verify your Device ID for yourself on Blackboard. If your clicker is not registered by the 12am September 10 deadline, you will receive no class credit for each day it is not registered.

There will be questions given in each class to determine how well you remember the previous lecture, how well you understand the material from the current lecture, and to spark debate for discussion. Certain questions (over previous lectures) may require correct answers. Other questions (testing comprehension of new material or your opinions) will only require your best effort. Individual points will vary but I will be as flexible as possible to benefit you.

Academic Integrity: Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Research Papers

Students are required to choose a topic from the list below for extended study of a particular subject in the course. The list of topics was chosen to reflect and expand upon what is covered in the class. It was also chosen because I am familiar with the relevant scholarly work and I know that it exists. If you have another topic related to the class that you would like to pursue please write a one page (single spaced) outline of this topic and include enough source material that I know the paper is viable. We can then meet and discuss your proposal.

You will write two papers (7-10 page, double spaced, times new roman font) on this topic. The first paper (due Friday, October 4th at noon) will be written from the perspective of American politics. The second paper (due Friday, December 6th at noon) will look at the topic from a comparative/multi-country perspective.

You may choose to work in pairs or alone but you must tell me your decision by two weeks before the paper is due. I will provide references that you can use in your first (American) paper. However, you will need to find equivalent scholarly sources for the second (comparative) paper.

Paper Topics

The Religious Right & the Gay Rights Movement
Public Opinion on Sexual Minorities
Public Opinion on Gay Rights
Gay Rights & Direct Democracy
LGBT Politics & Elections
HIV/AIDS
Sodomy Laws & the Criminalization of Homosexuality
Government Employment
Sexual Minorities & the Military
Employment & Housing Nondiscrimination
Same-Sex Marriage & Relationship Recognition

Birth and Evolution of the Gay Rights Movement

Section 1: Intro

8/29 Introduction to the course

Section 2: Conceptual Framework

9/3 Sex, Orientation, Gender, and Identity

9/5 Isolation, Groups, and Intergroup Relations

Watch [Before Stonewall](#)

Section 3: Historical Background

9/10 Public Opinion on Gays and Lesbians

Freedman, E. B. (1987). "Uncontrolled Desires: The Response to the Sexual Psychopath, 1920-1960." *Journal of American History* 74(1): 24.

Watch [CBS Documentary - The Homosexuals \(1967\)](#)

9/12 Gays, Lesbians, the government in the 1940s, 50s & 60s

Stein Ch. 2 *Homophile Activism, 1940-1969*

Sullivan, G. (1999). "Political opportunism and the harassment of homosexuals in Florida, 1952-1965." *Journal of Homosexuality* 37(4): 57-81.

Section 4: The Birth of the Gay Rights Movement

9/17 The Stonewall Riots

Watch [The Stonewall Uprising](#)

9/19 What Does the Gay Rights Movement Want?

Stein Ch. 3 *Gay Liberation, Lesbian Feminism, & Gay and Lesbian Liberalism*

Fetner Ch. 4 Where's the Party? Entering the Republican and Democratic Folds

Section 5: The Religious Right

9/24 The Conservative Backlash

Stein Ch. 4 *Gay & Lesbian Activism in the Era of Conservative Backlash*

9/26 The Co-Development of Gay Rights and the Religious Right

Fetner Ch. 2 The Conflict Emerges in the 1970s

Fetner Ch. 3 Organizational Development through the 1980s

Section 6: Simulation & Exam

10/1 Prep for Simulation and review for exam

Stein Ch. 5 *Gay & Lesbian Activism in the Age of AIDS*

10/3 Exam Part I: **Multiple Choice/Fill in the blank**

10/8 Simulation 1: The Gay Rights Movement Takes a Detour

Take Home Exam Part II

LGBT Politics & Public Policy

Section 7: Public Opinion and Direct Democracy

10/10 The Determinants of Public Opinion About Gay Rights

No reading

Exam Due in Class

10/15 (Anti) Gay Rights Initiatives and Direct Democracy

Bull and Gallagher Ch. 2 *Oregon Becomes the Home of the Antigay Initiative*

Bull and Gallagher Ch. 4 *No Special Rights: The success of Colorado's antigay amendment*

Anderson Ch. 6 *The Law and Politics of Anti-Gay Initiatives*

Section 8: Interest Groups, Campaigns and Elections

10/17 Interest Group Politics, the Democratic Party, and the LGBTIQ TSAANPOTQA Coalition

No Reading

10/22 Elections and Representation

Watch the movie *Milk* [here](#) or rent it [here](#)

Section 9: HIV/AIDS

10/24 HIV/AIDS Policy from Reagan to Obama

Brier Ch. 3 *What Should the Federal Government Do to Deal with the Problem of AIDS?*

Watch the movie *How to Survive a Plague* [here](#) or rent it [here](#)

Section 10: Equality under the Law

10/29 Legal Status of LGBT groups

No Reading

Section 11: Criminalizing Homosexuals

10/31 Sodomy Laws

Katz. *Gay American History* p165-207

Anderson. *Out of the Closet and Into the Courts* Ch. 4-5

Section 12: Employment Policy

11/5 Employment in and out of Government

Lewis, G. B. (1997). "Lifting the Ban on Gays and Lesbians in the Civil Service." *Public Administration Review* 57(5): 387-395.

Tilcsik, A. (2011). "Pride and Prejudice: Employment Discrimination against Openly Gay Men in the United States." *American Journal of Sociology* 117(2): 586-626.

Section 13: Government Protection

11/7 Hate Crimes, Abandonment, Bullying, and Asylum

Lesbian, Gay, Bisexual, Transgender, Queer, and HIV-Affected Hate Violence in 2012. National Coalition of Anti-Violence Programs

Section 14: Same-Sex Marriage

11/12 Marriage, Civil Unions, and US Law

Koppelman Ch. 1-3

Read the [three part series](#) by Joanna Grossman and Edward Stein

11/14 Same-Sex Marriage by US States

Lupia, A., et al. (2010). "Why State Constitutions Differ in their Treatment of Same-Sex Marriage." *The Journal of Politics* **72**(04): 1222-1235.

11/19 Same-Sex Marriage by Countries

No reading

11/26 Thanksgiving Break

11/28 Thanksgiving Break

Section 15: Simulation II and Final Exam

12/3 Interest Groups, Movements, Public Policy, and LGBT Politics

Fetner Ch. 7 *The Impact of the Religious Right on Lesbian and Gay Activism*

12/5 Prep for Simulation

12/10 Simulation 2a: What is the Homosexual Agenda?

12/12 Simulation 2b: Defeating the Homosexual Agenda

12/19 [Final Exam 3:30PM](#)

Note that readings and lecture order/topic are subject to change with some notice. If the class is particularly interested in a given topic I may extend coverage. Likewise, if we run behind schedule I may combine or skip multiple lectures. Notice to changes in the readings and lecture outline will be given in blackboard.