

Syllabus

POLS 5998-07: GLOBAL LGBTQ RIGHTS AND REPRESENTATION

Loyola Marymount University

Spring 2022

Professor Gabriele Magni

E-mail: gabriele.magni@lmu.edu

Pronouns: he, him, his

Class

Day and time: Wednesday, 4:20 – 7:20 pm

Location: St. Roberts Hall (STR) 356 [or on Zoom depending on University policy]

Zoom link:

<https://lmula.zoom.us/j/88233498132?pwd=dnc0bjFCRkU3UTQybFpBYzI3OWpUUT09>

Zoom passcode: 698152

Office Hours

Via Zoom; or in person when campus re-opens

Wednesday, 2:00 – 4:00 pm or by appointment

Office: University Hall 4201

Zoom link for office hours: <https://lmula.zoom.us/j/82137133167>

Office hour sign-up: <https://calendly.com/gabriele-magni>

Course Description

In recent years, changes in public opinion toward lesbian, gay, bisexual, transgender and queer (LGBTQ) people, along with the global expansion of LGBTQ rights, have been astonishing. At the same time, increasing global resistance to these rights has emerged in the name of “traditional values.” Violence and discrimination against LGBT individuals remain pervasive. This course will explore LGBTQ rights and representation in the US and around the world. It will seek to understand the role that activists, movements, elected officials, and voters can have in driving change. In so doing, we will analyze the impact of the descriptive representation of LGBTQ people on public policy, legislation, and social change.

The course will first offer an overview of LGBTQ communities, exploring size, diversity, and representation. We will then focus on successes and losses of LGBTQ movements across times and space. We will analyze the homophile movement after WWII, Stonewall and the gay liberation movement, ACT UP following the AIDS crisis, the marriage equality movement, and trans and

radical organizing. Next, we will examine LGBTQ electoral politics, focusing on the political attitudes and behavior of LGBTQ voters and on the barriers and successes of LGBTQ candidates and politicians. We will pay special attention to trans politicians and LGBTQ politicians of color. In the end, we will explore on LGBTQ life across space, from queer politics in the Global South to LGBTQ history and experiences in Los Angeles.

The course is organized as a seminar. The focus will be on discussion among participants, and there will be no frontal lecturing. It is therefore imperative that all students complete the readings and watch the assigned movies/documentaries before class. The seminar will meet once a week for three hours. In each class, there will be a *student-led discussion*. Each time, two students will be in charge of leading the discussion based on the readings and movies of the day. In many classes, there will also be a *conversation with guest experts* in person or via Zoom. This will be the opportunity for students to meet and interact with some of the authors of the assigned readings and with LGBTQ elected officials, activists and trailblazers working on promoting LGBTQ rights. At the end of the course, we will have a *Global LGBTQ Politics Conference*. Students will present their own research and receive feedback.

Course objectives and student learning outcomes

- Students will gain a better understanding of the discrimination and violence faced by LGBTQ people
- Students will analyze contemporary challenges and debates in LGBTQ politics
- Students will learn how interlocking systems of oppressions affect BIPOC who identify as LGBTQ
- Students will develop critical thinking on issues of sexual orientation, gender identity, race and class
- Students will learn tools to actively promote justice and anti-racism
- Students will gain research experience by completing original research projects

Class Schedule, Topics and Readings*

**Please note that the syllabus may be revised. I reserve the right to change/add/subtract materials throughout the semester. All changes will be communicated in class and via email.*

This is a reading-intense class. It is imperative that you complete all the readings before the assigned date in order to succeed in the class. There will be no lecturing in class. Each time, you need to come prepared to discuss the readings of the day.

For each class, it is recommended that you do the readings in the order listed on the syllabus.

Trigger warnings: The language of some of the readings is outdated and offensive. Some of the readings discuss police brutality, sexual violence, physical violence, discrimination, and oppression.

The following books are required:

- Staley, Peter, 2021. *Never Silent: ACT UP and My Life in Activism*. Chicago Review Press.
- Reynolds, Andrew. 2019. *The Children of Harvey Milk: How LGBTQ Politicians Changed the World*. Oxford University Press.

All the other readings are available on Brightspace or in the LMU library as e-books.

Week 1: January 12 **Welcome to class**

- Sherrill, K., 1996. The political power of lesbians, gays, and bisexuals. *PS: Political Science & Politics*, 29(3), pp. 469-473.

Week 2: January 19 **LGBTQ (political) identities and communities**

- Rahman, M., 2020. What Makes LGBT Sexualities Political? In *The Oxford Handbook of Global LGBT and Sexual Diversity Politics* (pp. 1-13). Oxford University Press.
- Murib, Z., 2017. Rethinking GLBT as a descriptive and analytic category in Political Science. *LGBTQ politics: A critical reader* (pp.14-33).
- Murib, Z., 2015. Transgender: Examining an emerging political identity using three political processes. *Politics, Groups, and Identities*, 3(3), pp.381-397.
- d’Emilio, J., 2007. Capitalism and gay identity (pp. 266-274). Routledge. (Brightspace)
- [Watch Paris is Burning. Watch Documentaries. \(71 minutes\)](#)

Week 3: January 26 **LGBTQ life and activism before Stonewall**

- Chauncey, G., 2008. *Gay New York: Gender, urban culture, and the making of the gay male world, 1890-1940*. Introduction (pages 1-29). Hachette UK.
- Jackson, J., 2016. The homophile movement. In *The Ashgate research companion to lesbian and gay activism* (pp. 47-60). Routledge.
- [In their own words: Extract from The Stonewall Reader \[skim\]](#)
 - [Audre Lorde – From “Zami: A New Spelling of My Name” \(pp. 28-37\)](#)
 - [Del Martin and Phyllis Lyon – From “Lesbians United” \(pp. 51-61\)](#)
 - [Virginia Prince – “The How and Why of Virginia” \(pp. 70-76\)](#)
- Rupp, L.J., 2014. The European origins of transnational organizing: the International Committee for Sexual Equality. In *LGBT Activism and the Making of Europe* (pp. 29-49). Palgrave Macmillan, London.
- [Watch Stonewall 50 – Episode 1 \(Part 1 and 2\). NBC News. \(21 minutes\)](#)

Week 4: February 2 **Stonewall and gay liberation politics (1960-1970s)**

- Frank, W., 2014. Law and the gay rights story. Rutgers University Press. Chapter 2: Stonewall (1969) (pp. 32-39) [skim]

- In their own words: Extract from *The Stonewall Reader* [skim]
 - Sylvia Rivera – from Interview with Eric Marcus (pp. 173-179)
 - Marsha P. Johnson – from Interview with Allen Young “Rapping with a Street Transvestite Revolutionary” (pp. 261-273)
- Was Stonewall a Riot, an Uprising or a Rebellion? [Time](#). (6 pages)
- Armstrong, E.A. and Cragg, S.M., 2006. Movements and memory: The making of the Stonewall myth. *American sociological review*, 71(5), pp. 724-751.
- Weeks, J., 2016. Gay liberation and its legacies. The Ashgate research companion to lesbian and gay activism (pp. 61-74). Routledge.
- Watch *The Times of Harvey Milk*. [Kanopy](#). (90 minutes)

Week 5: February 9 HIV/AIDS activism and ACT UP!

- Faderman, L., 2015. The gay revolution: The story of the struggle. Simon and Schuster. Chapter 23: The Plague (pp. 379-402) [skim]
- Staley, Peter. 2021. *Never Silent: ACT UP and My Life in Activism*. Chapters 1-12.
- Watch *How To Survive a Plague*. [LMU Library Stream online](#). (110 minutes)

Guest: Peter Staley, AIDS and gay rights activist (4:30-5:30 pm, on Zoom)

Week 6: February 16 Marriage equality and beyond

- Frank, W., 2014. Law and the gay rights story. Rutgers University Press. Part III: The Right to Marry, The State Constitutional Battles and The Supreme Court Confronts Same-Sex Marriage (pp. 173-198) [skim]
- Daum, C.W., 2017. 19. Marriage Equality: Assimilationist Victory or Pluralist Defeat? In *LGBTQ Politics: A Critical Reader* (pp. 353-373). New York University Press.
- Hollar, J., 2020. Beyond Belief? The Rapid Expansion of Same-Sex Marriage. *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*. (pp. 315-333)
- Ayoub, P.M., Page, D. and Whitt, S., 2021. Pride amid Prejudice: The Influence of LGBT+ Rights Activism in a Socially Conservative Society. *American Political Science Review*, 115(2), pp. 467-485.

Guest: Asm. Evan Low, CA Assembly and Chair of LGBTQ Caucus (4:30-5:30 pm, Zoom)

Week 7: February 23 Beyond the mainstream: radical organizing

- Cohen, Cathy J. 1997. “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” *GLQ: A Journal of Lesbian & Gay Studies* 3: 437-465.
- Boston, N., and Duyvendak, J.W., 2016. People of Color Mobilization in LGBT Movements in the Netherlands and the United States. In *The Ashgate research companion to lesbian and gay activism* (pp. 135-146).
- Edelman, E.A., 2020. Gender identity and transgender rights in global perspective. *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*, (pp. 1-9).
- Watch *The Death and Life of Marsha P. Johnson*. [Netflix](#). (105 minutes)

Week 8: March 2

No class – Spring Break

Week 9: March 9

LGBTQ political candidates

- Magni, G. and Reynolds, A., 2021. Voter preferences and the political underrepresentation of minority groups: lesbian, gay, and transgender candidates in advanced democracies. *The Journal of Politics*, 83(4), pp. 1199-1215.
- Perry, R.K., and Manley, X.L., 2017. Case Studies of Black Lesbian and Gay Candidates: Winning Identity Politics in the Obama Era. In *LGBTQ Politics: A Critical Reader* (pp. 295-308). New York University Press.
- Magni, G. and Reynolds, A. Working paper. Was Pete Buttigieg Electable? LGBTQ Candidates and Identity Framing in Election Campaigns.
- [Watch Mayor Pete. Amazon Prime. \(96 minutes\)](#)

Guest: Tony Hoang, Executive Director of Equality California (4:30-5:30 pm, on Zoom)

Week 10: March 16

LGBTQ elected officials

- Reynolds, A., 2013. Representation and rights: The impact of LGBT legislators in comparative perspective. *American Political Science Review*, 107(2), pp. 259-274.
- [Reynolds, A., 2019. *The children of Harvey Milk: How LGBTQ politicians changed the world.* Oxford University Press, USA. Chapters TBD.](#)
- [Watch Out Run. LMU Library. \(60 minutes\)](#)

Week 11: March 23

LGBTQ political attitudes and behavior

- Haider-Markel, D.P., and Miller, P.R., 2017. 15. Equality or Transformation? LGBT Political Attitudes and Priorities and the Implications for the Movement. In *LGBTQ Politics: A Critical Reader* (pp. 270-294). New York University Press.
- Turnbull-Dugarte, S.J., 2020. The European lavender vote: Sexuality, ideology and vote choice in Western Europe. *European Journal of Political Research*, 59(3), pp.517-537.
- Smith, C.A., Schulenberg, S., Baldwin, E.A. and Brettschneider, M., 2017. 6. The “B” Isn’t Silent: Bisexual Communities and Political Activism. In *LGBTQ Politics: A Critical Reader* (pp. 89-109). New York University Press.
- Egan, P.J., 2012. Group cohesion without group mobilization: The case of lesbians, gays and bisexuals. *British Journal of Political Science*, 42(3), pp.597-616.

Week 12: March 30

Attitudes toward LGBTQ rights

- Garretson, J.J., 2017. The How, Why, and Who of LGBTQ “Victory”: A Critical Examination of Change in Public Attitudes Involving LGBTQ People. In *LGBTQ politics: A Critical Reader* (pp. 252-269). New York University Press.

- Flores, A.R., 2015. Attitudes toward transgender rights: Perceived knowledge and secondary interpersonal contact. *Politics, Groups, and Identities*, 3(3), pp. 398-416.
- Ayoub, P.M. and Garretson, J., 2017. Getting the message out: Media context and global changes in attitudes toward homosexuality. *Comparative political studies*, 50(8), pp. 1055-1085.
- Louis Staples. [BBC 2019](#). Did culture really embrace queer people this decade? (4 pages)
- Smith, M., 2017. Homonationalism and the Comparative Politics of LGBTQ Rights. In *LGBTQ Politics: A Critical Reader* (pp. 458-476). New York University Press.

Guest: Mayor Lisa Middleton, Mayor of Palm Springs (4:30-5:30 pm), in person

Week 13: April 6

LGBTQ rights expansion around the world

- Corrales, J., 2020. The expansion of LGBT rights in Latin America and the Backlash. *The Oxford handbook of global LGBT and sexual diversity politics*, pp.185-200.
- Tabengwa, M. and Waites, M., 2020. Africa and the Contestation of Sexual and Gender Diversity. *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*, p.201-216.
- Ayoub, P. M. (2015). Contested norms in new-adopter states: International determinants of LGBT rights legislation. *European Journal of International Relations*, 21(2), 293-322.
- Velasco, K., 2020. A growing queer divide: The divergence between transnational advocacy networks and foreign aid in diffusing LGBT policies. *International Studies Quarterly*, 64(1), pp.120-132.
- [Watch Welcome to Chechnya. HBO Max. \(107 minutes\)](#)

Week 14: April 13

No class – Easter Holidays

Week 15: April 20

LGBTQ Los Angeles

- McGahan, J. 2019. Before Stonewall, the Queer Revolution Started Right Here in Los Angeles. [Los Angeles Magazine](#). (10 pages)
- Ross, A. 2021. Harry Hay, John Cage, and the Birth of Gay Rights in Los Angeles. [The New Yorker](#). (6 pages)
- Moore, M.R., 2010. Black and Gay in LA. In *Black Los Angeles* (pp. 188-212). In *Black Los Angeles: American dreams and racial realities* (ebook LMU Library). New York University Press.
- Pener, D. 2017. The Story of How West Hollywood Came to Symbolize LGBTQ L.A. [Los Angeles Magazine](#). (4 pages)
- Forest, B., 1995. West Hollywood as symbol: the significance of place in the construction of a gay identity. *Environment and Planning D: Society and Space*, 13(2), pp.133-157.
- [Watch Circus of Books. Netflix. \(92 minutes\)](#)

Week 16: April 27

Global LGBTQ Politics Conference

- No readings

Course evaluation

Grades are determined by the quality of the final result (i.e. the work submitted), not by the effort put into the process. The course has the following requirements:

- Wikipedia editing assignments: 20%
- LGBTQ oral history project (podcast): 25%
- Final poster and presentation: 20%
- Participation: 25%
- Leading discussion: 10%

The following grading scale applies:

A	94-100	A-	90-93.9		
B+	87-89.9	B	83-86.9	B-	80-82.9
C+	77-79.9	C	73-76.9	C-	70-72.9
D	60-69.9	F	<60		

Wikipedia editing assignment

Many important LGBTQ topics and concepts on Wikipedia have received limited coverage, especially if related to countries other than the United States. With this assignment, you will contribute to existing articles to improve them and will have the opportunity to create new articles.

This is a semester-long assignment that starts on Week 2 (1/19) and ends on Week 13 (4/6). Each week, you will have to complete trainings and/or exercises. All your work will be completed and tracked on the Wikipedia Dashboard course page. It is imperative that you create your Wikipedia account the first week of class.

Please click on the following enrollment link to get started:

[https://dashboard.wikiedu.org/courses/Loyola_Marymount_University/Global_LGBTQ_Rights_and_Representation_\(Spring_2022\)?enroll=kgumowyp](https://dashboard.wikiedu.org/courses/Loyola_Marymount_University/Global_LGBTQ_Rights_and_Representation_(Spring_2022)?enroll=kgumowyp)

This link will enable you to create a Wikipedia account and enroll on the Dashboard course page. Once you are enrolled, you will be able to see the timeline of the weekly Wikipedia assignments.

LGBTQ oral history project

The LGBTQ oral history project will consist of a series of podcasts produced by students. Each podcast will feature original content and will be about 15-minute long. Each student will be responsible for contacting and interviewing an LGBTQ trailblazer, who could be an activist, an elected official (currently in office or retired), a business leader, a writer, an artist, or an academic. There are two goals for this project. On the one hand, it will teach you how to creatively generate a piece of qualitative original research. You will do background research on the activist you want to interview; you will prepare questions and develop a podcast script; you will conduct the interview; and finally you will edit the podcast for clarity after the interview. On the other hand, the LGBTQ oral history project will provide a public good by saving stories and experiences in LGBTQ history that may otherwise get lost.

- February 3: Come up with three possible names to interview; find their contact information
- February 9: Choose who you will interview; write a short bio (one paragraph)
- By February 23: establish contact and plan time for interview
- By March 30: complete interview
- By April 6: submit podcast

Final poster and presentation

In lieu of a final paper, students will prepare a poster for the Global LGBTQ Politics Conference on the last day of class. The topic of your poster can be related to the topics you have explored in the Wikipedia assignment or in the oral history project. The day of the Conference, you will show your poster and will come prepared for a short presentation of your research. Other students will ask questions about your work.

- 4/27: submit poster

Participation

Since the class is a seminar, there will be no frontal lecturing. The class will be discussion-based. Students are required to complete the readings and watch the movies before class, and to come to class ready to discuss the material of the day. After reading anything, you should be able to answer at least the following questions: What is the main argument? Does it make sense logically? What is the evidence for it? What are the strengths and weaknesses? It is essential that you come to class prepared so that you can engage in discussion and ask questions.

Participation performance is not based on the number of times you speak up during class but on the quality of your input. By no means, this should be understood as having to “be right” every time. Comments or questions that contribute to our analysis of course contents and discussion are highly regarded. Questions are an excellent way to participate; they show your interest in the course and your ability for critical thought.

To get an A for participation, your engagement in class discussions must be exceptional. You need to contribute to a lively conversation consistently and display mastering of the material.

Leading discussion

Each student must select two sessions to introduce the assigned readings and help lead the discussion. To lead the discussion, students need to complete the readings and watch the movies before class. You will prepare a 5-minute introduction to the readings and present two or three discussion topics or questions per reading. In each class, we will have two students leading the discussion.

Other course requirements

Students are required to participate in class; to read the assigned materials; and to complete all the assignments on time. I expect everyone to **join class sessions on time**. Late arrivals are disruptive and distracting. If you miss a class, you are responsible for the material covered in class. **If you are sick, please do not come to class. You will NOT be penalized for not being in class if sick.**

Please come to **office hours** or contact me by e-mail if you have questions or concerns. If you have any kind of problem with the course or with life, please communicate with me. Do not let missed classes and assignments get out of hand. I am happy to work with you to help you succeed, but I cannot do it retroactively at the end of the semester. Especially during the current times, it is very important that you keep me posted with any difficulty and disruption that you may be experiencing.

Guidelines for class

- ***Participate as much as you can.*** I understand that participating in class can be challenging. However, do not be afraid to ask questions or make comments. I value class participation, and it is possible that other students have similar concerns.
- ***Respect one another.*** Differences of opinion are likely and desirable. Listen to other students' questions and comments, express your disagreements with respect, and always value and engage with your colleagues' opinions.
- ***You are not allowed to record and share classes or distribute any other class material outside the class.*** This is important to protect students' privacy and ability to contribute freely to the discussion. The instructor may record classes for pedagogical purposes but will not share with anyone outside of the class without prior consent of all. Sharing any other audio or video recording of class sessions without the express permission of everyone in the room is a violation of mutual trust and is not allowed. Any release of class content that reflects the views of classmates or instructor to anyone or institution outside of those in the class is prohibited. Recording and sharing Zoom classes would be **a violation of the LMU Academic Honesty.**

Additional information

Electronics policy

You can use laptops for note taking. However, you may want to consider taking notes by hand. Scientific evidence demonstrates that writing notes by hand helps remember better. The following

article describes an experiment producing this finding: *To Remember a Lecture Better, Take Notes by Hand* (<https://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>).

Email policy

While I am always happy to communicate via email, emails are not the best way to discuss substantive questions concerning course material. I encourage you to come to office hours if you would like me to clarify concepts or discuss issues in depth. Please be professional when you write emails: include proper greetings and salutations and check your spelling and grammar.

Grade questions

At times, you may have questions about your grades. I am happy to discuss any grading-related issue during office hours. In order for me to re-grade any assignment, you will need to provide a written email explaining in detail why the grade should be changed. I will then re-grade the entire assignment. I reserve the right to raise or lower your grade accordingly.

Diversity and safe environment

Diverse perspectives and backgrounds enhance our community. As engaged citizens in a global and diverse society, we seek to advance a positive learning and working environment for all through open and substantive dialogue. Accordingly, we will strive to make this class a safe, happy and welcoming environment for all. When we talk about political and social issues, different opinions are likely to emerge. A discussion with diverse perspectives can be enriching, but only as far as we are always respectful of different points of view. Let's always engage in a civil way, even when we disagree with each other. Disrespectful behavior will not be tolerated.

If there is anything you would like to communicate to me privately about your involvement in the class, please do not hesitate to do so.

Reporting Requirements of Sexual or Interpersonal Misconduct

As "responsible employees," faculty are required to report any case of suspected sexual or interpersonal misconduct and cannot protect student confidentiality. For information about confidential counseling on campus and for general information about consensual relationships, sexual harassment, and sexual assault, please see the LMU Cares website: <http://studentaffairs.lmu.edu/lmucares/>.

Pronouns and LGBTQ services

Please let me know (in whatever way you wish) what your pronouns are.

My pronouns are he / him / his.

LGBT Student Services at LMU provides educational and support services to students that identify as LGBTQ+ and allies. The LGBT Student Services Office at LMU focuses on promoting equality, visibility and inclusion of LGBTQ students within the LMU community. Please visit their website for more information:

<https://studentaffairs.lmu.edu/community/ethnicandinterculturalservices/lgbtstudentservices/>.

Disability accommodations

Disability Support Services (DSS) at LMU assists students with physical, learning, and/or psychological disabilities by offering resources to enable them to achieve maximum independence while pursuing their educational goals. Their objective is to ensure that every student seeking DSS services receives university experiences and opportunities that are identical to those of any other student. They arrange accommodations and services for students with special needs. Please visit the DSS website for more information: <https://academics.lmu.edu/dss/>.

Academic honesty

The academic honesty policy applies to the course. Plagiarism, cheating and other violations will not be tolerated. If you are unsure on whether something constitutes plagiarism, come see me before you submit your assignments. Further, it is a violation of LMU's Academic Honesty Policy to distribute (e.g., posting to social media) any course resources or materials (including but not limited to recorded classes, lectures, exams, etc.) without permission of the instructor. You are not allowed to record and share classes. This is important to protect students' privacy and their ability to more freely contribute to the class discussion. Students who violate this policy are subject to failing the class. The University may also choose to impose additional sanctions for violations of the Academic Honesty Policy, including suspension or dismissal.

For more information, please visit the following page: <https://academics.lmu.edu/honesty/>.

The Writing Center at LMU

An important part of improving your writing is getting feedback and revision suggestions on your writing projects in progress. The Academic Resource Center provides writing support and peer tutoring in a variety of subjects. Be sure to make tutoring a part of your academic experience when you want feedback on a writing project or help understanding course concepts and preparing for exams. To make an appointment with a tutor, follow the "Writing & Course Tutoring" link in myLMU.

academics.lmu.edu/arc | 310-338-2847 | tutoring@lmu.edu | @lmuarc