The Politics of LGBTQ+ Policy (CPO 4023)

University of Central Florida School of Politics, Security, and International Affairs

Spring 2024

Instructor: Dr. Miroslav Shapovalov
Course Modality: online (W)
3 credit hours

Office Hours (online, by appointment):
Mon, Wed: 12:00pm-1:00pm
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I. Description and Goals

The course examines LGBTQ+ politics in the US. Topics include political activism, civil rights, socio-political backlash, political behavior and representation, marriage equality and other LGBTQ+ policies.
This course consists of a broad survey of the major events of the LGBTQ+ civil rights movement, its effect on policy, public opinion, political behavior, and representation. While this course will place an emphasis on American political developments, there will be a brief survey of the status of international LGBTQ+ political outcomes.

At the conclusion of this course, students will be able to:

- Compare and contrast historical and contemporary political experiences of the LGBTQ+ community;
- Identify and define factors relevant to LGBTQ+ policy debates (e.g., Marriage and Family Recognition);
- Discuss contemporary public-policymaking at the national. State, and local levels;
- Demonstrate improved written communication skills;
- Demonstrate critical research skills.

Enrollment Prerequisites: ENC 1102

II. Course Activities

All assignments are to be completed and submitted via Webcourses@UCF.

- News briefs (10%): Starting with week 2, students will get an option to submit and discuss short news briefs on the recent developments in LGBTQ+ politics in the US using popular news outlets (Twitter doesn't count). News briefs can be submitted throughout the week in the appropriate discussion in each module. In order to earn

the maximum grade (10% of the course's total grade), each student is required to submit a news brief in **at least 4 different modules** throughout the course. A student can also submit more than one news brief or react to their peers' submissions each week which will count towards an extra credit at the end of the course.

The following structure should be used when submitting a news brief:

- Headline
- First sentence describing the content of the news story and its significance[1]
- A more detailed explanation, including why this development is important to be aware of (including in the context of our studies)
- Source

The assignment allows for the use of AI assistants. See the assignment description in Webcourses for details.

- Three short quizzes (10%) are composed of multiple-choice questions. Questions come from both the lectures and required readings of current and prior modules. All quizzes are due 11:59 pm on Fridays.

- Discussion boards (20%). Four of the course modules have online discussion assignments dedicated to the topic you study in the module. Discussions are aimed at developing students' skills of analyzing complex theoretical and political environments, articulating, and defending their point of view. Discussions will last throughout the module during which each student will be required to submit **one initial post** and **one follow-up post** which can either be an answer to another student's post or an addition to the student's own initial post. The discussions are modeled after an actual real-life class discussion. This means that, when replying to someone's post, the students need to either add something of substance to what has already been said or engage their peer by critiquing their post and asking follow-up questions. Comments praising each other's ideas without adding to the answer will not be accepted. Similar to an actual class, your professor will closely monitor the discussion throughout the module and, will, if necessary, ask some of the students follow-up questions. If this happens, the student is required to respond, even if they have already submitted the initial and the follow-up posts of their own. **Failure to do so will result in a 10% grade penalty.**

  The assignment allows for the use of AI assistants. See the assignment description in Webcourses for details.

[1] Important: please resist the temptation to post a news story involving Saltburn, Bottoms, or any LGBTQ+ celebrity (unless that celebrity is running for or holding an office)! I make no promises to count it towards your participation grade!

- Midterm exam (20%). A comprehensive test that covers the first half of the modules offered in the course. the test consists of one essay question (25 points) and 25 multiple choice questions (75 points)[2].

- Policy brief (20%): a policy brief is an "advocacy and policy-making tool that is generally used to communicate and persuade policy-makers and decision-makers on a certain course of action". Throughout the course, the students are allowed – and indeed encouraged – to choose a **developing** political and societal issue involving LGBTQ+ community (there is, unfortunately, no shortage of them) and produce a policy brief that informs US State or Federal policy makers about the issue and offers potential solutions. For more information on how to write a policy brief and what constitutes a good policy brief, please see canvas resources dedicated to the topic.

  The assignment allows for the use of AI assistants. See the assignment description in Webcourses for details.

  Important dates to remember:
  - Policy brief topic submission deadline: March 3th, 11:59pm. Submission is mandatory. The students are also encouraged to discuss their topic with the professor before the deadline. Submitting the topic on time does not mean it will be automatically accepted and is subject to feedback from the professor.
  - Policy brief draft submission: between March 25th and April 7th. Submission is not mandatory, but highly encouraged as an opportunity to get feedback on your ongoing work and improve the final product. Drafts are not accepted after the deadline.
  - Final policy brief submission deadline: April20th, 11:59pm

- Final Exam (20%). A comprehensive test that covers the entirety of the course's content[3].

Late submissions, Make-up Exams and Assignments

The deadline dates are non-negotiable outside of the rules explained below.
Students who fail to complete the assignments receive **0 points for the assignment**.

Quizzes, exams and, policy briefs: students may submit their assignments up to two days late (10% of the assignment's grade penalty per 24 hours).

[2] The final exam may take the form of an oral examination for some students. See *Responses to the Use of AI* for details.
[3] *ibid*.

Discussion boards and News briefs: late submissions are not accepted. Important: discussion assignments have two deadlines. One for the initial post and one for the follow up post. Canvas often does not reflect both deadlines correctly. It is your responsibility to meet both deadlines.

Short exams: students who miss short exams are given make-ups only if they can provide **proper documentation** for their acceptable absence. Make-ups must be taken within four days of the original short exam date.

Per the Undergraduate Catalog, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays." If a student is experiencing any of these events, they should notify the instructor as soon as possible and request to submit the assignment later. If notification is provided post-factum, reasonable proof of the emergency will be required. The instructor reserves the right to select the content and format of the make-up assignment based on the material covered in the course.

The following grade scale is applicable in this class: A: 100-93, A-: 92-90, B+: 89-87, B: 86-83, B-: 82-80, C+: 79-77, C: 76-73, C-: 72-70, D+: 69-67, D: 66-60, F: 59-0. Grades are rounded to the nearest integer (e.g., 79.4=79, 79.6=80).

III. Course Policies

Academic Honesty

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: presenting material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Falsifying or misrepresenting* the student's own academic work. **This includes the use of AI in completing your assignments without mentioning it.**
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism or Cheating

All acts of academic dishonesty including plagiarism, cheating, submitting false documents, and copying another student's work will be strictly penalized with an F for the course without any exceptions or leniency. If you are uncertain about what constitutes academic dishonesty while conducting your research, it is imperative that you promptly consult Dr. Shapovalov.

AI Tools

This class will make use of Artificial Intelligence (AI) in various ways. You are permitted to use AI only in the manner and means described in the assignments and/or this syllabus. Any attempt to represent AI output inappropriately as your own work will be treated as plagiarism.

The use of AI and authentic submissions

AI assistants (e.g., chatbots, grammar checkers, etc.) are a great tool to streamline your education process and help you learn. This course welcomes and promotes the ethical use of artificial intelligence in education. Chatbots are a great tool to look basic facts up, brainstorm ideas, proofread your writing, get explanations of complex concepts and, in our case, of legal precedents. You are encouraged to employ this tool to add value to your work. You are not allowed to use these tools to do the work for you. The following instances of using Artificial intelligence are unethical and **will not be tolerated in this course under any circumstances:**

- Submitting AI-generated content as your own work, without indicating that it was generated.
- Paraphrasing AI-generated content without indicating or referring to the source.
- Using AI to completely rewrite submissions in an attempt to present a better quality writing.

For the purposes of this course, any AI output is treated as a source of information and is therefore subject to the traditional rules of quotation, reference, and plagiarism. Furthermore, AI output is not a reliable source of information and, as a rule, should not be quoted in academic submissions. Chatbots are known to have biases, and their method of obtaining and interpreting facts is not transparent. Just like a Wikipedia page can be edited by anyone, chatbots are trained on all kind of data, both accurate and spurious, and therefore are prone to make mistakes. Similar to Wikipedia, you **are recommended to use chatbots to help you track down sources, and use and quote the sources in your submissions instead**.

Accountability and the use of AI

Course assignments that require the use of AI in their prompts include directions the students should follow to demonstrate and log their process of working on the assignment with the use of AI. In cases where the use of AI is optional, the students are responsible for demonstrating their work process and how the use of AI contributed to their submission. Typical ways to do this include, but are not limited, to google docs that track changes in the document, logs of AI input-output with various iterations of the submitted text, etc. Failure to disclose the use of AI in completing an assignment makes it difficult for the instructor to identify the authenticity of your work, in which case the submission may be sent to the Student Conduct Board for adjudication.

Responses to the use of AI

The students are encouraged to use AI where it is a part of the assignment. Students who resort to using AI assistants in unethical ways throughout the course will have their **final grade reduced by 20 percent.** The penalty can be reduced to 10 percent if the student admits to their inappropriate use of Artificial Intelligence.
The instructor also reserves the right to hold **oral midterm and final examinations** for select students and resort to it for practical and educational reasons, including in cases where a student's authorship of their deliverables is hard to determine. Should this option be taken, selected students will be notified of the decision two weeks before the exam.

Accessibility

UCF is committed to providing reasonable accommodations for individuals with disabilities. Students with disabilities who require accommodations in this course must contact the professor at the beginning of the semester to discuss their needs. Accommodations will not be provided until the student has met with the professor to formally request them.

Students who need accommodations must also be registered with Student Accessibility Services, before requesting accommodations from Dr. Shapovalov.

Safety Statement

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to <https://my.ucf.edu.> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Accommodations for Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Shapovalov as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE - askanadvocate@ucf.edu
- Disability Accommodation – sas@ucf.edu
- Diversity and Inclusion Training and Events
- UCF Compliance and Ethics Office - complianceandethics@ucf.edu
- Ombuds Office

IV. Course Readings

In addition to the readings assigned for each module, the following textbooks are used in this class:

- *LGBTQ Politics: A Critical Reader.* Editors Marla Brettschneider, Susan Burgess, and Christine Keating. New York University Press (2017). ISBN: 9781479834099
  The book is available for free through UCF Library.
- Morgan, Kyle and Rodriguez, Meg. 2020. *The American LGBTQ Rights Movement: An Introduction.* The book is available for free through UCF Library.
- Mezey, Susan Gluck. 2019. *Transgender Rights from Obama to Trump.* Routledge: New York. The book is available for free through UCF Library.

While additional sources are not required, they may prove helpful for discussion boards and debate papers. Please note that there may be some changes in the required readings throughout the semester.

V. Course Schedule

Module I: 1/8-1/14

- *Course Introduction. Understanding Identity Politics, the 14th Amendment, and the Federalism Refresher*

  1. Mary Bernstein. Identity Politics (2005).
  2. The 10th and the 14th Amendment to the U.S. Constitution

Module II: 1/15-1/21

- *1900-1968 and Early Politics: the Cost of Coming Out. Theories of Contentious Politics and Emergence of a Political Movement*

  1. LGBTQ Rights: Chs. 1 & 2
  2. *One Inc v. Olesen* (1958)

Module III: 1/22-1/28

- *1969-1980: Gay Liberation, Movement Consolidation, and Stonewall. Pride in Diversity*

  1. Huddy, L. 2013. "From Group Identity to Political Cohesion and Commitment"
  2. LGBTQ Rights: Chs. 3 & 4
  3. *Baker v. Nelson* (1972) overview

Module IV: 1/29-2/4

- *1973-1993: Adversity, the AIDS Era, and Formal Political Organization.*

    1. LGBTQ Rights: Chs. 5 & 6
    2. *Bowers v. Hardwick* (1986)
    3. Critical Reader: Introduction & Chapter 4

Module V: 2/5-2/18

- *1993-2016: LGBTQ Rights Movement*
  Part I. State Movements on LGBTQ+ Rights and Hate Crimes Legislation

    1. LGBTQ Rights: Ch 7
    2. *Romer v. Ewans* (1996)
    3. *Boy Scouts of America v. Dale* (1999)
    4. *Lawrence v. Texas* (2003)

  Part II. Marriage Equality

    1. Defilippis, 2018. "Introduction"
    2. DeGagne. 2018. "Defining Sexuality through the Courts in California's Proposition 8"
    3. *United States v. Windsor* (2012)
    4. *Obergefell v. Hodges* (2015)
    5. Critical Reader: Chs. 19 &21

Module VI 2/19-3/3

- *2016-present: After Marriage Equality, Public Opinion of LGBTQ+ People.*

  Part I.
    1. LGBTQ Rights: Epilogue
    2. *Masterpiece Cakeshop v. Colorado* (2017)
    3. Critical Reader: Ch. 14

  Part II.
    4. Critical Reader: Ch. 15
    5. Kazyak and Stange. 2018. "Backlash or a Positive Response Public Opinion of LGB Issues after *Obergefell v. Hodges".*
    6. Lee. 2018. "Black LGB Identities and Perceptions of Same-Sex Marriage."

- Midterm Week: 3/4-3/10 -

Module VII: 3/11-3/17

- *LGBTQ Political Representation. Bringing the "Bs" in.*

    1. Critical Reader: Chs. 6, 16, & 17

Module VIII: 3/25-4/7

- *The TQ+ - Gender Identity & Politics*

    1. Murib, 2015. Transgender: examining an emerging political identity using three political processes
    2. Trans Rights from Obama to Trump, Chs. 1-5
    3. Castle, 2018. New Fronts in the Culture Wars? Religion, Partisanship, and Polarization on Religious Liberty and Transgender Rights in the United States

Module IX: 4/8-4/21

- *Global LGBTQ Issues.*

    1. Critical Reader: Chs. 23-26.

Final Exam: 4/24 9:00am -4/25 11:59pm

The content of this syllabus may change at instructor's discretion. Any changes will be announced in advance, and it is the responsibility of the student to remain aware of any changes to the course's schedule, assignments, and readings.