



POLA 3011: LGBT POLITICS

COURSE SYLLABUS – FALL 2017

When: Monday / Wednesday / Friday (11:00AM – 11:50AM)
Where: 102 Norman Mayer Building

CONTACT INFORMATION

Instructor: Scott N. Nolan
Office Location: 318 Norman Mayer Building
Department of Political Science
Tulane University
Office Hours: Monday / Wednesday / Friday (10:00AM – 11:00AM)
Email Address: snolan4@tulane.edu

COURSE DESCRIPTION

This course is designed to provide students with a comprehensive and thorough understanding of the politics of LGBT/minority rights in the United States. We will cover the history of homosexuality in society and subsequent political and social movement theories for equality, the legal history and strategies employed by lawyers, major court rulings, and major issues affecting the gay and lesbian community (The Legalization of Sodomy; HIV/AIDS; Adoption and Family Laws; Military Service and “Don’t Ask Don’t Tell”; Anti-Discrimination and Hate Crimes Laws; Transgender Issues; and significant time discussing Same-Sex Marriage). We will pay specific attention to politics at the state level and to the judicial branch because this is where the majority of political change has occurred.

LEARNING OUTCOMES

After successfully completing this course, students will be able to:

- Define and explain the major issues, institutions, and individuals that affect LGBT individuals – and have a thorough understanding of the substance and significance of major issues in LGBT Politics.
- Define and explain how individuals, preferences, and procedures interact to produce socio-political and judicial/legal outcomes.
- Understand and outline some of the difficulties in developing and testing theories and research about issues affecting LGBT individuals.

ASSESSMENT INSTRUMENTS

Students will be expected to complete the learning outcomes above and demonstrate understanding of LGBT Politics when taking (optional) quizzes, exams, participating in classroom discussions, and completing a research paper.

GENERAL NOTES

This syllabus is the first place you should look if you have questions about your responsibilities or the structure of this course. If you do not find the information that you are looking for in this syllabus, please email me with any and all questions (snolan4@tulane.edu).

Information contained in the syllabus, especially regarding scheduling, is subject to change at my discretion during the semester. I will announce, in advance, any changes that are made via e-mail and/or announcements on the course website.

The best way to ensure that you are aware of any changes is to check your Tulane e-mail and course website regularly. Students are required to check their Tulane e-mail on a regular basis, as I may distribute important course information by e-mail and/or through the course website.

- **Your first [non-graded] assignment will be agreeing that you have read this syllabus in its entirety and understand its terms. If you do not complete the Syllabus Assignment as soon as you begin the course, then I cannot grade your subsequent coursework.**

ACCESS TO INSTRUCTOR

I try to be available for students Monday – Friday, 9:00am-5:00pm, and I generally respond to e-mails from students within one (1) business day. If you do not receive a reply within three (3) business days, please send me an e-mail reminder. I sometimes respond to e-mails from students during evenings and weekends, but I do not always do so. Keep this in mind, and don't wait until the last minute if you have a question or need help.

PARENTS AND PEERS

Due to privacy concerns, I do not take questions from, or take meetings with, any student's parent(s). Please do not have parents, classmates, friends, etc. contact me on your behalf; the sole exception is if you have been injured, hospitalized, or are otherwise physically unable to contact me – I will ask them for documentation, such as a doctor's note.

STUDENTS WITH DISABILITIES

If you have any kind of special circumstances, such as a disability, illness or handicap, or if you are involved with a university activity that requires you to miss class, let me know as soon as possible. This information is confidential. All students attending Tulane University with documented disabilities are eligible and encouraged to apply for services with the Office of Disability Services (ODS). Students needing accommodations must provide me with a Course Accommodation Form and if applicable, an Exam Request Form ("blue sheet") in order to schedule an exam to be taken at ODS. Accommodations involving exams must be requested to me at least four days before a test or seven days before a final exam. Any student receiving an exam-related accommodation should plan to take the exam at ODS. Please alert me to your request as soon as possible because accommodations are not made retroactively. Please see me for information, or go to: <http://tulane.edu/studentaffairs/disability/>

ACADEMIC INTEGRITY

Academic honesty is expected of all students at Tulane. Your responsibilities as a Tulane student include being familiar with the honor code and the plagiarism policy of the university.

See further: <http://tulane.edu/college/code.cfm>

PLAGIARISM

Cases of cheating or plagiarism will be reported to the Honor Board, and may result in a failing grade for the class, academic probation, or expulsion. Ignorance is not a valid excuse. Academic dishonesty includes, but is not limited to, the following actions:

- presenting another's work as if it were one's own;
- failing to acknowledge or document a source even if the action is unintended (i.e. plagiarism) (this includes copying & pasting material from the internet);
- giving or receiving, or attempting to give or receive, unauthorized assistance or information in an assignment or examination;
- submitting the same assignment in two or more courses without prior permission of the respective instructors;
- having another person write a paper or sit for an examination (including using online paper-mills); and/or
- using tests or papers from students in prior semesters.

CLASSROOM ETIQUETTE

Many discussions in this course will focus on how government works and how it should work. I will at times ask students for their opinions on various controversial social, political, and legal topics. As in political systems, classrooms work best when people participate. You are encouraged to express your thoughts, but you are expected to do so in a thoughtful and respectful manner. The political opinions of your classmates are based on their unique experiences, personalities, and backgrounds. Be mindful of your words. Any student who is exceedingly disruptive or disrespectful towards the instructor, guests, and/or other students may be asked to leave the classroom or withdraw from the course altogether.

USE OF ELECTRONICS

I strongly suggest that you take notes by hand (using a pen, paper and/or notebook). Note-taking on portable electronics and/or laptops is not forbidden, but they tend to distract you and your classmates. People abusing electronics may lose those privileges at my discretion.

As a courtesy to me and your classmates, please silence all electronics and do not text, take, or make calls during class. If you absolutely must take a call, then quietly excuse yourself into the hall. Use good judgment.

The use of electronics of any kind during graded in-class assignments (quizzes, exams, etc.) is absolutely forbidden – is assumed to be cheating – and you will receive a grade of zero (0) for the assignment.

COURSE FORMAT

The goals of this course are: (1) that you complete and understand the course objectives listed above as they relate to the specific content of this course; and (2) that you proceed through your academic career learning and using skills that apply to the professional settings you will encounter after you graduate.

You will be treated as the young professional adults you are – this means that you are responsible for completing the assignments, following all instructions and rules laid out in class and this syllabus, and respecting deadlines for completing assignments. Unless otherwise noted, you are not to work with anyone else on any assignment, quiz, or exam; your work should be yours and yours alone.

Some assignments will be submitted via email or through the course website. It is your responsibility to ensure you have internet access, access to your Tulane/student email account, and access to the course website for the duration of the course. I recommend that you access the course webpage in an environment where internet service interruptions are at a minimum. “My internet was down” is never a valid reason for missing an assignment or deadline. The sole exception to this rule will be if natural events (like hurricanes) suspend access for all of us.

ASSIGNMENTS

For all written work you must turn in an electronic copy of your work on Canvas; no printed/paper copies are required. You must use one of the following file formats to ensure that I can review your work: Microsoft Word (.doc, .docx), Adobe Acrobat (.pdf), rich text (.rtf), Word Perfect (version 6.0 or newer, .wpd), Microsoft Works (Version 6.0 or newer, .wps), or plain text (.txt). **Microsoft Word and Adobe Acrobat are the preferred formats.** Similarly, please include the course number and name of the assignment you are turning in when submitting it – which will help keep things organized and ensure you get your credit/grade.

If you have technical issues with the course website, email, attachments, etc., then please let me know as soon as possible. Please note that the university Computer / Technology Help Desk is the first place you should go with technical questions since they are the experts.

- **For all written work, use one inch (1”) margins; Calibri, Arial, or Times New Roman 12-point font; double-spaced lines; numbered pages; and justified margins.**

Visit the Writing / Tutoring Center on campus for additional help.

GRADING

Your final grade is assigned as follows:

100-94=A; 93-90=A-; 89-87=B+; 86-84=B; 83-80=B-; 79-77=C+;
76-74=C; 73-70=C-; 69-67=D+; 66-64=D-; 63-60=D-; and 59-0=F

GRADING SYSTEM

Your final grade in this course is computed as follows:

Attendance (5% of Final Grade)

You will sign a daily roster that I pass around every class. You are given two (2) unexcused absences per semester. After that, your absences will count against you unless they are excused. Excused absences include but are not limited to personal emergencies and/or health-related illnesses with appropriate documentation. I do not excuse absences for extracurricular events without documentation from a faculty sponsor, coach, etc. Email me or come to office hours if you have a problem attending class.

Participation (5% of Final Grade)

Your participation grade depends on the frequency and quality of your participation in classroom discussion. Please read each reading assignment before class and come prepared to discuss the material. If the classroom discussion is routinely lethargic, then I may implement unannounced “pop” quizzes based on the assigned readings of the week.

Exams (30% of Final Grade, 2 Exam x 15% Each)

You will take two (2) exams over the course of the semester. Exams will focus on the material covered in the readings and in class – and any and all material covered in class or in the readings is fair game for exams. The exams will be taken on Canvas and contain a combination of true/false, multiple choice, and/or short answer/essay questions. There may be one or more bonus question(s) in each exam derived from material covered in class. Make-up exams will be given only for documented health or personal emergencies and they will be given at my discretion. The best thing to do is email me prior to the exam if and when you have a problem. Emails sent after the exam must include attached documentation that explains why you were not able to attend the exam/class (i.e. a doctor’s note). Exams missed without supporting documentation will receive a grade of zero (0).

Short Quizzes (30% of Final Grade; 6 Quizzes x 5% Each)

Read the assignments on the schedule below before coming to class. At the end of the week I will post a short quiz on Canvas of 5-10 questions based on the reading and contain a combination of true/false, multiple choice, and/or short answer questions. Complete the quizzes for credit. Quizzes cannot be made up without documentation that explains why you were not take the quiz (i.e. a doctor’s note). Quizzes missed without supporting documentation will receive a grade of zero (0).

Short Essays (30% of Final Grade, 2 Essays x 15% Each)

You will write 2 short essays six (6) pages in length. A rubric is attached at the end of this syllabus. Essay 1 (a biography of an LGBT person) is due by 10-11-17. Essay 2 (on the legal history of same-sex marriage) is due by 12-08-17. Absolutely no late papers will be accepted.

FINAL EXAM Your final (second) examination will be held during the final exam period. University Policy is that any student who is absent from a final examination will be given permission to take a make-up examination only if an acceptable excuse is presented to an associate dean before the exam or within 24 hours after the exam. A student whose absence from a final examination is not excused is to be given an “F” in the course.

TEXTBOOKS There are three required textbooks, available at the campus bookstore:

1. Eaklor, Vicki. 2011. **Queer America: A People’s GLBT History of the United States.** The New Press / The New Press People’s History. ISBN: 1595586369
2. Pierceson, Jason. 2015. **Sexual Minorities and Politics.** Rowman and Littlefield Press. ISBN: 1442227699
3. Pierceson, Jason. 2013. **Same-Sex Marriage in the United States: The Road to the Supreme Court.** Rowman and Littlefield Press. ISBN: 1442227699

Please be sure to get the correct edition. Any additional required reading materials will be distributed in class, via e-mail and/or the course website.

- **Your second [non-graded] assignment will be agreeing that you have purchased and obtained these books. If you do not confirm that you have purchased and obtained the textbook as soon as you begin the course, then I cannot grade your subsequent coursework.**

**SEXUAL
HARASSMENT**

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As “One Wave,” Tulane is committed to providing an environment free of all forms of discrimination based on race, ethnicity, creed, religion, gender, gender identity and sexual orientation, as well as all forms of sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences discrimination, domestic violence, sexual assault or sexual harassment, please visit onewave.tulane.edu or call:

- **Strictly Confidential**
Student Health Center | (504) 865-5255
Counseling & Psychological Services | (504) 314-2277
Sexual Aggression Peer Hotline and Education | (504) 654-9543
- **Mostly Confidential**
Coordinator of Violence Prevention | (504) 314-2161
Tulane University Police (TUPD) | (504) 865-5911
Office of Institutional Equity | (504) 862-8083

WEEK / DATES	LECTURE TOPIC	READ <u>BEFORE</u> CLASS
Wk. 01 08-28-17	Syllabus and Course Overview	Lecture Only
Wk. 01 08-30-17	Homosexuality in Ancient Societies	Lecture + Handout(s)
Wk. 01 09-01-17	Homosexuality in the Dark Ages	Lecture + Handout(s)
Wk. 02 09-04-17	Labor Day (No Class)	No Reading
Wk. 02 09-06-17	Homosexuality in the Middle Ages	Lecture + Handout(s)
Wk. 02 09-08-17	The Colonial Era	Eaklor: Chapters 1 & 2: 13-32
Wk. 03 09-11-17	The 19th Century	Eaklor: Chapter 2/3: 32-54
Wk. 03 09-13-17	WWI; The Great Depression; WWII	Eaklor: Chapter 3: 54-75
Wk. 03 09-15-17	The Cold War	Eaklor: Chapter 4: 76-105
Wk. 04 09-18-17	The 1960s and Stonewall	Eaklor: Chapter 5: 107-129
Wk. 04 09-20-17	Post-Stonewall and LGBT Politics	Eaklor: Chapter 6: 131-148
Wk. 04 09-22-17	Movie: Stonewall Documentary	No Reading + Snacks Provided
Wk. 05 09-25-17	Movie: Milk (Part 1)	No Reading + Snacks Provided
Wk. 05 09-27-17	Movie: Milk (Part 2)	No Reading + Snacks Provided
Wk. 05 09-29-17	The 1970s	Eaklor: Chapter 6: 148-163
Wk. 06 10-02-17	The 1980s	Eaklor: Chapter 7: 165-182
Wk. 06 10-04-17	The 1980s and 1990s	Eaklor: Chapter 7/8: 182-204
Wk. 06 10-06-17	The 1990s	Eaklor: Chapter 8: 204-232
Wk. 06 10-06-17	Exam 1 is open on Canvas from 10-06 to 10-08 at 11:59pm.	
Wk. 07 10-09-17	Modern Sexuality & Terminology	Eaklor: 1-13; Pierceson 2015: 1-13
Wk. 07 10-11-17	Social Media & LGBT Issues	Article Posted on Canvas
Wk. 07 10-11-17	Short Essay 1 (LGBT Biography) is due on Canvas by 11:59pm.	
Wk. 07 10-13-17	Fall Break (No Class)	No Reading
Wk. 08 10-16-17	Social Movement Theory in Practice	Pierceson 2015: 15-37
Wk. 08 10-18-17	Liberalism; Secularism; Civil Rights	Pierceson 2015: 37-49
Wk. 08 10-20-17	Lesbian Feminism & Queer Theory	Pierceson 2015: 49-59
Wk. 08 10-20-17	Quiz 1 is open on Canvas from 10-20 to 10-22 at 11:59pm.	
Wk. 09 10-23-17	The Transgender Movement	Pierceson 2015: 135-141
Wk. 09 10-25-17	Transgender-Related Policy Change	Pierceson 2015: 141-154
Wk. 09 10-27-17	Anti-Discrim. & Hate Crimes Policy	Pierceson 2015: 105-113
Wk. 09 10-27-17	Quiz 2 is open on Canvas from 10-27 to 10-29 at 11:59pm.	

Wk. 10 10-30-17	Education & Healthcare Policy	Pierceson 2015: 113-129
Wk. 10 11-01-17	Adoption; Military Service; Global Issues	Pierceson 2015: 155-170
Wk. 10 11-03-17	Civil Rights Acts, State Antidiscrimination Laws & Local Ordinances	Lecture + Handout(s)
Wk. 10 11-03-17	Quiz 3 is open on Canvas from 11-03 to 11-05 at 11:59pm.	
Wk. 11 11-06-17	Primer: LGBT Rights in the Courts	Pierceson 2015: 79-101
Wk. 11 11-08-17	Primer: Same-Sex Marriage in the U.S.	Pierceson 2013: 1-22
Wk. 11 11-10-17	Early Marriage Activism: 1950-1990	Pierceson 2013: 23-51
Wk. 11 11-10-17	Quiz 4 is open on Canvas from 11-10 to 11-12 at 11:59pm.	
Wk. 12 11-13-17	Same-Sex Marriage Outside the U.S.	Pierceson 2013: 51-87
Wk. 12 11-15-17	Early Marriage Cases: 1970-2003	Pierceson 2013: 87-119
Wk. 12 11-17-17	Civil Unions & Domestic Partnerships	Lecture + Handout(s)
Wk. 12 11-17-17	Quiz 5 is open on Canvas from 11-17 to 11-19 at 11:59pm.	
Wk. 13 11-20-17	Same-Sex Marriage in the Midwest	Pierceson 2013: 119-151
Wk. 13 11-22-17	Thanksgiving (No Class)	No Reading
Wk. 13 11-24-17	Thanksgiving (No Class)	No Reading
Wk. 14 11-27-17	Same-Sex Marriage in the East & South	Pierceson 2013: 151-179
Wk. 14 11-29-17	Same-Sex Marriage in the West	Pierceson 2013: 179-205
Wk. 14 12-01-17	LGBT Issues in the Supreme Court	Pierceson 2013: 205-235
Wk. 14 12-01-17	Quiz 6 is open on Canvas from 12-01 to 12-03 at 11:59pm.	
Wk. 15 12-04-17	Marriage in the Supreme Court	Lecture + Handout(s)
Wk. 15 12-06-17	Marriage in the Supreme Court	Lecture + Handout(s)
Wk. 15 12-08-17	What's Next After Marriage?	Prof. Nolan Dissertation Excerpts
Wk. 15 12-08-17	Short Essay 2 (Same-Sex Marriage) is due on Canvas by 11:59pm.	
Wk. 16 12-16-17	Exam 2 is open on Canvas from 12-08 to 12-16 at 11:59pm	



POLA 3011: LGBT POLITICS

COURSE SYLLABUS – FALL 2017

When: Monday / Wednesday / Friday (11:00AM – 11:50AM)
Where: 102 Norman Mayer Building

ESSAY 1

You will write a paper six (6) pages in length on a LGBT person or politically-active ally. You may select any person you want to provided they do something related to LGBT Politics; please approach me before or after class, or via email, with your specific person.

Review the syllabus section on assignments for formatting, to wit: papers should double spaced, use fully-justified margins, and have page numbers. Use Arial, Calibri, or Times New Roman 12-point font. I have no specific citation style that I prefer so long as it is consistent throughout the paper. Your bibliography of cited sources does not count towards the 6-page length requirement. The bibliography should appear on page 7.

Write a detailed biography which includes the following information:

- Pages 1-2: Their personal background including their birth, early life, education and early activism. (Who are they?)
- Pages 3-4: Their entry into national or modern politics and their salient issues. (How did they make a name for themselves?)
- Pages 5-6: Their media appearances and/or public persona, including quotes about the LGBT community and/or LGBT political issues. (What important work are they doing now on LGBT issues/equality?) (How will they be remembered?) (What, if they are alive, is next for them based on your review of their activism?)

The paper is due on Canvas on 10-11-17 by 11:59pm and is worth 15% of your final course grade. Please email me or meet with me during office hours with any questions or concern. Absolutely no late papers will be accepted with appropriate documentation sent via email.



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COURSE SYLLABUS – FALL 2017

When: Monday / Wednesday / Friday (11:00AM – 11:50AM)
Where: 102 Norman Mayer Building

ESSAY 2

You will write a paper six (6) pages in length on the legal history of same-sex marriage in the United States.

Review the syllabus section on assignments for formatting, to wit: papers should double spaced, use fully-justified margins, and have page numbers. Use Arial, Calibri, or Times New Roman 12-point font. I have no specific citation style that I prefer so long as it is consistent throughout the paper. Your bibliography of cited sources does not count towards the 6-page length requirement. The bibliography should appear on page 7.

Write a detailed analysis which includes the following information:

- Page 1: A summary of LGBT Politics after World War II into the late 1960s (Stonewall).
- Page 2: A summary of the repeal of sodomy bans between the creation of the Model Penal Code up through Lawrence v. Texas in 2003.
- Page 3: A summary of the early marriage decisions (Hawaii & Massachusetts).
- Pages 4-6: A summary of the major LGBT rulings (Hollingsworth, Windsor, and Obergefell). The conclusion should contain a nod to what you believe comes next for LGBT Politics (Trans-Issues, Poverty, Homelessness, Hate Crimes, Bullying, Access to Services, etc.).

The paper is due on Canvas on 12-08-17 by 11:59pm and is worth 15% of your final course grade. Please email me or meet with me during office hours with any questions or concern. Absolutely no late papers will be accepted with appropriate documentation sent via email.