

# **PLSC 300D: CONTEMPORARY ISSUES IN INTERNATIONAL RELATIONS – LGBTQ POLITICS**

DEPARTMENT OF POLITICAL SCIENCE

LOYOLA UNIVERSITY CHICAGO

**Spring 2022**

**Instructor Adam Hii**

**Course Schedule: M/W/F 2:45pm - 3:35pm**

**Course Location: Mundelein 303**

**Office Hours: M/W 11:30am – 12:30pm**

**Office: Coffey Hall 401**

**Email: ahii@luc.edu**

## **Course Description and Objectives**

Currently the right for people to enter in to same-sex marriages exist in only 29 countries across the globe. By contrast, in 10 countries death is a potential punishment for people engaged in same-sex relationships. Members of the transgender community frequently face increased discrimination and violence across the globe than other members of the LGBTQ community. Thousands of activists, advocacy groups, elected officials, and other actors are working to change the landscape of LGBTQ rights both within countries and in the international community.

There have been numerous changes for the LGBTQ community across the globe in recent years. Some states have expanded marriage rights or other legal protections; some have decriminalized homosexuality and allowed the right to organize for LGBTQ advocacy groups and in some cases, there has been an erosion of rights for the LGBTQ community. This course will explore not only the state of a multitude of LGBTQ issues around the globe and how they have progressed or regressed in recent years, but how these changes have occurred, what actors have played a role in these changes, and the reasons why these advancements are happening where and when they are.

Students who complete this course will:

- 1) Understand how different theories in IR approach the topic of LGBTQ Rights.
- 2) Understand how and why changes have occurred within states and globally on a number of LGBTQ issues.
- 3) Learn the roles played by various state and non-state actors in the advancement of LGBTQ rights.

## **Required Text**

Picq, Manuela Lavinias and Thiel, Markus. 2015. *Sexualities in World Politics: How LGBTQ Claim Shape International Relations*. New York: Routledge.

ISBN-13: 978-1138820685

ISBN-10: 1138820687

Many readings for the course will come directly from the Picq and Thiel textbook and students are responsible for getting their own copy. All other readings will be made available on Sakai.

Course materials may not be shared with others outside of the class without my written permission.

## **Grades**

Final grades for the course will be based on the following scale. I reserve the right to make adjustments to individual grades based on overall performance in the course and/or extenuating circumstances. There is no guarantee that additional extra credit opportunities will be made available.

Grade 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+*: 67 - 69 *D*: 60 - 66 *F*: 0 - 59

The proportion of each assignment as part of your overall grade is as follows:

- Attendance & Participation: 20% (80 points total)
- Response Memos: 15% (each memo is 5% each, 20 points per memo)
- Country Paper: 15% (60 points total)
- Midterm Exam: 15% (60 points total)
- Second Exam: 15% (60 points total)
- Final Essay Questions: 20% (80 points total)

Each assignment's grade will be added to the Sakai gradebook within one week of the due date; Midterm and final grades will be reported in LOCUS. Midterm grades will be reported no later than the ninth week of the semester so that students with grades of C- or lower can make an informed decision of whether to withdraw from the class. The last day to withdraw with a W falls on the tenth week of the semester. Refer to the LUC academic calendar online (<http://www.luc.edu/academics/schedules>) for the exact day for specific dates.

## **Attendance & Participation**

Students are expected to participate in activities and in-class discussions of the course material. Quality of participation can make up for a lack of frequency. The participation component will include discussion questions and comments submitted via Sakai by no later than 8am the morning of class to provide adequate time to incorporate them into the day's session.

Students will sign up for 3 different class periods to submit discussion questions/comments throughout the semester. These can be based on parts of the readings that were unclear, inspired further questions, or that students found particularly insightful and wanted to stress in the lecture/discussion. It is not enough to simply copy a portion of the reading you find thought provoking, you must also explain why or what questions arose from it.

The final portion of the participation grade will be the assignment on January 21st where students are expected to bring in a recent news article on LGBTQ rights for class discussion.

### **Response Memos**

Each student will turn in three response memos throughout the semester. These should be between 1-2 pages, double spaced 12pt Times New Roman font, and critically engage with the readings they have selected. Critical engagement means more than just a summary of the argument in the reading. A summary of the main point of the reading related to our topic for the day should be included, but should constitute less than half of the memo length. Students need to also engage with the reading with a critical eye. Some questions to consider to help guide this: Are there points that you think the author may be missing in their analysis of the issue? Is there an argument made that you think should be expanded on and how? Is there an argument in the reading that you think does not adequately support the author's point and how would you alter it? These are just some ways you can critically engage with a reading.

Response Memos are due prior to the class period begins that the reading is assigned. Students are free to pick 1 reading from each third of the semester. In the calendar section of the syllabus there are three dates that are listed for Memos to be due. These are just the final times that each memo can be turned in. This is to ensure that students are not overloading themselves with work at the last week or two of class. What these dates mean in practice is that those are the final opportunities to turn in a memo for that particular time period, but students can do so on any class prior to that date. For instance, the first memo has a "due date" of February 16. That means students can do a memo on any of the readings prior to this date, but you still must turn in those memos prior to the class period of the assigned reading. So, for Memo 1, if you decide to pick a reading prior to February 16 for your response memo, such as January 26, then the memo would be due prior to that class period. The response memo deadlines are: February 16, March 25, and April 25

### **Country Paper**

The country paper will a synthesis of the different approaches and topics involved in theorizing about LGBTQ politics in International Relations. Students will each pick one country and evaluate the progression of LGBTQ rights there. These papers will overview the following:

1. The different LGBTQ related issues discussed in the course in the context of that country
2. What actors and actions have been instrumental in any important developments.
3. How that country has impacted LGBTQ politics within the region and globally.

Note that each country is unique and thus certain countries will have larger focuses on some issues than others. For instance, if being LGBTQ is a crime, then it is highly likely that this is where more of the focus will be as opposed to talking about same-sex marriage in that same country. Additionally, countries with broader international influence may have more global impact, while the international impact of other countries may be limited to just the region or even only to neighboring states. The key is to focus on LGBTQ rights/politics in your country of choice, and identify the unique circumstances within that country.

Throughout the semester students will have the opportunity to submit paper topics and paper outlines prior to class on the dates listed in the syllabus. These deadlines are to ensure that students are making progress on the paper and planning ahead for success in this assignment. While the topic and outline deadlines are optional, completion of them will result in extra credit on the paper. The extra credit opportunities for paper topic and outline can be turned in via email.

The Country Paper is due by the start of class on April 13<sup>th</sup>, should be between 4-6 pages double-spaced, Times New Roman font. Late papers are deducted 10% for each day they are late starting with the due date/time of the start of class on the 13<sup>th</sup>.

Papers must include both in-text citations as well as a works cited page with all of the citations used listed alphabetically at the end of the paper. The works cited page is not included in the page count of the assignment. Students are free to use either APA or MLA citation style, but be consistent throughout the paper. Anytime factual information is presented in a paper, whether paraphrased or directly quoted, it should be followed by an in-text citation to show where this information is coming from. The following website can be a useful tool for students in formatting both in-text and works cited pages:

[https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

### **Midterm Exam**

The midterm exam is worth 15% of students' grades. It will be a combination of multiple choice and short answer questions. Any material from the readings or class periods prior to the exam date may appear on the midterm exam. **Midterm exam date: March 4, 2022.**

### **Second Exam**

The second exam is worth 15% of students' grades. This exam only covers material from the course after the midterm, in other words it is not cumulative. It will be a combination of multiple choice and short answer. **Second exam date: April 29, 2022.**

### **Exam Review Sessions**

On the two dates listed as exam review (March 2 and April 27), the class session will be spent reviewing material for the upcoming exam. I will not be providing study guides – but you are welcomed and encouraged to bring questions either to class or submit them ahead of these sessions via email.

### **Final Essay Questions**

In place of an in-class final exam, students will be given two cumulative focused essay questions to complete as a take home final. Each essay question will be worth 40 points for a total of 80 points. Students will be given both final essay questions earlier in the semester in order to help guide thinking about the material in the course. While these are take home essay questions, they should be the students' own work, and working with others is not permitted on this. These are designed to be a culmination of knowledge gained in the course, and as such

outside research beyond the readings and class lectures is not required, and thus no citations are needed for this assignment. These are due no later than Friday, May 6 at 6:15pm, which is the end of the regularly scheduled final exam period for this course set by the university calendar. Students are welcome to complete this assignment any time after the questions have been announced and posted to Sakai. This assignment will be turned in on Sakai.

### **Communication, Office Hours, Question about Grades**

Please direct all communication with me outside class via email, which can be found in the header of this syllabus. I do my best to reply to student emails as quickly as possible but students should not necessarily expect me to reply immediately, especially regarding last-minute inquiries. For example, I may not be able to reply to questions about course material the morning of an exam or provide resources for an assignment the night before it is to be turned in.

Students are also welcome to come during my office hours listed at the top of the syllabus. There will be three weeks early in the semester where my office hours will be limited due assisting another professor with a course at similar times, and I will inform students when this period starts and ends.

### **Technology Use**

I will allow the use of computers, tablets, or other electronic devices during class for the purposes of taking notes.

### **Students with Disabilities**

Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Student Accessibility Center (SAC), located in Sullivan Center, Suite 117. Students should provide me with an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with me individually in order to discuss their accommodations. All information will remain confidential. For more information or further assistance, please call (773) 508-3700 or visit <http://www.luc.edu/sswd>.

### **Academic Integrity**

It is my expectation that this course is a community of integrity. This means that we not only follow Loyola's academic honesty criteria but make a promise to be honest and respectful to each other both inside and outside the classroom. Students are responsible for adhering to university policy on academic honesty and avoiding acts of plagiarism or cheating. Students can find more information about what constitutes plagiarism at the Writing Center's website: (<http://www.luc.edu/writing/studentresources/onlineresources>). Consult the College of Arts and Sciences' statement to learn more about college policy: (<http://www.luc.edu/cas/advising/academicintegritystatement>).

I reserve the right to exercise case-by-case discretion in assigning penalties for acts of academic dishonesty. Generally speaking, however, students should expect to receive a score of "0" on any assignment or exam where they are observed plagiarizing, cheating, or passing off someone else's ideas as their own. If more than one instance occurs during the semester, offending students should expect to fail my course. I report all acts of academic dishonesty to the Dean of

College of Arts and Science's office.

### **A Note on Classroom Discussion**

In this course I hope to engage in productive, thought-provoking discussion. As such, students are encouraged to ask questions or provide their perspective throughout each class period. Due to the potentially sensitive nature of the course topics all students are expected to remain civil and respectful during these discussions. Discussion and disagreement of ideas is welcomed and encouraged, personal attacks on others will not be tolerated.

### **READINGS & ASSIGNMENTS**

All readings and assignments are to be completed *before* the beginning of class on the day listed, unless otherwise noted. Read carefully and be ready to discuss the material. I reserve the right to make changes to the reading list and will inform students in advance of any changes.

**January 19** – Course Introduction

**January 21** – Current developments in LGBTQ rights: Each student will come prepared with one news article to discuss during the class period concerning LGBTQ rights anywhere in the globe within the past year.

**January 24** – Methodological distinctions: qualitative and quantitative methods – Reading: Wojcik “Sexual Orientation and Gender Identity Under International Law”

**January 26** – LGBTQ Rights in IR: Idealism, Realism and Neorealism – Reading: Wohlforth “Realism”

**January 28** – LGBTQ Rights in IR: Constructivism and Neoliberal Institutionalism – Reading: Stein “Neoliberal Institutionalism” and Hurd “Constructivism”

**January 31** – LGBTQ Rights in IR: Critical Theory, and Postmodernism – Reading: Shapcott “Critical Theory” and Burke “Postmodernism”

**February 2** – LGBTQ Rights in IR: Feminism – Reading: Whitworth “Feminism”

**February 4** – LGBTQ Rights in IR: Queer Theory – Reading: Picq and Thiel Chapter 1

**February 7** – Criminalization/decriminalization of homosexuality – Reading: A UN Fact Sheet on criminalization [https://www.unfe.org/system/unfe-43-UN\\_Fact\\_Sheets\\_-\\_FINAL\\_-\\_Criminalization\\_\(1\).pdf](https://www.unfe.org/system/unfe-43-UN_Fact_Sheets_-_FINAL_-_Criminalization_(1).pdf) and an article on the recent attempt in Singapore to overturn the criminalization law <https://www.bbc.com/news/world-asia-52098362>

### **Country Paper Topic due for extra credit.**

**February 9** – Antidiscrimination – Reading: Petrova “The Use of Equality and Anti-discrimination Law in Advancing LGBT Rights”

**February 11** – Organizing Rights – Reading: Currier, “The Rise of LGBT Organizing in Namibia and South Africa”

**February 14** – Social Acceptance/Public Perception – Reading: “The Global Divide on Homosexuality Persists” <https://www.pewresearch.org/global/2020/06/25/global-divide-on-homosexuality-persists/>

**February 16** – Healthcare and HIV/AIDS – Reading: Kates “PEPFAR and the US Global Health Initiative: Implications for the Global AIDS Response”

**First Response Memo due no later than this date.**

**February 18** – Type of Representation – Reading: Reynolds “Representation and Rights: The Impact of LGBT Legislators in Comparative Perspective”

**February 21** – Marriage and Adoption Rights – Reading: Hildebrandt “Same-sex Marriage in China? The Strategic Promulgation of a Progressive Policy and Its Impact on LGBT Activism”

**February 23** – Immigration and Refugee status – Reading: Murray, “Real Queer: ‘Authentic’ LGBT Refugee Claimants and Homonationalism in the Canadian Refugee System”

**February 25** – Transgender Rights – Reading: due to transgender rights and issues often moving at a different pace than other LGBTQ issues and increased levels of transphobia as opposed to homophobia, we will spend a couple class periods on these issues. For the first session students should read over the results of the following global survey on attitudes towards transgender individuals: <https://www.ipsos.com/en/global-attitudes-toward-transgender-people>

**February 28** – Transgender Rights Cont. – Reading: Logie et. Al. “Associations between Police Harassment and HIV Vulnerabilities among Men Who Have Sex with Men and Transgender Women in Jamaica”

**March 2** – Midterm Exam Review

**March 4** – Midterm Exam

**March 7** – No Class, Spring Break.

**March 9** - No Class, Spring Break.

**March 11** - No Class, Spring Break.

**March 14** – The Unit of Analysis in IR – Reading: Kelman “The Role of the Individual in International Relations: Some Conceptual and Methodological Considerations”

**Country Paper Outline due for extra credit.**

**March 16** – The power of the public – Reading: Flores “National Trends in Public Opinion on LGBT Rights in the United States”

**March 18** – The role of the press – Reading: Ayoub <https://scholars.org/contribution/how-media-has-helped-change-public-views-about-lesbian-and-gay-people>

**March 21** – Local Advocacy Groups – Reading: Students will familiarize themselves with three different local (within-state) advocacy groups from a list that will be posted on Sakai. They will

also read this short article about how advocacy groups have been responsible for progress in Latin America. <https://qz.com/1288320/despite-its-catholic-roots-latin-america-has-become-an-unlikely-lgbt-rights/>

**March 23** – Judicial branches and LGBTQ rights – Reading: The readings for this class will be reports about three court cases (Botswana, United States and Taiwan) that all have impacted LGBTQ rights in those states <https://www.reuters.com/article/us-botswana-lgbt/botswanas-high-court-decriminalizes-homosexuality-idUSKCN1TC1EP> , <https://www.npr.org/2020/06/15/863498848/supreme-court-delivers-major-victory-to-lgbtq-employees>, and <https://www.cnn.com/2019/05/17/asia/taiwan-same-sex-marriage-intl/index.html>

**March 25** – Legislative branches and LGBTQ rights – Reading: <https://www.forbes.com/sites/millystillinovic/2017/12/10/australia-votes-yes-to-same-sex-marriage-but-heres-a-few-things-to-consider/#bba7c684c583> and <https://www.gaystarnews.com/article/frances-new-law-allows-pre-op-transgender-citizens-change-name-gender-marker/>

**Second Response Memo due no later than this date.**

**March 28** – Executive branches and LGBTQ rights – Reading: Picq and Thiel Chapter 2

**March 30** – Political Parties – Reading: Corrales “The Politics of LGBT Rights in Latin America and the Caribbean: Research Agendas”

**April 1** – Religion and Religious Organizations – Reading: Picq and Thiel Chapter 5

**April 4** - Social Media – Reading: Orozco “Resistance to criminalisation, and social movement organising to advance LGBT rights in Belize”

**April 6** - Regional Organizations – Reading: Picq and Thiel Chapter 4

**April 8** - International Advocacy Organizations – Reading: Thoreson “Demanding Rights, Compelling Recognition: LGBT Advocacy in the Global Human Rights Arena”

**April 11** - Other International Organizations – Reading: Picq and Thiel Chapter 3

**April 13** - The roles of region and culture – Reading: Picq and Thiel Chapter 7

**Country Paper Due by the start of class.**

**April 15** – No Class, Easter Break.

**April 18** – No Class, Easter Break.

**April 20** - Strong State/Weak State Dynamics – Reading: Picq and Thiel Chapter 6

**April 22** – The effect of regime type – Reading: Encarnacion “Gay Rights: Why Democracy Matters”

**April 25** – Backslides for LGBTQ Rights – and Future prospects for LGBTQ Rights – Reading: Picq and Thiel Conclusion



**Final Response Memo due no later than this date.**

**April 27** – Second exam review session.

**April 29** – Second Exam.

**Final Essay Questions Due: Friday, May 6<sup>th</sup> by 6:15pm.**