NOTE: Syllabus may change if necessary during the quarter. When it does, I will upload a new version to Canvas, our online course container, and let you know. You are responsible for having the most updated syllabus.

Course Description
This seminar looks at contemporary gay and lesbian rights struggles as a window into the function of and obstacles to rights-based social movements within American political culture. We will focus on two signal political battlefronts in the efforts to secure greater access for lesbian, gay, and bisexual (LGB) Americans into full citizenship rights and privileges in the United States. These are (1) the right of gays and lesbians to serve openly in the military, and (2) the right to legal marriage. In both cases, recent court rulings, legislation, presidential decisions, and victories at the ballot box have been rapidly changing the reality of what it means to be an L/G/B citizen. Working primarily from a perspective that sees these struggles as valid, we will learn about the history of both of these movements, the forces arrayed against them, the tensions within them, and the ongoing cultural and political challenges they face. Analytically, we will consider the roles mass media, particularly television and cable news, have played in the trajectory and framing of, and public discourse around, these debates. What has been the impact of having such issues covered by out news program hosts like Rachel Maddow and Anderson Cooper? How does news coverage shape LGBT rights battles in the U.S.?

Please note: This is not a course focusing on how the adversaries of the LGBT movement regard the movement or its political goals, though we will learn quite a bit about that in the process. It is not a course centered on the religious right, the culture wars, or the GOP and other groups’ views about gay and lesbian rights. Nor is it a debate class about whether or not such rights should be extended. Rather, we will focus on what the movement(s) for LGBT rights have been, some of the strategies they have employed, some of the tensions that exist within the movement, and what the movement may have to teach us about how minority groups confront larger power structures in United States political system. If studying these topics violates your personal values, please let me know immediately.

Our investigations will lead us into five related conceptual areas we will analyze over the quarter:

- LGBT Movement history
- Military rights
- Strategies & Tensions

* While transgender people are obviously impacted by these issues as well, our coverage of this dimension is limited by much less writing on the subject and sometimes a different set of navigations with law and policy. I am hoping to add a small section on transgender folks' battles within this topics this year.
Learning Culture of the First-Year Seminar

Intellectual community: An aim of all first-year seminars at DU is to create settings of active intellectual community. The course will meet this goal through lively, structured discussions, sometimes in small groups, of course readings and sometimes of visual material (videos, online articles, etc.) combined with theoretical analysis. Films, guest speakers, and opportunities to attend special events on and off campus will supplement the in-course material. You will also have opportunities to explore one or more topics related to the course themes in greater depth, through a small group project.

Navigating college: The first quarter of college can be the most overwhelming. Our seminar will provide a kind of “home base” where students feel safe to discuss some of the challenges they are experiencing (such as how to juggle a schedule that seems less intensive than high school, but probably isn’t) and share strategies for making it work. I will build time into the schedule to touch base about how things are going. When possible, we will also have a workshop from one of the centers on campus that can help you navigate the tasks before you. If you are having any particularly difficult challenges, you can always let me know and if I can’t help I can connect you with folks who can.

Academic expectations: In addition to a very active reading and writing load, you will be learning tools of academic analysis, textual interpretation, live interviewing (of speakers), and engaged discussion. All of my First-Year Seminars have been described as rigorous in student evaluations, and this one will be equally intensive. It is very common—and totally normal—to feel like you’re not as confident or scoring as highly as you did in high school. But that is ok! Allow yourself to be at the beginning of a learning curve, and please ask for help when you need it.

Active learning: Wherever appropriate, I incorporate interactive learning exercises into this course, from small group work to debates, games, and oral presentations. I also use our course Canvas container to create other interactive learning opportunities.

FAIR WARNING CLAUSE: This is a reading- and writing-intensive, and also potentially personally rewarding and mind-expanding course. Staying on top of the daily work, including reading and discussion, will be a crucial element in your ultimate success in the class, and the class success overall.

Primary Books
The following books are available for purchase at the DU bookstore. All other readings indicated on this syllabus will be available on our course Canvas container, where you will download and print them. Please consider printing costs part of your budget for this class. Discussing printed readings is easier and less distracting than using electronic files on your laptops.

Dynamics in American Politics: Political power structures, institutions, public opinion, dominant culture and subcultures, and media.

Amy L. Stone, *Gay Rights at the Ballot Box* (University of Minnesota Press, 2012)

Course Objectives
- Overview the U.S. Gay, Lesbian, Bisexual (LGB) rights movement and the battles for equality in military service and marriage specifically
- Introduce analytical frameworks related to LGB rights battles, activism, and role(s) of the media in the context of U.S. political culture
- Develop students’ ability to read closely and discuss a variety of different analyses of contemporary rights politics, defending personal viewpoints with evidence and clear reasoning
- Improve students’ sense of their own social location and identities, and the potential political implications of them
- Foster clarity of written expression in analytical and research genres
- Practice analysis, argumentation, and discussion skills.

Course Requirements
Here is the breakdown of grading categories for this course:

1. Attendance 10%
2. Participation, online and in class 20%
3. Analysis Paper 1: the media and gay rights 10%
4. Analysis Paper 2: midterm 15%
5. Analysis Paper 3: comparing military and marriage rights 15%
6. Rewrite Assignment 10%
7. Final Portfolio project 15%

1. **Attendance and participation**
These categories constitute a full 1/5th of your grade, so they make all the daily difference in your performance. My expectation is that you will attend class at least 90% of the time and be an active, respectful, prepared participant, a full member of this class community. **You may miss two classes without an excuse** and without the absences affecting your grade, but you are responsible for staying up to date with the work and/or assignments for those classes. If you have an emergency and need to get an excuse for class (over the 2 absences), please let me know as soon as possible, preferably via email or phone.

2. **Discussion board posting**
Because this is designed as a writing intensive course, you will be writing or in some way engaging in an assignment before or after most class sessions, using Canvas as the platform. You will most often be posting 1-2 paragraph reading reflections **by 10:00 a.m. (before class)** on days we meet, though sometimes I will have you reflect or participate in an activity after class.

Sometimes I will give you prompts for topics to discuss. Otherwise, here are some prompts you can choose from to get you reflecting:

- What did I like about this reading and why?
- What did I not like about it? Did anything make me uncomfortable in the reading? Why?
Does this writing illuminate anything about a larger dynamic in American society, about the way we negotiate power and rights or privileges? Explain.
Was there anything about the style of the writing that I found particularly effective, problematic, or compelling?
What did I learn about myself from this reading, either through comparison of similarities or differences between my experiences and the author’s?
What connections can be made between this reading and anything else we’ve read so far?

Discussion Board Participation Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Equiv to</th>
<th>Characteristics of Discussion Board (Db) Participation</th>
</tr>
</thead>
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| 5      | A        | • Thoughtful, specific, and concise (1-2 paragraph) initial response to main Discussion Board prompt.  
• Incorporates quotation(s) or other specific reference to reading or course material, where appropriate  
• 1 respectful engagement (response or reply) to fellow students’ comments for the week  
• At least one question that helps advance or deepen discussion in the Db forum  
• Carefully edited |
| 4      | B        | • Missing one of the above elements |
| 3      | C        | • Missing two of the above elements |
| 1-2    | D        | • Missing three of the above, or poorly written or edited |
| 0      | F        | • No posts |

3-5. Analytical paper assignments (length varies)
TBA. I will explain the expectations of these assignments in class, when I hand out the print version of the assignment.

6. Paper re-write
This will be an opportunity for you to respond to critical feedback you received on one of the papers that you would like to improve, and revise the paper to improve it.

7. Final Portfolio
This will be explained later in the class, but it will involve one research assignment on a topic you will choose, drafted in stages, that draws from insights gathered over the course of the quarter, as well as a review of your learning experience, and a self-evaluation of your performance in the course. This will be the project through which we work most carefully on writing at the college level and will pull together all you have learned over the quarter.

Course Policies

Academic Integrity
Academic dishonesty will not be tolerated. I am vigilant about checking the authenticity of students’ work and have no qualms about prosecuting violators. If you have any questions about what constitutes academic dishonesty, please ask me or refer to DU’s policy at http://www.du.edu/studentlife/ccs/honorcode.html
Communication
It is your responsibility to stay on top of events and assignments related to our class. Please make sure you are signed up on Canvas (all of you should be) and that your email is not blocked, so that you receive emails from me. **If you have to miss class, please first check the syllabus, or contact a fellow student about the assignment before emailing me. You can email fellow students via WebCentral or Canvas.**

Reading
Reading is **not** optional for this class. Your success, and the success of the class (and over half of your grade), depends on your active participation in discussions about the reading. Students are required to complete the assigned readings at the beginning of each topic or week. If it is clear to me that you have not done the reading, I will mark you down for it.

Absences
I will take attendance daily. It is the policy of the Political Science Department that more than two unexcused absences may result in a failing grade for the course. **The only excused absences are for documented illness, a death in your immediate family, personal injury, or approved sports-related events.**

Late work
If a **legitimate** emergency (e.g., a death in the family, sudden serious illness, a non-negotiable event for a DU team) prevents you from turning in an assignment, I need to know the relevant details as soon as possible and we can probably work out an agreement. Otherwise, **late individual work will be marked down half a grade for each day that it is late.** Late group work will not be accepted, which means that if you tend to be late, you need to try to break the habit so as not to impact your group.

Classroom behavior
I expect you to come to class well prepared to engage in the multi-directional learning/teaching process. Feel free to question and, at times, disagree with your peers, the reading, or the instructor regarding thoughts and feelings on particular issues. If you disagree with material presented, do so respectfully and with an aim to facilitating, rather than impeding, the learning process for others.

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**Classroom etiquette**

- Please do not text, read email, and/or surf the Internet in class except during designated breaks. I reserve the right to eject you from class for any of these activities, and the ejection will count as an absence.
- I prefer laptops to be closed during class time unless specifically requested.
- If you are disruptive in class, I reserve the right to dismiss you immediately. (Ringing cell phones, incidentally, are disruptive; please turn them off.)
- The class may raise provocative and/or emotional issues based on our respective social, religious, and political locations. Please respect that we come from different perspectives and always avoid personal attacks when making a point.
- It is important that we respect a safe climate for debate and discussion. That also means taking the time to listen carefully to one another.
- Whenever possible, use evidence from the course material to make an argument or ask a question. This will enhance your credibility, and factor into your final grade.
• Try not to interrupt each other during discussion. In small groups, you may want to select a discussion facilitator to make sure that everyone who wants to has a chance to speak.
• If you tend to dominate discussion and have a lot to say, do hold back sometimes so that other people have a chance to jump in. Likewise, if you tend to be quiet, push yourself to engage more actively than you are used to doing. It’s all good for intellectual growth.
Course Schedule
The course schedule is subject to change – with notice – during the quarter, in which case I will post a new schedule to the course site and let you know what changed. YOU are responsible for using the most updated schedule. NOTE: Any readings not from our textbook are available on our course site, which you can access through WebCentral.

SECTION 1: Overview of LGBT Movement History and the Role of American Media

Week 1: Situating LGBT History in U.S. History
(T) September 9 Overview
Reading to discuss:
- Canvas: LGBT History Timeline
- Canvas: Excerpt from Linda Hirshman’s Victory: The Triumphant Gay Revolution (2012)
Agenda:
- Go over class expectations
- Talk about terms: LGBT, homosexuality, etc.
- Observations on gay and lesbian life in earlier periods.
- Review of key moments and turning points in LGBT history.

(Th) September 11 Lives as Reflections of Movements
Reading to discuss:
- Canvas: Profiles of Bayard Rustin, Frank Kameny, and Del Martin (read main “In Memoriam” link, plus one audio or visual link on that page)
In class:
- Discuss profiles.
- Film in class: “Before Stonewall: The Making of a Gay and Lesbian Community” (Penrose DVD HQ76.5 .B44 2000z 87 minutes)
- Post 1 thoughtful reflection about the film on Canvas before Friday.
- Check Canvas assignment for next Tuesday (requires weekend work).

Week 2: The American Media and the Politics of Sex
(T) September 16 Thinking Critically about American Media
Reading:
- Short article from CBS Denver.
(Assignment continued next page)
Assignment/Agenda

- Canvas Discussion assignment on framing readings. In-class discussion of Bennett reading in light of “gay news” coverage.

(Th) September 18  *The American Media and Gay Rights: From Blacked Out to Out Front*

Reading:

- Discussion and exercise related to media coverage of LGBT issues

Analysis Paper #1 assigned and discussed. Due Saturday, September 27th.

SECTION 2: Open Military Service as a Step Toward Full Rights

Week 3: Ask & Tell: Gays and Lesbians in the Military

(T) September 23  *Servicemembers from World War II through the 1980s*

Reading:

- Estes: Introduction Chaps 1-2 “The Greatest Generation” and “Korea and the Cold War.”
- Canvas: Watch video Coming Out Under Fire (Penrose DS769.2 .C665 2004 71 mins) up to 45:00

In Class:

Finish video.
Discussion, and possible visit from Thomas Walker, Center for Multicultural Excellence.

(Th) September 25

Reading:

- Estes Ch 3: “Vietnam,” excerpts (not whole chapter) pp. 59-62; Interviews w/ Judith Crosby (70-6) and Michael Job (85-92)
- Estes Ch 4: “The Academies”

In Class

Possible visit from Layla DeSteffany, former US Air Force pilot and current Denver Police Department Sergeant.

*Friday 9/27: First Analysis paper due by 9 a.m., via upload.*

Week 4: Women, the Gulf War, and Don’t Ask Don’t Tell (DADT)

(T) September 30  *Women in the Military; Gulf War*

Reading:

- Estes Chs. 5-6.
- Canvas posting

In class:

Discussion (cont. next page)
Possible guest speaker Leanne Smullen, former Army Major, current member of the National Guard.

Analysis #2 Assigned (midterm). Due October 10, 5 p.m.

(Th) October 2  *DADT and Coming Out*

Reading:
Week 5: Post-DADT
(T) October 7 Being Out, Then and Now
Reading:
- Estes Chs 8-9
- Canvas posting or work on paper revision.

In Class
Discussion of the DADT repeal process
Possible visit from Cap. Erin Dorning, U.S. Army and National Guard.

(Th) October 9 Transition Day
Reading:
- (Bb) General Mullen’s stance against DADT and related media clips
- (Bb) “One Year After” Palm Study Report on Ending DADT
  Visit from Major Jeffrey Mueller, from Servicemembers Legal Defense Network.

In Class
Discussion
Go over paper expectations
Midterm Paper Due Friday, October 10, 5 p.m.

SECTION 3: The Politics of Marriage

Week 6: ‘All in the Family’: Family & Violence
(T) October 14 Marriage as a Political Institution
Reading:
- (Bb) Priscilla Yamin, “Marriage as a Political Institution,” from forthcoming book
  American Marriage
- (Bb) John D’Emilio, “Will the Courts Set Us Free? Reflections on the Campaign for
  Same-Sex Marriage.”
- Canvas posting.
  Extra Credit option: Dan Savage Profile, “Marriage, with Infidelity,” New York Times,
  June 30, 2011 and extra Canvas posting.

In Class:
Discussion and small group work.

(Th) October 16 Intro to the Same-Sex Marriage Battleground
Reading:
- (Bb) Margaret Gram Crehan and Katherine Rickenbacker, “The Changing Debate on
  Same-Sex Marriage in the United States.” Michigan Feminist Studies Vol. 20, Fall 2006-
  Spring 2007.

In Class:
Discussion and small group work.
**Week 7: Ballot Initiatives in the Battle for Marriage**

(T) October 21 *What is Ballot Initiative Politics?*

**Reading:**
- Stone, Chapter 1 (pp. 1-40)
- TBA Reading on media and ballot measures.
- Canvas posting.

**In class:**
- Mini lecture and discussion.
- **Analysis #3 assigned. First draft due Thurs, October 30th in class.**

(Th) October 23

**Reading:**
- Stone, Chapter 2: Battles in the 70s and 80s (pp. 41-62)

**In class:**
- Discussion.
- Go over paper #3 expectations.

**Week 8: “Issue Framing” and Public Opinion**

(T) October 28

**Reading:**
- Stone, Chapter 3: Fighting the Right in the 90s (pp.63-90)
- Canvas posting.

Viewing of documentary on Oregon’s Measure 9.
(Th) October 30
   Reading:
      ☐ Stone, Chapter 4: A Winning Streak (pp. 91-128)

   Draft of Analysis #3 due in class.
   Portfolio Assignment assigned.

Week 9: Same-Sex Marriage in Congress and the Courts
(T) November 4
   Reading:
      ☐ Stone, Chapter 5: Losing at Same-Sex Marriage (pp. 129-154)
      ☐ Canvas posting.
   Visit from Daniel Ramos, One Colorado.

(Th) November 6
   Reading:
      ☐ Stone, Chapter 6: Race and Transgender Inclusion (pp. 155-178)
      ☐ Stone, Conclusion
   Visit from Transgender community of Colorado.

Week 10: The Wrong Agenda? Competing Perspectives on Marriage Rights
(Th) November 11
   Reading:
      ☐ (PSSM) Craig A. Rimmerman, “The Presidency, Congress, and Same-Sex Marriage”
      ☐ (PSSM) Ronald G. Shaiko, “Same-Sex Marriage, GLBT Organizations, and the Lack of Spirited Political Engagement”
      ☐ (PSSM) Katie Lofton and Donald P. Haider-Markel, “The Politics of Same-Sex Marriage Versus the Politics of Gay Civil Rights”

(Th) November 13
   Reading:
      ☐ (Canvas) Watch videos of Rachel Maddow and Anderson Cooper
      ☐ (Canvas) Interviews with out media pundits

   Portfolios due November 18th.