



Multicultural University Course

Syllabus and Course Information

UNIV 3320: The Causes & Consequences of LGBTQ Public Policies Syllabus - Spring 2019

Credits: 3 credits
Meeting Days: Wednesdays
Meeting Time: 4-6:30pm
Meeting Place: Wondry 302

*****PLEASE NOTE PARTICIPATION IN THIS COURSE REQUIRES YOU TO ATTEND AN ALL-DAY EVENT AT THE TENNESSEE STATE CAPITOL ON TUESDAY APRIL 2, 2019*****

Professor Carpenter will provide a letter requesting excused absences from your other classes on that day, but if you cannot attend the full-day event on April 2, 2019, you should not take this course this semester. This course will also be offered in AY 2019-20. Please discuss this with the professor ASAP if you anticipate any problems with this, and please also see the course attendance policy below in this document.

Lead Instructor: Christopher (Kitt) Carpenter, PhD
(he/him/his)
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Course Description

This new Multicultural University Course will introduce students to critical questions about public policies relevant to LGBTQIA populations, including: legal access to same-sex marriage; nondiscrimination policies in employment, housing, and public accommodation, including whether they are trans-inclusive; so-called 'bathroom bills'; religious freedom restoration laws (also called 'conscience' acts); and others. The course will investigate the causes, correlates, and consequences of these policies using the lenses of economics, law, sociology, political science, and public health and medicine. Students will critically analyze leading research articles and mainstream media discussions of LGBTQ-related public policies; hear from guest speaker experts; perform an immersive research project; and visit Tennessee policymakers to understand views on a range of LGBTQ-related issues.

Course Prerequisites

There are no explicit pre-requisites for this course, though prior courses in economics, sociology, political science, MHS, or WGS will be helpful. PhD students in these same departments and programs are also welcome to enroll, as are graduate/professional students in law, medicine, divinity, education, and nursing, though it should be stressed that the course will be explicitly targeted/focused at an undergraduate level.

Course Text and Readings

The course readings will primarily consist of articles that are available on the course website (Brightspace). There will be no textbook, though there is one required book:

Mezey, Susan G. (2017). Beyond Marriage: Continuing Battles for LGBT Rights. Rowman & Littlefield.

Students interested in supplemental readings can also consult the following optional materials:

Badgett, M.V. (2010). When Gay People Get Married: What Happens when Societies Legalize Same-Sex Marriage. NYU Press.

Brettschneider, Marla, Susan Burgess, and Christine Keating (Eds) (2017). LGBTQ Politics: A Critical Reader. NYU Press.

Jones, Angela, Joseph Nicholas DeFilippis, and Michael W. Yarbrough (Eds) (2018). The Unfinished Queer Agenda After Marriage Equality. Routledge.

Laumann, Edward O. (1994). The Social Organization of Sexuality: Sexual Practices in the United States. University of Chicago Press.

Mucciaroni, Gary (2008). Same Sex Different Politics: Success & Failure in Struggles Over Gay Rights. University of Chicago Press.

Tentative Course Outline – Subject to Change

Week	Date	Topic	Assignment
1	1/9/19	<p>Course Overview; An Introduction to LGBTQ Public Policies</p> <ul style="list-style-type: none"> • What the course is about and why we developed it • The Vanderbilt LGBT Policy Lab • Learning objectives and goals • Ground rules, logistics, and course policies • Brief introductions by the course instructors • Brief introductions by students, including any info you want to share on why you signed up for the course • Definitions: LGBTQIA, sexual orientation, gender identity, MSM, sex vs. gender, gender expression, gender presentation, nonbinary gender • A brief sociologically informed history of sexuality and sexual orientation in the US • Definitions: public policy • 4 I's framework 	<p>For next week 1/16, required reading includes:</p> <p>4I's framework: Baron <i>Sloan Review</i> (pages 73-75 only)</p> <p><u>Demography</u>: Ghaziani <i>Contexts</i> (blog with link available on Brightspace)</p> <p><u>Economics</u>: Valfort OECD Review: Executive Summary and Chapters 2, 4, and 5.</p> <p><u>Sociology</u>: Davis & Preves <i>Contexts</i> Brown & England <i>Contexts</i> (blog with link available on Brightspace) Caudillo & England <i>Contexts</i> (blogs with link available on Brightspace)</p> <p>If you would like additional reading (not required), see: Black et al. <i>Demography</i> (2000) and Black et al. <i>Journal of Economic Perspectives</i> (2007)</p>
2	1/16/19	<p>Empirical Methods; Ways of Knowing; Data on LGBT Populations</p> <ul style="list-style-type: none"> • Correlation, causation, and experiments • Data on LGBTQ populations • How many people are LGBTQ? 	<p>In the News write-up due by 4pm</p> <p>3-2-1 Assignment due by 8am</p> <p>For next week 1/23, required reading/listening includes:</p> <p><i>Bowers, Lawrence, and Windsor Supreme Court Decisions</i></p>

		<ul style="list-style-type: none"> • Survey data • Administrative data • Statistics and Regression <p>How social scientists think about and study sexual orientation</p> <ul style="list-style-type: none"> • Economics • Sociology • Political Science <p>Public opinion and changes in attitudes</p> <ul style="list-style-type: none"> • Pew surveys • Gallup surveys • European surveys • GSS/coming out 	<p><i>Bowers</i> and <i>Lawrence</i> one-page summaries</p> <p>The first 32 minutes of this podcast, about <i>Lawrence</i>:</p>
3	1/23/19	<p>Criminalization of same-sex sexual activity</p> <p><i>Bowers v. Hardwick</i> (1986)</p> <p><i>Lawrence v. Texas</i> (2003)</p> <p>Recent developments worldwide (e.g., India)</p> <p><i>Confirmed guest speaker: Matthew Shaw</i></p>	<p>In the News write-up due by 4pm</p> <p>3-2-1 Assignment due by 8am</p> <p>For next week 1/30, required reading includes:</p> <p>Mezey Chapter 3</p> <p><i>Goodridge</i> court decision</p> <p><i>Windsor</i> and <i>Obergefell</i> Supreme Court decisions</p>
4	1/30/19	<p>Relationship Recognition: civil unions, domestic partnerships, and marriage</p> <p>Hawaii</p> <p>California</p> <p>Massachusetts: <i>Goodridge v. MA Department of Public Health</i></p> <p><i>US v. Windsor</i></p> <p><i>Obergefell v. Hodges</i></p> <p>International landscape</p>	<p>In the News write-up due by 4pm</p> <p>3-2-1 Assignment due by 8am</p> <p>For next week 2/6, required reading includes:</p> <p>Mezey Chapter 4</p> <p>Sands: Public, Public, and Private</p> <p><i>Masterpiece Cakeshop</i> ruling</p> <p>The Nashville Statement</p> <p>Watch this webinar: It Ain't About the Cake</p>

		Recent developments: Bahamas Research project groups assigned	
5	2/6/19	Religious Freedom Laws/Conscience Acts/Religion & LGBT Policies 'Nashville Statement' Indiana, Pence, NCAA DHHS Conscience and Religious Freedom Division <i>Masterpiece Cakeshop v. Colorado</i> <i>Confirmed guest speakers: Ellen True Armour and Lyndsey Godwin</i>	In the News write-up due by 4pm 3-2-1 Assignment due by 8am For next week 2/13, required reading includes: Mezey Chapter 2 (except pages 59-71) <i>Macy v. Holder</i> summary Justin Driver writeup of bathroom access: https://reason.com/volokh/2018/09/21/the-schoolhouse-gate-gavin-grimm-and-the Summary of Jessica Clarke's <i>Harvard Law Review</i> article:
6	2/13/19	Trans/gender identity policy issues Bathroom Bills Obama administration guidance to public schools DeVos DOE guidance HB2 and NC The role of state pre-emption laws (see TN and elsewhere) Trump HHS statement <i>Confirmed guest speaker: Jessica Clarke</i>	In the News write-up due by 4pm 3-2-1 Assignment due by 8am Take-home midterm handed out For next week 2/20, required reading includes: Mezey Chapter 1 Harvard Law Review summary of <i>Hively vs. Ivy Tech</i> . Badgett op-ed, <i>Houston Chronicle</i> Badgett op-ed, <i>New York Times</i> Badgett summary, EEOC study
7	2/20/19	Nondiscrimination in employment, housing, and public accommodation Whether or not ENDAs are/should be trans-inclusive	Final research paper topic due In the News write-up due by 4pm 3-2-1 Assignment due by 8am

		<p>Court rulings and circuit splits on sex stereotyping, sexual orientation discrimination, and Title VII</p> <p><i>Hively v. ITT Tech</i></p> <p><i>Confirmed Guest Speaker: Lee Badgett (UMass Amherst)</i></p> <p>*Note the Vanderbilt Academic Pathways postdoctoral scholar finalists will give seminars this week; details TBA.</p>	
7.1	2/21/19	Lee Badgett (UMass Amherst) seminar – LGBT Policy Lab	
8	2/27/19	<p>A focus on Tennessee: LGBT policies in state context</p> <p>Gay therapists law</p> <p>Don't Say Gay bill</p> <p>Bathroom bill</p> <p>Pre-emption</p> <p>Nondiscrimination</p> <p><i>Confirmed guest speaker: Chris Sanders, Tennessee Equality Project</i></p>	<p>In the News write-up due by 4pm</p> <p>3-2-1 Assignment due by 8am</p> <p>Take-home midterm due by 4pm</p> <p>Reflection due from 2/21/19 seminar due by 4pm</p> <p>Two Gonzales papers</p>
9	3/6/19	Spring Break – no class meeting	
10	3/13/19	<p>Health Policy and LGBTQ Populations</p> <p>IVF, Prep, Prescriptions, STI screenings, Cancer screenings, Substance use treatment</p> <p>Health policies/catholic hospitals/what procedures they will/will not do and for whom. ACA.</p>	<p>In the News write-up due by 4pm</p> <p>3-2-1 Assignment due by 8am</p> <p>Ehrenfeld testimony</p>

		LGBT Policy Environment and Health <i>Confirmed guest speaker: Gilbert Gonzales, Assistant Professor, Department of Health Policy, Vanderbilt University</i>	
11	3/20/19	Military Policy Issues DADT Trans ban Trans healthcare <i>Confirmed guest speaker: Jesse Ehrenfeld, Associate Professor, Anesthesiology, Vanderbilt University</i> *Please note Laura Mamo (UCSF) will give a seminar 3/21/19.	In the News write-up due by 4pm 3-2-1 Assignment due by 8am
11.1	3/21/19	Laura Mamo (SFSU) seminar – LGBT Policy Lab	
12	3/27/19	Student Presentations: Josie, Lauren, Cole, Corey, Kelly & Jenna, Hayley	Reflection due from 3/21/19 seminar due by 4pm In the News write-up due by 4pm 3-2-1 Assignment due by 8am
13	4/2/19	Note this is a *Tuesday* Visit to Tennessee State Capitol	
14	4/10/19	No Class Meeting *Please note that Barney Frank will be on campus April 10 along with Robert Kaiser (author of <i>An Act of Congress</i>) for the Chancellor’s Lecture Series and a Center for Effective Lawmaking event.	
14.1	4/11/19	Lunch with Barney Frank	12-1pm, Location Commons 363

15	4/17/19	Student Presentations: Mikayla, Sarah, Bree, Wils, Wesley, Drake, Liz *Please note that Janet Jakobsen (Barnard) will give a seminar on 4/18/19.	Capitol visit reflection due by 4pm Reflection Due from 4/18/19 seminar due by 4pm <i>on Weds 4/24/2019</i>
15.1	4/18/19	Janet Jakobsen (Barnard) seminar – LGBT Policy Lab – Divinity Reading Room 4- 5:30pm	

3-2-1 Weekly Reading Write-Ups (required for each student each week; 5 points each)

Each week you will be asked to submit to Brightspace a ‘3-2-1’ assignment. This assignment consists of: 3 things you learned from the week’s readings; 2 things you don’t understand; and 1 discussion question for the class. Only one 3-2-1 assignment is required each week, and it should broadly cover/reflect all the readings for that week (i.e., you are not required to submit a separate 3-2-1 assignment for each assigned reading). One purpose of these assignments is to demonstrate that you have completed the assigned reading for that week’s class meeting. The greater purpose is to help your instructors understand what was challenging about the week’s reading and to help guide the week’s discussion. You must submit your work by 8am on the morning of the day of the class meeting. They will be graded on a High Pass/Pass/Low Pass basis.

Vanderbilt LGBT Policy Lab Spring Seminar Series Write-Ups (10 points each)

During Spring semester 2019, the Vanderbilt LGBT Policy Lab will host three speakers as part of our seminar series. These will be on various Thursdays throughout the semester, and you will be asked to attend them if your schedule permits. For each seminar you attend, please write a 1-1.5 page (single-spaced) summary of the research presentation, a 4l’s analysis of the relevant LGBT policy being discussed, and a brief personal reflection. They will be graded on a High Pass/Pass/Low Pass basis.

Wednesday February 20, 2019, 11-11:45am, Wyatt Center Rotunda: Mario Itzel Suarez, candidate for Academic Pathways Postdoc, speaking on same-sex and non-same-sex parental involvement in child development. You can also see a shorter version of Mario’s talk on Friday February 22, 2019 at 12:15-12:45pm in 1003 E. Bronson Ingram College.

Wednesday February 20, 2019, 12noon-1pm, Calhoun 203: Dario Sansone, candidate for Academic Pathways Postdoc, speaking on the effect of same-sex marriage on employment, labor supply, and discrimination. You can also see a shorter version of Dario’s talk on Friday February 22, 2019 at 9:35-10:05am in 1003 E. Bronson Ingram College.

Thursday February 21, 2019, 11am-12noon, Buttrick 123: Lee Badgett, Professor of Economics, University of Massachusetts at Amherst

Thursday March 21, 2019, 11am-12noon, Buttrick 123: Laura Mamo, Professor of Health Education, San Francisco State University

Thursday April 18, 2019, 4-5:30pm, Divinity School Reading Room: Janet Jakobsen, Professor of Women's Gender and Sexuality Studies, Barnard College

In the News & Current Events Write-Ups (5 points each)

The topic of LGBT policies is incredibly timely. Localities, states, and countries are debating, adopting, enacting, and repealing policies that directly affect LGBTQIA populations. In this course we want to provide analytic frameworks that can be used to analyze these highly evolving issues while also highlighting the topical relevance of these issues to the present day in which we live. Thus, students will be asked to write a .5 - 1 page (single spaced) 4 l's analysis (fine to submit a general summary of the issue without the 4 l's if you are submitting a write-up for 1/16/2019) about an issue in the news that they have read about (or experienced or participated in) in the past week that directly or indirectly applies to the broad course theme of the causes and consequences of LGBT policies. It could be a local bill being debated by the Nashville city council or TN state legislature, a Vanderbilt-specific policy (e.g., pronoun policy), a court ruling (e.g., sexual orientation discrimination rulings), or an international policy decision (e.g., India decriminalizing same-sex sexual behavior). These will be graded on a High Pass/Pass/Low Pass basis.

*Note: Students must do a combination of the seminar series attendance and the 'in the news/current events' write-ups. Each seminar series write-up counts for ten points. Each weekly in the news/current events write-up counts for five points. Students need a total of 50 points from these write-ups to meet this requirement. Thus, if you cannot attend any of the seminars, you can do the weekly 'in the news' write-ups.

Grading for Brief Write-Ups

3-2-1 Weekly Reading Write-Ups, Seminar Series Write-Ups, and 'In the News/Current Events' Write-Ups will be graded on a High Pass/Pass/Low Pass basis.

- Scores of "High Pass" will be given very rarely and are worth some extra credit in additional to full points.
- A Pass is worth the full points for the assignment.
- A Low Pass is worth 60% of the assignment points.
- A Fail is worth 0 points.

Below are the High Pass, Pass, Low Pass, and Fail points for each of the assignment types listed above.

High Pass	Pass	Low Pass	Fail
6 out of 5 points (12 out of 10 points for the seminar write-ups)	5 out of 5 points (10 out of 10 points for the seminar write-ups)	3 out of 5 points (6 out of 10 points for the seminar write-ups)	0 out of 5 points (0 out of 10 points for the seminar write-ups)
The work demonstrates exceptional polish,	Work fulfills the criteria of the assignment in a way	Work fulfills some of the assignment criteria, but is	Work does not meet the basic criteria of the assignment or is

engagement, and understanding of the topic above and beyond what is expected in the criteria <i>and without going over the required length.</i>	that is satisfactory and lacking in serious errors.	incomplete or has serious errors or other quality problems such as typos and formatting problems.	not turned in at all. Work that is incomprehensible due to typos and formatting problems may also receive a "Fail."
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Evaluation and Grading

Assignment Type	Total Points Available	Percentage of Grade
Class Attendance/Participation	50	10%
3-2-1 Weekly Reading Write-ups	50	10%
Seminar and In-the-News Write-ups	50	10%
Midterm	100	20%
Capitol Visit Reflections	50	10%
Final Research Paper	125	25%
Final Research Presentation	75	15%
Total	500	100%

Final Project and Presentation

Each student will prepare a final paper project and presentation. These projects will be done either individually or in small groups; the professors will decide this based on solicited interests in the first two weeks of class. The paper will be 10-12 (double spaced) pages. The presentation will be 15 minutes and will be delivered on March 27 and April 17, 2019]. We will solicit your preferences about final project topics in the first two weeks of class and will assign projects in week 3.

For the final project, each individual/group will be asked to pick an example of a public policy of particular relevance to LGBTQIA populations that we have *not* discussed in detail in class. It does not need to be a government policy in the strict sense, but it must have public policy implications. It does not need to be a domestic/US focused policy. It **does** have to be a policy with particular relevance to LGBTQIA populations.

You will write a 10-12 page (double spaced) paper and prepare a 15 minute presentation on your chosen policy. Both the paper and presentation should:

- Apply the 4 I’s frameworks.
- Provide examples of how the issue is portrayed in print, online, and social media.
- Discuss the history leading up to the policy and policy alternatives, if any, that were considered but rejected.
- Outline the core arguments that were used in public debates on each side of the issue. (Make sure to cite sources appropriately.)
- Briefly review the state of the academic literature on the topic, if any.
- Clarify remaining knowledge gaps that need to be filled to fully understand the policy debate.

- Discuss how the policy issue has been addressed by legislative, judicial, and executive branches of government, if relevant.
- Discuss whether the current administration's position differs from the prior administration's, and if so, how and why.

Finally, your team should craft a one page memo to a relevant decision maker (consult with the professors on who the right person should be) that succinctly argues for maintaining the current policy or eliminating/changing the current policy, including a specific proposed alternative, if you have one.

The Final Paper and Memo is due Wednesday April 24 by 4pm CST.

Potential Paper Topic Ideas

- Gender identity policies (CA, NYC MFX gender, changing government documents)
- Hate crimes – adding sexual orientation
- Adoption – second parent adoption, whether states discriminate against LGBTQ individuals and/or same-sex couples
- Banning gay people from certain occupations, including historically (e.g., teachers) or requiring (different-sex) marriage as a condition of employment
- Prisons/criminal justice policy
- Education policy other than bathrooms; school safety policy; anti-bullying laws; how sexual development and sexual orientation are covered in public education curricula; how medical school training does/does not adequately cover SOGI
- Immigration/Refugee policy (asylum seekers on the basis of sexual orientation, bans on HIV positive immigrants, American Red Cross blood donation ban)
- Pronoun policy

Other Course Information and Policies

Attendance and Absences. Because of the importance of participation, regular attendance is essential, not only for a good grade but for meaningful engagement with the course material. Punctuality is also essential, and students who arrive excessively late or leave early will also lose points for class participation. In the event of illness, life events, observed holidays, or athletic or interview-related travel, please contact the course instructors as soon as possible and be prepared to provide documentation from your class dean or a health care clinic.

Attendance is factored into your grade at the end of the semester. Starting with the second unexcused absence, each subsequent absence subtracts 10 points from your final Participation/Attendance Grade. This penalty is steep, but reflects the amount of missed material given that we only meet once per week, and thus one absence in our class is equivalent to missing three MWF classes or two TR classes.

Academic Integrity. Students are expected to be familiar with and adhere to the honor code (available at http://www.vanderbilt.edu/student_handbook/chapter2.html). The honor code applies to all work for this class. All written work must contain appropriate citations and attributions of quoted and source material. Information on plagiarism and citation is available at <http://studentorgs.vanderbilt.edu/honorcouncil/infostud.php>. Plagiarism or cheating will result in either an F or no credit for the assignment and may be reported to the Honor Council for further action. Please see course instructors with any questions about citation.

Accommodation and Access. If you need course accommodations due to a disability, if you have emergency medical information to share with the course instructors, or if you need special arrangements in case the building must be evacuated, please contact the course instructors and the Office of Equal Opportunity, Affirmative Action, and Disability Services (615-322-4705) as soon as possible. To request accommodations from the Disability Services Program, see Vanderbilt's Reasonable Accommodations Request Process: http://www.vanderbilt.edu/ead/ds_students.html or call the number above.

Electronics. The use of electronic devices to view readings and take notes is allowed. Texting or using the internet for non-class activities such as Facebook or email is not allowed and will negatively affect your participation grade.

Academic Freedom and Responsibility. Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructors, the Department Chair, your adviser, the Associate Dean of the College, or the Vice Provost for Learning and Residential Affairs in the Office of the Provost.

Classroom Conduct. This course has a zero tolerance policy regarding exhibiting discourteous behavior in words or action that shows disrespect, antagonism, or intimidation towards any individual involved with this class in any capacity. This includes fellow students, course instructors, guest speakers, and individuals with whom we interact on class-related trips off campus (e.g., to the state Capitol). Behavior violating this policy may include, but is not limited to, shouting, threats, interruptions, personal insults, inappropriate or crude comments, or physical assault. Comments that denigrate someone based on their membership in a demographic group, such as comments about racial or ethnic identity, religion, language, sexual orientation, gender identity, nationality, or citizenship status are never appropriate. We will use the 'reasonable person' standard when evaluating offensive behavior: if a reasonable person in that situation would find the behavior offensive, it violates this policy even if it was not the person's intention to be offensive or disrespectful. Disrespectful statements posted online or

communicated via written communication such as email also constitute violations of this policy. Consequences of violating this policy may include but are not limited to: being asked to leave the classroom or office; being removed from the course permanently; potential legal actions for more serious violations such as threats or physical assault.

Living Syllabus. This syllabus is a 'living' document. The professor reserves the right to change the syllabus. You will be informed of changes via Brightspace/email.