

PLS 3861B: International LGBTQ+ Politics
Department of Political Science, Eastern Illinois University
Spring 2025, Coleman Hall 2210
Time: Monday, Wednesday, & Friday: 3:00 PM to 3:50 PM

Instructor: Robert Tanner Bivens

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Pronouns: He/Him

Office: Coleman Hall 2331

Office Hours: Monday, Wednesday, & Friday from 10:00 AM to 12:00 PM

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I. Overview

In an increasingly polarized world, LGBTQ+ issues have approached the forefront of global politics. With a plethora of issues that include sexual orientation, gender identity, colonial erasure, evangelical anti-LGBTQ+ sentiment, and politically motivated states actors to benefit from politicized homophobia as well as politicized homophilia, LGBTQ+ issues are a rich and diverse set of politics to be explored as they become more prevalent in international discussions. Questions that can be asked can include: What motivates states to become more resistant or accepting to LGBTQ+ rights? How does culture play into conceptualizations of sexual orientation and gender identity? Is the western conceptualization of “LGBTQ+” a universal standard or is it erasing histories for a pro-western conceptualization? How can “LGBT” be seen less as an identity and more as a political rally cry for civil resistance? These questions and more are at the heart of modern discussions of LGBTQ+ rights from an international perspective.

This course seeks to explore these issues in deeper detail. It endeavors to provide students a better understanding of global LGBTQ+ politics, issues, and how it is debated on the world stage. We will be exploring theoretical evaluations of LGBTQ+ rights and the emergent Queer IR Theory. We will explore issues related to LGBTQ+ rights globally which will include how homophobia is politicized to give legitimacy to patriarchal strong man authoritarians; how evangelical antipreneurs can generate change in states like Uganda that led to its infamous “Kill the Gays” Bill; the erasure enacted by colonial powers onto the global south to push a heteronormative life style; how that same narrative is now pushed by former colonized political leaders to justify resistance to LGBTQ+ norms as a form of western imposition; and more.

II. Learning Objectives

By the end of this course, students will:

- Be able to recognize and discuss the core elements of LGBTQ+ politics on the world stage?
- Be able to engage confidently in current debates within the study of LGBTQ+ global politics
- Be able to understand and apply Queer IR Theory to global politics
- Analyze current events with more rigor and ability than those who do not have as extensive of a background in this course
- Be able to critically assess and critique scholarly writing on global LGBTQ+ Politics
- Be able to articulate their views confidently and competently in written work

III. Student Assistance

I want my students to be able to engage in this class to the fullest of their abilities with as few distractions or conflicts as possible. It is currently a stressful time in this world with the aftermath of the pandemic on top of the rigor and challenges of academic life. In addition, those who are neurodivergent may have a difficult time in the academic setting and I want to be able to mitigate those problems as much as possible so that you can feel confident leaving the class with the best grade possible.

As such, if you or somebody you know is struggling with anxiety or completing coursework due to neurodivergent issues, do not hesitate to reach out. EIU has a few resources available that can help:

- EIU Office of Accessibility & Accommodations: <https://www.eiu.edu/accommodations/> Tel. 217-581-7208
- Student Counseling Clinic: <https://www.eiu.edu/counsctr/> Tel. 217-581-3413
- EIU has several other general support services that are listed here: <https://www.eiu.edu/advising/support.php>
- As always, in the event of a crisis and for immediate help call 911

IV: Course Structure & Course Components

Course Outline

This is an in-person course. We meet **Monday, Wednesday, & Friday from 3:00 PM to 3:50 PM in Coleman Hall**. There will be five requirements for assessment in this course. This includes a participation grade built upon weekly discussions and debates; a research proposal; a final written research assignment; Country LGBTQ+ Profile Project; & a final exam.

Course Components

Participation: Students are expected to maintain consistent participation in the course. This includes attending class, engaging in class discussion when necessary, submitting assignments

on time, and demonstrating participation through other means. Since this is an upper-division course, there is an expectation that students have done the readings and will engage in class discussions. As such, 10 points of the class will be dedicated to this participation and will be calculated and added to your final grade at the end of the semester.

Please note that this is an honors-level course Introduction to International Relations, meaning there will be more class interactions and expectations for participation and engagement with the week's readings.

Participation will be graded by the following criteria:

- **PARTICIPATION IN FRIDAY FORUM DISCUSSIONS**
- Frequently attends lectures & discussions
- Frequently engages in course discussions
- Actively engages in course activities outside of lectures
- Submits assignments on time
- Maintains communication with the professor when there is an issue with attendance or submitting an assignment late that has been granted an extension
- Demonstrate consistent engagement with the coursework and materials
- Frequent Attendance during discussion days

Note on Documentation of Absences: A formal excuse with documentation will **only** be needed for **final exams.**

Research Project: Each student will be asked to write a 10–15-page research paper along with a 3–5-page research proposal (not including the work cited page) on a topic of their choice. The research project has to be about the connection between global politics and LGBTQ+ discussions but the topic point will be up to the student to decide. There are two elements to this assignment. The first is a research proposal which will be due during Week 4 of the course. Once the proposal is accepted by me, you will then have to write the paper which will be due during week 9.

Note: A minimum of ten (10) citations is required for this project. Failure to fall below the ten-citation quota will result in a point deduction. Failure to cite any sources will result in an automatic failing grade.

NOTE: These sources can come from the syllabus but should also include external articles as well

Country LGBTQ+ Profile Project: A central aspect of this class is to understand LGBTQ+ rights from an international perspective. As such, assignments should be geared towards students studying the specifics of a country's domestic politics and how it might compare or differ to that of the United States. As such, students will be asked to create a **5-10-minute-long PowerPoint Presentation** and accompanying **500-1000 document** on the profile of a country's LGBTQ+

situation. The project and paper need to include, at minimum, 5 cited sources. (NOTE: These sources can come from the syllabus but should also include external articles as well)

Final Exam: There is one major exams in this course. The **final exam** is cumulative of all required readings and lecture material in the course. It will consist of multiple choice, short answer, and long answer questions. Students will have 90 minutes to write the final exam. **The exam is open note and online!**

Final Exam Date: Monday May 5th, ONLINE Via D2L

V: Grading Distribution

Assessment	Course Points
Research Proposal	10
Research Paper	30
Final Exam	30
Country Profile Project	
Participation	10
TOTAL	100

Final Course Grading Scale

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69

F = 0 to 59

The average anticipated course grade is expected to be around 75-80 for the course. A student that consistently attends lectures, pays minor attention to the material, completes all assignments on time, and answers the reading assignments per the instructions on the materials should be able to at minimum finish with around a C to B grade.

Similarly, it should be expected that students will need to work hard to obtain B's and A's. However, the same can be said for D's and F's.

VI: Course Policies

Email Policy: I am available via email when you have questions or concerns about the course. These are professional communications: Please be respectful, formal, and proof-read your correspondence. A 24-hour turnaround time during the week should be anticipated. Please consult this syllabus before emailing, as your questions may be answered here.

All email communication must be done from your **EIU email address** and must include the course code **PLS 3861 in the subject line**. Those two requirements help me combat phishers and scammers as well as ensure they are received and read in a timely manner. If you ignore this, it is likely your email may be missing.

Academic Dishonesty & Plagiarism: This course takes academic misconduct and plagiarism seriously. Do not risk a failing grade. Do not consult with others while writing exams or preparing your written responses. It is strictly forbidden to consult with anyone (e.g. another student, friend, or family member) while completing course assessments. Evidence of such behavior will lead to a zero on the component and/or a zero in the course (and further sanctions as appropriate). I will be looking for evidence of such behavior and will treat any as serious academic dishonesty. All assignments and exams will be inspected using plagiarism detection tools. Students are expected to have read and to abide by EIU's Student Code of Conduct (<https://www.eiu.edu/deanofstudents/conductcode.php>). If you have any questions relating to academic practices, academic integrity, and issues of plagiarism and/or citation please join the Q&A sessions to chat about them.

Generative AI Writing Tools: The use of generative AI writing tools for any assignment is forbidden. Any evidence of their usage will result in a failing grade for the assignment and may be subjected to further academic dishonesty investigations.

Note: Tools that help with spelling and grammar mistakes like Grammarly do not count as an AI writing tool. But Grammarly's generative AI services would count as an AI writing tool and be subject to disciplinary action

Food and Drink in Class: Students are free to eat or bring drinks to class as long as they are not disruptive to the learning experience.

Electronics in Class Policy: Laptops and tablets may be used to take notes and keep track of slides as they will be posted to Blackboard. Cell phones should be set to vibrate or silent while in class to ensure that the class is not disturbed. Any disruptive behavior including but not limited to: cell phones ringing during class, students watching videos on their electronic devices, sounds coming from their electronic devices, or any electronic device impeding the learning experience of other students may be grounds for **dismissal** from the class for that day.

Submissions: All written versions of the course assignments must be submitted using Blackboard. Assignments are **not accepted via email** (unless requested with cause).

Lates & Make-Ups: This course has a rather rigid course schedule assignment schedule. However, some leeway can be provided for students that need it. Midterm and final exams must have some form of official documentation to have them become rescheduled. However, research and group project elements are more flexible. In order to ensure you do not receive a late penalty, a student must request an extension from me **before** the deadline. Extensions requested after the deadline will frequently be denied without good cause. Any assignment that is late will receive a 5% grade deduction for each day after the submission deadline. Once the fifth day is reached, the grade will be marked as a zero.

Preferred Name & Pronouns: If your name is different than that which is found on the university roster, please let me know either by marking it on the sheet or letting me know in person. This is helpful for a variety of students that include but not limited to: transgender students, gender nonconforming individuals, students who abbreviate their first name, students who use their middle name, international students, and so forth. If your name is also difficult to pronounce or often mispronounced, I encourage you to write it phonetically on the sheet as well so I do not say it incorrectly. Please include your pronouns on the roster sheet as well to ensure I do not misgender anyone and to ensure others do not as well.

Class Participation & Respecting Classmates: This is a classroom environment and an upper-level course. As such course participation in discussion will be a core element of the coursework. The discussions in this class will be on queer topics and subject matter. We will keep our discussion to an academic debate and anything extending outside of that debate will not be tolerated. This course is meant to discuss global LGBTQ+ rights and NOT a forum to espouse personal political beliefs. Homophobic rhetoric meant to belittle or diminish will not be tolerated in any form; discussion on whether or not queer individuals are deserving of rights will not be allowed; personal attacks meant to belittle or harm will not be tolerated. Failure to comply may result in dismissal from the course.

Technical Requirements: This course uses Direct to Learn (D2L). Students should familiarize themselves with Direct to Learn (D2L) and all technical requirements as soon as possible. If you have technical concerns, EIU's IT services may be able to assist. In addition, there are many instructional videos online via Google, YouTube, etc. To Start please see:

Make sure you have access to a reliable computer for this class to submit your writing assignments, take the trivia quizzes, and access the reading material/lecture material for the course. If you do not have a reliable computer, please let me know as soon as possible and we can find a means on campus for you to access Direct to Learn (D2L).

Accessibility & Accommodations: Times are tough, and extensions and accommodations are possible in this class. If you have any issue that impacts your ability to learn or succeed in this course you are strongly encouraged to contact the EIU Accessibility & Accommodations at EIU as soon as possible (<https://www.eiu.edu/accommodations/>) and to make formal arrangements for accommodations. Note that if you would rather not speak to your instructors, they can assist you in making appropriate accommodations with your instructors discretely.

Speak to Me: In addition, you should feel welcome speak to your instructor and to request an extension or accommodation for any medical, emotional, professional, or familial reason – or any other issue that impacts your ability to succeed in our course. I'll be understanding! But I ask that you be in contact with me **before you miss a deadline** rather than after it has passed

Final Appeal Date: Note that no accommodation or extension is possible after (INSERT DATE) That is the last day to make requests for accommodations or appeal to submit any late assignments. After that, there is nothing I can do and you will have to go through the university.

Incomplete: Requests for an “Incomplete” designation in this course are only accepted under extenuating circumstances and at the discretion of the instructor. Requests **must** be made to your instructor before the final appeal date. When the course is close the grade is finalized and there is nothing I can do.

VII: Course Materials

REQUIRED BOOKS

Please note that Eastern Illinois University operates under a textbook rental service which can be found using [this link](#). However, if you wish to own these books, they should be easily available via Amazon and other book-selling sites.

This course has three (3) books that are required for this course. All other texts that are not found in the books provided will either have a link provided for students to read or will be available via Direct to Learn (D2L). PLEASE NOTE that two of the books are for rent with EIU and the other two are FREE and online under the link that is provided.

REQUIRED TEXTBOOKS (3)

NOTE: This textbook is free online via the link

Caroline Cottet & Manuela Lavinas Picq (eds), *Sexuality and Translation in World Politics*. Bristol: E-International Relations, 2019. Available **FREE online**: <https://www.e-ir.info/publication/sexuality-and-translation-in-world-politics/> (C&P in the schedule below)

Manuela Lavinas Picq & Markus Thiel (eds.), *Sexualities in World Politics: How LGBTQ Claims Shape International Relations*. New York City: Routledge, 2015. Available online: <https://www.routledge.com/Sexualities-in-World-Politics-How-LGBTQ-claims-shape-International-Relations/Picq-Thiel/p/book/9781138820722#:~:text=This%20book%20argues%20that%20LGBTQ,cultural%20resistance%20and%20policy%20pushbacks>. (P&T in the schedule below)

Cynthia Weber, *Queer International Relations*. Oxford: Oxford University Press, 2016. Available online: <https://www.amazon.com/Queer-International-Relations-Sovereignty-Sexuality/dp/019979586X> (Weber in the schedule below)

VIII. Class Schedule

<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>Notes</u>
1	1/13, 1/15, & 1/17	International Relations & LGBTQIA+ Rights	

2	1/20, 1/22, & 1/24	Queer Theory in IR	MLK Birthday
3	1/27, 1/29, & 1/31	Sexual Orientation & Gender Identity in Global Politics	
4	2/3, 2/5, & 2/7	Norm Entrepreneurs & Antipreneurs in Queer Politics	
5	2/10, 2/12, & 2/14	The Politics of Names, Acronyms, & Impositions	
6	2/17, 2/19, & 2/21	The Power of the Internet, Media, & Transformations Sex and Identity Expressions	
7	2/24, 2/26, & 2/28	The Impact on Colonialism, the Policing of Bodies, and Global North vs. Global South	
8	3/1, 3/5, & 3/7	Political Homophobia, Political Homophilia, & Religious Evangelicalism	NO CLASS 3/7 due to Professor Commitments
9	3/10, 3/12, & 3/14	Legal Acceptance versus Societal Acceptance	Research Proposal Due
10	3/24, 3/26, & 3/28	Sexuality & Gender Identity Variance within Non-Western Perspectives	
11	3/31, 4/2, & 4/4	The Importance and Prejudice of Europe	

12	4/7, 4/9, & 4/11	Regional Non-Western Approaches	
13	4/14, 4/16, & 4/18	Presentation Week	Country Profile Presentation & Paper Due
14	4/21, 4/23, & 4/25	Queer Rights in International Organizations	
15	4/28, 4/30, 5/1	The Future of Global Queer Rights and Final Exam Prep	
16		FINAL EXAM (5/5)	Final Exam & Final Research Paper

IX: Detailed Course Schedule & Readings

Week 1: International Relations & LGBTQIA+ Rights

- Green, Amelia Hoover. 2013. “How to Read Political Science: A Guide in Four Steps.” <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>.
- Langolis, Anthony J. 2015. “Human Rights, LGBT Rights, and International Theory.” In *Sexualities in World Politics*. 23-38. (P&T)
- Symons, Jonathan & Dennis Altman. 2015. “International Norm Polarization: Sexuality as a Subject of Human Rights Protection.” *International Theory*. 7(1). 61-95.

Week 2: Queer Theory in IR

- Weber, Cynthia. 2016. *Queer International Relations: Sovereignty, Sexuality, & the Will to Knowledge*. Oxford University Press. London, UK.
- **Yes, the whole book! Prioritize Chapters 1-3 and strategically skim the second half**

Week 3: Sexual Orientation & Gender Identity in Global Politics

Required Reading

- Caviglia, Lisa. 2019. “Doing Sex Right in Nepal: Activist Language and Sexed/Gendered Expectations.” In *Sexuality and Translation in World Politics*. 72-85. (C&P)
- Baisley, Elizabeth. 2016. “Reaching the Tipping Point? Emerging International Human Rights Norms Pertaining to Sexual Orientation and Gender Identity.” *Human Rights Quarterly*. 38(1). 134-163.
- Swiebel, Joke. 2009. “Lesbian, Gay, Bisexual, and Transgender Human Rights: The Search for an International Strategy.” *Contemporary Politics*. 15(1). 19-35.

Recommended Reading

- Kollman, Kelly. 2007. “Same-Sex Unions: The Globalization of an Idea.” *International Studies Quarterly*. 51. 329-357.

Week 4: Norm Entrepreneurs & Antipreneurs in Queer Politics

Required Reading

- Ayoub, Phillip M. 2014. “Contested Norms in New-Adopter States: International Determinants of LGBT Rights Legislation.” *European Journal of International Relations*. 1-30.
- Dreier, Sarah K. 2018. “Resisting Rights to Renounce Imperialism: East African Churches’ Strategic Symbolic Resistance to LGBTQ Inclusion.” *International Studies Quarterly*. 62. 423-436.
- Nuñez-Mietz, Fernando G. & Lucrecia García Iommi. 2017. “Can Transnational Norm Advocacy Undermine Internalization? Explaining Immunization Against LGBT Rights in Uganda.” *International Studies Quarterly*. 61. 196-209.

Recommended Reading

- Downie, Richard. 2014. “Revitalizing the Fight against Homophobia in Africa.” *Center for Strategic & International Studies Global Health Policy Center Report*. 1-16.

Week 5: The Politics of Names, Acronyms, & Impositions

Required Reading

- Wilkinson, Cai & Anna Kirey. 2010. “What’s in a Name? The Personal and Political Meanings of ‘LGBT’ for Non-Heterosexual and Transgender Youth in Kyrgyzstan.” *Central Asian Survey*. 29(4). 485-499.
- Wilkinson, Cai. 2017. “The Nameless of Lives: What’s Not in a Name?” in *Sexualities and Translation in World Politics*. 13-17. (P&T)
- Salas-Santa Crus, Omi. 2023. “Nonbinary Epistemologies: Refusing Colonial Amnesia and Erasure of Jotería and Trans* Latinidades.” *WSQ: Women’s Studies Quarterly*. 51(3-4) 78-93.

Recommended Reading

- Rahman, Momin. 2014. “Queer Rights and the Triangulation of Western Exceptionalism.” *Journal of Human Rights*. 13. 274-289.

Week 6: The Power of the Internet, Media, & Transformations Sex and Identity Expressions

Required Reading

- Teut, Jo. 2019. “Asexuality, The Internet, and the Changing Lexicon of Sexuality.” In *Sexualities and Translation in World Politics*. 85-95. (C&P)
- Mbaye, Aminata Cecile. 2021. “The Spectacle of the Other: Media Representations of Same-Sex Sexuality in Senegal.” *Sexualities*. 24(1-2). 13-28.
- DeNardis, Laura & Andrea M. Hackl. 2016. “Internet Control Points as LGBT Rights Mediation.” *Information, Communication, & Society*. 19(6). 753-770.

Recommended Reading

- Lan, Miaorui & Yujia Cheng. 2020. “The Role of the Media in LGBT Rights Movements Around the World.” *Advances in Social Science: Education and Humanities Research*. 466. 418-421.

Week 7: The Impact on Colonialism, the Policing of Bodies, and Global North vs. Global South

Required Readings

- Msibi, Thabo. 2011. “The Lies We Have Been Told: On (Homo) Sexuality in Africa.” *Africa Today*. 58(1). 55-77.
- Picq, Manuela L. & Josi Tikuna. 2019. “Indigenous Sexualities: Resisting Conquest and Translation.” In *Sexualities and Translations in World Politics*. 57-72. (C&P)
- Santos, Gustavo Gomes da Costa & Matthew Waites. 2019. “Comparative Colonialisms for Queer Analysis: Comparing British and Portuguese Colonial Legacies for Same-Sex Sexualities and Gender Diversity in Africa – Setting a Transnational Research Agenda.” *International Review of Sociology*. 1-30.
- Miguel, Francisco PV. 2023. “Mozambican “Tolerance” Toward Homosexuality: Lusotropicalist Myth and Homonationalism.” *Sexualities*. 0(0): 1-22.

Recommended Readings

- Birdal, Mehmet Sinan. 2015. “Between the Universal and the Particular: The Politics of Recognition of LGBT Rights in Turkey.” In *Sexualities in World Politics*. 124-139. (P&T)

Week 8: Political Homophobia, Political Homophilia, & Religious Evangelicalism

Required Reading

- Bosia, Michael J. 2014. “Strange Fruit: Homophobia, the State, and the Politics of LGBT Rights and Capabilities.” *Journal of Human Rights*. 13(3). 256-273.
- Wilkinson, Cai. 2014. “Putting “Traditional Values” Into Practice: The Rise of Contestation of Anti-Homopropaganda Laws in Russia.” *Journal of Human Rights*. 13. 363-379.
- Currier, Ashley. 2010. “Political Homophobia in Postcolonial Namibia.” *Gender & Society*. 24(1). 110-129.
- Bivens, Robert Tanner. 2025. “Politicized Homophilia: The Acceptance of Queer Love for Political Gain.” *PS: Political Science & Politics*. (Forthcoming)

Recommended Reading

- Stein, Arlene. 2005. “Make Room for Daddy: Anxious Masculinity and Emergent Homophobias in Neopatriarchal Politics.” *Gender & Society*. 19(5). 601-620.

Week 9: Legal Acceptance versus Societal Acceptance

- Bivens, Robert Tanner. 2024. “Progress and Skepticism: What Angola’s New Penal Code Means for its LGBTQIA+ Community.” *Africa Today*. 70(4): 25-46.
- Andreeescu, Viviana. 2011. “From Legal Tolerance to Social Acceptance: Predictors of Heterosexism in Romania.” *Revista Romana de Sociologie*. 22(3-4): 209-231.
- Lewis, Daniel C., Andrew R. Flores, Donald P. Haider-Markel, Patrick R. Miller, Barry L. Tadlock. & Jami K. Taylor. 2017. “Degrees of Acceptance: Variation in Public Attitudes toward Segments of the LGBT Community.” *Political Research Quarterly*. 70(4): 861-875.

Week 10: Sexuality & Gender Identity Variance within Non-Western Perspectives

- Aziz, Abdul & Sameena Azhar. 2019. “Social Exclusion and Official Recognition of Hijra in Bangladesh.” *Journal of Research on Women and Gender*. 9. 1-19.
- Evang, Jenny Andrine Madsen. 2022. “Is “Gender Ideology” Western Colonialism? Anti-Gender Rhetoric and the Misappropriation of Postcolonial Language.” *Transgender Studies Quarterly*. 9(3): 365-386.
- Kolanyane-Kesupile, Katlego & John McAllister. 2021. “Indigeneity and ‘Authenticity’ in African Trans* Activism.” *Sexualities*. 24(1-2): 111-130.

Reading that will be discussed but not assigned because it is written in Portuguese

- Miguel, Francisco Paolo Vieira. 2020. “MARÍYARAPÁXJIS: LÍNGUA, GÊNERO E HOMOSSEXUALIDADE EM MOÇAMBIQUE. *MANA*. 27(3): 1-27.

Week 11: The Importance and Prejudice of Europe

Required Reading

- Ayoub, Phillip. 2013. “Cooperative Transnationalism in Contemporary Europe: Europeanization and Political Opportunities for LGBT Mobilization in the European Union.” *European Political Science Review*. 5(2): 279-310.
- Mole, Richard. 2011. “Nationality and Sexuality: Homophobic Discourse and the ‘National Threat’ in Contemporary Latvia.” *Nations and Nationalism*. 17(3). 540-560.
- Ayoub, Phillip M. 2014. “With Arms Wide Shut: Threat Perception, Norm Reception, and Mobilized Resistance to LGBT Rights.” *Journal of Human Rights*. 13. 337-362.

Recommended Reading

- Edenborg, Emil. 2023. “‘Traditional Values’ and the Narrative of Gay Rights as Modernity: Sexual Politics Beyond Polarization.” *Sexualities*. 26(1-2): 37-53.

Week 12: Regional Non-Western Approaches

Required Reading

- Fotache, Ioana. 2019. “Japanese ‘LGBT Boom’ Discourse and its Discontents.” In *Sexualities and Translation in World Politics*. 27-42 (C&P)
- Krumbein, Frédéric. 2020. “Rainbow Island: Taiwan’s Struggle for Marriage Equality.” *Journal of Human Rights*. 1-17.
- Luo, Muyuan, Hsunhui Tseng, & Yin Ma. 2022. “Homosexual Stories, Family Stories: Neo-Confucian Homonormativity and Storytelling in the Chinese Gay Community.” *The China Quarterly*. 1-21.

Recommended Reading

- Chua, Lynette J. 2012. “Pragmatic Resistance, Law, and Social Movements in Authoritarian States: The Case of Gay Collective Action in Singapore.” *Law & Society Review*. 46(4). 713-748.

Week 13: Group Presentation Week

- None

Week 14: Queer Rights in International Organizations

Required Reading

- D’Amico, Francine. 2015. “LGBT and (Dis)United Nations: Sexual and Gender Minorities, International Law, & UN Politics.” In *Sexualities in World Politics*. 54-75 (P&T)

- Velasco, Kristopher. 2019. “A Growing Queer Divide: The Divergence Between Transnational Advocacy Networks and Foreign Aid in Diffusing LGBT Policies.” *International Studies Quarterly*. 0. 1-13.
- Asal, Victor, Amanda Murdie, & Udi Sommer. 2017. “Rainbow for Rights: The Role of LGBT Activism in Gay Rights Promotion.” *Human Rights Attitudes*. 12(1). 1-39.

Recommended Reading

- Helfer, Laurence R. & Erik Voeten. 2014. “International Courts as Agents of Legal Change: Evidence from LGBT Rights in Europe.” *International Organization*. 68. 77-110.

Week 15: The Future of Global Queer Rights and Final Exam Prep

- NONE (A gift in preparation of the final exam)