COURSE OBJECTIVE  The politics of sexual diversity has become one of the strongest forces in contemporary political debate. Persons who self-identify as gay, lesbian, bisexual, or transgendered have created a vibrant social movement affecting most facets of U.S. society. Until relatively recently, most of the activity of this movement occurred in the arena of local, especially urban, politics. As the movement for sexual diversity developed, politics shifted to state capitals and to Washington. We will examine the meaning and politics of sexual identity, the scope and impact of homophobia, the entry of gay and lesbian interests into local politics, the effects of federalism on its development, the creation and evolution of social movements, and a series of contemporary issues in U.S. politics.


Ellen D. Riggle, and Barry Tadlock, editors, *Gays and Lesbians in the Democratic Process: Public Policy, Public Opinion and Political Representation*

Craig A. Rimmerman, Kenneth D. Wald, and Clyde Wilcox, editors, *The Politics of Gay Rights*

EXAMS  There will be three exams, including the final. Completion of the exams on their scheduled dates is expected. If a make-up is needed because of an emergency or serious illness, arrangements should be made in advance of the scheduled exam time.

RESEARCH PAPER 316/516 Each student is required to prepare an original research paper on a specific topic related to the study of sexual diversity in politics, policy, or culture. Papers should be 12-15 pages typed with no larger than a 12-point font, but length may vary with certain topics, and are due April 19. Each student will make an oral presentation on his or her research project on April 19, or 21. Failure to make a presentation will result in a 5-point penalty on the project grade.

594 Graduate students will prepare reviews of two recent books dealing with a topic in gay, lesbian, bisexual, or transgendered politics. The reviews should contain three elements: 1) summarize the content of the book; 2) criticize the book pointing out both its strengths and weaknesses; and 3) identify questions or issues the book raises that would make useful topics for future research. Each review should be about 6-8 pages typed with no larger than a 12-point font, but length may vary with certain selections. Graduate students will be asked to make a short oral presentation of the book reviews
in class. The reviews will be due on April 12, and students will be prepared to make a presentation on both book reviews.

**GRADES**

<table>
<thead>
<tr>
<th>316</th>
<th>516</th>
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<tr>
<td>Three exams</td>
<td>75%</td>
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<tr>
<td>Research paper</td>
<td>25%</td>
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<tr>
<td>Book Reviews</td>
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**GRADING** The exams will be graded on 100-point scales. The minimum score associated with each letter grade is: A (90); B (80); C (70); and D (60). The research paper and book reviews will receive letter grades that are converted to numbers as A+, B+, C+, D+, equal 100, 87, 77, 67, respectively; A, B, C, D, equal 97, 87, 77, 67, respectively; and A-, B-, C-, D-, equal 92, 82, 72, 62, respectively to the grade scales of the exams. For purposes of assigning final course grades the minimum average associated with each letter grade is: A (89.5); B (79.5); C (69.5); and D (59.5).

**CLASS ETIQUETTE** Cell phones and pagers should be turned off or set to vibrate before class. If you arrive for class late, please use the rear door of the classroom to minimize the disturbance to your classmates. Similarly, if you need to leave early for some reason, let me know before class and use the rear door.

**READINGS** In addition to the three texts, some readings will be required. These are marked with an asterisk - *. The books are on reserve at Sterne Library, and two of these readings are available from the PROceedings section of the American Political Science Association web site (WWW.APSANET.ORG). All reading assignments should be completed before class discussion of the topic. In the reading list, references to the three books will be Adam = Adam; Riggle and Tadlock = RT; and Rimmerman, Wald, and Wilcox = RWW

**DISCUSSION TOPICS AND READING ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan. 4</td>
<td>Introduction to gay and lesbian politics and social movements, RT, ch. 1</td>
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<tr>
<td>Jan. 6</td>
<td>no class because of Annual Meeting of the Southern Political Science Association</td>
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<tr>
<td>Jan. 11</td>
<td>Ancient history, Adam chs. 1, 2</td>
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<tr>
<td>Jan. 13</td>
<td>Before Stonewall, Adam, chs. 3, 4</td>
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*Eric Marcus, Making History, pp. 5-36 and 70-80
Jan. 18 Christians, Jews, and sex  
*John Boswell, “The Scriptures,” Ch. 4 (pp. 91-118), and Conclusions,” Ch. 12, (pp. 333-4) in Christianity, Social Tolerance, and Homosexuality.  

Jan. 20-25 Stonewall and gay liberation, Adam, ch. 5 and RT, ch. 12  
*Neil Miller, Out of the Past, ch. 23, pp. 365-389

Jan. 27 Organization of the GBLT community, RWW, chs. 1-3

Feb. 1-3 Inside the GLBT communities, RWW, 4, 5  

Feb. 8 EXAM #1

Feb. 10-15 The rise of the new right, Adam, ch. 6 and RWW, chs. 6-8

Feb. 17-22 Gays and lesbians in state and local politics, RWW, chs. 12, 13

Feb. 24 Congress and GLBT issues, RWW, ch. 14

March 1 Courts and GLBT issues, RWW, ch. 15

March 3 Public opinion on equality, RT, ch. 5, 6 and RWW, 16

Mar. 8 Partisanship and GLBT issues, RT, ch. 7 and Adam, ch. 7

Mar. 10-15 Local antidiscrimination laws, RT, chs. 2-4  
**“Gay Men and Lesbians at City Hall.” Social Science Quarterly 77 (March, 1996): 190-197.

March 17 EXAM #2

March 22-4 ENDA, DOMA, & FMA, RWW, chs. 9  

April 5 HIV/AIDS, RWW, ch. 10

April 7 The military and sexual orientation, RWW, ch. 11
April 12  Comparing the performance of institutions and rules in GLBT politics, RT, ch. 10

April 14  Gays and lesbians as political candidates, RT, chs. 8, 9

April 19-21  Comparing the US with other countries, Adam, ch. 9


April 26  Conclusions, RT, ch. 11 and Adam 8

April 28  Final Exam 4:15