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GWS 600-001 (Fall 2013)  
Class meets Thursdays, 4:00-6:30 pm  
Breckinridge Hall 107

## History of GLBTQ Movements SYLLABUS

*“We need, in every community, a group of angelic troublemakers.”*  
~Bayard Rustin, *Civil Rights Leader*

“We’re here, we’re queer, get used to it!” Long before the alphabet soup moniker of the modern GLBTQ community—and the terms of identity it encompasses—people who expressed same-sex desire or gender variance challenged negative representations, resisted oppressive treatment, and organized on their own behalf. Together, we’ll interrogate such moments of individual and collective resistance in U.S. history.

Course themes and topics will include:

- The origins of GLBTQ identity and community
- Subcultures and community formation
- Tensions over class, race, and gender within GLBTQ movements
- The role of place in queer identity and organizing
- AIDS and health activism
- Strategic alliances with medical & psychiatric authorities

### Learning Outcomes and Objectives:

Through assigned readings, class discussions, and written work, students will:

- Develop an understanding of the ways in which GLBTQ people organized on their own behalf, the issues around which they coalesced, and the activist strategies they employed.
- Explore the roles that race, gender, class, and sexuality play in social movements.
- Build skills in developing and defending a scholarly argument, in both oral and written communication.
- Learn the conventions of scholarly writing employing primary and secondary evidence.

### Assigned Texts:

- George Chauncey, Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940 (Basic Books, 1995)
- John D’Emilio, Lost Prophet: The Life and Times of Bayard Rustin (University of Chicago, 2004)
- Deborah Gould, Moving Politics: Emotion and ACT UP’s Fight against AIDS (University of Chicago Press, 2009)
- John Howard, Men Like That: A Southern Queer History (University of Chicago Press, 2001)
- Elizabeth Lapovsky Kennedy and Madeline B. Davis, Boots of Leather, Slippers of Gold: The History of a Lesbian Community (Routledge, 2013)

- Joanne Meyerowitz, How Sex Changed: A History of Transsexuality in the United States (Harvard University Press, 2004)
- Marc Stein, City of Sisterly and Brotherly Loves: Lesbian and Gay Philadelphia, 1945-1972 (Temple University Press, 2004)

Note: In addition to the required books above, there will also be articles and other readings for the course. Unless otherwise noted (with a URL, for example), these readings are all available through Blackboard, indicated by “BB” on the course schedule below.

### **Readings:**

The readings required in this course **average 200+ pages a week** (generally one book, or several articles, each week). Students are expected to do all the reading, and to be prepared to discuss the readings in class (please bring your readings to class).

### **Attendance Policy:**

In order for a discussion-intensive graduate-level course to work, everyone’s presence and active participation is essential. Attendance is **mandatory**. More than one unexcused absence will lower your final grade a full grade. Please see me if you have a legitimate reason for absence or lateness so that I may record it as excused.

### **Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Classroom Behavior, Decorum and Civility:**

In course of this nature, students will not always agree on the issues discussed in class. Such debate is encouraged; discussion is more engaging when a range of perspectives are represented. However, while class members may not share the same opinions, students are expected to be respectful of each other and of the professor in class. That includes not interrupting classmates, or otherwise exhibiting disrespect or a lack of attention while classmates are speaking. In addition, use of headphones, cell phones, text messaging, or reading materials not assigned for the course will not be tolerated during

class, and all phones should be set to “silent” prior to the start of class. Engaging in any of the disruptive or disrespectful behaviors described above will severely impact your class participation grade.

### **Plagiarism and Academic Dishonesty:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

*Please note:* Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Disability Accommodations:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni

Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**Submission of Assignments:**

Weekly response papers should be turned in at the start of class in hard copy; the final paper should be turned in to me by email attachment, as a .doc or .docx file.

**Grading system:**

Grades are calculated mathematically according to a 4.0 scale (4=A; 3=B; 2=C; 0=E).

Letter grades are awarded according to the following standards for *graduate students in a 600 level course*:

- A outstanding work that far exceeds basic requirements
- B work that significantly exceeds basic requirements
- C substandard work for the graduate level
- E performance that fails to meet course requirements or exhibits academic dishonesty

**Assignments/Grading** (All assignments must be completed to pass the course):

Class Participation:	20%
Facilitating Class Discussion:	20%
Response Papers:	25%
Paper Topic	10%
Final Paper--Synthetic Book Review	25%

*Class Participation:* In order for a discussion-oriented course to work, everyone’s presence and active participation is essential. Part of the function of a seminar is to build skills in scholarly debate; consequently, students will be expected to engage with each other’s ideas in classroom discussion as well as with the arguments made in the readings. (See also the statement above on “Classroom Behavior, Decorum, and Civility.”)

*Facilitating Class Discussion:* At the beginning of the course, each student will sign up for a class session for which they will facilitate discussion. Facilitators should prepare approximately 6-8 open-ended questions in advance and bring at least one hard copy on their designated day, to be turned in to the professor at the end of class.

*Response Papers:* Students will turn in response papers at the beginning of class every Thursday, EXCEPT the weeks when they are responsible for facilitating class discussion. These papers should summarize and synthesize the assigned readings for the week and discuss an aspect you found particularly interesting or problematic. They should also consider what questions the readings raise for GLBTQ history/studies scholarship and/or potential new directions toward which they point the field.

*Synthetic Book Review:* Your final paper in the course will be a synthetic book review of 2-3 scholarly monographs on a similar subject. This paper will allow you to explore any topic related to the course that interests you in more depth, and you may choose both the topic and the books you wish to review.

Please read the following as an example of a good synthetic review that situates both texts within larger scholarly fields, trends, and debates: Elias Walker Vitulli, “Queering the Carceral: Intersecting Queer/Trans Studies and Critical Prison Studies,” *GLQ: A Journal of Lesbian and Gay Studies* 19:1 (2013) [available on the course Blackboard site]. You might also peruse a scholarly journal in gender or

women's studies, LGBT/queer studies, a related interdisciplinary field, or your home discipline for additional examples of synthetic book reviews. Regardless of the discipline, however, a strong synthetic review should do the following:

- Briefly summarize each monograph, including the topic, scope, primary themes, and major argument.
- Analyze its strengths and weaknesses, primarily in terms of content and argumentation, but also, as relevant, its style and form
- Assess the major contribution(s) of both texts to the fields with which they are in conversation—how does each change what we know or how we think about the topic at hand? (Of course, if you think the text is hardly a paradigm shifter, you should include that assessment in your review. The strength and quality of your book review is not contingent on you “liking” or agreeing with the texts at hand, but you must be able to support your critiques.) How do the texts you're reviewing relate to each other? If published around the same time, are they indicative of a particular moment or trend within the field? In what ways are their arguments similar or opposing? Or if they were published some time apart, does the more recent text represent an intervention building on or challenging the earlier one's argument?

In short, your reviews should consider what the authors set out to do, how successfully they did it, why the texts matter, and how they relate to each other and the larger field. On **October 17**, you will email me a paragraph describing the topic you've chosen and why, as well as the names of the books you'll be reviewing. The final review essay itself will be due by email to me (in .doc or .docx format) on **December 17**.

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#### WEEK ONE

##### **Thursday, August 29—Introduction**

#### WEEK TWO

##### **Thursday, September 5—Gay Male Culture & Community Formation in the Early 20<sup>th</sup> Century**

Readings: George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (Basic Books, 1995)

#### WEEK THREE

##### **Thursday, September 12—Community and Conflict in Wartime and Post-War America**

Readings: Allan Berube, “Marching to a Different Drummer: Lesbian and Gay GIs in World War II” in *Hidden From History* **BB**; Leisa D. Meyer, “The Myth of Lesbian (In)Visibility: World War II and the Current ‘Gays in the Military’ Debate,” in *Modern American Queer History*, edited by Allida Black (Temple University Press, 2001) **BB**; Brett Beemyn, “A Queer Capital: Race, Class, Gender, and the Changing Social Landscape of Washington’s Gay Communities, 1940-1955,” in *Creating a Place for Ourselves: Lesbian, Gay, and Bisexual Community Histories*, edited by Brett Beemyn (Routledge, 1997) **BB**

#### WEEK FOUR

##### **Thursday, September 19—Class, Community, and Lesbian Culture**

Readings: Elizabeth Lapovsky Kennedy and Madeline B. Davis, *Boots of Leather, Slippers of Gold: The History of a Lesbian Community* (Routledge, 2013)

WEEK FIVE

**Thursday, September 26—Race and Sexual Politics in the Civil Rights Movement**

Readings: John D’Emilio, *Lost Prophet: The Life and Times of Bayard Rustin* (University of Chicago, 2004)

WEEK SIX

**Thursday, October 3—Rethinking Respectability: Gender, Activism, & Cold War Politics**

Readings: John D’Emilio, “The Homosexual Menace: The Politics of Sexuality in Cold War America” in *Passion and Power* **BB**; Martin Meeker, “Behind the Mask of Respectability: Reconsidering the Mattachine Society and Male Homophile Practice, 1950s and 1960s,” *Journal of the History of Sexuality* 10:1 (January 2001) **BB**; Craig M. Loftin, “Unacceptable Mannerisms: Gender Anxieties, Homosexual Activism, and the Swish in the United States, 1945-1965,” *Journal of Social History* 40:3 (Spring 2007) **BB**

WEEK SEVEN

**Thursday, October 10—Place Matters: GLBTQ Activism & Urban Life in Postwar Philadelphia**

Readings: Marc Stein, *City of Sisterly and Brotherly Loves: Lesbian and Gay Philadelphia, 1945-1972* (Temple University Press, 2004)

WEEK EIGHT

**Thursday, October 17—NO CLASS.**

Readings: None.

\*\*Paper topics & bibliography due by email

WEEK NINE

**Thursday, October 24—Place Matters: Lived Experience, Identity, and the Rural Queer**

Readings: John Howard, *Men Like That: A Southern Queer History* (University of Chicago Press, 2001); Scott Herring, “Out of the Closet, Into the Woods: RFD, Country Women, and the Post-Stonewall Emergence of Queer Anti-Urbanism,” *American Quarterly* 59:2 (June 2007) **BB**

WEEK TEN

**Thursday, October 31—Transgender Identity and Activism**

Readings: Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* (Harvard University Press, 2004)

WEEK ELEVEN

**Thursday, November 7--AIDS and Gay Health Activism**

Readings: None.

\*In-Class Film: *How to Survive a Plague* (109 mins)

WEEK TWELVE

**Thursday, November 14—AIDS, Community Organizing, and GLBTQ Politics**

Readings: Ian K. Lekus, “Health Care, the AIDS Crisis, and the Politics of Community: The North Carolina Lesbian and Health Project, 1982-1996,” in *Modern American Queer History*, edited by Allida Black (Temple University Press, 2001) **BB**; Jennifer Brier, “Affection is Our Best Protection: Early AIDS Activism and the Legacy of Gay Liberation,” in *Infectious Ideas: U.S. Political Responses to the AIDS Crisis* (UNC Press, 2009) **BB**; Peter Cohen, “‘All They Needed’: AIDS, Consumption, and the Politics of Class,” *Journal of the History of Sexuality* 8:1 (July 1997) **BB**

WEEK THIRTEEN

**Thursday, November 21—Passionate Politics: Reimagining Social Movement History**

Readings: Deborah Gould, *Moving Politics: Emotion and ACT UP's Fight against AIDS* (University of Chicago Press, 2009)

WEEK FOURTEEN

**Thursday, November 28—HAPPY THANKSGIVING!!!**

Readings: None.

WEEK FIFTEEN

**Thursday, December 5—In Defense of Ourselves: Working with & Against Medical Authority**

Readings: Ronald Bayer, “Introduction,” “Chapter 3--The Emergence of Homosexual Protest,” and “Chapter 4--Diagnostic Politics: Homosexuality and the American Psychiatric Association,” in *Homosexuality and American Psychiatry: The Politics of Diagnosis* (Princeton University Press, 1987) **BB**; Cheryl Chase, “Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism” in *GLQ* (1998) **BB**

WEEK SIXTEEN

**Thursday, December 12—GLBTQ Activism in the New Millennium**

Readings: Regina Kunzel, “Lessons in Being Gay: Queer Encounters in Gay and Lesbian Prison Activism,” Margot D. Weiss, “Gay Shame and BDSM Pride: Neoliberalism, Privacy, and Sexual Politics,” and Patrick McCreery, “Save Our Children/Let Us Marry: Gay Activists appropriate the Rhetoric of Child Protectionism,” *Radical History Review*, Queer Futures special issue (Winter 2008) **BB**

**\*\*\*Final Paper DUE by 11:59 p.m. on Tuesday, December 17<sup>th</sup> (by email attachment)**