

Professor Melissa Stein
Office Hours: Mondays & Wednesdays, 3:30-5:00pm
Office: Breckinridge Hall 206
Email (preferred contact): melissa.stein@uky.edu
Phone: 859-257-9205

Spring 2017
GWS 360-001
Class Meets:
Mondays & Wednesdays 2-3:15
Whitehall Classroom Bldg-Rm.339

LGBTQ HISTORY IN THE UNITED STATES

SYLLABUS

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

Course Description

Introduces changing perceptions of homosexuality over time, as well as the creation of LGBTQ identities and social movements; explore the meanings of same-sex love prior to the existence of current terminology, and how, when, and why such language developed; and examine the cultural context in which "homosexual" came to represent a person, rather than a behavior in 19th century Euro-American culture and the concurrent medicalization of homosexuality and gender nonconformity.

Learning Outcomes and Objectives:

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

- Develop an understanding of current issues in the history of same-sex desire and how a range of identities have been created on the basis of those desires
- Analyze the dynamic relationship between sexual subjects and social institutions such as the law and medicine
- Unpack the naturalness of categories by exploring the various contexts in which they are produced and challenged
- Examine the role of race and class in the construction of LGBTQ stereotypes, identities, and subcultures
- 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

Required Texts:

- Leila Rupp, *A Desired Past: A Short History of Same Sex Love in America* (University of Chicago, 2002)
- Will Roscoe, *Changing Ones: Third and Fourth Genders in Native North America* (Palgrave Macmillan, 2000)
- John Howard, *Men Like That: A Southern Queer History* (University of Chicago Press, 2001)
- Eric Marcus, *Making Gay History: The Half-Century Fight for Lesbian and Gay Equal Rights* (Harper Paperbacks, 2002)
- Audre Lorde, *Zami: A New Spelling of My Name*

Note: In addition to the required books above, there will also be articles and other readings for the course. Unless otherwise noted, these readings are available through Canvas.

WARNING: This class will cover a variety of mature topics. If you are uncomfortable with adult discussions you should drop this class now.

READ THE SYLLABUS! This syllabus contains important course policy information and coursework overviews. Remaining enrolled in this class means that you have a) read, and b) understood all of the content in this syllabus and that you agree to abide by the guidelines and policies outlined herein, just as you can expect me to uphold these policies and teach according to these guidelines. I reserve the right to modify this syllabus at any time.

Readings:

The readings required in this course average **a book per week** (or the equivalent of a book). Students are expected to do all the reading, and to be prepared to discuss readings in class (please bring your readings to class).

How to Read for Class:

Consider: What is the author's main argument/thesis? What evidence does the author use to support this argument? Is the argument convincing? What types of sources are used? Who is the intended audience? What did you find surprising about the reading? Did the reading confirm or challenge what you already know? How is this reading relevant to the overall course/ field of GWS?

Communication with Professor:

Outside of class, the best way to contact me is to email me. I will respond to your email usually within 24 hours. You can come to my office any time during office hours. If you have a class or other conflict during my office hours, you can make an appointment by emailing and proposing a better time to meet.

Attendance Policy:

In order for a college-level course to work, everyone's presence and active participation is essential. Attendance is **mandatory**. Roll will be taken at the beginning of each class. More than two unexcused absences will lower your final grade a full grade. Three latenesses (more than five minutes late) will count as an unexcused absence. You must let me know at the beginning of class if you need to leave early. Leaving early without permission will count as a double absence. 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; it makes discussion 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, which is worth 14% of your final 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 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 UK Disability Resource Center (DRC). If you are not registered with the DRC, you may contact David T. Beach (dtbeac1@uky.edu). The DRC is located in Suite 407 of the Multidisciplinary Science Building, 725 Rose Street, 0082. To contact the DRC by phone, please call V/TDD (859) 257-2754.

Recording class audio or video:

Please note that class lectures are the intellectual property of the faculty member. Students may record (audio or video) class lectures or discussion ONLY for their personal use as a documented academic accommodation. For any other use, including sharing with other students in the class or online, specific permission to record from the faculty member is required. *Recording and/or circulating classroom video or audio for any business/commercial purpose is a violation of federal IP (copyright) law as well as a violation of class and university policy and, thus, is strictly prohibited.*

Submission of Assignments:

Any assignment turned in after the deadline without prior permission from me will be graded down a full grade, and I will not accept any such assignment more than a week late. All written work will be submitted through Canvas, and unless otherwise noted must be turned in by the start of class on the day they are due, and will not be accepted late without prior permission (on account of an excused absence, for example).

Midterm grades:

Mid-term grades will be posted in myUK by **Friday, March 10**, and will be based on performance in the course up to that point (including class participation, pop quizzes, homework assignments, and the take-home midterm exam). There is no final exam in this course, though the paper will be due during finals week.

Grading system:

In a 300 level course, grading standards are high and grades are calculated mathematically according to a 4.0 scale (4=A; 3=B; 2=C; 1=D; 0=E).

Letter grades are awarded according to the following standards:

- A outstanding work that far exceeds basic requirements
- B work that significantly exceeds basic requirements
- C work that satisfies course requirements in all respects
- D substandard work
- E performance that fails to meet course requirements

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

Class Participation:	14%
Pop Quizzes:	15%
Homework Assignments:	21%
Take-home midterm:	15%
Paper:	20%
Current Events Research/Presentation:	15%

Class Participation: Your undivided attention during lectures and films, preparedness for class (i.e. bringing assigned readings, keeping up with the reading assignments, etc), respectful dialogue with peers, and active participation in class discussions will determine your class participation grade.

Pop Quizzes: On five occasions over the course of the semester, I will administer a pop (unannounced) quiz based on the readings assigned for that day's class. Each quiz will include 4-6 identification questions. Responses to these ID questions should both identify the person, event, concept, etc. AND explain its significance to LGBTQ history.

Homework Assignments: Throughout the semester, I will post brief homework assignments on Canvas in advance of class for you to complete in response to the assigned readings. Each assignment, generally a question or open-ended prompt related to the assigned readings, should be answered in 1-2 paragraphs and turned in directly through Canvas prior to the start of class (see the "Assignments" section on the course Canvas page). The eleven days for which I will post and collect a homework assignment are marked by "HOMEWORK" on the course schedule below. Informal writing assignments, your responses should above all demonstrate that you have done the assigned readings as you address the specific prompt. I will collect homework assignments 11 times during the semester; however, you only need to turn in **seven** (i.e. you can skip turning in homework assignments on three designated "HOMEWORK" days of your choosing). **Please read the syllabus carefully at the beginning of the course and keep track of how many homework assignments you have completed as the semester progresses. It is your responsibility to make sure you keep up with the homework, and you will receive an "E" for the "Homework" portion of your grade (which constitutes 21% of your final grade!) if you turn in less than the required seven responses.** Late comments will not be accepted (except in the case of excused absences) and you may not turn in additional assignments (more than seven) for "extra credit." Please note that the homework assignments are designed to ensure you are keeping up with and understanding the readings (and to help me identify areas where you may need some additional help), and they are a relatively simple way to pull up your course grade if needed.

Take-Home Midterm Exam: Students will complete a take-home midterm exam, to be turned in via Canvas by the start of class on **Monday, February 27**. The exam will consist of 12 ID questions, from which you will choose **ten** to complete, and two essay questions, from which you will choose **one** to address. As you will note on the schedule below, there are no additional readings on the day your exam is due.

Paper: In addition to the informal homework responses, students must complete one longer paper of 5-6 pages in length. You may consult outside readings in preparing the paper if you wish to do so, provided they are cited in full. Papers submitted late, without consulting the professor in the case of potentially excused lateness, will be marked down one letter grade; no assignment will be accepted

more than one week past the due date without prior permission from the professor. The paper, to be turned in via Canvas, will be due during finals week, on **Wednesday, May 3 by 5:00 pm.**

Current Events Research and Informal Presentation: Throughout the semester, students will peruse news media for current stories relating to LGBTQ issues. News magazines, popular periodicals, newspapers, and online news sources (NYT online, CNN.com, etc.) are all acceptable sources. Each student will turn in to the professor a copy of the story they found (a photocopy, newspaper clipping, printout, or in the case of a video story, indicate the URL where it may be viewed), followed by a short commentary (one typed page) that summarizes the story, how it relates to the themes of the course, and your analysis of why it is important or noteworthy. Students will informally present and discuss their stories the last week of class. This “presentation” will not require any additional preparation beyond the material you turned in to the professor; you will simply discuss with the other members of the class the key points in your write-up.

WEEK ONE

Wednesday, January 11: Introduction

WEEK TWO

Monday, January 16: No Class (Martin Luther King, Jr. Day)

Readings: None. Students are encouraged to take part in community service or activist projects. (See also <http://www.uky.edu/mlk/> for UK events commemorating the holiday.)

Wednesday, January 18: What is gay/lesbians history? Why is it important?

Readings: Jeffrey Weeks, “Discourse, Desire, and Sexual Deviance: Some Problems in a History of Homosexuality” in *The Making of the Modern Homosexual*; Leila Rupp, “Chapter One—Introduction: Thinking About Aunt Leila” in *A Desired Past: A Short History of Same-Sex Love in America*

HOMEWORK

WEEK THREE

Monday, January 23: Framing the Debate—Essentialism vs. Social Construction

Readings: John Boswell, “Revolutions, Universals, and Sexual Categories” and David Halperin, “Sex Before Sexuality: Pederasty, Politics, and Power in Classical Athens” in *Hidden From History*

Wednesday, January 25: Setting the Stage—Divergent Cultures & Early Americans

Readings: Leila Rupp, “Chapter Two—In the Beginning: Same-Sex Sexuality in Early America” in *A Desired Past*

WEEK FOUR

Monday, January 30: Gender Frontiers—Passing and Possibility in the Old West

Readings: begin Will Roscoe, *Changing Ones: Third and Fourth Genders in Native North America*

*In-Class Film: *She Even Chewed Tobacco: Passing Women in 19th century America* (40 mins)

Wednesday, February 1: Sexual Categories and Cultural Collisions

Readings: finish Will Roscoe, *Changing Ones: Third and Fourth Genders in Native North America*

HOMEWORK

WEEK FIVE

Monday, February 6: Romantic Friendships and Homosocial Worlds

Readings: Leila Rupp, “Chapter Three—Worlds of Men, Worlds of Women: Sex & Romantic Friendship in an Industrializing & Expanding Nation” in *A Desired Past*; Martin Duberman, “‘Writhing Bedfellows’ in Antebellum South Carolina: Historical Interpretation & the Politics of Evidence” in *Hidden From History* HOMEWORK

Wednesday, February 8: Science, Medicine, & the Emergence of the Homosexual “Type”

Readings: Leila Rupp, “Chapter Four—Definitions and Deviance: Sexual Transformations at the Turn-of-the-Century” in *A Desired Past*

WEEK SIX

Monday, February 13: Race and Early Sexology

Readings: Melissa Stein, “Chapter 3--Inverts, Perverts, & Primitives: Racial Thought and the American School of Sexology,” in *Measuring Manhood: Race and the Science of Masculinity, 1830-1934* (2014) HOMEWORK

Wednesday, February 15: Sexology, Popular Culture, and New Categories

Readings: Lisa Duggan, “The Trials of Alice Mitchell: Sensationalism, Sexology, and the Lesbian Subject in Turn-of-the-Century America” in *Signs* 18 (Summer 1993)

WEEK SEVEN

Monday, February 20: Community Formation in the Early 20th Century

Readings: Leila Rupp, “Chapter Five—Coming Together: Contested Identities and the Emergence of Communities” in *A Desired Past*

Wednesday, February 22: Race, Identity, and Subculture in the Golden Age of Harlem

Readings: Eric Garber, “A Spectacle in Color: The Lesbian and Gay Subculture of Jazz Age Harlem” in *Hidden From History*; Gloria Hull, “‘Lines She Did Not Dare’: Angelina Weld Grimke, Harlem Renaissance Poet” in *The Lesbian and Gay Studies Reader* HOMEWORK

WEEK EIGHT

Monday, February 27: Subcultures & Identity in Harlem’s Second Golden Age

Readings: None. Work on take-home exam.

*In-class film: *Paris Is Burning* (71 mins)

Turn in take-home midterm exam

Wednesday, March 1: World War II—Battling at Home and Abroad

Readings: Allan Berube, “Marching to a Different Drummer: Lesbian and Gay GIs in World War II” in *Hidden From History*; Eric Marcus, *Making Gay History*, pages 1-18 HOMEWORK

WEEK NINE

Monday, March 6: The Other ‘50s—Witch-hunts, Pink-baiting, & Early Organizing

Readings: John D’Emilio, “The Homosexual Menace: The Politics of Sexuality in Cold War America” in *Passion and Power*; Eric Marcus, *Making Gay History*, pages 19-70 HOMEWORK

*In-class Film: *Boys Beware* (10 mins) [a short educational film released in 1961]

Wednesday, March 8: The Other 50s—Stereotypes & Self-Representation

Readings: Diane Hamer, “I Am a Woman!: Ann Bannon and the Writing of Lesbian Identity in the 1950s,” in *Lesbian and Gay Writing: An Anthology of Critical Essays*. Ed. Mark Lilly; *Passions Uncovered: Gay, Lesbian, and Transgender Pulps*, <http://library2.usask.ca/srsd/pulps> (read the Introduction)

*In-Class Activity: *Passions Uncovered: Gay, Lesbian, and Transgender Pulps*, <http://library2.usask.ca/srsd/pulps> (peruse the gallery of cover art); *Strange Sisters: An Archive of Lesbian Paperback Artwork from the 50s and 60s*, <http://www.strangesisters.com> (Peruse A-Z Gallery)

Mid-term grades posted Friday, March 10

WEEK TEN—SPRING BREAK!!

Monday, March 13: NO CLASS

Wednesday, March 15: NO CLASS

WEEK ELEVEN

Monday, March 20: Trans* in Mid-Century Science and Culture

Readings: Joanne Meyerowitz, “‘Sex Change’ and the Popular Press: Historical Notes on Transsexuality in the US, 1930-1955” in *GLQ: A Journal of Lesbian and Gay Studies* 4: 2 (1998); Joanne Meyerowitz, “Sex Research at the Borders of Gender: Transvestites, Transsexuals, and Alfred C. Kinsey” in *Bulletin of the History of Medicine* 75: 1 (2001) HOMEWORK

Wednesday, March 22: Reflections on Trans Identity and Experience Today

Readings: Begin John Howard, *Men Like That: A Southern Queer History* (recommended: pages xi-124)

*In-class film: *She’s a Boy I Knew* (70 mins)

WEEK TWELVE

Monday, March 27: From the Big City to the Rural Queer

Readings: finish John Howard, *Men Like That: A Southern Queer History*, 127-229 HOMEWORK

Wednesday, March 29: The Emergence of Organized Resistance

Readings: Leila Rupp, “Chapter Six—Becoming a People: Lesbian and Gay Worlds and the Organization of Resistance” in *A Desired Past*; Eric Marcus, *Making Gay History*, pages 71-118

*In-class Film: *Brother Outsider: The Life of Bayard Rustin* (84 minutes)

WEEK THIRTEEN

Monday, April 3: Race and The Politics of Respectability

Readings: Begin Audre Lorde, *Zami: A New Spelling of My Name*

*In-class Film: Finish *Brother Outsider: The Life of Bayard Rustin* (84 minutes)

Wednesday, April 5: Race, Sexuality, and Intersectional Identities

Readings: Finish Audre Lorde, *Zami: A New Spelling of my Name* HOMEWORK

WEEK FOURTEEN

Monday, April 10: From Homophile Movement to Gay Liberation

Readings: Eric Marcus, *Making Gay History*, 119-242

Wednesday, April 12: Gay Lives and Activism in the Age of AIDS

Readings: Eric Marcus, *Making Gay History*, 243-342

*Extra Credit Opportunity: Watch EITHER of two excellent documentaries on gay activism during the AIDS crisis--*We Were Here* (2011) [90 mins] or *How to Survive a Plague* (2012) [120 mins]--both of which are available streaming online. Write a 1-2 page summary and discussion, focusing in particular on the forms of activism, protest, and resistance that AIDS activists employed, how their efforts compared to earlier LGBTQ activism, and which strategies you found particularly effective, and why. Your response can be turned in any time this week by Friday, 11:59 p.m., and will be worth 3 extra credit points toward your final grade in the course.

WEEK FIFTEEN

Monday, April 17: Born That Way? Queer Politics and the “Gay Gene”

Readings: Garland Allen, “The Double-Edged Sword of Genetic Determinism: Social and Political Agendas in Genetic Studies of Homosexuality, 1940-1994” in *Science and Homosexualities*; Eric Marcus, *Making Gay History*, pages 343-448 HOMEWORK

Wednesday, April 19: LGBT Lives in the New Millennium

Readings: Leila Rupp, “Chapter Seven—Conclusion: Something Old, Something New” in *A Desired Past*; Eric Marcus, *Making Gay History*, 449-452; Alicia Garza, “A Herstory of the #BlackLivesMatter Movement,” *Feminist Wire* (2014), <http://www.thefeministwire.com/2014/10/blacklivesmatter-2/>

WEEK SIXTEEN

Tuesday, April 24: Current Events Presentations

Readings: None.

Thursday, April 26: Current Events Presentations

Readings: None.

*****PAPER DUE WEDNESDAY, MAY 3 BY 5:00 PM*****