LGBT History

Course Description
This course examines the rise of modern lesbian, gay, bisexual, and transgender identities, politics, cultures, and communities in the United States since the 19th century. Using an integrated or intersectional approach, this class will consider how sexual and gender diversity intersect with race, class, and other forms of social difference and power. Attentive to such contexts, this class will trace how LGBT communities, institutions, and people shaped American political, social, and cultural history. Moreover, our investigations will identify and analyze how understandings and practices of sexuality and gender changed over time. Such topics will include: the development of queer culture(s) and practices, resistance to discrimination and repression, struggles for rights and recognition, negotiations of difference and conflict, and the pursuit of pleasure and joy.

Learning Outcomes
By the end of this course, class members will be able to:

- Identify, note, detail, and establish important facts from LGBT History.
- Analyze, and interpret primary source documents.
- Evaluate historical claims by historians and other scholars.
- Make historical claims based on their own interpretation of the evidence and engagement with other historians and scholars

Class members will also acquire some of the following academic skills:

- How to engage classmates in critical discussions of historical material in small group and class-wide discussions.
- How to critically summarize and evaluate historical scholarship through a review essay.
- How to evaluate and analyze oral histories.
- How to engage primary sources and trace change over time in the Gay Liberation essay.
- How to synthesize and analyze historical materials presented in class in an essay-based comprehensive examination.

Attendance
Attendance is crucial, as much of our course is discussion based. I will take attendance at the beginning of each class. I understand that some students will not be able to attend all class sessions. Recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. If class members must miss a class meeting, please assume personal responsibility for work missed. Any student who misses eight or more sessions through
any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

Readings
All assigned readings for the course will be posted on Canvas. Students do not need to purchase any books for this class. Class members must complete the readings before each class session and be prepared to bring questions and comments for class. Students are required to bring the readings to class in order to reference page numbers and direct quotes. The University and the instructor suggest that class members schedule or otherwise dedicate 5-10 class hours per week reading and studying for this course. You are expected to complete all the assigned readings. In addition to the readings listed on the course calendar, class members are responsible for reading all supplemental materials, including the syllabus and assignment guides.

Course Work
Class Participation (15%)
Students will be asked to actively contribute to small group and class-wide discussions.

Assignments (55%)
You will be required to complete four different short writing assignments throughout the semester. I will provide detailed instructions for each assignment well in advance of the due date. Read the instructions carefully and plan ahead. I am happy to discuss any ideas or questions you have about these assignments during office hours.

Papers submitted late will be penalized by half a letter grade (e.g., from B+ to B) for each day they are late, unless you have previously arranged an extension with me or obtained a note from a dean indicating that you were unable to complete your work on time.

Assignment #1: Review Essay (10%)
Select an assigned essay from week 2 or 3 or 4 (Sept. 13-Sept. 22) and perform a 2-page analytical review of the work.
Due Sept. 30 on Canvas at 11:59 pm

Assignment #2 Primary Source Analysis (20%)
Complete a 5-page analysis of primary sources from the Gay Liberation Era.
Due Nov. 11th on Canvas at 11:59 pm

Assignment #3 Film Review (10%)
Complete a 2-page analytical review of a selected HIV/AIDS documentary.
Due in Class November 29th~Please Bring Hard Copy to Class
Assignment #4: Oral History Narrative Exercise (15%)
Select an oral history of a LGBT community member contained in a digital archive or published work (I will provide a resource list well in advance) and carefully read or listen/watch. Drawing from the material covered in the course and the contents of the oral history, construct a short historical narrative 2-pages in length.
Due December 9th at 11:59 pm

Final Exam (30%)
Complete a take-home essay-based comprehensive exam.
Due Dec. 21st on Canvas at 11:59 pm

Grading Scale
90 - 100          A
87 - 89            B+
80 - 86            B
77 - 79            C+
70 - 76            C
60 - 69            D
59 or less       F

Academic Integrity & Plagiarism
Plagiarism or cheating will not be tolerated. Any student who commits plagiarism or other acts of academic dishonesty will be investigated by the Office of Academic Integrity, which may result in further disciplinary action. Academic dishonesty includes unauthorized collaboration on homework assignments and cheating on in-class assignments.

The University's Policy on Academic Integrity for Undergraduate and Graduate Students characterizes plagiarism in the following manner:

“Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.”
Please note that all assignments must include the following pledge:

“On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment.”

Libraries and Learning Centers

Rutgers University Libraries
The most important resource at Rutgers is the University library system, which can be accessed at libraries.rutgers.edu. Many resources from the library may be directly accessed on-line, including most of the University’s scholarly journals, books, reference guides, music, visual materials, and films. This class will make extensive use of the library’s resources and students are encouraged to explore the library website. In addition, Rutgers-Newark has a library location at the John Cotton Dana Library on the main campus, which also houses the Institute of Jazz Archives. When the Dana Library is open during regular school hours, class members can contact the front help desk at (973)353-5901.

The Writing Center
The Writing Center (http://www.ncas.rutgers.edu/writingcenter), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. The Writing Center is available free of charge. I encourage you to take advantage of their services, they can assist in strengthening your reading, writing, and research skills.

The Learning Center
The Learning Center (https://myrun.newark.rutgers.edu/learning-center) located in Room 140 of Bradley Hall, provides tutoring services for a range of subjects in either small groups or one-on-one. Our tutors are successful undergraduates who are trained to clarify important concepts with the understanding that everyone can learn and improve given sufficient time, attention, and encouragement. To properly benefit from tutoring, the Learning Center requires students to come prepared to engage in tutoring sessions as an active participant, having attended class, read the required textbook or readings, taken and reviewed their notes, and attempted their assignments. The Learning Center also hosts a series of workshops over the course of the semester on a range of success topics each semester and provides academic coaching sessions where a learning specialist helps students identify areas for improvement and select from a range of possible solutions. Then the specialist provides feedback over time until student performance improves.

Technology Support
Link to “Technology Launchpad for Students” page: https://mytech.newark.rutgers.edu/tp

Contact information for OIT-Newark Help Desk: https://mytech.newark.rutgers.edu/techsupport
Accommodation and Support Statement
Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities
The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant
The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification
The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries
The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: https://temporaryconditions.rutgers.edu.

For English as a Second Language (ESL)
The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment
The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu.
Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/.

**For support related to interpersonal violence**
The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

**For Crisis and Concerns**
The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

**For Stress, Worry, or Concerns about Well-being**
The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805.
If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.

**For emergencies**, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

**Name and Preferred Gender Pronouns**
This class affirms all forms of gender expression and identity. If class members prefer to be called a different name than what is on the class roster, please let the instructor know. Class members should feel safe to correct the instructor or any member of the class on names or gender pronouns, or if class members do not wish to use a gender pronoun. Class members who have any questions or concerns should not hesitate to contact the instructor.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<td>Sept. 6</td>
<td>Introduction</td>
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| Sept. 8  | Concepts and Approaches                                    | Vicki Eaklor, “What is GLBT History?”  
Allison “Beyond Binaries: How Transgender History Advances Discourse on Identity.”  
Jewelle L. Gomez, “The Event of Becoming.” |
Martin Duberman, “‘Writhing Bedfellows’ in Antebellum South Carolina: Historical Interpretation and the Politics of Evidence.”  
Emily Skidmore, “Troubling Terms: The Label Problem in Transgender History.”  
Claire Sears, “All that Glitters”: Trans-ing California’s Goldrush Migrations.”  
A. Castaigne, “A Miner’s Ball.” |
Karen V. Hansen, “No Kisses Is Like Youres': An Erotic Friendship between African-American Women During the Mid-Nineteenth Century.”  
Walt Whitman, “Calamus.” |
Jenn Manion, “Transgender Children in Antebellum America.”  
[https://outhistory.org/exhibits/show/transgenderchildrenantebellum](https://outhistory.org/exhibits/show/transgenderchildrenantebellum) |
| Sept. 27 | Medical Knowledge, Pathology, and Identity in the New Century | Leila Rupp, “Definitions and Deviance: Sexual Transformations at the Turn of the Century.”  
“Classifications of Homosexuality,” *Urologic and Cutaneous Review* (1916);  
“Homosexual Complexion Perverts in St. Louis,” *Alienist and Neurologist* (1917) |
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<td>Patricia Yaeger, “Editor’s Note: Bulldagger Sings the Blues.”</td>
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<td>Gertrude 'Ma' Rainey, “Prove It On Me Blues.”</td>
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<td><strong>Assignment #1 Due Sept 30th on Canvas at 11:59 pm</strong></td>
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<td>US Congress, Senate, Committee on Expenditures in the Executive Departments, “Employment of Homosexuals and Other Sex Perverts in Government.”</td>
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<td>Christine Jorgensen Reveals (audio interview)</td>
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<td>Martin Duberman, <em>Stonewall</em> (Sylvia Rivera excerpts) 21-24; 65-71; 122-128.</td>
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<td>James Baldwin, “The Preservation of Innocence.”</td>
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Oct. 25  **The Growth of a Queer Consumer Culture**  
Readings  Jeffrey Escoffier and Chris Mitchell, “Bars and the Queer Economy.”  
[https://outhistory.org/exhibits/show/queering-the-economy/essay](https://outhistory.org/exhibits/show/queering-the-economy/essay)  

Oct. 27  **Queer Leisure Communities**  
Karen Christel Krahulik, “Cape Queer?: A Case Study of Provincetown, Massachusetts.”

Nov. 1  **The Sixties**  
Readings  Kevin Mumford, “Losing the March.”  
David Eisenbach, “Breaking the Conspiracy of Silence.”

Nov. 3  **Stonewall and the Dawn of the Liberation Era**  
Carl Wittman, “A Gay Manifesto”

Nov. 8  **Lesbian Feminism**  
Charlotte Bunch, “Lesbians in Revolt.”  
Radicallesbians, “The Woman-Identified Woman.”

Nov. 10  **Trans Liberation**  
Susan Stryker, *Transgender History*, 79-113  
Marsha P. Johnson, “Rapping with a Street Transvestite Action Revolutionary”  
Film: Screaming Queens

Assignment #2 Due on Nov. 11th on Canvas at 11:59 pm

Nov. 15  **LGBT Politics in the 70s and 80s**  
Marc Stein, “Gay and Lesbian Activism in the Era of Conservative Backlash.”

Nov. 17  **Health Activism and a New Relationship to the State**  
Readings  Katie Batza, “A Clinic Comes Out: Idealism, Pragmatism, and Gay Health Services in Boston.”  

Nov. 22  **Film: United In Anger or Killing Patient Zero or How to Survive a Plague**
Nov. 24  Thanksgiving Holiday-No Class

Nov. 29  AIDS
Assignment # 3 Due in Class~Please Bring Hard Copy
Readings  Larry Kramer, “1,112 and Counting,” New York Native
Vito Russo, “Why We Fight” (Video).
Craig G. Harris, “Cut Off from Among Their People.”
Michelle Lopez interview, Making Gay History Podcast

Dec. 1  The Black Gay Renaissance
Readings  Kevin Mumford, “In the Life of Joseph Beam.”
Joseph Beam, “Caring for Each Other.”
Audre Lorde, “Scratching the Surface: Some Notes on Barriers to Women and Loving.”

Dec. 6  Mobilizations in the 90s and the New Millennium
Readings  Vicki L. Eaklor, “The GLBT Nineties.”
George Chauncey, “The Long Road to Marriage Equality.”
Sarah Schulman, “The Lesbian Avengers.”

Dec. 8  “Sexual Rights and Wrongs”: The Supreme Court and LGBT Communities

Assignment #4 Due Dec. 9th on Canvas at 11:59 pm

Dec. 13  Review & Capstone

Final Exam Due Dec. 21st on Canvas at 11:59 pm