

LGBT History
Spring 2019- 21:512:204 Section 01
Rutgers University-Newark

Course Time: Thursday 2:30 PM - 5:20 PM

Location: Hill Hall 106

Instructor: Andrew Lester

Office: Conklin 245

Office Hours: by appointment

Email: andrew.lester@rutgers.edu

In this course, we will examine the historical emergence and construction of lesbian, gay, bisexual, and transgender identities in the late 19th and 20th century United States from a variety of angles. We will study a range of texts such as essays, news articles, films, songs, and fictional literature to historicize how sexual identities were formed, framed, policed, politicized, and theorized over the course of the 20th century. The course will address topics such as homosexuality in the turn-of-the-century United States, sex in the Harlem Renaissance, sexual politics during the Depression, and the homophile and sexual liberation movements in the 1950s, 1960s, and 1970s. The ways in which LGBT as an umbrella term is always mediated by race, class, gender, and other social variables will also be a critical theme in the course.

Course Objectives:

- Concisely identifying the main argument of a text.
- Understanding what a historical document can tell us about the context in which it was made.
- Familiarizing students with the history of gender and sexuality in US society and culture.
- Studying and understanding how gender and sexual identities changed over time
- Analyzing gender and sexuality through multiple kinds of sources.
- Developing skills in thinking and writing about gender and sexuality historically
- Gaining an understanding of the history of social movements involving sexuality and gender.

Course Requirements

Attendance: Students must attend each class meeting having thoroughly read all assigned readings and prepared to discuss the material in class. Students must bring their readings to class.

Failure to show up for class will impact your grade: all absences must be discussed with the instructor, and will be excused only in the event of a medical issues, family emergencies, and similar situations. If you must miss more than one class for medical reasons, you must provide a doctor's note when you return. More than two unexcused absences will affect a final grade. **Any student who misses four or more sessions through unexcused absences will not earn credit in this class.** Such students should withdraw to avoid getting an F. This might seem punitive, but it reflects the premium placed upon participation in this course.

Participation: While much of our time will be taken up with lecture, we will also have discussions about course readings. You are evaluated in part on your contributions to the discussion. This is not only about quantity of participation, but also about thoughtful participation: selective comments that really move discussion forward and suggest careful engagement with the texts and questions under consideration. Active listening is also part of participating. On its most basic level, this means being present in the classroom in mind and body: texting, web-surfing, chatting with classmates, or being disruptive all suggest you are not being an active listener. I will take note when you respond thoughtfully to other students, when you respect different perspectives and points of view, when you call classmates by name, when you contribute to the classroom's "energy" with alert body language and responsive gestures. Students who routinely contribute to class discussion, show initiative in engaging with the material, and demonstrate their active listening will receive high marks for participation. A valuable part of discussions is the posing of questions; no one is expected to grasp perfectly the significance of all the readings. Thoughtful questions are just as important as comments and active listening.

Reading Responses: You will be responsible for printing and turning in a guided reading worksheet (1-2 pgs. length) once a week on Thursdays beginning with the **third class meeting (Thursday, Feb 7th)**, and continuing through **Thursday, April 25th** – the only exceptions being the days of the midterm and final presentations unless otherwise specified in class or in the syllabus. Reading responses must reflect your reading of one of the texts assigned for that week. You may choose which of the week's readings to base your response on.

Papers: You will write two papers. For each one, you will receive a formal assignment sheet well in advance of the due date with detailed instructions.

- **Paper #1**, due via email on **Thursday, March 28**, should be 2-3 pages. This paper will compare two short stories we will read this semester.
- **Paper #2**, due via email on **Thursday, May 9**, should be 4-5 pages. This paper will be based on your contextualization of two *Word is Out* or *Queer Newark* oral history interviews using course readings.

Presentations: We will have two in-class presentations over the course of the semester: the midterm presentation on **Thursday, March 14** and the final presentation on **Thursday, May 2**. Each presentation is expected to be 15-20 minutes. We will discuss options for topics, format, and possible collaborative work regarding these presentations further during the semester. You will **not** need to submit a reading response worksheet the weeks that you'll be presenting.

Grading: You must complete all assignments in order to pass this class. The grading breakdown is:

Attendance and Participation: 15%

Reading Responses: 15%

Paper 1: 20%

Paper 2: 20%

Midterm Presentation: 15%

Final presentation: 15%

Policy on Academic Integrity (Cheating and Plagiarism): Rutgers University treats cheating and plagiarism as serious offenses. The standard minimum penalties for students who cheat or plagiarize include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

If I find that you have used other people's ideas (e.g., Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade (0 points) for that assignment and will not be able to make it up.

You are expected to be familiar with and adhere to the Academic Integrity Policy, available at <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. Plagiarism will not be tolerated. Any use of the ideas or words of another person without proper acknowledgment of credit will result in penalties up to and possibly including a course grade of F. Likewise for cheating on exams. Note that the uncited use of uncopyrighted material such as Wikipedia entries still constitutes plagiarism.

All submitted assignments must include the following statement: "On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)."

Classroom Guidelines: Inevitably, as we discuss the texts that we will read in this class, I expect there to be a variety of perspectives, disagreements, and debates. Dialogue across our disagreements can help us understanding the readings (and life) more deeply. But please also remain respectful.

Regarding Digital Devices:

1. You should silence your cell phone and any other device that rings, beeps, flashes, or vibrates before you enter the classroom.
2. While in class, please only use laptops, cell phones, or other digital devices for class-related work. If I notice that the attention in class seems to be dwindling, escaping through the computers and cell phones and tablets and out into the ether, I will ask you to put your devices away. **If your non-class-related use of a digital device is disruptive or recurring, you will be marked absent for the days on which such usage occurs.**
3. When emailing me, your message should include your full name and email address. Please do feel free to email me at any time, with any question, but also check the syllabus and/or Blackboard first to see if your question might be answered there.
4. It is your responsibility to maintain an email account that is able to receive messages I send the class from Blackboard. If you need help with this, please contact the NCS Campus Help Desk (<http://ncs.newark.rutgers.edu/helpdesk>, help@newark.rutgers.edu).

Policy on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability

services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact odsnewark@rutgers.edu.

Office Hours: Please make an appointment to discuss any questions you have about assignments, readings, classroom discussions, or other pertinent topics. The only thing I discourage is meeting to cover material from a missed class period; for that, consult fellow classmates. All else is warmly welcomed.

Initial Schedule of Readings and Assignments (subject to revision)

Thursday, Jan 24

Introductions

Defining Concepts: Culture and Intersectionality

Thursday, Jan 31

•Stuart Hall's "Introduction" in Stuart Hall (ed.), *Representation: Cultural Representations and Signifying Practices* (1997). 1-13. https://faculty.washington.edu/pembina/all_articles/Hall1997.pdf

•Bonnie Thornton Dill and Ruth Zambrana, "Introduction" in *Emerging Intersections: Race, Class, and Gender in Theory, Policy, and Practice*. 1-13 (Blackboard)

•Michelle Gibson, Jonathan Alexander, Deborah Meem, "Intersectionalities," in *Finding Out: An Introduction to LGBT Studies* 177-180; 185-188 (Blackboard)

Race and Sexuality in the late 19th Century

Thursday, Feb 7

•Leslie Harris, "From Abolitionist Amalgamators to 'Rulers of the Five Points,'" in *Sex, Love, Race*, 191-212 (Blackboard)

•Siobhan Somerville, "Scientific Racism and the Emergence of the Homosexual Body," 243-266 (Blackboard)

Sexuality as Identity

Thursday, Feb 14

•D'Emilio, "Capitalism and Gay Identity," 467-476 (Blackboard).

•Manalansan, *Global Divas*, 21-35 (Blackboard).

•Chauncey, *Gay New York* excerpt, 15-27 (Blackboard)

Race, Class, and Sexual Identity in the 1920s and 1930s

Thursday, Feb 21

•Nugent, "Smoke, Lilies, and Jade" 95-102 (Blackboard)

•Weinberg, "I Want Muscle," 115-134 (Blackboard)

•Farrell, "Just Boys," 81-98 (Blackboard)

World War II and the Postwar Era

Thursday, Feb 28

- Kennedy and Davis, *Boots of Leather*, **29-66 (Blackboard)**
- Brown, *Evening Crowd at Kirmsers's*, **3-9 (Blackboard)**
- Meyerowitz, *How Sex Changed*, **1-13 (Blackboard)**

Thursday, March 7

- Meyer, "Gay Power circa 1970," **441-464 (Blackboard)**
- Radicalesbians, "Woman-Identified Woman," **1-4 (Blackboard)**
- Wittman, "A Gay Manifesto," **148-151 (Blackboard)**
- Boyd, "Oral History, Jose Sarria," **20-24 (Blackboard)**
- Leitsch, "Police Raid on NY Club...", **11-15 (Blackboard)**
- Clark and Nichols, "NY Gays: Will the Spark Die?" **15-17 (Blackboard)**

In Class Screening: *Screaming Queens*

Midterm Presentations

Thursday, March 14

Midterm Presentations

Thursday, March 21

Spring Break

AIDS & Resistance

Thursday, March 28

Paper #1 Due

- Kramer, "1,112 and Counting," **33-52 (Blackboard)**
- Crimp, *AIDS DemoGraphics*, **12-25 (Blackboard)**
- Moore, *Beyond Shame: Reclaiming the Abandoned History of Radical Gay Sexuality*, **121-145 (Blackboard)**

In Class Screening: *United in Anger*

Sexuality and Women of Color Feminisms

Thursday, April 4

- Lorde, "The Master's Tools Will Never Dismantle the Master's House," **25-28 (Blackboard)**
- Anzaldúa, *Borderlands/La Frontera* Chapter 2, **1-7 (Blackboard)**
- Combahee River Collective, "Combahee River Collective Statement,"

<http://historyisaweapon.com/defcon1/combrivercoll.html/>

LGBT Sexuality and Communities of Color

Thursday, April 11

- Cohen, "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?," **21-47 (Blackboard)**
- Moore et al., "A Community's Response to the Problem of Invisibility: The Queer Newark Oral History Project" **(Blackboard)**

•McCarthy Brown, “Mimesis in the Face of Fear: Femme Queens, Butch Queens, and Gender Play in the Houses of Greater Newark,” **208-227 (Blackboard)**

In Class Screening: *Paris is Burning*

Same-Sex Marriage Debates

Thursday, April 18

•Kenyon Farrow, “Is Gay Marriage Anti-Black?” <http://kenyonfarrow.com/2005/06/14/is-gay-marriage-anti-black/>

•Dean Spade and Craig Willse, “Marriage Will Never Set us Free,” <http://www.organizingupgrade.com/index.php/modules-menu/beyond-capitalism/item/1002-marriage-will-never-set-us-free/>

•John Scagliotti, “Why Gay Marriage Matters: A Reply to Dean Spade and Craig Willse,” <http://www.organizingupgrade.com/index.php/modules-menu/beyond-capitalism/item/1005-why-gay-marriage-matters-a-reply-to-dean-spade-and-craig-willse/>

Thursday, April 25

Paper #2 Thesis Statement Due

•Read at least **two** *The Word is Out* oral histories (**on Blackboard**) *or* watch **two** panels of the 2011 Queer Newark Symposium oral histories:

https://www.youtube.com/playlist?list=PLcjVbz_ygqsNYP8O4QNcNsuIj1ql0amYB

Final Presentations

Thursday May 2

Final Presentations

Thursday, May 9

Paper #2 Due via Email by 11:59 PM