

**LGBT History**  
Spring 2020- 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](mailto: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 19<sup>th</sup> and 20<sup>th</sup> 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 20<sup>th</sup> 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- Understanding what a historical document can tell us about the context in which it was made.
- Becoming familiar 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 posting a reading response (1-2 pgs. length) on Blackboard once a week on Thursdays beginning with the **third class meeting (Thursday, February 6<sup>th</sup>)**, and continuing through **Thursday, April 17<sup>th</sup>** – 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 Blackboard on **Thursday, March 27<sup>th</sup>**, should be 2-3 pages. This paper will analyze one of the short stories we will read this semester.
- **Paper #2**, due via Blackboard on **Thursday, May 8<sup>th</sup>**, 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 13** and the final presentation on **Thursday, May 1**. Each presentation is expected to be 12-15 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](mailto:help@newark.rutgers.edu)).

**Accommodation and Support Statement:**

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu). Contact ODS: (973) 353-5375 or [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).
- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or [DeanofStudents@newark.rutgers.edu](mailto:DeanofStudents@newark.rutgers.edu).
- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).
- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). To submit an incident report: [tinyurl.com/RUNReportingForm](http://tinyurl.com/RUNReportingForm). To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu).

### **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. The Writing Center is available to you free of charge, and you are encouraged to take advantage of their services to strengthen your

reading, writing, and research skills.

**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 23**

Introductions

### **Defining Concepts: Culture and Intersectionality**

#### **Thursday, Jan 30**

•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](https://faculty.washington.edu/pembina/all_articles/Hall1997.pdf)

•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 19<sup>th</sup> Century**

#### **Thursday, Feb 6**

•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 13**

•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 20**

•Nugent, "Smoke, Lilies, and Jade" 75-87 (Blackboard)

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

### **World War II and the Postwar Era**

#### **Thursday, Feb 27**

•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 6**

•Meyer, "Gay Power circa 1970," 441-464 (Blackboard)

•"Rapping with a Street Transvestite Revolutionary: An Interview with Marcia Johnson," 112-120 (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 13**

**Midterm Presentations**

**Thursday, March 21**

**Spring Break**

## **AIDS & Resistance**

**Thursday, March 27**

**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 3**

- 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 10**

- 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 17**

- 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://archive.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://archive.organizingupgrade.com/index.php/modules-menu/beyond-capitalism/item/1005-why-gay-marriage-matters-a-reply-to-dean-spade-and-craig-willse>

**Thursday, April 24**

**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](https://www.youtube.com/playlist?list=PLcjVbz_ygqsNYP8O4QNcNsuIj1ql0amYB)

**Final Presentations**

**Thursday May 1**

**Final Presentations**

**Thursday, May 8**

**Paper #2 Due via Blackboard by 11:59 PM**