

GWS/HIST 403 – Culture and Sexuality
Fall 2011, TuTh 11:00 – 12:15, 207 Lincoln Hall
Professor John D’Emilio, 1212 University Hall; 312 996-2502; demilioj@aol.com
Office Hours: Tu, 2:00-3:00; Wed. 11-12; Th, 9:30-10:30; and by appointment.

This course takes a historical approach to a strikingly new aspect of contemporary life. In the U.S. [and many other parts of the world too], large numbers of people are claiming identities, creating social worlds, & building political movements based on the fact that they desire, are attracted to, form intimate relationships with, or have sex with members of the same sex; or they challenge gender boundaries of male/female and engage in various forms of gender crossing. In the U.S., “lesbian” “gay” “bisexual” and “transgender” [LGBT] are the words most used to describe these identities; sometimes the word “queer” is used to describe the whole range of identities/behaviors marking someone as “not heterosexual” or a gender crosser, or both.

A major goal of this course is to provide a historical understanding of how and why this has come to be over the last three centuries. Another goal is to demonstrate how sexual/gender expression and sexual/gender identity have varied and changed across history. And a third goal is to describe how the writing of LGBT history has evolved over the last forty or so years.

The following books are central to the course and are available in the campus bookstore:

Leila Rupp, *A Desired Past*
Allan Berube, *My Desire for History*
Nan Boyd, *Wide-Open Town*

In addition to these books, there are a significant number of required readings that are available on the course blackboard site.

Course Requirements:

A college course, especially an advanced course, is like a 15-week “community.” Communities work best when members are responsible, when they do the work of the community, attend community events, and participate in the life of the community. With that in mind, my expectations are:

Attendance: Attend class! There is no such thing as an “excused” absence, except for prolonged hospitalization or life-threatening crises. Everyone is allowed two absences. After that, I reserve the right to lower your grade. So – save your two absences for when you really need them.

Participation: I will do some lecturing in every class [more in some, less in others], and there will be time in every class for discussion. Constructive participation in discussion, based on thoughtful responses to the readings and lectures, will be a factor in everyone’s final grade.

Written Work / Exams [All Students]:

There will be three take-home exam essays. For each of them, I will distribute the question[s] the week before the essay is due. The exams must be typed, double-spaced, one-inch margins, 12-point type, stapled or clipped, and must be from 5 to 7 pages in length.

Undergraduates Only:

A 5-page report on a book on LGBT history, from a list I will distribute. The list of books, and a description of the assignment, will come next week.

Graduate Students Only:

Graduate students will write a 10 to 12 page paper, first draft due Tuesday November 15th, final draft due Thursday December 1st. This paper can take one of two forms: a) it can be a research paper, grounded in the use of documentary evidence as historians understand that, about a focused topic in LGBT history. I recommend doing something on Chicago, because of the easier availability of sources, but it doesn't have to be about Chicago; or b) it can be a review essay of historical literature on a topic about which a good bit has been written. Some of our class topics – science, community, romantic friendship, politics, and resistance – are possibilities. **Consult me early and often; don't wait until you think you're sure you know what your topic is!**

Other Matters:

1) Plagiarism – very bad! It takes two primary forms: 1) handing in as your own the work of others; 2) incorporating the work of others into your own without giving clear and full credit. About the first form: **just don't do it!** It's inexcusable. About the second form: it's better to err on the side of caution: put quotes around the words of others instead of closely paraphrasing; do a footnote/endnote and cite the source for your information or ideas. Talk to me if you have any confusion about this.

2) Disabilities and Accommodations. The Office of Disability Services facilitates access for students through consultation with faculty. To be eligible for such accommodations, students should register with Disability Services. Students needing accommodation should check with me in the first two weeks of the semester.

3) Blackboard. There is a site for this course. The syllabus is located under "Course Information" and the readings under "Course Documents." I will tend to communicate with you via email rather than just by posting announcements on the site. There may be some times during the course where I ask you to post comments on the readings or on a particular topic on a discussion board on the site.

Schedule of Classes and Assignments

Classes #1 & 2: Thinking about History and Thinking Historically.

Readings Due Thursday, August 25th

- Rupp, Chapter One – Introduction
- D’Emilio, “Born Gay?”
- www.legacyproject.org – read “home” “about” “history” and “board statement”

Classes #3, 4, & 5: Not Gay or Lesbian

Readings Due Tuesday, August 30th

- Rupp, Chapter Two
- Kathleen Brown, “Changed into the Fashion of Man”
- Elizabeth Reis, “Hermaphrodites and ‘Same-Sex’ Sex in Early America”

Readings Due Thursday, September 1st

- Ramon Gutierrez, “Warfare, Homosexuality, and Gender Status Among American Indian Men in the Southwest”
- Gunlog Fur, “Weibe-Town and the Delawares-as-Women: Gender Crossing and Same-Sex Relations in Eighteenth Century Northeastern Indian Culture”

Readings Due Tuesday September 6th

- Jonathan Ned Katz, *Gay American History*, 17th and 18th Century Documents
- Katz, *Gay American History*, Native American Documents

Classes #6 & 7: “The Romantic Friendship Tradition”

Readings Due Thursday September 8th

- Rupp, Chapter Three
- Carroll Smith-Rosenberg, “The Female World of Love and Ritual”
- Karen Hansen, “No Kisses Is Like Yours”

Readings Due Tuesday September 13th

- Jonathan Ned Katz, *Love Stories*, pp. 3-41

Class #8 & 9: The “Identity” Issue

Readings Due Thursday September 15th

- D’Emilio, “Capitalism and Gay Identity”
- Berube, Chapter One, “Lesbian Masquerade”
- Katz, *Gay American History*, “Dr. J. Allen Gilbert”

Readings Due Tuesday September 20th

- Lillian Faderman, *To Believe in Women*, pp.1-60.

Classes #10 & 11: Science Claims Sexuality

Readings Due Thursday September 22nd

- Rupp, Chapter Four
- George Chauncey, "From Sexual Inversion to Homosexuality"
- Lisa Duggan, "The Trials of Alice Mitchell"

Readings Due Tuesday September 27th

- Joanne Meyerowitz, *How Sex Changed*, Introduction and Chapter One

Class #12: First Exam Essay Due, Thursday September 29th

Classes #13, 14, & 15: The Emergence of Urban Communities

Readings Due Tuesday, October 4th

- Rupp, Chapter Five
- Boyd, pp. 1-101

"Readings" Due Thursday October 6th

- Chicago History Museum exhibit. Students must visit in advance the exhibit on Chicago LGBT History at the Chicago History Museum on Clark Street, just about North Avenue. Allow about 2 hours for a slow and thoughtful visit, in which you take notes. Mondays are free, other days there's a student discount. See <http://chicagohs.org/>

Readings Due, Tuesday October 11th

- Garber, "A Spectacle in Color"
- Bruce Nugent, "Smoke, Lilies, and Jade"
- www.brucenugent.com – read "About" for a biographical summary
- David Johnson, "The Kids of Fairytown"
- Roey Thorpe, "The Changing Face of Lesbian Bars in Detroit, 1938-1965"
- Berube, Chapter 4, "Resorts for Sex Perverts"

Classes #16, 17, 18: War, Oppression, and Resistance

Readings Due Thursday, October 13th

- Rupp, Chapter Six
- Berube, My Desire for History, Part Two

Readings Due Tuesday October 18th

- Boyd, pp. 102-193
- Berube, Chapter Two, "Behind the Specter of San Francisco"

Readings Due Thursday, October 20th

- Boyd, pp. 194-236
- Terence Kissack, "Freaking Fag Revolutionaries"
- Carl Wittman, "A Gay Manifesto"
- Radicalesbians, "The Woman-Identified Woman"
- Combahee River Collective, "A Black Feminist Statement."

Classes #19, 20, and 21: Building Movements, Identities, & Communities

Readings Due Tuesday October 25th

- Susan Freeman, "From the Lesbian Nation to the Cincinnati Lesbian Community"
- Horacio Roque Ramirez, "That's My Place: San Francisco's Gay Latino Alliance, 1975-1983"
- John Howard, "Protest and Protestantism"
- Kimberly Springer, "Black Feminist Organizations and the Emergence of Interstitial Politics"

Readings Due Thursday October 27th

- Ian Lekus, "Health Care, the AIDS Crisis, and the Politics of Community"
- Cathy Cohen, "Contested Membership: Black Gay Identities and the Politics of AIDS"
- John Andriote, "The Ryan White Care Act"

Readings Due Tuesday November 1st

- Jean O'Leary, "From Agitator to Insider"
- Chai Feldblum, "The Federal Gay Rights Bill"

Class #22: Second Exam Essay Due Thursday November 3rd

Classes #23, 24, 25: Autobiography, History, and Identities

Readings Due Tuesday November 8th

- Berube, Introduction and Chapters 10, 11, 12.

Readings Due Thursday November 10th

- Berube, Chapters 13, 14.

Readings Due Tuesday November 15th

- Berube, Chapters 15, 16.

Classes # 26 & 27: Doing Community History On-line

Readings Due Thursday, November 17th

- 3 entries from http://outhistory.org/wiki/Exhibit_Entries

Readings Due Tuesday November 22nd

- 3 more entries from http://outhistory.org/wiki/Exhibit_Entries

Class # 28: The Future of LGBT History

Tuesday November 29th

- Discussion based on semester's readings and what's "missing"

Class #29:

Thursday December 1st

- Reports from graduate students on their research papers

Final Exam Essay Due Monday December 5th, by 1:00 PM