

History 177
Gay Men and Lesbians in United States History
Professor Unger Fall, 2012

This course fills “old” core U.S. History and Gender Studies requirements
For the core beginning Fall 09, this course fills Diversity core requirements and five pathways:
American Studies
Gender, Sexuality & the Body
Leading People, Org & Social Change
Law & Social Justice
Race, Place, & Social Inequalities

If you declare a Pathway in these areas you may use a representative piece of work from this course in the Pathway Portfolio you will complete during your senior year. Recommendation: Please keep electronic copies of your work.

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Course Goals and Objectives: Why is it important for both homosexual and heterosexual Americans to understand the gay and lesbian history of our nation?

“If we do not know our own history, we are doomed to live it as though it were our private fate.”
Hannah Arendt, political theorist

This course will examine the incredibly amorphous topic of homosexuality in American history. What is homosexuality? Did it exist prior to modern industrialization and urbanization? What’s the difference between homosexual acts and homosexuality? What’s the relationship between gay and lesbian history, Queer History, and Queer Theory?

We will trace the history of same-sex desire from the pre-Columbian period to the present within the larger, rich history of the changing social, economic, political, and intellectual life within the United States. Issues of gender, race, class, geographic setting, and ethnicity will merit appropriate attention, particularly as those categories relate to differences in power and privilege, leading to inequality and injustice. Through a variety of primary and secondary sources, we will examine self-conceptions and self-identifications of gay men and lesbians as well as the constructs of homosexuality and the resultant prescribed roles. The course is designed to familiarize you with the some of the best current scholarship in the field and challenge you to think critically about the role of diversity in the world, particularly the role of homosexuality in American history and society. To take full advantage of the lecture/discussion format, regular attendance and informed participation are of the essence.

Course requirements include a mid-term, a final, quizzes, and two book reviews. Grades will be determined as follows:

In class contributions/attendance 10%

You will demonstrate through your contributions to class discussions a mastery of oral communication as you describe examples of diverse human experiences, identities and cultures as they intersect within the broad context of the United States.

Quizzes 4%

Students are required to have **completed** the assigned reading by the day it is to be discussed. Even if we fall behind in class, always keep up with the syllabus. Random quizzes will help to motivate you to complete the assigned readings on time (which maximizes learning and discussion). Therefore, **ALWAYS BRING A SCANTRON SHEET AND PENCIL TO EACH CLASS**. If you buy a packet of 8, you should have enough for the quarter. Quizzes cannot be made up if you are late, absent, or unprepared, but the lowest quiz score will be dropped. The discussion/study questions are designed to guide you through each reading and prepare you for class and for the quizzes and examinations.

Midterm 24%

I'll be giving you a sample exam, so that you'll know what to expect.

Final Exam 34%

Through the exams, you will demonstrate a systematic and analytic comprehension of gay and lesbian history; a mastery of critical thinking, problem solving, and written communication; and an understanding of the historical context of contemporary social and civil issues. In analyzing differences in power and privilege related to the various social categories, you will also identify and discuss paradigms that lead to inequality and injustice—and to the promotion of equality and justice.

Two Book Reviews 14% each

You will demonstrate a systematic and analytic comprehension of American gay and lesbian history and a mastery of critical thinking, problem solving, and written communication.

FOUR REQUIRED BOOKS

the first three are available at the student bookstore:

A Desired Past: A Short History of Same-Sex Love in America, Leila Rupp, 1999.

Odd Girls and Twilight Lovers: A History of Lesbian Life in Twentieth-Century America, Lillian Faderman, 1991.

Cures: A Gay Man's Odyssey, Martin Duberman, 1991. (either the original or the 2002 edition) (Your written review of this ENTIRE book is due October 26. Don't let this sneak up on you--read ahead!)

A book of your own choosing, which you will review, as detailed in the separate handout

You are also **required** to read all the articles compiled for you in the class packet, which were selected from the following sources:

Teaching American History: Essays Adapted from the Journal of American History, 2001-2007, Carol Lasser and Gary Kornbluth, eds. Bedford/St. Martins Press, 2009.

Queer Theory, Annamarie Jagose, 1996.

Living the Spirit: A Gay American Indian Anthology, Will Roscoe, ed., 1988.

Major Problems in the History of Sexuality, Kathy Peiss, ed., 2002.

The Greatest Taboo: Homosexuality in Black Communities, Delroy Constantine-Simms, ed., 2000.

Hidden From History: Reclaiming the Gay and Lesbian Past, Martin Duberman, Martha Vicinus, and George Chauncey, Jr., eds., 1989.

Coming Out Under Fire: The History of Gay Men and Women in World War II, Allan Berube, 1990.

Becoming Visible: A Reader in Gay and Lesbian Studies, Kevin Jennings, ed., 1994.

Queer Ecologies: Sex, Nature, Biopolitics, and Desire, Catriona Mortimer-Sandilands and Bruce Erickson, eds., 2010.

History News Service, “Who Cares Why Gays are Gay?”

Asian American Sexualities: Dimensions of the Gay and Lesbian Experience, Russell Leong, ed., 1996.

Modern American Queer History, Allida M. Black, ed., 2001.

We will also see and discuss in class three films:

Before Stonewall

After Stonewall

The Celluloid Closet

OPTIONAL:

There are a number of student guides to the study of history that offer suggestions on note taking, writing reviews, studying, etc. If you think one might prove helpful to you, I recommend Jules R. Benjamin's A Student's Guide to History.

All readings are to be completed BY the date listed on the syllabus. This means you are to have completed ALL the readings listed by that date, to have thought about them, and to be prepared to provide meaningful commentary and/or questions. The discussion/study questions are designed to aid you in optimal use of the material.

For the readings from the class packet: The numbers in brackets refer to the hand written page number at the bottom of each page in the packet.

Sep 17 Introduction to course

19 reader: Unger, “Teaching ‘Straight’ Gay and Lesbian History” [1-5]

available online at <http://www.journalofamericanhistory.org/textbooks/2007/unger.html>

Introduction to DESIRED PAST, pp. ix-11

reader: Jogose, from QUEER THEORY [pp. 7-18]

21 no class—I suggest you start reading Duberman’s Cures and/or select the other book you’re going to review

24 Conclude our discussion of Queer Theory

26 Pre-Columbian America:

DESIRED PAST, pp. 12-27

Reader: from LIVING THE SPIRIT “Sex/Gender Systems in Native North America” [pp. 19-27]

Reader: from THE GREATEST TABOO “Hearing Voices” [pp. 29-to middle of left hand of page 33]

- 28 AUTHOR, TITLE, PUBLISHER and COPYRIGHT DATE OF BOOK YOU'RE CHOOSING TO REVIEW DUE **in my email box** by the **beginning** of class
Pre-Columbian America continued plus Colonial America:
Reader: from THE GREATEST TABOO "Hearing Voices" [middle of left hand of page 33-38]
DESIRED PAST pp. 27-36
plus reader: by Godbeer, "Sodomy in Colonial New England" [pp. 39-53]
- Oct 1 Homosexuality and Enslavement:
Reader: from The GREATEST TABOO "Rereading Voices from the Past" [pp. 55-64]
- 3 Industrializing America:
DESIRED PAST pp. 32-72
- 5 continued plus
Reader: from HIDDEN FROM HISTORY "She Even Chewed Tobacco" [pp. 66-72]
- 8 Sexual Transformation at Turn of the Century Through the 1920s:
DESIRED PAST pp. 73-123
Reader: "Mabel Hampton Recalls" [pp. 73-74]
Reader: "From Jook Joints" [pp. 116 to middle of right hand side of 117]
- 10 1920s (continued) and 1930s:
DESIRED PAST pp. 123-139
ODD GIRLS AND TWILIGHT LOVERS pp. 93-117
- 12 Review: First 20 minutes of film BEFORE STONEWALL
plus World War II:
DESIRED PAST pp. 130-140
Reader: from COMING OUT UNDER FIRE, [pp. 75-91]
ODD GIRLS AND TWILIGHT LOVERS pp. 118-125
- 15 Continued plus
15 minutes of film BEFORE STONEWALL
- 17 MIDTERM—covers all readings, lectures, film, and discussions since Sep 17th
- 19 Postwar Activism/Cold War:
ODD GIRLS AND TWILIGHT LOVERS pp. 125-38
Reader: from COMING OUT UNDER FIRE "Legacy of War" [pp. 91-103]
- 22 OPTIONAL reviews of CURES due today
"Legacy of War" continued
Reader: from BECOMING VISIBLE "The Trouble With Harry" [pp. 105-114]
- 24 McCarthyism and Aftermath
DESIRED PAST pp. 140-153
ODD GIRLS AND TWILIGHT LOVERS pp. 139-187
Reader: "From Jook Joints" [Cherry Grove: bottom right of pp. 117-top left of 119]
- 26 Review of CURES due today
Also submit your review electronically to turnitin.com
class #5244589, Password: Pride
We will discuss CURES, Prologue-p. 62
- 29 First hour of film CELLULOID CLOSET
- 31 CURES pp. 63-158
Reader: Unger, "Who Cares Why Gays are Gay?" [131]
Also available online at: <http://www.h-net.org/~hns/articles/2007/022707a.html>

Nov 2 final 55 minutes of BEFORE STONEWALL

5 Stonewall!:

ODD GIRLS AND TWILIGHT LOVERS pp. 188-245

Reader: "From Jook Joints" [left hand side of p. 119-129]

7 Post-Stonewall: CURES pp. 153-301

9 FINAL DAY TO HAND IN BOOK REVIEW DRAFTS (**OPTIONAL!!**)

Post-Stonewall continued

12 The 1980s:

DESIRED PAST pp. 189-199

ODD GIRLS AND TWILIGHT LOVERS pp. 246-292

First 35 minutes of film AFTER STONEWALL

14 FINAL DUE DATE FOR BOOK REVIEWS

Also submit your review electronically to turnitn.com

class 5244589, Password: Pride

AIDS and Issues Beyond

ODD GIRLS AND TWILIGHT LOVERS pp. 292-99

Reader: from GREATEST TABOO "Homophobia in Black Communities" [pp. 133-137]

Reader: from ASIAN AMERICAN SEXUALITIES

"Asian American Lesbian" [pp. 139-141]

and "In Our Own Way" [pp. 142-146]

16 No Class! Enjoy your Thanksgiving!

26 Final 50 minutes of film AFTER STONEWALL

28 Conclusions

ODD GIRLS AND TWILIGHT LOVERS pp. 299-308

Final 40 minutes of film CELLULOID CLOSET

Reader: from MODERN AMERICAN QUEER HISTORY

"Where are we Now?" [pp. 147-162]

30 Continued, plus evaluations and review

[Please do on-line course evaluation]

17 Final exam for the class that meets at 9:15: Wednesday at 9:10 am

Final exam for the class that meets at 10:30: Friday at 9:10

covers all readings, lectures, film, and discussions since October 17th

It is violation of university policy to take a final exam at anything but the appointed hour on the appointed day. Please keep this in mind as you make your end-of-the-academic

quarter travel plans.

PLEASE BRING YOUR READER TO THE FINAL EXAM AND TURN IN—THANK YOU!

Both exams will be in essay form. I will be giving you a sample exam before the mid-term so you can see exactly what to expect. If you are uneasy about your essay writing ability, here is a suggestion: Prepare one or two answers from the sample exam or the study/discussion questions before the exam. I will gladly go over your essay with you individually and show you how to improve. After both exams I will make photocopies of the best answers available for reading in my office. Students have found these samples enormously helpful. Let me know of anything else you might think of to help you do your best.

Attendance will be taken frequently, since it figures into your final grade, and you are expected to attend every class. If you are hit by a meteor, or have some other verifiable emergency, or have brought me to the appropriate paperwork from your sports' team or other official SCU entity, your absence will be noted as excused. If you miss class for any reason, it is your responsibility to keep up to date with the course, which usually involves getting the notes you missed from a classmate and then letting me know if you have any questions about those notes. Do recognize that whether an absence is or is not excused, failure to attend class cannot help but negatively impact your ability to do your best in the class, and often this affects final grades.

Chit-chatting and sleeping in class: DON'T!!!! Making comments to fellow classmates is very distracting to others (especially me). Please wait until the class is on a designated break or is over to talk to your friends. If you missed a phrase or concept, please ask me, not your neighbor. If you feel yourself falling asleep in class, please get up, go home, and take a nap. You cannot learn anything while you are asleep and you'll rest better in bed. Otherwise, TURN OFF YOUR CELL PHONE and plan to stay in your seat the entire class period.

Please do not hesitate to ask me questions or make comments openly during class. If you don't understand something (whether from the book or a lecture) chances are excellent that others are also confused and could benefit from clarification. Your comments (not just questions) are also welcome and are valued as significant contributions. Some of the greatest teaching comes from in-class student comments. And as an added bonus, class participation does constitute 10% of your grade.

The reading packet was funded by a "Building Partnerships for Diversity" grant from the Center for Multicultural Learning

UNIVERSITY DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahnann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

UNIVERSITY ACADEMIC INTEGRITY POLICY:

Members of the University community are expected to be honest in their academic endeavors, whether they are working independently or collaboratively, especially by distinguishing clearly between their own original work and ideas, and those of others, whether published or not. See <http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm>

Finally—I realize that this course requires a great deal of effort. I give you the words of Jimmy Dugan (Tom Hanks's character in *A League of Their Own*), who is responding to the resignation of his star baseball player because "it just got too hard": "It's SUPPOSED to be hard. If it wasn't hard, everybody would do it. The 'hard' makes it great."

