

# The History and Psychology of the “Gay” Family in America: Origins, Context, and Implications

Psychology 5775; Gender Studies 5775; History 4635; History 6910

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This class is an interdisciplinary exploration of LGBT families (i.e., the families of lesbian, gay, bisexual and transgender individuals) in America. Drawing on texts from the fields of History and Psychology we will analyze the dynamics of the LGBT family in light of a long record of family diversity in America. We will examine the most recent psychological literature on family life including research into LGBT couples, marriage, and parenting. Finally, we will address the impact that the emergence of LGBT families has had on American understandings of categories such as gender, race, and class, as well as of the structure, purpose and ideology of family.

## **Course Requirements:**

Your grade in this course will be based on the following breakdown:

Class Participation		20%
10% quizzes		
10% questions on the reading (submitted to WebCT)		
Short History Paper	(3-4 pgs)	20%
Short Psychology Paper	(6-8 pgs)	20%
Midterm		15%
Final		25%

We will be combining lecture and discussion, and as a result meaningful and thoughtful class participation is essential. Breathing oxygen in our presence does not constitute meaningful class participation. We expect you to do the readings for the class, attend the films, listen to the podcasts, come to class on time, and participate in discussion.

In this class you will receive letter grades. Inadequate work will receive an F (E). Weak work (some effort expended, but insufficiently supported or executed) will receive a "D." Average work that meets the minimum requirements of the class will receive a "C." Good work will receive a "B." Only outstanding effort and quality (clear and captivating, insightful and sophisticated, persuasive and error-free) will earn an "A."

Each week you should formulate two comments/questions on two different readings and post them to the class WEBCT page by 9 p.m. on Tuesday. You will not be graded on these questions or observations, but we will record that you did them. We will use your questions and comments to structure our class discussion and you should be prepared to elaborate in class when asked to do so.

**Writing Assignments:** There will be two papers during the course: One which engages the issues of LGBT family from a historical perspective (due Feb. 4<sup>th</sup>) and one which engages the issue from a psychological perspective (due April 8<sup>th</sup>). More details on these assignments will be provided in class.

**Exams:** There will be a take-home midterm (comprised of short-answer questions) distributed on March 2<sup>nd</sup> which will be due on March 4<sup>th</sup>. There will be a take-home final exam (same format) distributed April 27<sup>th</sup> which will be due May 4<sup>th</sup>.

**Classroom Policies:**

No plagiarism or violations of academic integrity will be tolerated in this class. The University outlines its policies at <http://www.regulations.utah.edu/academics/6-400.html>. If we find that any students have violated this code, we will fail them in the class **AND** bring up formal charges against them with the Academic Misconduct Committee. It is your responsibility to understand what constitutes plagiarism and cheating. If you are concerned about what these terms mean, you may come and see one or both of us and we can discuss it.

To deter cheating you will be required to submit your papers to the on-line service [www.turnitin.com](http://www.turnitin.com). **Our class ID is 3742579 and our password is queer.** You will receive a handout early in the semester explaining exactly how to do this.

Beyond adherence to these academic standards of honesty and integrity, everyone must maintain a basic level of maturity, civility, and professionalism. We expect our students to be tolerant and respectful of other people and viewpoints. Reasonable people can disagree without engaging in personal attacks, unless, of course, the Professors attack each other—that's okay. We want an open and comfortable classroom where questions are encouraged and discussions flow freely.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

**Readings:**

You only need to buy one book for this course, and that's Alison Bechdel's *Fun Home*. It's available at the bookstore. All other materials are available on e-reserves, streamed on the library website (in the case of films), and available for free online (in the case of pod-casts). We have placed extra copies of *Fun Home* on paper reserve.

## **Week 1: Introduction: What's a Family? What's Gay?**

## **Week 2: Historical Family Ideology, Citizenship and Identity**

### **Readings for January 19:**

John D'Emilio, "Capitalism and Gay Identity"  
Ritch C. Savin-Williams, excerpt from "The New Gay Teenager"  
Wadsworth and Wesley, "Ordered Families" and "Evangelical Childrearing"  
Abigail Bailey, "An Abominable Wickedness"  
Brenda Stevenson, "Slave Marriage and Family Relations"  
Fugitive Slave Lewis Clarke, "A Slave Can't Be A Man"  
Dorothy Sterling, "Seduction" and "Courtship and Family Life"

***FILM:*** This evening at the Marriott library, there will be a showing of "Lead with Love," a 35min documentary film designed as an intervention to help parents of LGBT kids deal with their kids' coming out. The film was produced by Dr. David Huebner, who will be visiting class on March 2<sup>nd</sup> and talking about his research on LGBT families. You can either attend the premier this evening – January 19<sup>th</sup> – at the Marriott library auditorium at 7pm (after which there will be a Q&A with the filmmakers, which ought to be supercool) or you can watch the film online, sometime before Dr. Huebner's visit on March 2.

## **Week 3: Romantic Friendships and Homosociality**

### **Readings for January 26:**

Lillian Faderman, "19<sup>th</sup> Century Boston Marriages"  
Judith Gay, "Mummies and Babies" and Friends and Lovers in Lesotho"  
John Wrathall, "Provenance as Text"  
Emma Willard, "Matrimonial Risks"  
Sarah Ayer, "The Widowed State"  
Bella DePaulo and Wendy Morris, "Singles in Society and in Science"

## **Week 4: "In the Life": Gay Community Formation**

### **Readings for February 2:**

George Chauncey, "Fairy as Intermediate Sex" and "Trade"  
Jane Ward, "Dude-sex: White Masculinities and 'Authentic' Heterosexuality Among Dudes who Have Sex with Dudes."  
Benoit Denizet-Lewis, "Double Lives on the Down Low"

**History Paper due Friday, February 4 in Prof. Clement's  
box in 310 CTIHB by 4 p.m. and to turnitin.com**

## **Week 5: The Emergence of Gay Identity**

### **Readings for February 9:**

Phillip Hammack, et al. "Configurations of Identity among Sexual Minority Youth"  
George Chauncey, "The Forging of Queer Identities"  
Joanne Meyerowitz, "Sex Change and the Popular Press"  
Paula Rust, "Bisexuality in a House of Mirrors"

**Week 6: Who is this Queer Child?—(Guest Lecture by Kathryn Stockton)**

**Readings for February 16:**

Kathryn Bond Stockton, excerpt from *Queer Child*

**Listen:** *This American Life*, “Sissies,” Episode 46, 12/13/1996

**Film:** *Hanging Garden*

**Week 7-- “Come Out, Come Out, Wherever You Are”**

**Readings for February 23:**

Alison Bechdel, *Fun Home*, Chapters 1-3

Laurie Heatherington and Justin Lavner “Coming to Terms with Coming Out”

Arlene Lev, “Family Emergence”

Jennifer Boylan, excerpt from “She's Not There: A Life in Two Genders”

**Film:** *Red without Blue*

**Week 8—Family Responses to Queer Kids (Guest Lecture by David Huebner)**

**Readings for March 2:**

Alison Bechdel, *Fun Home*, Chapters 4-5

Caitlin Ryan et al, “Family Rejection as a Predictor of Negative Health Outcomes”

Susan Salzburg, “Learning That an Adolescent Child is Gay or Lesbian”

Heather Murray, “Out of the Closets, Out of the Kitchen”

Andre Grace, “The Charisma and Deception of Reparative Therapies”

Reid Vanderburgh, “Appropriate Therapeutic Care for Families with Pre-Pubescent Transgender/Gender-Dissonant Children”

**Film:** *Lead with Love*

**Take Home Mid-term Due, Friday March 4, by 4p.m.  
to BOTH Professor’s email and to turnitin.com**

**Week 9—Gay Couples**

**Readings for March 9:**

Alison Bechdel, *Fun Home*, Chapter 6

Anne Peplau and Adam Fingerhut, “The Close Relationships of Lesbians and Gay Men”

Celia Kitzinger and Adrian Coyle “Lesbian and Gay Couples: Speaking of Difference”

Meg Barker and Darren Langdridge, “Whatever Happened to Nonmonogamies?”

Judith Stacey, “The Families of Man”

**Listen:** *This American Life*, “81 Words,” Episode 204, 1/18/2002

**Week 10-- Parenting from the Closet**

**Readings for March 16:**

Alison Bechdel, *Fun Home*, Chapter 7

Stacy Braukman, “Nothing Else Matters but Sex”

“1950’s Families” (Documents)

Estelle Freedman, “Uncontrolled Desires,”

**Film:** *The Smith Family*

**Week 11—Spring Break!!!**

## **Week 12: The “Gaybe Boom” Part I**

### **Readings for March 30:**

Terry Boggis, “Affording Our Families: Class Issues in Family Formation”

Amy Hequembourg, “Unscripted motherhood”

Cherrie Moraga, excerpt from *Waiting in the Wings*

Liz Mundy, “Sperm Bank Helps Lesbian Get Pregnant”

Victoria Clarke and Celia Kitzinger, “We’re not living on planet lesbian.”

Sally Hines, “Intimate transitions: Transgender practices of partnering and parenting”

## **Week 13: The “Gaybe Boom” Part II**

### **Readings for April 6:**

Dan Savage, excerpt from *The Kid*

Joshua Ganson, “Talking Freaks”

Liz Mundy, “Two Men, Two Babies”

Timothy Biblarz and Judith Stacey, “How Does the Gender of Parents Matter?”

Victoria Clarke “Sameness and Difference in Research on Lesbian Parenting”

## **Psychology Paper due Friday, April 8 by 9 a.m. to Dr. Diamond’s email and to turnitin.com**

## **Week 14: Gay Families in the Courts of Law and Public Opinion**

**(Guest Lectures by Cliff Rosky and Claudia Geist)**

### **Readings for April 13:**

Rosky, “Like Father Like Son”

Brian Powell, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman, "Family Accounts"

**Film:** *Mom’s Apple Pie*

## **Week 15: Dying Amongst Your Kin**

### **Readings for April 20:**

Jennifer Brier, “Locating Lesbian and Feminist Responses to AIDS”

Michael Botkin, “Signs of Death”

Walt Odets, "Life in the Shadow"

Kathryn Almack, Jane Seymore, and Gary Bellamy, “Exploring the Impact of Sexual Orientation on Experiences and Concerns about End of Life Care”

**Film:** *Silverlake Life*

## **Week 16: “Going to the Chapel”**

### **Readings for April 27:**

Gil Herdt and Robert Kertzner, “I do but I can’t.”

Sharon Rostosky, et al. “Lesbian, Gay, and Bisexual Individuals’ Psychological Reactions to Amendments Denying Access to Civil Marriage”

Peggy Pascoe, “Miscegenation Law”

Lisa Duggan, “What’s Right with Utah,”

Lisa Duggan, “Holy matrimony!”

**Listen:** *This American Life*, “The Sanctity of Marriage,” Episode 261, 3/26/2004

**Take Home Final Due Wednesday, May 4 to BOTH Professors'  
email by 4 p.m. and to turnitin.com**