

LGBT History
HS 273 Winter 2013
Dr. Chet R. DeFonso

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Office Hours: **Monday 2.00 – 4.00**
 Tuesday 11.00 – noon, 3.00 – 4.00
 Wednesday 2.00 – 3.00
 Thursday 11.00 – noon, 3.00 – 4.00
 Friday 10.00 to noon, 2.00 – 4.00
 and by appointment at the LRC Starbucks

Required Books to Purchase:

Vicki Eaklor, *Queer America*
Ann Bannon, *I am a Woman*
Craig Loftin (editor), *Letters to One*
Andrew Holleran, *Chronicle of a Plague, Revisited*
Merle Miller, *On Being Different*
Susan Strkyer, *Transgender History*

CLASS REQUIREMENTS:

4 Reading Quizzes @ 20 points 3 rd week, 7 th week, 9 th week, 12 th week (on Tuesdays, covering previous weeks' assignment)	80 points
2 in-class tests @ 50 points End of Week 4 (February 7) End of Week 10 (March 14) (on Thursdays)	100 points
1 short essay on being gay in the 1950s	60 points
Semester Project – Something that you are interested in Relevant to LGBT History & Relates to the Course	100 points
1 final exam	100 points
Miscellaneous Class Activities	60 points
	500 points for the semeste

Drop/Add Information:

It is no longer necessary to obtain department or instructor permission to drop or withdraw from a class. Contact the Student Service Center in Hedgcock, or at 227-1221. Students who do not attend classes by Thursday of the first week and who fail to contact me may be automatically dropped from the class roster.

Last day to add this course: January 18

Last day to drop/withdraw with no grade and a refund: January 22

Last day to drop/withdraw with a “W”: March 29

Students with disabilities:

If you have a need for disability-related accommodation or services, please inform the Coordinator of Disability Services in the Disability Services Office at 1104 University Center (227-1737). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

Statement on Plagiarism

Students who submit work which is either in part or in whole the work of others without proper acknowledgement are committing an act of *academic dishonesty* as defined by the NMU student code and as understood by all teaching and learning communities across the world. *Academic dishonesty* when discovered will be dealt with according to the procedures set forth in the student code. While it is true that the rack and the screw are no longer considered appropriate punishments for *academic dishonesty*, punishments can still be severe and their effects long-lasting. All instances of *academic dishonesty* in this class will result in the student automatically failing the class, and may additionally be reported to the Dean of the student's college. It is especially important for students to properly document and acknowledge material obtained electronically. It is especially important for students to realize that the instructor of the class has the ability to detect downloaded research papers obtained from commercial sources.

Statement on Attendance

In this class student participation is **required**. Participation means that you are required to pay active attention and contribute thoughtful comments and questions that further the discussion.

Six unexcused absences will result in half a grade reduction. Nine unexcused absences will result in a whole grade reduction. Twelve unexcused absences (three weeks, people!) will result in an automatic F for the course.

Readings should be completed by the end of each week

Week 1 = January 14

- Day 1: Introduction
- Day 2: The meaning and original of different terms
- Day 3: Sexual difference in early America
- Day 4: “Berdache” and other traditions of Native Americans

Eaklor, *Queer America* - Chapters 1 & 2, pages 1-40

Week 2 = January 21

- Day 5: No Class – MLK King Day
- Day 6: Walt Whitman and the Civil War
- Day 7: Gay Cowboys and the “Wild” West
- Day 8: German Sexology

Eaklor, *Queer America* - Chapter 3, pages 43-61

Week 3 = January 28

- Day 9: Boston Marriages
- Day 10: Gay New York City: Geography (Reading quiz #1)
- Day 11: Music and Sexuality in the Jazz Age
- Day 12: The Great Depression and Gender Policing

Eaklor, *Queer America* - Chapter 3, pages 61-74

Week 4 = February 4

- Day 13: Gays and Lesbians in the Media: Film
“The Celluloid Closet,” part 1
- Day 14: “The Celluloid Closet” part 2
- Day 15: Review of Material
- Day 16: Test 1

Week 5 = February 11

- Day 17: World War II: Coming Out Under Fire
- Day 18: Gays and Lesbians Serving America – film clips
- Day 19: The Impact of Alfred Kinsey
- Day 20: The Red Scare and the Pink Scare in the 1950s

Eaklor, *Queer America*, Chapter 4, pages 77-90

Week 6 = February 18

- Day 21 - The Importance of Southern California: Queer L.A.
- Day 22 - Mattachine Society and the Daughters of Bilitis
- Day 23 - Gay Scandals in Washington D.C.
- Day 24- Reading **One**, the first national Gay & Lesbian publication

Eaklor, *Queer America*, Chapter 4, pages 91-101
Letters to One, Chapters 1 & 2, pages 1 - 102

Week 7 = February 25

- Day 25 - Gays and Lesbians in the Arts
- Day 26 - Lesbian Pulp Fiction – Ann Bannon
Reading Quiz # 2
- Day 27- Looking for Role Models in the 1950s
- Day 28 Being Gay in Rural America

Letters to One, Chapters 3, 4, and 5, pages 103-220
Ann Bannon, *I am a Woman*, all

Essay on being gay in the 1950s will be due in early March, after the break

Statement of Academic Objectives for the Course

- 1. Students will gain an understanding of the way in which social change is experienced over time**
- 2. Students will see how post-World War II America created the seeds for gay and lesbian liberation even in the 1950s**
- 3. Students will understand the role of Stonewall as a symbol and means of identity formation**
- 4. Students will be able to highlight the most important landmarks of gay and lesbian history since 1969**
- 5. Students will gain an understanding of the impact of the HIV/AIDS epidemic upon the GLBT community**
- 6. Students will observe the significant roles played by Transgender individuals and communities in the last 60 years**