

Sexuality and Culture (GWS/HIST 403)
Tuesday and Thursday 3:30-4:45
202 Lincoln Hall

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Welcome to Sexuality and Culture, a class designed to encourage your engagement with the field of queer history. Over the course of the semester we will explore the emergence of, and transformations in, same-sex desire, practice, and identity as well as gender transgression from the late 19th century to the present. Using a wide range of sources, including primary historical documents, historians' accounts of the past, documentary and dramatic films, and most particularly oral history, we will investigate how and why people with same-sex desire and non-normative gender identities formed communities, struggled against state sponsored homophobia and transphobia, and organized movements for social and political change. While mapping these related, but often distinct, struggles, we will simultaneously analyze how race and class differences have fundamentally shaped queer history.

REQUIRED BOOKS:

All the books have been ordered at the University Bookstore. I strongly suggest you purchase all the books. If this is not possible, please let me know immediately so we can arrange for you to get the necessary materials.

- Brett Beemyn, editor, *Creating a Place for Ourselves* (Routledge, 1997)
- Anne Enke, *Finding the Movement* (Duke, 2007)
- Susan Styker, *Transgender History* (Seal Press, 2009)

Articles that appear on the syllabus with (x) are on the blackboard site. For those of you without fast modem connections, I suggest using the campus computer labs to download and print the articles.

Graduate students must read an additional three books. I have not ordered these at the bookstore, so please let me know if you have difficulties obtaining them.

- Margot Canaday, *The Straight State* (Princeton, 2009)
- George Chauncey, *Gay New York* (Basic Books, 1995)
- E. Patrick Johnson, *Sweet Tea* (UNC, 2008)

COURSE MECHANICS:

For Undergraduates

Attendance/Class Participation: This is a course based entirely on class discussions. For these conversations to work, everyone must come to class, carefully do the reading, and regularly engage in class discussions. **Class participation will be worth 25% of the final grade.**

Writing Assignments:

Short Analytical Paper: In this paper you will use one of the methodological essays to critique how historians have dealt with GLBT history in the early 20th century. **This paper will be worth 10% of your final grade.**

Oral History Project

The Oral History Project (OHP) has several parts, as indicated on the schedule. We will spend a good deal of class time discussing the project, which has individual and group components. The oral history practice write-up is worth 5%, the interview and modified transcript is worth 5%, and the final paper is worth 30%. **In its entirety, the Oral History Project will be worth 40% of your final grade.**

Take-Home final exam

The take home exam questions will be distributed during the final week of class and will be due during exam week. It will be a cumulative exam. **The final exam will be worth 25% of your final grade.**

For Graduate Students

Regular class participation and leading class discussion (25%)

Book review for the three additional books (15% each)

Oral history project with additional components (30%)

Students with disabilities who require accommodations for access and participation in this course should register with the Office of Disability Services (ODS) and determine what services are available to them. http://www.uic.edu/depts/oaa/disability_resources/services.html

Academic Integrity: Please read the University policy on academic integrity at www.uic.edu/depts/sja/integrit.htm. If you have any questions about this policy please see me. Academic dishonesty will endanger your standing in the class and at UIC. Beyond plagiarism, I believe academic integrity requires us to have a shared understanding of our roles in this academic community. First and foremost, everybody needs to respect classmates' ideas by not belittling positions we disagree with in class discussion, attending class regularly and on time, and following the semester long conversation by carefully doing the reading. When writing, you cannot take someone else's idea as your own without proper credit, nor can you be careless about editing your work. In practice this means, in addition to submitting papers on time, you must carefully read and edit your papers before handing them in to me. In return, I will give you constructive criticism and return them to you within two weeks of receiving them. Throughout the semester, we will talk more about academic integrity, and its role in making a better university.

August 24

Introductions

Part I: Methods

August 26

Frames/Connexions

Penn, "Queer: Theorizing Politics and History" (x)

Stryker, Chapter 1

August 31

New Ways of Thinking about Old Things

Somerville, "Queer Loving" (x)

Carter, "On Mother-Love" (x)

September 2

Doing Oral History

Shopes, "Making Sense of Oral History," *History Matters: The U.S. Survey Course on the Web*, <http://historymatters.gmu.edu/mse/oral/>, February 2002.

"Oral History," http://www.unc.edu/depts/wcweb/handouts/oral_history.html

Marie Scatena, an oral historian, will visit our class to help us learn more about oral history as a practice.

September 7

Practicing and Interpreting Oral History

Kennedy, "Telling Tales" (x)

We will practice doing oral history in class. You will pair up with a member of class and interview one another with the goal of determining how your classmate got to UIC and GWS 403. You will need to take careful notes and then write a 1-2 page paper that analyzes the turning point of the interview.

Marie Scatena will join for this class as well.

September 9

NO CLASS Rosh Hashanah

Part II: Historical Roots – Chicago and the City

September 14

Before there were gay, lesbian, bisexual and transgender people

D'Emilio, "Capitalism and Gay Identity" (x)

Stryker, Chapter 2

Oral history practice write-up due. Please email a copy of the paper to your interview partner. You will need to read and comment on your partner's oral history.

September 16

Cities as Sites of Desire and Deviance

Heap, *Slumming*, selections (x)

September 21

Sexology at the turn-of-the-century

Duggan, “The Trials of Alice Mitchell” (x)

Somerville, “Scientific Racism and the Invention of the Homosexual Body” (x)

Return oral history practice papers to one another

September 23

Queer Spaces in the Jazz Age and Beyond

Chauncey, “The Policed,” in Beemyn

Heap, “The City as a Sexual Laboratory: The Queer Heritage of the Chicago School” (x)

Graduate Students read Chauncey’s *Gay New York* instead of article and submit book review of it.

September 28

OHP Workshop

Discussion of questions for oral history. We will begin to craft our interviews and post the strategies we come up with on blackboard. We will also discuss the technical aspects of the project in class.

Short analytical paper due – undergraduates only

1-2 paragraph report on who you plan to interview for the Oral History Project – all

September 30

Queer Lives in White and Black Chicago

Johnson, “The Kids of Fairytown,” in Beemyn

Drexel, “Before Paris Burned,” in Beemyn

October 5

Early Bar Battles

Kennedy and Davis, “I Could Hardly Wait...” in Beemyn

Roey Thorpe, “The Changing Face of Lesbian Bars,” in Beemyn

October 7

World War II

Berube, *Coming Out Under Fire*, selections (x)

Part III: Sexual Identity in Post-War America

October 12

Homophobia and Racism after WWII

Beemyn, "A Queer Capital," in Beemyn
Canaday, "Building the Straight State" (x)

Grad Students read Canaday's *The Straight State* instead of her article and submit book review of it.

October 14

The Homophile Movement

Meeker, "Behind the Mask of Respectability" (x)

Selected primary documents (x)

October 19

Transgender Politics before Stonewall

Stryker, Chapter 3

October 21

Gay Liberation

Stein, "Birthplace of the Nation," in Beemyn

We Are Everywhere, selections, (x)

Visit <http://scriptorium.lib.duke.edu/wlm/sexuality.html> and choose a document on lesbian liberation. Bring the document to class.

October 26

OHP Workshop

OHP update (1-2 pages) due, interview should be completed by now. Please post digital file on blackboard site as well as modified transcript. Please listen to and read the modified transcript of 2 interviews in addition to your own. We will discuss the state of the OHP in class.

Part IV: After Liberation

October 28

Bars during the Modern Feminist Movement and Sexual Revolution

Enke, Introduction-Chapter 1 (pgs. 1-101)

November 2

Baseball Diamonds as Queer Space

Enke, Part 2 (pgs. 105-173)

November 4

Spaces for Feminism and Transliberation?

Stryker, Chapter 4

Enke, Part 3 (pgs. 177-252)

November 9
NO CLASS

November 11
The Limits of Liberation: The Politics of Race and Racism
Roque-Ramirez. “That’s My Place!” (x)
Graduate Students read Johnson’s *Sweet Tea* and submit book review of it.

November 16
AIDS
Visit the ACT UP Oral History website (<http://www.actuporalhistory.org>). Choose an oral history that interests you and read the entire document. Bring a copy of three “questions and answers” to class to share with your classmates.

November 18
Contemporary Trans/Queer Politics
Roque Ramirez, “Mira, Yo Soy Boricua y Estoy aquí” (x)
Stryker, Chapter 5

November 23
Class presentations of Oral History Project

Oral History Project paper due for undergraduates

Final exam will be distributed

November 25
NO CLASS THANKSGIVING

November 30
Class presentations of Oral History Project

December 2
Class presentations of Oral History Project

Final Exam for undergraduates and oral history project for graduate students due December 10th at 1pm.