

GLBTQ History in the United States 1850 - 1980



**Instructor: Dr. Gillian Frank, gillian.frank@stonybrook.edu
History 396.03**

Course Meetings: Tuesday and Thursday: 3:50 – 5:10 pm. HUM 3018.

Office Hours: Tuesday and Thursdays: 11 – 12 pm, SBS 319

In 1889 G. Frank Lydston, a Chicago doctor made the bold assertion, “There is in every community of any size a colony of male sexual perverts; they are usually known to each other, and are likely to congregate together and characterized by effeminacy in voice, dress and manner.”

Lydston’s observation raises a number of questions that are central to this course: Were the men that Lydston described “homosexuals”? Were the behaviors he witnessed always considered deviant? Have men who engaged in same-sex sexual practices always gendered themselves or been gendered differently? How did those who loved and desired other of their sex define themselves? How have concepts of same-sex sexual identity and sexual community changed over the past 150 years? How has sexual variance been racialized and classed?

This course focuses on the history of same-sex sexuality in the United States from 1850 - present. We consider the changing meanings of same-sex desires, acts, identities, and relationships; the social definitions and regulations same-sex love and sexuality; the emergence of sexual subcultures, identities, and social movements; and sexual science. We will further explore how racial, geographic, class and gender identities informed same-sex sexuality. By focusing on same-sex sexuality, we examine how non-normative behaviors have been the site of social struggles, regulation and resistance and in so doing rethink the histories of our identities, desires and politics.

Aims:

- To introduce you to historical approaches to studying sexuality in American society.
How? By examining a range of relevant secondary and primary sources.
- To encourage you to think deeply and critically about the central role of sexuality in shaping American culture.
How? By having an ongoing discussion about how sexuality has transformed America in the past.
- To help you identify, analyze and respond to major topics in sexuality in a culturally sensitive and historically informed manner.
How? Through class discussions, reflective writing, structured written responses and course readings.

Required Texts: The majority of course readings will be available for download from blackboard. Students must print these readings and bring them to class. Students should obtain copies of:

- Leslie Feinberg, *Stone Butch Blues: A Novel*

Electronic Availability: I recognize that many of you probably use e-mail very frequently. However, I do not engage in detailed conversations over e-mail. For all *non-urgent* questions about assignments and for other class-related inquiries, please visit me during my office hours or make an appointment. Thank you for your careful attention to this matter.

Participation: Many classes will be conducted as discussions. Therefore, careful preparation in addition to lively and informed participation is essential to your success in this class. If you are uncomfortable talking in class or otherwise concerned about your participation, please consult with me by the second week of the course and we will find alternative means for you to participate.

Attendance: Students are expected to attend all of their classes and are responsible for any work missed. Failure to attend four classes (without an excused absence) will result in a failing grade. Absences up until this point will lead to a warning and penalties to your participation and attendance grade. Class starts promptly and students who are late will receive warnings and grading penalties.

Grading: You must complete *all* assignments in order to pass this class.

- Attendance and Participation – 15%
- Questions and Responses – 35%
- Midterm Exam (take home) – 25% Due Monday, October 10.
- Final Exam (take home) – 25% Due Monday, December 12.

Discussion Questions: As part of your grade you will be required to prepare one comprehensive and substantive question for discussion sections every other week. Your submission will help shape the direction of our class discussion. It will also help develop your analytical and writing skills by allowing you to critically engage with our course readings. Your question therefore must be carefully edited, thought provoking, and relevant to the readings for that day. Please see the announcement on our course website for the discussion question schedule. The schedule will be posted on the second week of class. See the document on our course website for instructions on how to format your discussion questions.

When it is your turn to post discussion questions, your questions must be posted on our website by 10 pm the day before our class meets. This timing is to ensure that your peers are able to respond to your questions. Be sure to bring a copy of your discussion question with you to class.

Discussion Responses: As part of your grade you will be required to prepare one comprehensive and substantive response every other week. If you closely follow the instructions on how to write your response-paragraph, this assignment will help prepare you for constructing your take-home exams. Your submission also will help develop your analytical and writing skills by allowing you to critically engage with our course readings. To that end, you will answer one question posted online by your classmates every other week. This response must be carefully edited, thought provoking, and relevant to the readings for that day and to the question posted online. Please see the announcement on our course website for the discussion response schedule. The schedule will be posted during the second week of class. See the document on our course website for instructions on how to format your discussion responses.

When it is your turn to post discussion responses, you must post your response on our course website by noon the day after class meets.

Americans with Disabilities Act: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Academic Integrity and plagiarism: *All forms of academic dishonesty are serious offenses and will be treated as such in this course.* Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Any suspected instances of academic dishonesty will be reported to the Academic Judiciary. It is your responsibility to make sure you understand the definition of academic dishonesty and plagiarism. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

Course Schedule

Week 1: Introductions

Tuesday, August 30:

- Introduction
- Keywords: Gender and Sexuality
- "The Heterosexual Questionnaire" (1977)

Thursday, September 1: Introducing Social Construction Theory

- Carole Vance, "Social Construction Theory: Problems in the History of Sexuality" in *Knowing Women: Feminism and Knowledge*. Eds. Helen Crowley and Susan Himmelweit. (Cambridge: Polity Press, 1992): 132-146.
- Robert Padgug, "Sexual Matters: On Conceptualizing Sexuality in History," *Passion and Power* (Philadelphia: Temple University Press, 1989): 14-31.

Week 2:

Tuesday, September 6: Female Worlds

- Primary Source: "Letter from a concerned mother," *Saturday Evening Post*, January 1870
- Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America," *Signs* 1 (1975), 1-29.
- Karen V. Hansen, "'No Kisses Like Youres': An Erotic Friendship between Two African American Women during the Mid-Nineteenth Century," *Gender & History* 7 (August 1995), 153-82.

Thursday, September 8: Masculinity and Intimacies

- Primary Source: Walt Whitman, "Calamus"
- E. Anthony Rotundo, "Romantic Friendship: Male Intimacy and Middle-Class Youth in the Northern United States, 1800-1900," *Journal of Social History* 23 (Fall 1989): 1-25.
- Hannah Rosen, "'Not that sort of women': Race, Gender, and Sexual Violence During the Memphis riot of 1866," *Sex, Love, Race: Crossing Boundaries in North American History* (New York: New York University Press, 1999): 267-293.

Week 3:

Tuesday, September 13: Medicalized Identities

- Primary Source: "Classifications of Homosexuality," *Urologic and Cutaneous Review* (1916); "Homosexual Complexion Perverts in St. Louis," *Alienist and Neurologist* (1917) in *American Queer, Now and Then* (Boulder, CO: Paradigm Publishers, 2006): 8, 57.
- Alice Dreger, "Hermaphrodites in Love: The Truth of the Gonads," *Science and Homosexualities* (New York: Routledge, 1997): 46-67.
- Margaret Gibson, "Clitoral Corruption: Body Metaphors and American Doctors' Constructions of Female Homosexuality, 1870-1900," *Science and Homosexualities* (New York: Routledge, 1997): 108-132.

Thursday, September 15: Identity Formation, Popular Culture and Science

- Lisa Duggan, "The Trials of Alice Mitchel: Sensationalism, Sexology, and the Lesbian Subject in Turn-of-the-Century America," *Signs* 18 (Summer 1993), 791-814.
- Harry Oosterhuis, "Richard von Krafft-Ebing's 'Step-Children of Nature': Psychiatry and the Making of Homosexual Identity," *Sexualities in History: A Reader* (New York: Routledge, 2002): 67-88.

Week 4:

Tuesday, September 20: Subcultures and Resistance

- Explore the following links from "The Emergence of Queer Networks in Bronzeville (1900-1940)":
http://outhistory.org/wiki/Bronzeville%27s_Vice_District
http://outhistory.org/wiki/Ernest_Burgess:_Exploring_Sexual_Systems
- George Chauncey, "Christian Brotherhood or Sexual Perversion? Homosexual Identities and the Construction of Sexual Boundaries in the World War One Era," *Journal of Social History* 19 (1985): 189-211.
- Eric Garber, "A Spectacle of Color: The Lesbian and Gay Subculture of Jazz Age Harlem," in *Hidden From History: Reclaiming the Gay and Lesbian Past*. (New York: Meridian, 1990): 318-331.

Thursday, September 22: Urban Pleasures and Dangers

- George Chauncey, "The Forging of Queer Identities and the Emergence of Heterosexuality in Middle-Class Culture," "Lots of Friends at the YMCA," *Gay New York: Gender, Urban Culture, and the Makings of the Gay Male World, 1890-1940* (New York: Basic Books, 1994): 99-130, 151-178.

Week 5:

Tuesday, September 27: Urban Cultures and Spaces

- Nan Boyd, "Oral history: Reba Hudson," and "Lesbian Space, Lesbian territory: San Francisco's North Beach district, 1933-1954," *Wide-Open Town: A History of Queer San Francisco to 1965* (Berkeley: University of California Press, 2003): 68-101.
- Elizabeth Lapovsky Kennedy and Madeline Davis, "I Could Hardly Wait to Get Back to That Bar': Lesbian Bar Culture in the 1930s and 1940s," *Boots of Leather, Slippers of Gold: The History of a Lesbian Community* (New York: Routledge, 1993): 29-66.

Thursday, September 29: Rosh Hashanah – No Classes

Week 6:

Tuesday, October 4: Coming Out Under Fire

- Leisa D. Meyer, "Creating G.I. Jane: The Regulation of Sexuality and Sexual Behavior in the Women's Army Corps during World War II" *Feminist Studies* Vol. 18, No. 3 (Autumn, 1992), 581-601
- Allan Bérubé, "Marching to a Different Drummer: Lesbian and Gay GIS in World War II," "Coming Out Under Fire," *My Desire for History: Essays in Gay, Community, and Labor History* (Chapel Hill: University of North Carolina Press, 2011): 85-112.

Thursday, October 6: Out in Culture

- Primary Source audio-clip: "Christine Jorgensen Reveals" (1957)
- Joanne Meyerowitz, "Sex Change and the Popular Press." *GLQ: A Journal of Lesbian & Gay Studies*, Vol. 4 no. 2 (1998): 159-187.
- Martin Meeker, "A Queer and Contested Medium: The Emergence of Representational Politics in the "Golden Age" of Lesbian Paperbacks, 1955-1963," *Journal of Women's History* 17, no. 1 (2005): 165-188.

Week 7:

Tuesday, October 11: Straight States

- Margot Canaday, "Building a Straight State: Sexuality and Social Citizenship under the 1944 G.I. Bill," *The Journal of American History* (December 2003): 935-957
- David K Johnson, "The Hoey Investigation: Searching for a Homosexual Spy," *The Lavender Scare: The Cold War Persecution of Gays And Lesbians in the Federal Government* (Chicago: University of Chicago Press, 2004): 101-118.

Thursday, October 13: Southern (dis)Comfort (Part 1)

- John Howard, "Ones and Twos," "Sites," *Men Like That: A Southern Queer History* (Chicago: University of Chicago Press, 1999): 3-77.

Week 8:

Tuesday, October 18: Butches and Their Discontents

- Joan Nestle, "Butch-Fem Relationships: Sexual Courage in the 1950's," *Heresies* 3, no. 12 (1981): 21-24.
- Leslie Feinberg, *Stone Butch Blues: A Novel* (Alyson Books, 2004): Chapter 1 – 13.

Thursday, October 20: Stone Butch Blues

- Leslie Feinberg, *Stone Butch Blues: A Novel* (Alyson Books, 2004): Chapter 14 – end.

Week 9:

Tuesday, October 25: Queerness and Obscenity

- Primary Sources: "Boys Beware" (1961)
- Fred Fejes, "Murder, Perversion, and Moral Panic: The 1954 Media Campaign against Miami's Homosexuals and the Discourse of Civic Betterment," *Journal of the History of Sexuality* 9, no. 3 (July 1, 2000): 305-347.
- Whitney Strub, "The Clearly Obscene and the Queerly Obscene: Heteronormativity and Obscenity in Cold War Los Angeles," *American Quarterly* 60, no. 2 (2008): 373-398.

Thursday, October 27: Queerness and Respectability

- Primary Source: Frank Kameny "Does Research into Homosexuality Matter?" *Ladder* (May 1965), 14-20.
- Martin Meeker, "Behind the Mask of Respectability: Reconsidering the Mattachine Society and Male Homophile Practice, 1950s and 1960s" *Journal of the History of Sexuality* 10, No. 1, (January 2001): 78-116.
- John D'Emilio, "Civil Rights and Direct Action: the New East Coast Militancy, 1961-1965," *Creating a Place For Ourselves* (Chicago: University of Chicago Press, 1985): 149-175

Week 10:

Tuesday, November 1: African American Civil Rights and Queer Politics

- Primary Source: Martin Luther King Jr., "An Address by Martin Luther King Jr.," *The Moynihan Report and the Politics of Controversy* (Cambridge, Mass: M. I. T. Press, 1967). 402-409.
- Thaddeus. Russell, "The Color of Discipline: Civil Rights and Black Sexuality," *American Quarterly* 60, no. 1 (2008): 101-128.
- John D'Emilio, "Homophobia and the Course of Postwar American Radicalism: The Career of Bayard Rustin," *The World Turned: Essays on Gay History, Politics, and Culture* (Durham: Duke University Press, 2002): 3-22.

Thursday, November 3: Queer Sixties

- Primary Sources: Harry B. Paschall, "Let me Tell You a Fairy Tale . . .," *Strength & Health* (June 1957): 17; Jack Walters, "Males, Morals, & Mores," *Vim* (July 1959): 2; "Homosexuality and Bodybuilding," *Physique Pictorial* (Fall 1956): 17
- Craig M. Loftin, "Unacceptable Mannerisms: Gender Anxieties, Homosexual Activism, and Swish in the United States, 1945-1965," *Journal of Social History*, Vol. 40, No. 3 (Spring, 2007): 577-596.
- David K. Johnson, "Physique Pioneers: The Politics of 1960s Gay Consumer Culture," *Journal of Social History* 43, no. 4 (June 2010): 867-892.

Week 11:

Tuesday, November 8: Trans- Politics

- Explore: http://www.outhistory.org/wiki/Man-i-fest:_FTM_Mentorship_in_San_Francisco_from_1976_-_2009
- Aaron Devor and Nicholas Matte, "ONE Inc., and Reed Erickson: The Uneasy Collaboration of Gay and Trans Activism, 1964-2003," *The Transgender Studies Reader* (New York: Routledge, 2006).
- Susan Stryker, "Transgender Liberation," *Transgender History* (Berkeley: Seal, 2008): 59-90.

Thursday, November 10: Movements For Sexual Liberation

- Primary Sources: Lucian K Truscott "Gay Power Comes to Sheridan Square" *The Village Voice* (July 3, 1969): 1.
- Brett Beemyn, "The Silence is Broken: A History of the First Lesbian, Gay, and Bisexual College Student Groups." *Journal of the History of Sexuality*, 12.2 2003. 205-223.
- John D'Emilio, "Stonewall: Myth and Meaning," in *The World Turned: Essays on Gay History, Politics, and Culture* (Durham, NC: Duke University Press, 2002): 146 – 53.

Week 12:

Tuesday, November 15: Sexual Revolutions

- Primary Sources: Carl Wittman "A Gay Manifesto" (1970)
http://library.gayhomeland.org/0006/EN/A_Gay_Manifesto.htm
- Marc Stein, "Boutilier and the U.S. Supreme Court's Sexual Revolution" *Law and History Review* 23, no. 3 (Fall 2005): 491-536.
- Simon Hall, "The American Gay Rights Movement and Patriotic Protest," *Journal of the History of Sexuality* 19, no. 3 (2010): 536-562.

Thursday, November 17: Gay Rights and the New Left

- Listen: "New Symposium: The Gay Liberation Front"
<http://lib.berkeley.edu/MRC/pacificalgbt/BB3827.28.m3u>
- J. D Suran, "Coming out against the War: Antimilitarism and the Politicization of Homosexuality in the Era of Vietnam," *American Quarterly* 53, no. 3 (2001): 452-488.
- Ian Lekus, "Queer Harvests: Homosexuality, the US New Left, and the Venceremos Brigades to Cuba," *Radical History Review* 2004, no. 89 (2004): 57-91.

Week 13:

Tuesday, November 22: Lesbian Politics in the 1970s

- Primary Source: Charlotte Bunch, "Lesbians in Revolt" *We Are Everywhere: A Historical Sourcebook of Gay and Lesbian Politics* (New York: Routledge, 1997): 420-423.
- Heather Murray, "Free for All Lesbians: Lesbian Cultural Production and Consumption in the United States During the 1970s," *Journal of the History of Sexuality* 16, no. 2 (May 2007): 251-275.
- Daniel Rivers, "'In the Best Interests of the Child': Lesbian and Gay Parenting Custody Cases, 1967-1985," *Journal of Social History* 43, no. 4 (June 2010): 917-943.

Thursday, November 24: No Classes. Thanksgiving.

Week 14:

Tuesday, November 29: Right Wing Responses

- Listening: Village People, "San Francisco," Steve Dahl, "Do You Think I'm Disco"
- Gillian Frank. "Discophobia: Anti-Gay Prejudice and the 1979 Backlash Against Disco," *Journal of the History of Sexuality*. Vol. 16, no. 2 (May 2007): 276-306.
- Jennifer Brier, "'Save Our Kids, Keep AIDS Out': Anti-AIDS Activism and the Legacy of Community Control in Queens, New York," *Journal of Social History* 39, no. 4 (June 2006): 965-987.

Thursday, December 1: Spaces, Places / Pleasures, Dangers

- Susana. Peña, "'Obvious Gays' and the State Gaze: Cuban Gay Visibility and U.S. Immigration Policy during the 1980 Mariel Boatlift," *Journal of the History of Sexuality* 16, no. 3 (2007): 482-514.
- Horacio N. Roque Ramírez, "'That's My Place!': Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983," *Journal of the History of Sexuality*, Vol. 12, No. 2 (2003): 224-258.

Week 15:

Tuesday, December 6: Southern (Dis)comfort (Part 2)

- E. Patrick Johnson, "Some Bitter and Some Sweet: Growing Up Black and Gay in the South," *Sweet Tea: Black Gay Men of the South* (UNC Press Books, 2008): 24-109.

Thursday, December 8: LAST DAY OF CLASS!

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How To Write Discussion Questions and Responses:

Successful discussion questions will enable you and your peers to think critically about the reading. The following are suggestions on how to prepare provocative and critical discussion questions. The sample question below begins with a statement that interprets the article. The question then offers examples or supporting quotations. Examples are followed by a series of short and provocative questions. The question helps us to understand the text better; analyzes how the text works and what it assumes; enables us to evaluate a text's evidence or arguments; and highlights the implications of the text.

Sample question:

In “Sex Change and the Popular Press,” Joanne Meyerowitz presents the history of Christine Jorgensen, an ex-GI who sought to change her sex from male to female in the 1950s. Her article explores how transsexuals constructed their identity through popular culture and uses Jorgensen’s story to show how “marginalized subjects used available cultural forms to construct and reconfigure their own identities.” Meyerowitz tries to emphasize the agency of transsexuals in creating their own identity. Does Meyerowitz argue that anyone could easily change sex? Who or what does Meyerowitz think had the most power to construct a transsexual identity: doctors, individual seeking sex changes, or popular culture? Do you agree with her assessment? According to the gender norms of the 1950s, when did Christine Jorgensen become a woman?

Discussion Question Formatting Checklist:

Clarity:

- Have I carefully proofread my question for typographical and grammatical errors?
- Have I focused my question on a specific theme or topic that is essential to the text?
- Will the question be clear to my intended reader?

Provides a context for analysis:

- Have I begun with a statement that interprets the article?
- Have I offered relevant examples or supporting quotations from the text?
- Have I clarified essential terms and the meaning of what I am querying?
- Is there an obvious relationship between my quotation and the questions I ask?

Allows for debate:

- Have I presented a series of short and provocative questions?
- Have I asked questions that are genuinely debatable and for which there are a number of possible answers?
- Do my questions enable readers to analyze how the text works and what it assumes?
- Do my questions enable readers to evaluate a text’s evidence or arguments?
- Do my questions highlight the implications of the text?
- Is this question relevant to the text and to our course discussion? Is it worth arguing about?

Comparative Questions (optional):

- Do my questions allow us to relate a text to an issue we've been discussing in previous classes?
- Do my questions makes us compare one text to another text?

Successful discussion responses will demonstrate critical thinking about the reading and the question. Your response should be 250-350 words in length (1-2 paragraphs). Each of your paragraphs should begin with a topic sentence that operates as the thesis of your paragraph. The topic sentence will tell the reader what you will argue and why that argument is significant. The topic sentence should be followed by evidence that supports the topic sentence. Be sure to introduce your evidence and explain why this evidence is relevant to your larger argument. Evidence should be followed by analysis that expands upon or clarifies the implications of the evidence. Finally, the paragraph should end with a sentence that either allows for an easy transition into the next paragraph or explains the broader significance of your overarching argument.

Discussion Response Formatting Checklist:

Your response should be between 250-350 words in length.

Clarity:

- Have I carefully read and understood the discussion question?
- Have I carefully proofread my own response for typos and grammatical errors?
- Have I focused my response on a specific theme or topic that is essential to the question or the text?
- Will my response be clear to my intended reader?

Content:

- Have I begun my response with a thesis statement?
- Is my thesis well developed and clearly focused?
- Does my thesis acknowledge the complexity of the question itself?
- Have I offered relevant examples and supporting quotations from the texts?
- Have I explained the significance of my examples or supporting quotations to the overall argument?
- Have I clarified essential terms and the meaning of what I am arguing?
- Have I kept narrative and description to the minimum needed for analysis?
- Does my conclusion emerge logically from my argument and evidence?