

Western Washington University
Fall 2015
Professor Kevin Leonard

**History 265:
Lesbian, Gay, Bisexual, and Transgendered Experiences in U.S. History**

INTRODUCTION

Lesbians, gay men, bisexuals, and transgendered people have become increasingly visible and vocal in the United States in the past forty years. Members of these communities have left indelible imprints on American politics, art, literature, music, and fashion. Nonetheless, they have largely remained invisible and silent in most U.S. history textbooks and courses. This course seeks to shed light on the experiences of LGBT people in the United States.

Many courses in lesbian and gay history focus on the history of homosexuality. These courses examine how physicians, psychologists, government officials, and other groups of people came to construct the category they labeled “homosexual.” In exploring the social construction of homosexuality, these courses sometimes ignore the experiences of lesbians, gay men, and other gender and sexual minorities. These people become merely objects acted upon by a hostile society. Although this course will not neglect the historical construction of homosexuality, it will focus more on the experiences of people who have come to identify themselves as lesbians, gay men, bisexuals, and transgendered people. It will examine how and why some people have challenged gender and sexual norms and how they have understood themselves and their desires. The course will also explore how and why identities and experiences have changed over the course of the last 150 years. Finally, the course will address the racial, ethnic, and class diversity of queer communities. Our exploration of these topics will rely almost exclusively on ideas expressed by gender and sexual rebels, many of whom have come to call themselves lesbians, gay men, bisexuals, and transgendered people.

GENERAL EDUCATION COMPETENCIES

History 265 is a course that satisfies the requirement that all WWU students complete a course from Block B of courses relating to Comparative, Gender, and Multicultural Studies.

This course will contribute to students’ development of the following competencies:

- Analyze and communicate ideas effectively in oral, written, and visual forms.
- Recognize the rights, responsibilities, and privileges of participating in, and contributing as a citizen in, a diverse society.

OBJECTIVES

Many students believe that the study of history primarily requires them to memorize names, dates, and other “facts” about events in the past. Most college-level history courses, however, are

designed to help students develop a variety of intellectual competencies. Scholars who study the teaching and learning of history often refer to these competencies as “historical thinking.”

Students who complete this course should be able to:

- 1) Remember information about the history of lesbians, gay men, bisexuals, transgendered people, and their communities.
- 2) Demonstrate understanding of the statements of lesbians, gay men, bisexuals, and transgendered people through the use of specific pieces of evidence from a variety of sources in written assignments and class discussions.
- 3) Articulate their ideas clearly and effectively both in writing and in class discussions.
- 4) Analyze primary sources, such as the speeches and writings of lesbians, gay men, bisexuals, and transgendered people, photographs, and video footage.
- 5) Construct an interpretation of the history of lesbians, gay men, bisexuals, and transgendered people and their communities since the 1960s in response to a focused question about that history.

REQUIREMENTS

In order to demonstrate that she or he has satisfied the objectives of the course, each student must submit the following written assignments:

- An informal essay that summarizes and discusses an article by a historian.
- A primary source analysis assignment.
- An essay that compares sources produced in the 1950s and 1960s with sources produced in the 1970s.
- An essay that presents an interpretation of LGBT history in response to a question about LGBT history in the past fifty years.

All written assignments must be submitted electronically through Canvas.

IMPORTANT DATES

Informal essay due	Friday, October 9, 5 p.m.
Primary source analysis assignment due	Friday, October 23, 5 p.m.
Comparative essay due	Friday, November 13, 5 p.m.
Interpretive essay due	Friday, December 11, 12:30 p.m.

INSTRUCTOR INFORMATION

Instructor	Kevin Leonard
Office hours	M 10-11 a.m., W 1:30-3 p.m. R 10 a.m.-12 noon and by appointment
Office	Bond Hall 360
Office telephone	(360) 650-3041
Email	Kevin.Leonard@wwu.edu

REQUESTS FOR ACCOMMODATION

Western is committed to equal opportunity and non-discrimination in all programs and activities. Requests for accommodation or assistance should be directed to Disability Resources for Students, located in Old Main 120; additional information is available at: <http://www.wvu.edu/depts/drs/> Telephone: 650-3083 / Email: drs@wvu.edu

INTEGRITY

In this course, the professor, the teaching assistant, and students are committed to integrity. Relevant information, including policies and procedures, are available here: <http://www.wvu.edu/integrity/>.

GRADES

Grades for the course will be determined using a point system. Each assignment will include a grading rubric for the assignment. Two points are available for attendance and participation at each class session. The table below indicates how the percentage of points earned translates into letter grades.

90-100%	A
85-89%	A-
80-84%	B+
75-79%	B
70-74%	B-
65-69%	C+
60-64%	C
50-59%	C-
45-49%	D+
40-44%	D
35-39%	D-
Below 35%	F

ASSIGNMENTS

All writing assignments will be posted on Canvas, and all assignments must be submitted as Microsoft Word documents or pdfs through Canvas.

Any student who is concerned about her or his grade on an assignment should consult with the instructor. In the course of this consultation, the instructor may decide to offer the student the opportunity to write a supplementary essay responding to the comments on the assignment and explaining how she or he might go about improving the assignment.

ASSIGNED READINGS

The following books should be purchased. They are available in the book store:

- Vicki L. Eaklor, *Queer America: A People's History of the Twentieth Century* (New York: The New Press, 2011)
- *Letters to ONE: Gay and Lesbian Voices from the 1950s and 1960s*, ed. Craig M. Loftin (Albany: State University of New York Press, 2012)
- Jamison Green, *Becoming a Visible Man* (Nashville, Tenn.: Vanderbilt University Press, 2004)

Additional readings will be posted on Canvas. These readings are marked in the class schedule with an asterisk.

ATTENDANCE AND PARTICIPATION

Attendance is required for this course. Students who need to miss class due to an illness, injury, or emergency should inform the instructor so that such absences can be excused. Absences will also be excused with a formal notice from the Office of Student Life (VU 506) or the sponsor of an official university activity. Students who are absent are responsible for making arrangements to make up any missed assignments.

Analytical, evaluative, and interpretive skills are best learned by active participation in discussions of assigned readings and of material presented in class. Assigned reading should be completed so that it can be discussed in class on the day for which it is assigned.

I recommend taking notes on the readings. You will read three different kinds of material for this course. Vicki L. Eaklor's *Queer America* is a textbook. Textbooks generally synthesize the interpretations produced by many different scholars. As you read *Queer America*, ask these kinds of questions: What does the book reveal about Eaklor's perspective, point of view, or bias? How might Eaklor's perspective, point of view, or bias have influenced her interpretation of GLBT history? On whose interpretations did Eaklor base her interpretation? Is Eaklor's interpretation persuasive? Why or why not?

The remaining readings are primary sources—material written in the time period we are studying—or memoirs. The questions that you should consider for these readings are different from those you should ask of textbooks. As you read these sources, ask these questions: what does the source reveal about its author's perspective, point of view, or bias? What does the source reveal about why it was produced? What does the source reveal about when it was produced? What does the source reveal about the person or people for whom it was produced? What does the source suggest about LGBT history?

During each class session, students will be asked to write their name and an answer to a question or their thoughts about a topic on an index card. The cards will be used to assign attendance and participation points.

Points for attendance and participation will be assigned according to the following rubric:

2 points	1 point	0 points
Response indicates that student attended class and has made a good-faith effort to complete the exercise	Response indicates that student attended class but has not made a good-faith effort to complete the exercise	Student does not submit a response

Important note: Students who show disrespect toward their classmates, the class, and the instructor by doing work for another class, texting, or checking email in class will be asked to leave the classroom and will not be able to earn any points for attendance and participation for that day.

ONLINE DISCUSSIONS

Six times during the quarter, each student must participate in an online discussion. These discussions are designed to assess comprehension of assigned readings and to prepare students for in-class discussions of the readings. The questions that must be answered will be posted on Canvas, and the points for participation will be assigned according to the following rubric:

2 points	1 point	0 points
The contribution to the discussion demonstrates that the student has completed the reading and has made a good-faith effort to answer each question; it refers specifically to the assigned material	The contribution to the discussion does not demonstrate that the student has completed the reading and has made a good-faith effort to answer each question; it may not refer specifically to the assigned material	Student does not participate in the online discussion

After each student posts a response to the question or questions, she or he will be able to see other students' contributions to the discussion. Each student must read these posts and then respond to other students' posts. Points for this follow-up participation in the discussion will be assigned according to the following rubric:

2 points	1 point	0 points
The contribution to the discussion demonstrates that the student has made a good-faith effort to comprehend other students' contributions to the discussion and to address issues or concerns raised by other students; it refers specifically to the assigned material	The contribution to the discussion does not demonstrate that the student has made a good-faith effort to comprehend other students' contributions to the discussion and to address issues or concerns raised by other students; it may not refer specifically to the assigned material	Student does not participate in the online discussion

CLASS SCHEDULE

September 25 (Friday)	Introduction
September 28 (Monday)	CLASS MEETING: What is LGBT History? Reading: <i>Queer America</i> , pages 1-11
September 29 (Tuesday)	Assignment: Participation in first online discussion due by 8 p.m.
September 30 (Wednesday)	CLASS MEETING: Queering the History of the Nineteenth-Century United States Reading: <i>Queer America</i> , pages 13-24 Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America"*
October 2 (Friday)	CLASS MEETING: Walt Whitman, Identity, and Language Reading: <i>Queer America</i> , pages 24-33 "Calamus," http://www.whitmanarchive.org/published/LG/1891/poems/45
October 5 (Monday)	CLASS MEETING: Race, Gender, and Sexuality in the Nineteenth Century Reading: Karen V. Hansen, "'No Kisses Is Like Youres': An Erotic Friendship between Two African American Women during the Mid-Nineteenth Century"*
October 7 (Wednesday)	CLASS MEETING: Medical "Knowledge" and Identity in the Late Nineteenth and Early Twentieth Centuries Reading: <i>Queer America</i> , pages 33-41 Excerpts from <i>Autobiography of an Androgyne</i> *
October 9 (Friday)	CLASS MEETING: Race, Gender, and Sexuality in the Harlem Renaissance Reading: <i>Queer America</i> , pages 43-61 Richard Bruce Nugent, "Smoke, Lilies, and Jade"* Assignment: Informal essay due by 5 p.m.

October 12 (Monday)	CLASS MEETING: Class and Gender in the 1930s Reading: <i>Queer America</i> , pages 61-67 Letters of Eleanor Roosevelt and Lorena Hickok*
October 13 (Tuesday)	Assignment: Participation in online discussion due by 8 p.m.
October 14 (Wednesday)	CLASS MEETING: War and Homosexuality Reading: <i>Queer America</i> , pages 67-75 Leisa D. Meyer, "Creating G.I. Jane: The Regulation of Sexuality and Sexual Behavior in the Women's Army Corps during World War II"
October 16 (Friday)	CLASS MEETING: Race and "Sex" in the 1940s: Lucy Hicks and Reuben Anderson Reading: <i>Queer America</i> , pages 77-90 <i>Letters to ONE</i> , introduction and chapter 1
October 19 (Monday)	CLASS MEETING: The Male Homophile Movement Reading: <i>Queer America</i> , pages 90-105 <i>Letters to ONE</i> , chapter 2
October 21 (Wednesday)	CLASS MEETING: Christine Jorgensen, Transsexualism, and Homosexuality Reading: <i>Letters to ONE</i> , chapter 3 Christine Jorgensen, "The Story of My Life"*
October 23 (Friday)	NO CLASS MEETING Assignment: Primary source analysis assignment due by 5 p.m.
October 26 (Monday)	CLASS MEETING: The Daughters of Bilitis Reading: <i>Letters to ONE</i> , chapters 4 and 5 Articles from <i>The Ladder</i> from the 1950s*
October 28 (Wednesday)	CLASS MEETING: The Transformation of the Homophile Movement Reading: <i>Queer America</i> , pages 107-129 Articles from <i>The Ladder</i> from the 1960s*

October 29 (Thursday)	Assignment: Participation in online discussion due by 8 p.m.
October 30 (Friday)	CLASS MEETING: Gay Liberation Reading: <i>Queer America</i> , pages 131-142 Gay liberation articles*
November 2 (Monday)	CLASS MEETING: Race, Class, and Gay Liberation Reading: Race and gay liberation articles*
November 4 (Wednesday)	CLASS MEETING: Lesbians and Gay Liberation Reading: <i>Queer America</i> , pages 142-148 Lesbian liberation articles*
November 5 (Thursday)	Assignment: Participation in online discussion due by 8 p.m.
November 6 (Friday)	CLASS MEETING: Lesbian Identities and Politics in the 1970s Reading: <i>Queer America</i> , pages 148-152 Lesbian separatist essays*
November 9 (Monday)	CLASS MEETING: Harvey Milk and U.S. Politics, part 1 Reading: <i>Queer America</i> , pages 152-163
November 11 (Wednesday)	NO CLASS MEETING Veterans Day
November 13 (Friday)	CLASS MEETING: Harvey Milk and U.S. Politics, part 2 Assignment: Comparative essay due by 5 p.m.
November 16 (Monday)	CLASS MEETING: AIDS Reading: <i>Queer America</i> , pages 165-182 Essays about AIDS*
November 18 (Wednesday)	CLASS MEETING: Race, Class, and AIDS Reading: <i>Queer America</i> , pages 182-196 Essays about Race, Class, and AIDS*

November 19 (Thursday)	Assignment: Participation in online discussion due by 8 p.m.
November 20 (Friday)	CLASS MEETING: A New Era, New Identities Reading: <i>Queer America</i> , pages 197-210 <i>Becoming a Visible Man</i> , chapters 1 and 2
November 23 (Monday)	CLASS MEETING: Race, Gender, and Sexuality in the Recent Past Reading: <i>Queer America</i> , pages 211-218 <i>Becoming a Visible Man</i> , chapters 3 and 4
November 25 (Wednesday)	NO CLASS MEETING Thanksgiving Break
November 27 (Friday)	NO CLASS MEETING Thanksgiving Break
November 30 (Monday)	CLASS MEETING: LGBT Experiences in the Contemporary United States Reading: <i>Queer America</i> , pages 218-232 <i>Becoming a Visible Man</i> , chapters 5 and 6
December 1 (Tuesday)	Assignment: Participation in online discussion due by 8 p.m.
December 2 (Wednesday)	CLASS MEETING: Queer Experiences in the Twenty-First Century Reading: <i>Queer America</i> , pages 233-245 <i>Becoming a Visible Man</i> , chapters 7-8
December 4 (Friday)	CLASS MEETING: Conclusion
December 11 (Friday)	Assignment: Interpretive essay due by 12:30 p.m.

This syllabus is subject to change. All changes to the syllabus will be announced in class and on Canvas.

Informal Essay Assignment

This assignment is designed primarily to measure students' comprehension of a secondary source in LGBT history. It also asks students to apply what they have learned by providing specific pieces of evidence from the reading.

Read carefully Karen V. Hansen's article, "'No Kisses Is Like Youres': An Erotic Friendship between Two African American Women during the Mid-Nineteenth Century." As you read, keep in mind the following questions:

- What does Hansen argue in this article?
- How does Hansen interpret the letters written by Addie Brown and Rebecca Primus?
- Why might Hansen have interpreted the letters as she did?
- What questions did she ask of the letters?

As you read, it is a good idea to take notes and to identify specific examples to which you may want to refer both in class discussions and in this written assignment.

The assignment should:

1. In no more than 500 words clearly and concisely summarize "No Kisses Is Like Youres." Put the main points of the article in your own words. Do not quote from the article, and be very careful in paraphrasing.
2. Clearly and completely answer the following question: what evidence led Hansen to conclude that Addie Brown and Rebecca Primus had a sexual relationship?
3. Provide at least three (3) specific pieces of evidence from the article to support your answer to the question.

The assignment will be evaluated using the following rubric:

Dimension	Excellent/ 4 points	Good/ 3 points	Needs Improvement/ 2 points	Deficient/ 1 point	Unacceptable/ 0 points
Summary	Clearly and concisely summarizes the article	Clearly summarizes the article; summary is longer than 500 words	Clearly summarizes the article; summary is incomplete, or the summary includes information that is not in the article	Summarizes the article; summary is unclear	Does not summarize the article
Answer	Clearly and	Clearly	Answers the	Answers the	Does not

	completely answers the question	answers the question; answer is incomplete	question; answer is unclear	question; answer is unclear and incomplete	answer the question
Examples	Provides at least three specific pieces of evidence; each piece of evidence relates clearly to and supports the answer	Provides at least three specific pieces of evidence; not every piece of evidence relates clearly to and supports the answer	Provides only two specific pieces of evidence	Provides only one specific piece of evidence	Does not provide a specific piece of evidence

Please talk with me if you have any questions about the assignment. The assignment is due by 5 p.m. on Friday, October 9. It must be submitted as a Microsoft Word document or a pdf through Canvas.

Primary Source Analysis Assignment

This assignment is designed to assess students' competence in analyzing primary source material in LGBT history. It also asks students to apply what they have learned by providing specific pieces of evidence from the reading.

Read carefully the first three chapters of *Letters to ONE*. As you read, keep in mind the following questions:

- How did the people who wrote the letters in these chapters describe their experiences?
- How did they feel about homosexuality?
- What do the letters reveal about what life was like for lesbians and gay men in the 1950s and 1960s?
- Why was life as it was for lesbians and gay men in these years?
- What do the letters reveal about the perspectives, points of view, or biases of their authors?
- What do the letters reveal about the readers for whom they were written?
- What do the letters reveal about why their authors wrote them?
- What do the letters reveal about the time when they were written?

As you read, it is a good idea to take notes and to identify specific piece of evidences to which you may want to refer in this written assignment.

The assignment should:

1. Clearly and completely answer the following question: according to the authors of the letters, what was life like for lesbians and gay men in the United States in the 1950s and 1960s?
2. Clearly and completely answer the following question: what do the letters reveal about the reader for whom they were written? (This question might also be stated this way: what would a reader have had to know in order to understand fully the content of the letters?)
3. Provide at least two (2) specific pieces of evidence from the letters to support your answer to this question.
4. Clearly and completely answer the following question: what do the letters reveal about why their authors wrote them?
5. Provide at least two (2) specific pieces of evidence from the letters to support your answer to this question.

The assignment will be evaluated using the following rubric:

Dimension	Excellent/ 4 points	Good/ 3 points	Needs Improvement/ 2 points	Deficient/ 1 point	Unacceptable/ 0 points
Answer	Clearly and completely answers the question.	Clearly answers the question; answer is incomplete.	Answers the question; answer is unclear.	Answers the question; answer is unclear and incomplete.	Does not answer the question.
Answer	Clearly and completely answers the question.	Clearly answers the question; answer is incomplete.	Answers the question; answer is unclear.	Answers the question; answer is unclear and incomplete.	Does not answer the question.
Evidence	Provides at least two specific pieces of evidence to support the answer to the question; each piece of evidence relates clearly to and supports the answer.	Provides at least two specific pieces of evidence to support the answer to the question; not every piece of evidence relates clearly to and supports the answer.	Provides fewer than two specific pieces of evidence to support the answer to each question.		Does not provide a specific piece of evidence.
Answer	Clearly and completely answers the question.	Clearly answers the question; answer is incomplete.	Answers the question; answer is unclear.	Answers the question; answer is unclear and incomplete.	Does not answer the question.
Evidence	Provides at least two specific pieces of evidence to support the answer to the question; each piece of evidence relates clearly to and supports the answer.	Provides at least two specific piece of evidences to support the answer to the question; not every piece of evidence relates clearly to and supports the answer.	Provides fewer than two specific pieces of evidence to support the answer to the question.		Does not provide a specific piece of evidence.

Please talk with the instructor or the teaching assistant if you have any questions about the assignment. The assignment is due by 5 p.m. on Friday, October 23. It must be submitted as a Microsoft Word document or a pdf through Canvas.

COMPARATIVE ESSAY

This assignment is designed to assess students' comprehension of primary sources, their ability to analyze those sources, and their ability to compare and evaluate those sources.

Read or review carefully the assigned source material: Carl Wittman's "A Gay Manifesto," Charley Shively's "Indiscriminate Promiscuity as an Act of Revolution," Third World Gay Revolution's "What We Want, What We Believe," "Sissy in Prison: An Interview with Ron Vernon," Radicalesbians' "The Woman-Identified Woman," Gay Revolution Party Women's Caucus's "Realesbians and Politicalesbians," Gay Liberation Front Women's "Lesbians and the Ultimate Liberation of Women," Charlotte Bunch's "Lesbians in Revolt," Revolutionary Lesbians' "How to Stop Choking to Death or: Separatism," and Alice, Gordon, Debbie, and Mary's "Separatism." As you read, keep in mind the following questions:

- What did liberation mean to Carl Wittman?
- How did Wittman think that gay people could end their oppression?
- What did liberation mean to Charley Shively?
- How did Shively think that gay men could end their oppression?
- What did liberation mean to Third World Gay Revolution?
- How did TWGR think that Third World Gay people could end their oppression?
- What did liberation mean to Ron Vernon?
- How did Vernon think that gay people of color could end their oppression?
- What did liberation mean to Radicalesbians?
- How did Radicalesbians think that lesbians could end their oppression?
- What did liberation mean to the Gay Revolution Party Women's Caucus?
- How did members of this caucus think that lesbians could end their oppression?
- What did liberation mean to the Gay Liberation Front Women?
- How did members of this group think that lesbians could end their oppression?
- What did liberation mean to Charlotte Bunch?
- How did Bunch think that lesbians could end their oppression?
- What did liberation mean to Revolutionary Lesbians?
- How did Revolutionary Lesbians think that lesbians could end their oppression?
- What did liberation mean to Alice, Gordon, Debbie, and Mary?
- How did Alice, Gordon, Debbie, and Mary think that lesbians could end their oppression?
- What do these articles reveal about their authors' perspectives, points of view, or biases?
- What do these articles reveal about their readers?
- What do these articles reveal about the time when they were written?
- Why did liberation mean different things to different people within the queer community?
- How did ideas about gender and race influence gay and lesbian liberation movements?

As you read and review, it is a good idea to take notes and to identify specific pieces of evidence to which you may want to refer in your essay.

Then write a formal essay that:

1. Includes a strong, clear thesis statement that answers directly and completely the following questions: why did white gay men, gay people of color, and white lesbians in the late 1960s and early 1970s disagree about how they could end their oppression? **Note:** A thesis statement does not have to be a single sentence.
2. Provides at least one specific piece of evidence from either Carl Wittman’s “A Gay Manifesto” or Charley Shively’s “Indiscriminate Promiscuity as an Act of Revolution.” Each specific piece of evidence should relate clearly to and support the essay’s thesis statement.
3. Provides at least one specific piece of evidence from either Third World Gay Revolution’s “What We Want, What We Believe” or “Sissy in Prison: An Interview with Ron Vernon.” Each specific piece of evidence should relate clearly to and support the essay’s thesis statement.
4. Provides at least one specific piece of evidence from either Radicalesbians’ “The Woman-Identified Woman” or the Gay Revolution Party Women’s Caucus’s “Realesbians and Politicalesbians.” Each specific piece of evidence should relate clearly to and support the essay’s thesis statement.
5. Provides at least one specific piece of evidence from either Gay Liberation Front Women’s “Lesbians and the Ultimate Liberation of Women” or Charlotte Bunch’s “Lesbians in Revolt.” Each specific piece of evidence should relate clearly to and support the essay’s thesis statement.
6. Provides at least one specific example from either Revolutionary Lesbians’ “How to Stop Choking to Death or: Separatism” or Alice, Gordon, Debbie, and Mary’s “Separatism.” Each specific piece of evidence should relate clearly to and support the essay’s thesis statement.

The assignment will be evaluated using the following rubric:

Dimension	Excellent/ 4 points	Good/ 3 points	Needs Improvement/ 2 points	Unacceptable/ 0 points
Thesis	Includes a clear thesis statement that directly and completely answers the question.	Includes a clear thesis statement that directly answers the question; thesis statement is incomplete.	Includes a thesis statement; the thesis statement is unclear and may not directly answer the question.	Does not include a thesis statement.
Evidence (Wittman or Shively)	Provides at least one specific piece of evidence from one of the sources. Each piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from one of the sources. Each piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from one of the sources. Not every piece of evidence relates clearly to and supports the thesis statement.	Does not provide at least one specific piece of evidence from one of the sources.

Evidence (Third World Gay Revolution or Vernon)	Provides at least one specific piece of evidence from one of the sources. Each piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from one of the sources. Each piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from one of the sources. Not every piece of evidence relates clearly to and supports the thesis statement.	Does not provide at least one specific piece of evidence from one of the sources.
Evidence (Radicalesbians or Gay Revolutionary Party Women's Caucus)	Provides at least one specific piece of evidence from one of the sources. Each piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from one of the sources. Each piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from one of the sources. Not every piece of evidence relates clearly to and supports the thesis statement.	Does not provide at least one specific piece of evidence from one of the sources.
Evidence (Gay Liberation Front Women or Bunch)	Provides at least one specific piece of evidence from one of the sources. Each piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from one of the sources. Each piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from one of the sources. Not every piece of evidence relates clearly to and supports the thesis statement.	Does not provide at least one specific piece of evidence from one of the sources..
Evidence (Revolutionary Lesbians or Alice, Gordon, Debbie, and Mary)	Provides at least one specific piece of evidence from one of the sources. Each piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from one of the sources. Each piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from one of the sources. Not every piece of evidence relates clearly to and supports the thesis statement.	Does not provide at least one specific piece of evidence from one of the sources.

Please talk with the instructor if you have any questions about the assignment. The assignment is due by 5 p.m. on Monday, November 16. It must be submitted as a Microsoft Word document or a pdf through Canvas.

HIST 265
Fall 2015

INTERPRETIVE ESSAY

This essay is designed to assess students' comprehension of primary and secondary sources, their ability to analyze and evaluate those sources, and their ability to construct a historical interpretation.

INSTRUCTIONS

Review your notes on Vicki L. Eaklor's *Queer America*, Jamison Green's *Becoming a Visible Man*, other assigned readings, and material presented in class. As you review your notes, keep in mind the following questions:

- How does Vicki L. Eaklor describe the experiences of lesbians, gay men, bisexuals, and transgender people in the years since the gay liberation movement of the 1970s?
- What does *The Times of Harvey Milk* suggest about the experiences of lesbians, gay men, bisexuals, and transgender people in the 1970s and 1980s?
- What do the essays by Andrew Holleran and Michael Callen reveal about the experiences of lesbians, gay men, bisexuals, and transgender people in the 1980s?
- What do the essays by Charles Harpe, Roger V. Pamplin, Jr., Deryl K. Deese, Walter Rico Burrell, Assoto Saint, Bobby Smith, and Essex Hemphill suggest about the experiences of lesbians, gay men, bisexuals, and transgender people in the 1980s and 1990s?
- What does *Tongues Untied* suggest about the experiences of lesbians, gay men, bisexuals, and transgender people in the 1980s?
- What does Carol A. Queen's "The Queer in Me" suggest about the experiences of lesbians, gay men, bisexuals, and transgender people in the 1980s and 1990s?
- What does *Becoming a Visible Man* suggest about the experiences of lesbians, gay men, bisexuals, and transgender people in the past thirty years?

Then write a formal essay. Your essay should:

- 1) Include a strong, clear thesis statement that directly answers these questions: How have the experiences of lesbians, gay men, bisexuals, and transgender people changed since the years of the gay liberation movement in the 1970s? Why have these experiences changed? (**Important Note:** A thesis statement does not have to be a single sentence.)
- 2) Provide at least one specific piece of evidence from chapter 7 of *Queer America*. Each piece of evidence should relate clearly to and support the thesis.
- 3) Provide at least one specific piece of evidence from chapter 8 of *Queer America*. Each piece of evidence should relate clearly to and support the thesis.

- 4) Provide at least one specific piece of evidence from chapter 9 of *Queer America*. Each piece of evidence should relate clearly to and support the thesis.
- 5) Provide at least one specific piece of evidence from *The Times of Harvey Milk*. Each piece of evidence should relate clearly to and support the thesis.
- 6) Provide at least one specific piece of evidence from at least one of the following documents: Andrew Holleran, “Ground Zero,” “Snobs at Sea: 1983,” “Notes on Promiscuity,” and “Notes on Celibacy,” and Michael Callen, “Introduction” to *Surviving AIDS*. Each piece of evidence should relate clearly to and support the thesis.
- 7) Provide at least one specific piece of evidence from at least one of the following documents: Charles Harpe, “At 36,” Roger V. Pamplin, Jr., “It Happened to Me,” Deryl K. Deese, “Letter to Roger,” Walter Rico Burrell, “*The Scarlet Letter*, Revisited,” Assoto Saint, “Hooked for Life,” Bobby Smith, “For Colored Boys Who Have Considered,” and Essex Hemphill, “Does Your Mama Know about Me?” Each piece of evidence should relate clearly to and support the thesis.
- 8) Provide at least one specific piece of evidence from Carol A. Queen, “The Queer in Me.” Each piece of evidence should relate clearly to and support the thesis.
- 9) Provide at least one specific piece of evidence from Jamison Green, *Becoming a Visible Man*. Each piece of evidence.

Your essay will be evaluated using the following rubric:

Dimension	Excellent/4 points	Acceptable/3 points	Needs Improvement/2 points	Unacceptable/ 0 points
Thesis statement	Contains a clear and complete thesis statement that directly addresses the questions and that states what the essay will argue	Contains a clear thesis statement; the statement is incomplete and may not directly address the questions	Contains a thesis statement; the statement is unclear and may not directly address the questions	Does not contain a thesis statement
Evidence (<i>Queer America</i> , chapter 7)	Provides at least one specific piece of evidence from the chapter. Each piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from the chapter. Each piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from the chapter. Not every piece of evidence relates clearly to and supports the thesis statement.	Does not provide a specific piece of evidence from the chapter.
Evidence (<i>Queer America</i> , chapter 8)	Provides at least one specific piece of evidence from the	Provides at least one specific piece of evidence from the	Provides at least one specific piece of evidence from the	Does not provide a specific piece of

	chapter. Each piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	chapter. Each piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	chapter. Not every piece of evidence relates clearly to and supports the thesis statement.	evidence from the chapter.
Evidence (<i>Queer America</i> , chapter 9)	Provides at least one specific piece of evidence from the chapter. Each piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from the chapter. Each piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from the chapter. Not every piece of evidence relates clearly to and supports the thesis statement.	Does not provide a specific piece of evidence from the chapter.
Evidence (<i>Times of Harvey Milk</i>)	Provides at least one specific piece of evidence from the film. Each piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from the film. Each piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from the film. Not every piece of evidence relates clearly to and supports the thesis statement.	Does not provide a specific piece of evidence from the film.
Evidence (Andrew Holleran and Michael Callen)	Provides at least one specific piece of evidence from one of the sources. Each piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from one of the sources. Each piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from one of the sources. Not every piece of evidence relates clearly to and supports the thesis statement.	Does not provide at least one specific piece of evidence from one of the sources.
Evidence (Charles Harpe, Roger V. Pamplin, Jr., Deryl K. Deese, Walter Rico)	Provides at least one specific piece of evidence from one of the sources. Each	Provides at least one specific piece of evidence from one of the sources. Each	Provides at least one specific piece of evidence from one of the sources. Not	Does not provide at least one specific piece of

Burrell, Assoto Saint, Bobby Smith and Essex Hemphill)	piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	every piece of evidence relates clearly to and supports the thesis statement.	evidence from one of the sources.
Evidence (Carol A. Queen)	Provides at least one specific piece of evidence from the essay. Each piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from the essay. Each piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from the essay. Not every piece of evidence relates clearly to and supports the thesis statement.	Does not provide a specific piece of evidence from the essay.
Evidence (<i>Becoming a Visible Man</i>)	Provides at least one specific piece of evidence from the book. Each piece of evidence relates clearly to and supports the thesis statement. Each piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from the book. Each piece of evidence relates clearly to and supports the thesis statement. Not every piece of evidence demonstrates thorough comprehension of the source.	Provides at least one specific piece of evidence from the book. Not every piece of evidence relates clearly to and supports the thesis statement.	Does not provide a specific piece of evidence from the book.

The essay is due by 12:30 p.m. on Friday, December 11. Each essay must be submitted as a Microsoft Word document or pdf through Canvas. Please contact me if you have any questions about the assignment.