

**HIST 3317 Persecution to Affirmation:
Sexual Minorities and Human Rights**

Spring Semester 2016

In terms of credits toward graduation, this course will count toward the:

****Women & Gender Studies Minor; the **History or **Human Rights Major and Minor.
University Curriculum: **Ways of Knowing; **Historical Context II pillar;
Global Engagement, **Human Diversity and **Writing proficiencies.

Professors: Maxime Foerster & David D. Doyle, Jr.

Tuesday/Thursdays: 2 until 3:20 pm

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Course Description

Same sex attractions and same sex sexuality are present in every society. The question is not if homosexuality exists, but rather how open or secret it is—and how such acts are perceived. For instance, in many societies historically, and parts of the world today, gender behavior is most central to defining one's identity—not sexual orientation—obviously a different context from our own. In so many societies however, discrimination, and even persecution of those seen as in any way deviant from the mainstream, is not unusual. This course attempts to trace how same sex attractions and transgender subjects are understood, and have been understood historically in various cultures across the globe—and further documents some of the cases of hostility or persecution by the state, or the larger society. The sexual minorities studied in this class will be gays, lesbians, and transgender subjects.

The progression of course will begin with readings on the modern human rights movement and its basic components. We will then move to a series of comparative readings that examine how sexuality and sexual orientation and gender “slippage” have been understood in different parts of the world over time and continue to be today. These ‘case studies’, while necessarily limited in scope, will begin to illustrate for the student just how differently those with same sex attractions or gender bending have been understood—and treated—across time and place. In an effort to illustrate people's real agency in the face of adversity, cruelty, and discrimination the readings will not focus entirely on oppression, but will also detail how the human spirit manages to innovate and adapt.

Structure of Class & Required Readings:

(1) Introduction to Human Rights

==Micheline R. Ishay, *The History of Human Rights—from Ancient Times to the Globalization Era* (2004) (introduction)

==Laurence M. Thomas & Michael E. Levin, *Sexual Orientation and Human Rights* (1999)
==*Universal Declaration of Human Rights* (1948)

(2) Theoretical Foundations of Sexuality and Gender

==David Halperin, *How to do the History of Homosexuality* (2002)
==Gayle Rubin, “Thinking Sex,” (PDF)
==Gilbert Herdt, *Same Sex, Different Cultures* (1997)

(3) United States

==Barry Reay, *New York Hustlers: Masculinity and Sex in Modern America* (2010) (PDF)
==Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* (2002)
==Esther Newton, “My Butch Career” (PDF)
==David K. Johnson, *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government* (2004)
==Clint Eastwood, Director, film *J. Edgar* (2011) (biographical film on the sexually repressed FBI Director J. Edgar Hoover and his campaign against sexual minorities and others)

(4) Europe

==Deborah Cohler, *Citizen, Invert, Queer: Lesbianism and War in Early Twentieth Century Britain* (2010)
==Quentin Crisp, *The Naked Civil Servant* (1968) (PDF)
==Gore Vidal, “Pink Triangle and Yellow Star” (1981) (PDF)
==Documentary, *Paragraph 175*. Directed in 2000 by Rob Epstein and Jeffrey Friedman (film that features testimonies from the last survivors of the pink triangle holocaust in Germany)

(5) Africa

==Chantal Zabus, *Out in Africa: Same Sex Desire in Sub-Saharan Literatures and Cultures* (2013) (Introduction, chapters 1, 3, and 5) (PDF)
==Sylvia Tamale, Editor, *African Sexualities: A Reader* (2011) (chapters 12, 13, 23, 47) (PDF)
==Abdellah Taia, *The Salvation Army* (2009) (whole novel)
== Documentaries *Call me Kuchu*, directed by Malika Zouhali-Worrall and Katherine Fairfax Wright (2012)
==In addition to the required texts, students will read contemporary newspaper and magazine articles as they are published on each of the three global areas studied.

Assignments & Final Grade:

==Reaction Assignment: students will write short 1 to 3 page reviews on each of the assigned readings. These reactions will be used to help guide our class discussions—and will be graded, to be factored into the class participation grade.

==Films: there will be one film screened for each of the three global areas: the USA, Europe, and Africa.

==Longer Papers: students will write a longer overview essay for each of the three areas—as well as the theoretical foundations section. This 5 page paper will incorporate our readings and the human rights and theoretical readings where germane. This longer paper will be a final paper as it will be due on the last day of class

==During the African section, each student will report (15 minute oral presentation) at least once on contemporary issues in one selected African nation in the context of human rights and sexuality.

==Oral Presentation: During all 3 geographical sections students will give a 10 minute oral presentation on the topic of their choice from the list of options. These presentations will augment that week's reading and discussion.

==List of Oral Presentation Topics: (Other Suggestions are Welcomed)

Concerning the USA

*the Compton's Cafeteria Riot in San Francisco in 1966 (February 16th)

*Alfred Kinsey: his life, his Institute and his works. (February 18th)

*Aids epidemics and the foundation of Act Up (February 23rd)

*Harvey Milk (February 25th)

*Adrienne Rich (March 1st)

*Matthew Shepard (March 3rd)

Concerning Europe

*Oscar Wilde's trial (March 17th)

*Radclyffe Hall and *the Well of Loneliness* (March 22nd)

*Magnus Hirschfeld and the institute of Sexology (March 24th)

*Krafft-Ebing and *Psychopathia Sexualis* (March 29th)

*The Eulenburg Affair (March 31st)

Concerning Africa

*The Queen Boat scandal in Egypt, 2001.(April 7th)

*The Uganda anti-homosexuality act, 2014. (April 12th)

*LGBT rights in South Africa (April 14th)

*Tunisia's first gay association: Shams (April 19th)

*American evangelists crusade against gays in African countries (April 21st)

==Final Grade Breakdown:	Essay #1 –	15%
	Essay #2 –	20%
	Essay #3 –	20%
	Essay #4 –	15%
	Oral Presentation –	10%
	Class Participation –	20%

(includes short reviews)

Important Information:

Laptop Computers and Cellular Telephones: Not Allowed in class

Plagiarism: Plagiarism of any kind is prohibited by the SMU Student Honor Code.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass.asp> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Student Learning Outcomes for the Course:

Historical Context, Level II

- (1) Students will be able to analyze both secondary and primary historical evidence
- (2) Using secondary and primary historical evidence, students will be able to develop and support extended discussions in prose based on critical understanding of specific historical problems.

This SLO will be assessed through the essay assignment on section 4 (Europe)—although a historical chronology will be studied in each of the 4 major sections.

Ways of Knowing

- (1) Students will be able to demonstrate knowledge of more than one disciplinary practice.
- (2) Students will be able to explain how bringing more than one practice to an examination of the course topic contributes to knowing about that topic.

This SLO will be assessed in the Longer Essay assignment on section 5 (Africa).

Human Diversity Tag

- (1) Students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.

By addressing the history and contemporary situation of sexual minorities (focusing on homosexuals and transgender communities) across three different geographic zones (United States, Western Europe, and Africa) and through the perspective of human rights, students will be able to learn the specifics of the political situations of these sexual minorities. As these specificities vary through time and space, the students will learn a lot about the human diversity based on sexuality, gender, and cultural contexts. This SLO will be addressed in the periodic short reaction essays required of each of the major readings.

Writing Tag

- (1) Students will state and defend a thesis with adequate attention to analysis and evidence
- (2) Students will demonstrate an understanding of essay and paragraph development and organization
- (3) Students will craft sentences with attention to audience, purpose, and tone, as well as sentence variety and diction
- (4) Students will demonstrate proper use of grammatically and mechanically correct English

The SLO summarizes these specific goals in this way, “Through multiple opportunities supervised and/or directed by a professor, an editor or other authority, students will demonstrate proper use of language through completion of a substantial amount of purposeful writing appropriate for a specific or targeted audience.”

This SLO will be met in the 4 longer essays required for each of the sections. Having four of these essays will give students practice in writing—along with the professors’ feedback and suggestions for improvement.

Global Engagement Tag

- (1) Students will be able to demonstrate an understanding of the material culture, underlying values, beliefs, or practices that are central to the cultures being visited or studied.

With the class moving chronologically within each of the three regions or areas of the globe, and an entire section on Africa, students will be required to read—and understand—with some depth—the different cultures being addressed. Only with an understanding of the local culture, will the sexual minorities’ identities become clear. This SLO will be assessed in the periodic short reaction essays required for each of the major readings—with particular attention to the those of the African section.

Agenda for the semester:

Introduction to Human Rights (Section 1)

Tuesday, January 19. Introduction to the course: explaining the topic, the syllabus, the list of readings, and the calculation of the final grades. Reading and analysis of the *Universal Declaration of Human Rights* from 1948.

Thursday, January 21. Reading of the introduction to *The History of Human Rights—from Ancient Times to the Globalization Era*, by Micheline R. Ishay.

Tuesday, January 26. Reading of *Sexual Orientation and Human Rights*, Laurence M. Thomas & Michael E. Levin. (Preface, chapters 1 & 2)

Thursday, January 28. Continued Reading of Thomas & Levin (chapters 3 & 4)

Theoretical Foundations of Sexuality and Gender (Section 2)

Tuesday, February 02. Reading of *How to do the History of Homosexuality*, by David Halperin.

Thursday, February 04. Reading of “Thinking Sex,” by Gayle Rubin.

Tuesday, February 09. Reading of the first part of *Same Sex, Different Cultures*, by Gilbert Herdt. (Preface, chapters 1-4)

Thursday, February 11. Reading of the second part of *Same Sex, Different Cultures*, by Gilbert Herdt. (chapters 5-7)

(First Longer Essay Due)

United States (Section 3)

Tuesday, February 16. Reading of selected chapters of *New York Hustlers: Masculinity and Sex in Modern America*, by Barry Reay. (chapters 1-3)

Thursday, February 18. Reading of the first part of *How Sex Changed: A History of Transsexuality in the United States*, by Joanne Meyerowitz. (Introduction, chapters 1-3)

Tuesday, February 23. Reading of the second part of *How Sex Changed: A History of Transsexuality in the United States*, by Joanne Meyerowitz. (chapters 4-7)

Thursday, February 25. Reading of “My Butch Career,” by Esther Newton.

Monday February 29 at 5pm. Lecture by Clark University Professor Robert Tobin, “The German Discovery of Sexuality.”

Tuesday, March 01. Reading of the first part of *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*, by David K. Johnson. (Introduction, chapters 1-5)

Thursday, March 03. Reading of the second part of *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*, by David K. Johnson. (chapters 6-8, Epilogue)

Spring Break, March 07 - 11

Tuesday, March 15 . Discussion of the movie *J. Edgar*, by Clint Eastwood.

Europe (Section 4)

Thursday, March 17. Reading of the first part of *Citizen, Invert, Queer: Lesbianism and War in Early Twentieth Century Britain*, by Deborah Cohler. (Introduction, chapters 1 & 2)

(Second Longer Essay Due)

Tuesday, March 22. Reading of the second part of *Citizen, Invert, Queer: Lesbianism and War in Early Twentieth Century Britain*, by Deborah Cohler. (chapters 3-5, afterword)

Thursday, March 24. Reading of the first part of *The Naked Civil Servant*, by Quentin Crisp.

Tuesday, March 29. Reading of the second part of *The Naked Civil Servant*, by Quentin Crisp.

Thursday, March 31. Reading of “Pink Triangle and Yellow Star,” by Gore Vidal.

Tuesday, April 05. Discussion of the documentary *Paragraph 175*, by Rob Epstein and Jeffrey Friedman.

Africa (Section 5)

Thursday, April 07. Reading of selected chapters of *Out in Africa: Same Sex Desire in Sub-Saharan Literatures and Cultures*, by Chantal Zabus.

(Third Longer Essay Due)

Tuesday, April 12. Reading of selected chapters of *African Sexualities: A Reader*, edited by Sylvia Tamale.

Thursday, April 14. Reading of the first part of *The Salvation Army*, by Abdellah Taia.

Tuesday, April 19. Reading of the second part of *The Salvation Army*, by Abdellah Taia.

Thursday, April 21. Discussion of the documentary *Call me Kuchu*, by Malika Zouhali-Worrall and Katherine Fairfax Wright.

Tuesday, April 26. Questions and answers with Gerard Koskovich, co-founding member of the LGBTQ Historical Society of San Francisco, and Esther Newton, author of “My Butch Career” and *Cherry Grove, Fire Island: Sixty Years in America’s first Gay and lesbian Town*.

Thursday, April 28. Conclusion of the class. Final papers printed and given in class.
(Fourth Longer Essay Due)