

HIST 324/WGST 324: QUEER AMERICAN HISTORY
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Office: Kanakadea Hall, hours TBA

Fall 2016
TR 3:20-5:10
KH 104

Required Reading:

Margot Canaday. *The Straight State*
Lillian Faderman. *To Believe in Women*
Thomas A. Foster. *Sex and the Eighteenth-Century Man*
Susan Stryker. *Transgender History*
Possibly a few short articles, TBA

Recommended Reading:

Vicki L. Eaklor. *Queer America: A People's GLBT History of the United States*
Jonathan Ned Katz, *Gay American History* (Reference section of Herrick Library)

All books except Katz are at the AU Book Store, and all except Katz are on 3-day reserve at Herrick Library.

Grades will be based on:

- 20% - journal*
- 20% - discussion**
- 20% - review of reviews
- 20% - book report
- 20% - final exam (Wednesday, Dec. 14, 3:30-5:30 p.m.)

*Each person will keep a journal for the course, with a minimum of one entry/week; at least one page is recommended per entry, but quality is still more important than quantity. You might begin by summarizing what you read but do not stop there; try to comment on or analyze the material, or explore connections among the readings. Thoughts and musings that you are “trying out” (as opposed to having to prove the validity of your ideas in a formal paper) are acceptable here, but should be clearly based on the material of the course. **Please use a separate notebook or pages for this, as it will be turned in periodically (see schedule), and all entries will be submitted each time they are due.** Also, you may type or write your entries on loose sheets, but in this case you must submit them in a **folder**, not as scattered loose sheets of paper.

In order to **qualify for the highest participation grade, you cannot have more than 1 unexcused absence; to qualify for a B, no more than 4; a C, no more than 7; a D no more than 9; if you have more than 9 unexcused absences, you will automatically receive F as your participation grade.

Grade scale:

A	96 - 100	C+	76 - 79
A-	92 - 95	C	72 - 75
B+	88 - 91	C-	68 - 71
B	84 - 87	D+	64 - 67
B-	80 - 83	D	60 - 63
		F	0 - 59

Paper policy

Grades of papers are based on common rules of grammar and style as well as content, since these elements rarely can be separated. I expect papers to be typed (double-spaced) and proofread before submission. I reserve the right to fail a paper that is not presentable or withhold a grade until it is. The same holds true for late papers, which will be accepted only when **prior** arrangements are made with me. Please note that I **do not** accept papers via email unless there is a very good reason (determined by me) that you cannot submit a hardcopy. **Plagiarism**, or attempting to present the ideas, interpretations, or words of another as your own, is a serious offense and will be dealt with accordingly and in compliance with Alfred University's policies and procedures. Plagiarism is but one form of **Academic Dishonesty**, and it is your responsibility to read and familiarize yourself with AU's Academic Regulations, section 700 of which can be found here:

http://my.alfred.edu/index.cfm/fuseaction/academic_policies.academic_regulation_ug#700

“Electronics” policy

In general, standard rules of courtesy and consideration apply: turn all electronics off when you arrive, as you are expected to engage in this class while you are present. Exceptions may include ESL students or LD students who have **documented** need of some kind of electronic device, and will be granted on a case by-case basis.

Make-up policy

Quizzes, exams, and oral presentations missed due to **excused** absences can be made up (“excused” requires documentation to be provided of a legitimate reason for missing class).

Email

It is a good idea to check your AU email at least once per day. If I have important information for you I will contact you via your AU email account and you are encouraged to do the same with me. However, please note that responses to your emails will generally be confined to the hours between 8:00 am and 6:00 pm, Monday-Friday.

A note on “Learning Outcomes”:

The “learning outcomes” for any history course at any level, in my view, can be divided into **A) content** and **B) skills**. Each assignment in this course, including class discussion, is designed to foster outcomes in both categories.

Desired content outcomes:

Mastery of basic facts surrounding the experiences and influence of queer people in the U. S. and the way changes in concepts of sexual identity intersect with U. S. politics, economics, and social life

Desired skills outcomes:

Ability to organize material and communicate it clearly in written and spoken formats

Ability to analyze primary and secondary sources for content and perspective

Ability to evaluate the contexts of theories of both sexuality and of history

Schedule (subject to minor changes), week of:

1. 8-29: Introduction: People, Issues, and Movements, 20th-21st Centuries
Foster, begin; finish by 9-18
Stryker, ch. 1
rec: Eaklor, ch. 1
Th – all assignments distributed

2. 9-5: Intro, cont./Natives, Europeans, and Early America
(Foster)
rec: Katz, 281-302; Eaklor, ch. 2
Tu - film: *Out of the Past* [70']

3. 9-12: Early America, United States
(Foster)
rec: Katz, 25-26; 445-456; Eaklor, ch. 2

4. 9-19: History, Theory, Method
Tu – discuss Foster
Th - journals due (4 entries)

5. 9-26: Sex and Gender in the 19th Century
Faderman, Intro and Part I (through next week)
Stryker, ch. 2
rec: Katz, 456-512; Eaklor, ch. 2
Th – titles for both paper assignments due

6. 10-3: Sexual Politics in a New Century
rec: Eaklor, ch. 2
Th – film: TBA

7. 10-10: Community and Identity to WW II
Faderman, Part II
rec.: Katz, 385-397; Eaklor, ch. 3
Tu - book review paper due/short reports in class

8. 10-17: World War II and Cold War Culture
Faderman, Part III
Canaday, begin; **finish by 11/14**
rec: Katz, 91-123; Eaklor, chs. 3-4
Tu – No Class

9. 10-24: Postwar Identity and Politics
 Faderman, Part IV
 Stryker, ch. 3
 rec.: Katz, 406-433; Eaklor, ch. 5
Tu – journals due (8 entries)
Th – film: *Gay Pioneers* [30’]
10. 10-31: Stonewall and After: Politics, Theory, Factions
 Faderman, Conclusion
 Stryker, ch. 4
 rec: Eaklor, ch. 6
Th – discuss Faderman
11. 11-7: Backlash, Regrouping
 Stryker, ch. 5
 rec: Eaklor, ch. 7
12. 11-14: Diversity and (Its) Expression
 rec: Eaklor, ch. 8
Tu – journals due (11 entries)/discuss Canaday
13. 11-21: Diversity, cont.
Th - No Class
14. 11-28: The 21st Century
T – discuss Stryker
Th - book report paper due/short reports in class
15. 12-5: The 21st Century/Review
 rec: Eaklor, ch. 9
Th – film: TBA

Wednesday, Dec. 14, 3:30-5:30 p.m.: Final Exam/Journals due (15 entries)

Catalogue course description: What is queer history? Why write it? Who should be included? This course addresses the possible content and theoretical issues in the study of lesbian, gay, bisexual, and trans people in America since the seventeenth century. Prerequisite: sophomore standing or permission of instructor. Cross-listed as WMST 324. 4 credit hours.

Queer American History is cross-listed with the Women's and Gender Studies program because more than half the content examines the lives of LGBTQ women and it evaluates the role of gender as a social construct.