

HIS 423: Gay and Lesbian History
University of Southern Mississippi
Fall 2017
MWF 11:00-11:50a

Professor Andrew Ross
Office: LAB 448
Office Hours: MW 9:00-10:00a and 1:00-2:00p
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Course Description: This course traces the history of lesbian, gay, bisexual, and transgender (LGBT) people in Western Europe and North America from the eighteenth century to the present day. With particular attention to the ways that sexual identity intersects with race, class, and gender, the course showcases the historically contingent nature of not only homosexuality, but also heterosexuality and gender identity. By emphasizing the gradual emergence of “modern” sexual identities in dialog with other social phenomena and historical events, we will understand the central role that sexuality has played in shaping political, social, and cultural history. Topics include male and female homosexuality, transgender identity, race and sexuality, sexual policing, heterosexuality and marriage, the AIDS crisis, and queer politics.

Course Objectives: By the end of the semester, students will be able to:

- Identity and understand major concepts in the history of sexuality
- Trace major debates within the field of gay and lesbian history
- Articulate and comprehend theoretical claims regarding sexuality
- Conduct secondary source research
- Analyze primary source documents
- Participate in oral discussion of complex ideas
- Develop and defend an original argument regarding a historiographical debate

Required Texts:

1. Doan, Laura. *Fashioning Sapphism: The Origins of a Modern English Lesbian Culture*. New York: Columbia University Press, 2001. ISBN: 9780231110075
2. Meyerowitz, Joanne. *How Sex Changed: A History of Transsexuality in the United States*. Cambridge, Mass: Harvard University Press, 2004. ISBN 9780674013797
3. Howard, John. *Men Like That: A Southern Queer History*. Chicago: Chicago University Press, 1999. ISBN 9780226354705

All other required readings will be available on Canvas at usm.instructure.com.

Course Format: Class meets three times a week in some combination of lecture, small group work, and discussion. With some exceptions, Mondays and Wednesdays will emphasize lecture, while Fridays will emphasize discussion.

Course Requirements:

1. **Attendance and Participation:** As a 400-level course, active participation and regular attendance is required in order to pass. Active participation means regularly offering your thoughts of the day's readings and answering and asking questions. It also means remaining attentive and on task, completing assignments on time, and being respectful of both your instructor and your peers. *Participation is graded on both quantity and quality.*

I do not distinguish between "excused" and "unexcused" absences. You will be allowed three "free" absences. Use these absences when you are ill or have an unexpected conflict with class. After those three, each absence will receive an automatic 5% deduction in your final participation grade. Missing more than six classes will result in automatically failing the course. At the end of each part of the course, you will receive your current participation grade via the grade center on Canvas.

2. **Discussion Board:** All students will participate in a discussion board available on Canvas in the following format:
 - a. 3-2-1 Post: Ten times over the course of the semester, you will write a discussion post that consists of the following: **3 things you learned from the day's reading, 2 things you don't understand, and 1 discussion question for the class.** 3-2-1 posts do not need to be complete paragraphs, but must use proper grammar, punctuation, and be comprised of complete sentences. Posts should revolve around the readings of a single class meeting and are due at midnight the day before the class chosen. For instance, if you decide to write a 3-2-1 post on the readings due Monday, August 21, you should submit your post by Sunday, August 20 at midnight. At least three of these posts must be completed before the midterm exam becomes available (Monday, September 18).
 - b. 3-2-1 Response: Five times over the course of the semester, you will write a 250 to 500-word (between 1 and 2-pages, double spaced) response to a discussion question offered by a classmate. These posts will be assessed on a High Pass/Pass/Low Pass/Fail/Incomplete (10/8.5/7/5/0) scale. They are due the day before the relevant discussion class (usually a Thursday) by 5:00p. At least one of these responses must be completed prior to the availability of the midterm exam.
3. **Book Review:** You will complete a short (approx. 750 word or 3-pages, double spaced) book review of a book on gay and lesbian history of your choice. You should choose a book that you think you will want to use for your literature review (see below).
4. **Take-Home Midterm Essay:** You will complete a take-home exam comprised of 2 essay questions. Each response should be about 500-750 words (or at least 2 full pages, double spaced). The exam will be open book, but only course materials may be used and all sources must be correctly cited. The exam will cover material from parts 1 and 2 of the course.

5. **Literature Review** or historiography: The major written assignment for this course is a 7-9 page literature review on a topic of your choice. A literature review constructs an argument out of the secondary source literature and assesses the terms of a debate amongst historians (historiography). Your paper, therefore, will not require primary source research, but rather will necessitate close reading of several historical works which you will then put into dialog into a paper. All literature reviews must use at least four complete books, but may be supplemented by peer-reviewed articles. Books assigned for the course may not count as one of your four books. All books must be approved by me by the deadline listed below.

6. **Final Exam:** A final exam comprised of a combination of identification and essay questions will be given at the end of the semester. This exam will cover material from parts 3 and 4 of the course. The final exam will take place during the time set by the registrar (Wednesday, December 6 from 10:45a until 1:15p).

Grade Breakdown:

Attendance and Participation: 15%
 Discussion Responses: 10%
 Book Review: 15%
 Literature Review: 25%
 Take-Home Midterm: 15%
 In-Class Final Exam: 20%

Grade Scale:

- A: 90 – 100%
- B: 80 – 89%
- C: 70 – 79%
- D: 60 – 69%
- F: 59 and below

Course Policies:

1. **Submission of Written Work:** All written work will be submitted electronically via turnitin.com on our course Canvas site. All assignments are due at the day and time listed on the syllabus.

2. **Late Assignments:** Late discussion posts and late midterms will not be accepted. Late submission of other assignments will be accepted, but will be assessed a penalty of one grade per day. Assignments more than five days late will not be accepted.

3. **Contacting Me:** The best way to get in touch with me is through e-mail (andrew.ross@usm.edu). In order to guarantee a rapid response, e-mails should include a

clear subject, your name, the course the message is regarding, and your question or message. Further information on e-mail etiquette can be found at <http://www.usm.edu/arts-letters/now/student-resources/email-etiquette.html>.

I will respond to your e-mail within 24 hours. If you have not heard from me after that time, you may send me another note. Do not hesitate to contact me should you have any questions regarding the course material or any other concerns, but I will not respond to questions that can be answered by reading the syllabus.

My office hours and office phone number are at the top of this syllabus; if those times are not convenient for you I am happy to make other arrangements.

4. **Technology:**

- **Phones:** All phones must be on silent (not vibrate) or turned off during class.
- **Recording Devices:** No recording devices may be used without my express, written permission.
- **Computers and Tablets:** Feel free to use your laptop or tablet to bring your readings to class or to take notes if that suits you, but refrain from using such devices for tasks unrelated to the class. *Note that research consistently demonstrates that students retain information more readily by taking notes by hand.*

5. **Classroom Environment:** As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise uncomfortable. This course will include discussions of what are sometimes very personal issues surrounding sexual and gender identity. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the University's "Policy on Classroom Responsibilities of Faculty and Students," as outlined in the Student Handbook and at <http://www.usm.edu/provost/classroom-conduct-policy>. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

6. **Academic Integrity:** All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others' work)
2. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student

5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct." For more details, please see the University's [Academic Integrity Policy](#). Note that repeated acts of academic misconduct will lead to expulsion from the University.

In this course, any act of academic dishonesty will automatically result in a grade of XF. Any alternate sanctions will be completely at the discretion of the instructor.

HIS 423 Resources:

1. **Writing Center:** The Writing Center is a free tutorial service available to any USM student who wants assistance with a writing project. We offer one-on-one writing instruction that's designed to help students become more effective writers. This tutorial service is offered on a walk-in basis or by appointment (on the hour for 45 minutes). Make an appointment using the online scheduler today (<https://usm.mywconline.com/>). Walk-ins are also available depending on tutor availability. Call (601) 266-4821 or stop by The Writing Center (located on the first floor of Cook Library just past Starbucks). Their website is: <http://www.usm.edu/writing-center>
2. **Library Research Assistance:** For basic information, see the website for the University Libraries: www.lib.usm.edu. There is also a Library Guide specifically for History classes at <http://libguides.lib.usm.edu/history>.

Our college has an assigned librarian who can help with research projects. She is Anne Hudson, Assistant Professor and Librarian for the College of Arts and Letters, Anne.Hudson@usm.edu, (601) 266-5142. She and other Reference Librarians are also available at the Library Assistance Desk in the Learning Commons and through the Ask-a-Librarian service. <http://www.lib.usm.edu/services/forms/askalib.html> / Phone: 601.266.4249.

ADA Syllabus Statement:

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi

Office for Disability Accommodations

118 College Drive # 8586

Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1.800.582.2233 (TTY) or email oda@usm.edu

Web: <http://www.usm.edu/oda>

Part 1: What is the History of Sexuality?

Week 1: August 14 – August 18: Introductions

Wednesday: Introductions

Friday: Can Sex Have a History?

Reading: Jeffrey Weeks, “The Invention of Sexual History” and “Querying and Queering Same-Sex History” in *What is Sexual History* (Cambridge, UK: Polity Press, 2016), 23-54; Allison Miller, “Beyond Binaries: How Transgender History Advances Discourse on Identity,” *AHA Today*, July 20, 2015, <http://blog.historians.org/2015/07/beyond-binaries-transgender-history-advances-discourse-identity/>

Week 2: August 21 – August 25: Defining Our Subject

Monday: Defining Homosexuality in History

Reading: Judith M. Bennett, “‘Lesbian-Like’ and the Social History of Lesbianisms,” *Journal of the History of Sexuality* 9, no. 1/2 (2000): 1-24; David M. Halperin, “How to Do the History of Male Homosexuality,” in *How to Do the History of Homosexuality* (Chicago: University of Chicago Press, 2002), 104-137.

Wednesday: Michel Foucault’s “History of Sexuality”

Reading: Jeffrey Weeks, “Foucault for Historians,” *History Workshop Journal* 14 (1982): 106-119.

Wednesday, August 23: Last day to add/drop full-term classes without instructor permission and receive 100% financial credit; Last day to drop full term classes without grade of W

Friday: Discussion

Part 2: Before Gay and Lesbian

Week 3: August 28 – September 1: Sexuality in the Early Modern Atlantic World

Monday: Library Session with Anne Hudson (Meet in Library Instruction Room on first floor of Cook Library)

Wednesday: Explorations and Encounters

Reading: Will Roscoe, "How to Become a Berdache: Toward a Unified Analysis of Gender Diversity," in *Third Sex/Third Gender: Beyond Sexual Dimorphism in Culture and History*, ed. Gilbert Herdt (New York: Zone Books, 1994), 329-372; Documents on Native Americans from *Gay American History*, ed. Jonathan Ned Katz (New York: Thomas Y. Crowell, 1976), 285-290.

Friday: Sex and the Enlightenment

Reading: Randolph Trumbach, "Sex, Gender, and Sexual Identity in Modern Culture: Male Sodomy and Female Prostitution in Enlightenment London," *Journal of the History of Sexuality* 2, no. 2 (1991): 186-203; Thomas Laquer, Review of Randolph Trumbach, *Sex and the Gender Revolution*, *American Historical Review* 106, no. 4 (October 2001): 1456-1457. Excerpts from the Marquis de Sade, *One Hundred and Twenty Days of Sodom*

Book Review Topics Due by E-mail by Friday, September 1 at 5:00p

Week 4: September 4 – September 8: Nineteenth-Century Sexual Worlds

Monday: No Class (Labor Day)

Wednesday: Same-Sex Friendship

Reading: Karen V. Hansen, "'No Kisses Is Like Youres': An Erotic Friendship between Two African-American Women during the Mid-Nineteenth Century," *Gender and History* 7, no. 2 (1994): 153-182; Jonathan Ned Katz, "Coming to Terms: Conceptualizing Men's Erotic and Affectional Relations with Men in the United States, 1820-1892," in *A Queer World: The Center for Lesbian and Gay Studies Reader*, ed. Martin Duberman (New York: New York University Press, 1997), 216-235.

Friday: Discussion

Week 5: September 11 – September 15: Sex and Science

Monday: Race, Sexual Knowledge, and Sexology

Reading: Harry Oosterhuis, "Richard von Krafft-Ebings's 'Step-Children of Nature': Psychiatry and the Making of Homosexual Identity," in *Sexualities in History: A Reader*, ed. Kim M. Phillips and Barry Reay (New York: Routledge), 271-293; Selections from Karl Heinrich Ulrichs, *The Riddle of 'Man-Manly' Love: The Pioneering Work on Male Homosexuality* (Buffalo: Prometheus books).

Wednesday: Sexology Continued, Discussion, and Review

Friday: No Class

Option 1: Work on your book review

Option 2: Attend Urban Studies Colloquium Roundtable (10a-12p) in Cook Art Gallery for Extra Credit

Book Review Due Friday, September 15 by 5:00p.m.

Part 3: Emerging Identities

Week 6: September 18 – September 22: Gay and Lesbian Worlds (I)

Monday: Industrialization and Sexuality

Reading: John d’Emilio, “Capitalism and Gay Identity,” in *Powers of Desire: The Politics of Sexuality*, ed. Ann Snitow, Christine Stansell, and Sharon Thompson (New York: Monthly Review Press, 1983), 100-113.

Take-home Midterm Handed-out and Available after class Monday, September 18 on Canvas (Covers Parts 1 and 2)

Wednesday: Defining Lesbian Relationships in History

Reading: Adrienne Rich, “Compulsory Heterosexuality and Lesbian Existence,” in *The Lesbian and Gay Studies Reader*, ed. Henry Abelove, Michèle Aina Barale, and David M. Halperin (New York: Routledge, 1993), 227-254.

Friday: Discussion

Week 7: September 25 – September 29: Gay and Lesbian Worlds (II)

Monday: A “Gay Male World?”

Reading: George Chauncey, “The Double Life, Camp Culture, and the Making of a Collective Identity,” in *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (New York: Basic Books, 1994); Matt Houlbrook, “Toward a Historical Geography of Sexuality,” *Journal of Urban History* 26, no. 4 (2001): 497-504; Selections from *Gay American History*

Take-home Midterm Due Monday, September 25 before class

Wednesday: The Rise of Black Queer Subcultures

Reading: Eric Garber, “A Spectacle in Color: The Lesbian and Gay Subculture of Jazz Age Harlem,” in *Hidden From History: Reclaiming the Gay and Lesbian Past*, ed. Martin Duberman, Martha Vicinus and George Chauncey (New York: Basic Books, 1989), 318-331. Hazel Carby, “‘It Jus Be’s Dat Way Sometime’: The Sexual Politics of Women’s Blues,” *Radical America* 20, no. 4, pp. 9-22; Lyrics to “Prove it on Me Blues,” <http://outhistory.org/exhibits/show/rainey/rainey2>

Friday: Lesbian Cultures of the Early Twentieth Century

Reading: Doan, *Fashioning Sapphism*, Introduction and chaps. 1-3

Week 8: October 2 – October 6: Heterosexuality and Marriage

Required Consultations re: Literature Reviews Take Place This Week

Monday: Discussion

Reading: Laura Doan, *Fashioning Sapphism*, chaps. 4-6

Wednesday: Romantic Love and the Invention of Heterosexuality

Reading: Karen Lystra, "Falling in Love: Individualism and the Romantic Self," in *Searching the Heart: Women, Men, and Romantic Love in Nineteenth-Century America* (New York: Oxford University Press, 1992), 28-55; "Jung on Love," in *The History of Sexuality Sourcebook*, ed. Matthew Keufler (Peterborough: Broadview Press, 2007), 377-379.

Friday: Enforcing the Color Line

Reading: Kevin J. Mumford, "Jack Johnson and the Abolition of White Slavery," in *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century* (New York: Columbia University Press, 1997), 3-18.

Week 9: October 9 – October 13: Transgender Identity and Transsexuality

Monday: Discussion

List of Literature Review Books Due by E-mail on Monday, October 9 by 5:00p

Wednesday: Third Sex/Third Gender?

Reading: Anne Fausto-Sterling, "Dueling Dualisms" and "'That Sexe Which Prevaileth,'" in *Sexing the Body: Gender Politics and the Construction of Sexuality* (New York: Basic Books, 2000), 1-44.

Friday: Discussion

Reading: Meyerowitz, *How Sex Changed*

Part 4: The Politics of Sexuality

Week 10: October 16 – October 20: The Politics of Sexuality in the Early Twentieth Century

Monday: Emerging Discourses of Gay Rights

Reading: Oosterhuis, Harry, "General Introduction: Homosexual Emancipation in Germany Before 1933: Two Traditions," in *Homosexuality and Male Bonding in Pre-Nazi Germany*, ed. Harry Oosterhuis and Hubert Kennedy (New York: Routledge, 1991), 1-29; Selections from the *Weimar Republic Sourcebook*

Wednesday: The "Pink Triangle"

Reading: Selections from Heinz Heger, *The Men with the Pink Triangle*, trans. David

Fernbach (Boston: Alyson Publications); Claudia Schoppmann, "National Socialist Policies Towards Female Homosexuality," in *Gender Relations in German History: Power, Agency and Experience from the Sixteenth to the Twentieth Century*, ed. Lynn Abrams and Elizabeth Harvey (Durham: Duke University Press, 1997), 177-187.

Friday: No Class (Fall Break)

Week 11: October 23 – October 27: World War II and its Aftermath

Monday: In the Army

Reading: Allan Bérubé, "Marching to a Different Drummer: Lesbian and Gay GIs in World War II," in *Hidden From History: Reclaiming the Gay and Lesbian Past*, ed. Martin Duberman, Martha Vicinus and George Chauncey (New York: Basic Books, 1989), 383-394; Margot Canaday, "'With the Ugly Word Written Across It:' Homo-Hetero Binarism, Federal Welfare Policy, and the 1944 GI Bill," in *The Straight State: Sexuality and Citizenship in Twentieth-Century America* (Princeton: Princeton University Press, 2011).

Wednesday: The Lavender Scare

Reading: David K. Johnson, "Peurifoy's Revelation: The Politics of the Purges," in *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government* (Chicago: University of Chicago Press, 2011), 15-40; Douglas Bristol and Andrew Israel Ross, "Hunting Homosexuals at Southern Miss: 1955-1965," <http://outhistory.org/exhibits/show/southern-miss-docs/intro>; Journal of William D. McCain, July 9, 1958 and May 28, 1962, <http://outhistory.org/exhibits/show/southern-miss-docs/docs>

Friday: Discussion

Friday, October 27: Last day to withdraw from full term classes and receive a grade of W

Week 12: October 30 – November 3: Building Communities after World War II

Monday: Lesbian Cultures

Reading: Elizabeth Lapovsky Kennedy and Medline D. Davis, "'We're going to be legends, just like Columbus is:' The Butch-Fem Image and the Lesbian Fight for Public Space," in *Boots of Leather, Slippers of Gold: The History of a Lesbian Community* (New York: Routledge, 1993); Joan Nestle, "The Bathroom Line," in *A Restricted Country* (Ithaca: Firebrand Books, 1987), 37-39.

Wednesday: Spaces of Public Sex

Reading: Allan Bérubé, "The History of Gay Bathhouses," in *Policing Public Sex: Queer Politics and the Future of AIDS Activism* (Boston: South End Press, 1996), 187-220; "Homosexuality in America," *Life* June 26, 1964.

Friday: No Class (Conference Travel)

Week 13: November 6 – November 10: Gay Liberation

Monday: Transnational Homophile Movements

Reading: Leila Rupp, “The Persistence of Transnational Organizing: The Case of the Homophile Movement,” *The American Historical Review* 116, no. 4 (2011): 1014-1039.

Wednesday: Stonewall and After

Reading: Julian Jackson, “The Deluge, 1968-1972,” in *Living in Arcadia: Homosexuality, Politics, and Morality in France from the Liberation to AIDS* (Chicago: University of Chicago Press, 2009), 172-194; Gay Liberation Front Manifesto,

<https://sourcebooks.fordham.edu/pwh/glf-london.asp>

Friday: Discussion

Week 14: November 13 – November 17: Crisis and Community

Monday: The AIDS Crisis

Reading: Jennifer Brier, “Affection Is Our Best Protection: Early AIDS Activism and the Legacy of Gay Liberation,” *Infectious Ideas: U.S. Political Responses to the AIDS Crisis* (Chapel Hill: University of North Carolina Press, 2009), 11-44; Dan Royles, “Too Hot and Horny for the Centers for Disease Control,” *Notches*,

<http://notchesblog.com/2017/06/15/too-hot-and-horny-for-the-centers-for-disease-control/>

Literature Review Due Monday, November 13 by 5:00p via Canvas

Wednesday: Film: *Paris is Burning*

Friday: Discussion

Week 15: November 20: November 24: Queers in the South: *Men Like That*

Monday: Discussion

Reading: John Howard, *Men Like That*

Wednesday: No Class (Thanksgiving)

Friday: No Class (Thanksgiving)

Week 16: November 27 – December 1: What’s After Gay Marriage?

Monday: Why Marriage? (Tentative Class Visit from Andrea Sanders Bickett and Becky Bickett)

Reading: George Chauncey, “Why Marriage Became a Goal,” in *Why Marriage? The History Shaping Today’s Debate Over Gay Equality* (New York: Basic Books, 2004), 87-136.

Wednesday: Why Not Marriage?

Reading: Michael Warner, “Beyond Gay Marriage,” in *The Trouble with Normal* (Cambridge, Mass: Harvard University Press, 2000); Timothy Stewart-Winter, “After Marriage Equality, What?,” *Dissent* (Fall 2015)

Friday: Conclusion and Discussion

Final Exam: Wednesday, December 6 from 10:45a until 1:15p