

WST/HIS 2817G: Queer Histories of North America
University of Western Ontario
Winter 2017

Prof. Laurel Clark Shire
Tuesdays 1:30-3:30, Thursdays 1:30-2:30
Kresge K208

lshire@uwo.ca
2226 Lawson Hall
Office hours: Th 10-11:30 AM
and by appointment



Paul Cadmus, The Fleet's In! (1933)

Course Description

This course takes a historical approach to the study of sexuality – a surprisingly recent form of individual identity (at least among North Americans of European descent). In Canada and the U.S. (and many other parts of the world too), large numbers of people are claiming identities, creating social worlds, and building political movements based on the fact that they desire, are attracted to, form intimate relationships with, or have sex with members of the same sex; or they challenge gender boundaries of male/female and engage in various forms of gender crossing. In Canada and the U.S., “lesbian” “gay” “bisexual” and “transgender” (LGBT) are the words most used to describe these identities; sometimes the word “queer” is used to describe the whole range of identities/behaviors marking someone as “not heterosexual” or a gender crosser, or both.

Learning Outcomes

Students who successfully complete this course will be able to:

- name and define major periods and concepts in the history of sexuality
- provide a historical understanding of how and why “sexuality” has come to be a distinct mode of human identity over the last three centuries
- demonstrate how sexual/gender expression and sexual/gender identity have varied and changed across history
- describe how the writing of Queer history has evolved over the last forty or so years, and name and describe major historiographical trends

Course Components

Participation in class:	20%
Critical Responses:	20%
Discussion questions:	10%
Midterm Essay:	20%
Final Essay Exam:	30%

Course Texts

Allan Bérubé, John D’Emilio, and Estelle B. Freedman, *My Desire for History: Essays in Gay, Community, and Labor History* (Chapel Hill: University of North Carolina Press, 2011).
Nan Alamilla Boyd, *Wide-Open Town: A History of Queer San Francisco to 1965* (Berkeley: University of California Press, 2003).
Leila J. Rupp, *A Desired Past: A Short History of Same-Sex Love in America* (Chicago: University of Chicago Press, 1999).
Other readings available online or posted on OWL/Resources.
Films: “A Florida Enchantment” (1914); “Tongues Untied” (1989); “Coming Out Under Fire” (1994); “Moonlight” (2016) if it ever comes to London!

Course Policies

Participation: If you want to succeed in this course you must complete all reading, viewing, listening, and writing assignments each week, and come to class prepared to discuss them. Please bring all readings (print and electronic) and assignments with you to class on the due dates. In class, be prepared for pop quizzes, free writes, group work, or any other assessment I might feel moved to give you. In-class assessments will be included in your participation grade. Respect for me, your colleagues, and yourself also means that you will come to class prepared to take the risk to participate openly and frequently in our meetings together. Be brave! Together with you I will work hard to make this class a space in which we can all raise difficult questions and learn from each other. I take attendance only for reference, but obviously if you aren’t present, you aren’t participating. Your participation grade is based on your performance in class, during which I keep track of who makes valuable contributions and risks speaking up in front your peers with a V+, V, or V- . Excused absences are omitted from this grade.

Comportment: Feel free to snack in class so long as you are not disrupting lecture or discussion. Since this class is only 50 minutes or 1:50 long, there will not be regular breaks, so if you need a bathroom break, quietly get up and go. Since you are an adult, it is up to you how you choose to use class time, but please keep in mind that spending time off-task during class (texting, checking email/facebook, etc) will not result in better marks for you or for the people around you who are also distracted. Some research studies suggest that those kinds of distractions can lower your final course grade (and theirs) up to 20%. If you choose to use class time in that way, please sit in the back or on the perimeter of the room, and do not come to my office hours and ask for help or extra credit

Absences: If you must miss class, please e-mail me to let me know. I consider family emergencies, religious holidays, games (for athletes) and illness excusable absences. It is up to you to provide explanations and supporting documentation, I will not remind you to provide them. Unexplained absences (or excessive tardiness) will hurt your participation grade. If you are ill, DO NOT COME TO CLASS. If you get sick, you are still expected to read, write and complete assignments. If you require an extension, you must email me and request one as soon as you get sick.

Deadlines and Assignments: These include reading, watching films, writing critical responses and discussion questions. Unless otherwise specified, please turn in all assignments electronically to lshire@uwo.ca by the due date and time listed below. I will accept assignments in MS Word or PDF

formats only. I will not accept any assignment more than one week after the due date (lateness penalties will apply, 5 points per day). If you anticipate having a hard time meeting a particular deadline, please come talk to me about an extension IN ADVANCE.

Assignments

Critical Response Papers: For the second class meeting (2-3 pages), and then at two other times during the semester on the dates assigned to your group, each student will write a formal, 4-5 page analysis of the reading(s) assigned for that day. You complete this assignment by yourself; it is not group work. It must be double-spaced with 1 inch margins in 12 pt font, and fully referenced with a works cited. You may only cite materials from this course. Your papers should critically analyze how the readings confirm, complicate and/or contradict arguments made in earlier course readings and discussions (you should talk about at least 2 other readings from the course in comparison to those assigned for this day). Your paper should include answers to these questions:

1. What is the main argument of the reading(s)?
2. How is queer sexuality or queer sexual identity represented or understood in this reading?
3. How have sexual norms or identities changed over time, as evidenced in this reading? Explain changes and discuss their implications.

Discussion Questions: Twice during the semester, your small group will be assigned to write discussion questions for the class. Together, your group will begin class on that day by introducing the reading and asking your questions. You should write your questions independently, but organize them before class to avoid duplication. These questions should engage the class in a lively conversation about the readings, their main arguments, and what they can tell us about how sexual norms and queer/normative identities were being constructed in that particular historical moment. They should also seek to help us put these readings in the larger context of the course: how have things changed? Why? What hasn't changed? Why not? Please turn your individual questions in to me in class (type them and print them out), or send them to lshire@uwo.ca BEFORE class.

Essay Exams: the midterm and final exams will be take-home essays, due on the dates indicated below to lshire@uwo.ca. Questions for the midterm will be distributed in class in advance, and will be based on course readings only (no outside research expected or allowed). The final essay exam questions will be distributed on a date to be determined by the Dean of Social Science, and they will be due on a date set by the Dean's Office. Your essay exams are due to me by email before the deadlines. Plagiarism on either exam will result in an F for the course, no exceptions.

SCHEDULE OF WEEKLY READINGS AND ASSIGNMENTS
READINGS ARE DUE ON THAT DATE, BEFORE CLASS
I reserve the right to add or cancel assignments at any time.

~ = book you have purchased or borrowed for the course

* = posted on OWL/Resources

^ = available full text online (via www or thru Western Libraries)

Date	Topic	Reading assignments to complete before class:	Writing assignments to complete before class:
05-Jan	Introductions & Expectations	In class: *George Chauncey, "What Gay Studies Taught the Court: the Historians' Amicus Brief in Lawrence v. Texas," GLQ 10:3 (2004):509-538	

10-Jan	Queer History	<p>*Gayle Rubin, "Thinking Sex: Notes Toward a Radical Theory of the Politics of Sexuality" (1984) in Parker, Richard G., and Peter Aggleton, Culture, Society and Sexuality: A Reader(London: UCL Press, 1999);</p> <p>*John D'Emilio, "Born Gay?" from his The World Turned, (Duke, 2002), 154-164;</p> <p>^Jesse Singal, "Why Straight Men Have Sex with Each Other," interview with author Jane Ward, New York Magazine, 5 August 2015 at http://nymag.com/scienceofus/2015/08/why-straight-men-have-sex-with-each-other.html</p>	All Students: response of 2-3 pages, using Chauncey, Rubin, D'Emilio, and Singal, answer these 2 questions: what does it mean to say that sexuality is socially constructed? Why might this be a valuable insight for an historian of North American societies?
12-Jan	Not Gay or Lesbian	<p>~Rupp, Chapter One (Introduction) and Chapter Two</p> <p>^Kathleen Brown, "Changed into the Fashion of Man," Journal of the History of Sexuality, 10/1995, Vol 6, Issue 2</p> <p>*Elizabeth Reis, "Hermaphrodites and "Same-Sex" Sex in Early America" in Thomas A. Foster, Ed., Long Before Stonewall: Histories of Same-Sex Sexuality in Early America (New York University Press, 2007), 144-163.</p>	
17-Jan		<p>*Ramon Gutierrez, "Warfare, Homosexuality, and Gender Status Among American Indian Men in the Southwest" and *Gunlog Fur, " Weibe-Town and the Delawares-as-Women: Gender Crossing and Same-Sex Relations in Eighteenth Century Northeastern Indian Culture" both essays in Foster, Long Before Stonewall</p>	Discussion Questions due from Group 4
19-Jan		<p>*Jonathan Ned Katz, Gay American History, 17th and 18th Century Documents and Native American Documents</p>	Critical response due from Group 2
24-Jan	The Romantic Friendship Tradition	<p>~Rupp, Chapter Three</p> <p>*SKIM Carroll Smith-Rosenberg, "The Female World of Love and Ritual"</p> <p>*Karen Hansen, "No Kisses Is Like Yours"</p> <p>^ Rachel Hope Cleves, ""What, another Female Husband?": The Prehistory of Same-Sex Marriage in America." The Journal of American History 101, no. 4 (2015): 1055-81.</p>	Discussion Questions due from Group 3
26-Jan		<p>*Jonathan Ned Katz, Love Stories, pp. 3-41</p>	Critical response due from Group 4
31-Jan	The "Identity" Issue	<p>*John D'Emilio, "Capitalism and Gay Identity"</p> <p>~ Bérubé, Chapter One, "Lesbian Masquerade"</p> <p>*Katz, Gay American History, "Dr. J. Allen Gilbert"</p>	Discussion Questions due from Group 1
02-Feb		<p>*Lillian Faderman, To Believe in Women, pp.1-60.</p>	Critical response due from Group 3
07-Feb	Science Claims Sexuality	<p>~Rupp, Chapter Four</p> <p>^George Chauncey, "From Sexual Inversion to Homosexuality: Medicine and the changing conceptualization of female deviance," Salmagundi (58/59, 1982): 114-46.</p> <p>*Lisa Duggan, "The Trials of Alice Mitchell" with plus primary documents (newsclippings)</p>	Discussion Questions due from Group 2
09-Feb		<p>*Joanne Meyerowitz, How Sex Changed, Introduction and Chapter One</p> <p>☺ Watch: "A Florida Enchantment" (1914) at https://www.youtube.com/watch?v=LS_xJbGmlxU</p>	Critical response due from Group 1

14-Feb	The Emergence of Urban Communities	~ Rupp, Chapter Five ~ Boyd, pp. 1-101	Discussion Questions due from Group 4
16-Feb	Distribute exam questions	~ Bérubé, Chapters 14, 15 & 16 ^Christopher Phelps (2016) "The Sexuality of Malcolm X," Journal of American Studies, pp. 1–32.	Critical response due from Group 2
21-Feb		reading week - I recommend watching "Coming Out Under Fire" (1994) sometime this week. There is a copy at Weldon Library.	
23-Feb		reading week	
27-Feb	MONDAY	First Essay Exam is Due by 12noon on Monday 27 February to lshire@uwo.ca. Your essays will be based ONLY on course readings completed through 23 Feb. You will receive the exam questions on Thursday, 16 February	Midterm essays due from all students
28-Feb		*Cameron Duder, Awfully Devoted Women, Intro (1-22), pages 35-61, and Chapter 2	
02-Mar		*Garber, "A Spectacle in Color" ^Bruce Nugent, "Smoke, Lilies, and Jade" www.brucenugent.com – read "About" for a biographical summary *David Johnson, "The Kids of Fairytown" *Roey Thorpe, "The Changing Face of Lesbian Bars in Detroit, 1938-1965" ~ Bérubé, Chapter 4, "Resorts for Sex Perverts"	
07-Mar	War, Oppression, and Resistance	~Boyd, pp. 102-193 ~ Bérubé, Introduction and Chapter Two, "Behind the Specter of San Francisco" ☺ Watch "Coming Out Under Fire" (1994) 72 minutes	Discussion Questions due from Group 2
09-Mar		~Rupp, Chapter Six ~Bérubé, My Desire for History, Part Two (Chs. 5-8)	Critical response due from Group 1
14-Mar		*Cameron Duder, Awfully Devoted Women, Chapters 5 and 8	Discussion Questions due from Group 3
16-Mar	Building Movements, Identities, & Communities	~Boyd, pp. 194-236 ^Terence Kissack, "Freaking Fag Revolutionaries" Radical History Review (1995) ^ Horacio N. Roque Ramírez. 2003. "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 12 (2): 224-58. *John Howard, "Protest and Protestantism" ^Carl Wittman, "A Gay Manifesto" (1970) *Radicalesbians, "The Woman-Identified Woman" *Combahee River Collective, "A Black Feminist Statement"	Critical response due from Group 4
21-Mar		^Susan Freeman, "From the Lesbian Nation to the Cincinnati Lesbian Community" *Laurel A. Clark, "Beyond the Gay/Straight Split: The Socialist Feminist Community of Baltimore," National Women's Studies Association Journal, Volume 19, Number 2, Summer 2007, pp. 1-31 ^Kimberly Springer, "Black Feminist Organizations and the Emergence of Interstitial Politics"	Discussion Questions due from Group 1

23-Mar		*Becki Ross, The House that Jill Built, Intro, Chapter 3 and Chapters 6-10: pp. 3-22, 57-82, 141-231	Critical response due from Group 3
28-Mar		~Bérubé, Ch. 9 *Ian Lekus, "Health Care, the AIDS Crisis, and the Politics of Community" *Cathy Cohen, "Contested Membership: Black Gay Identities and the Politics of AIDS" *John Andriote, "The Ryan White Care Act"	make up date for discussion questions
30-Mar		*Historians' Brief to the Supreme Court of the U.S. in U.S. v. Windsor (same sex marriage decision, 2013) ~Bérubé, Chapter 10	make up date for Critical responses
04-Apr		*Tom Warner, Never Going Back: A History of Queer Activism in Canada (U. Toronto Press, 2002), Preface, Introduction, Ch. 3, Ch. 4, Ch. 6, Ch. 9, Ch. 10, Ch. 12, Conclusion	make up date for discussion questions
06-Apr		~Bérubé, Chapter 12 ^Tony Silva, "Bud-Sex: Constructing Normative Masculinity among Rural Straight Men That Have Sex With Men," Gender & Society, Nov 2016 ☺ Watch: "Tongues Untied" (Marlon Riggs, 1989)	make up date for Critical responses
Final Exam	TBA	Your final exam will be a take-home essay exam. Details and deadline TBA.	

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation

marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism

is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca