

LGBTQ (Queer) History
Fall 2011, D Block Classroom: 207 Instructor: Eric de Lora
Office Hours: Friday Lunch E-mail: ericd@maybecks.org

COURSE DESCRIPTION

This course focuses on the history of gay men and lesbians since the coining of the word *homosexuality* in an anonymous German pamphlet in 1869 to the present. Students will learn about this history as it has unfolded over the past 140 years with each era and its events examined and discussed. The course will include Native American, African American, Latino, Asian American, and European American narratives, with relevant texts from anthropology, history, film, and fiction serving as source material. The course is designed to prepare students to be knowledgeable of same-sex desire, homosexuality, and the regulation of sexual identities across different racial/ethnic and class/regional communities.

COURSE OBJECTIVES

Goals:

1. Foster critical reading skills and comprehension when studying challenging sources about events, history and culture relevant to queer studies.
2. Conduct research from written and documentary empirical evidence.
3. Examine evidence, synthesize, analyze, evaluate and cogently express findings.
4. Develop analytical writing skills demonstrating conceptual understanding and critical insights through expository writing.
5. Express and temper understanding and ideas in class discussion.
6. Develop college-level note-taking skills from lectures, written, film and interview sources.
7. Gain familiarity with the concepts and methods divergent worldviews use to understand and act in the world.
8. Increase awareness of the variety of diverse worldviews, gaining an appreciation of the differences and similarities as pertaining to queer studies.

Outcomes:

1. Students will learn historical and cultural concepts while using qualitative and quantitative methods.
2. Students will gain an understanding of the contemporary world and of the forces shaping events in nations with significance to the international scene.
3. Students will increase their awareness of cultures dissimilar to their own, gaining an appreciation of the differences and similarities.
4. Students will read a range of challenging written materials to further develop abilities to comprehend, synthesize and analyze content; increasing skills in understanding concepts and examples and making connections.
5. Students will do expository and analytic writing and prepare coherent research reports to demonstrate their understanding and conclusions. Students will hone their ability to write clear prose, synthesize ideas, and develop a complex argument with supporting evidence.
6. Through classroom presentations and on-going discussion, students will further develop their communication and critical thinking skills.

COURSE MATERIALS

Text: Miller, Neil. *Out of the Past: Gay and Lesbian History from 1869 to the present* (rev. & updated). New York: Alyson Books. 2006.

COURSE OUTLINE

Week One: Conclusion from Louis Crompton's *Homosexuality and Civilization*; Introduction from Neil Miller's *Out of the Past*.

The Celluloid Closet (1995)(DVD).

Week Two: The Age of Whitman; Pioneers of Sexology; We'Wha goes to Washington: The Berdache; Film: *The Music Lovers* (1970)(S) or *Total Eclipse* (1995)(DVD).

Week Three: Oscar Wilde; Romantic friendships between women; Sappho comes to Paris; Film: *Salome's Last Dance* (1988)(S) or *Wilde* (1997)(DVD).

Week Four: England during the Great War; Germany's Golden Age;

Film: *Maurice* (1987)(DVD) and *War Requiem* (1989)(DVD).

Week Five: Greenwich Village; Renaissance in Harlem;

Film: *Brother to Brother* (2004)(DVD).

Week Six: Paris in the Twenties; Bloomsbury; The Well of Loneliness;

Film: *The Naked Civil Servant* (1975)(S) and *Another Country* (1984)(S).

Week Seven: Czars and Commissars: Homosexuality in Russia; The Nazi persecution of homosexuals; The US in WWII; **Paper 1 Due: October 28, 2011.**

Films: *Paragraph 175* (2000)(DVD) and *Aimee und Jaguar* (1998)(S).

Week Eight: The rise of "gay is sick" shrinks; the Age of McCarthy; the struggle for British law reform;

Film: *Before Stonewall* (1984)(S) and *Far From Heaven* (2002)(S).

Week Nine: The other side of the 1950s Part I; The other side of the 1950s Part II; The Homophiles;

Film: *Howl* (2010)(S) and *Chris & Don: A Love Story* (2007)(S).

Week Ten: Stonewall and the birth of gay and lesbian liberation;

Film: *The Boys in the Band* (1970)(DVD) or *A Single Man* (2009)(DVD).

Week Eleven: The 1970s: the times of Harvey Milk and Anita Bryant; Sex and Music in the Seventies; Lesbian Nation and women's music;

Film: *After Stonewall* (1999)(S) and *Milk* (2008)(DVD) or *Velvet Goldmine* (1998)(DVD).

Week Twelve: The 1980's the Age of AIDS; **Paper 2 Due: December 2, 2011.**

Film: *The Witnesses* (2007)(S) and *Longtime Companion* (1989)(S) or *And the Band Played On* (2001)(DVD).

Week Thirteen: Communism and Fascism; England: the battle over Clause 28;

Film: *The Two Cubas* (2005)(S) and *The Tempest* (1979)(S) or *Derek* (2008)(DVD).

Week Fourteen: Japan; Pre-Meiji Japan (Ch. 13) and Imperial China (Ch. 8) from Louis Crompton's *Homosexuality and Civilization*;

Film: *Dangerous Living* (2003)(S) and *Happy Together* (1997)(S) or *The Wedding Banquet* (1993)(DVD).

Week Fifteen: Transgender Histories;

Film: *Gendernauts* (1999)(S) and *Boys Don't Cry* (1999)(S)

Week Sixteen: The Clinton years; Into the new Millennium; Advances/Failures in the Queer Community.

Paper 3 Due: January 12, 2012.

Final Exam: January 17, 2012.

COURSE ASSIGNMENTS

In-class Participation (20% of grade):

Class discussion is a central element in this course. To share your astute insights and ask important questions are of vital importance in the class. Patience and listening skills are vital. Be sure to give yourself ample time to think about what you are reading and discussing. Reflection and recording of those thoughts are an important part of learning and growth. ***You will contribute verbally to class discussions, small group discussions and in-class presentations.***

Writing (20% of grade):

Students will keep folders of notes from both readings and discussions, and expository writing from both homework and in class assignments. Students will frequently respond to essential questions on topics derived from lectures, readings, and their own research (i.e. study guides). Emphasis is on clarity in relating events, causes, possible outcomes or solutions and critical analysis of key questions arising from principal and supplemental materials, student questions and class discussions. Significant supporting information is expected in student writing derived from class material, supplemental material and student research. ***An important part of this class will be weekly study guides responding to events relevant to queer history and queer current events. Your study guides should be typed and emailed to me on a regular basis. Do not procrastinate with these assignments.***

Research (40% of grade):

Two short 5-6 page analysis papers on a student-chosen topic relevant to queer studies. Students will be encouraged to select their own topics about which they feel strongly and which they intend to provide convincing and compelling arguments. ***Bibliographic reference support will ensure that the writer has researched the topic adequately.***

One long 10-12 page paper concerning further study of a chosen focus from the political, economic, cultural or social issues relevant to queer studies. Students will be encouraged to find their own topic answering a central question that appeals to their own sense of inquiry and is determined by the instructor to be of suitable scope and focus. Central to the paper is critically thinking about the topic by answering several why questions pertinent to the subject, with the emphasis on ultimately coming to strong conclusions as to what the writer believes about the subject. ***Substantial bibliographic reference support will ensure that the writer has researched the topic adequately.*** The writer will submit drafts prior to the final paper for instructor review and to assure that adequate critical as well as reflective thinking has occurred relative to the topic.

Final Exam (20% of grade):

Comprehensive three-hour written exam with two essays of four to five pages each from a choice of prompts to demonstrate mastery of the subjects in question.

EVALUATION

Your final grade will come from:

20% In-class participation in large discussions, small-group discussions and in-class presentations.

20% Writing to prompts both in class and as homework. Assessed weekly.

40% Research assignments: 2 short papers (5-6 pages each: 10% each), one long paper (10-12 pages: 20%).

20% Final exam.

PRACTICES (*Thanks to Dave Ramin for these thoughts.*)

- I hope you feel welcome in this class and help make others feel welcome too. It should be an intriguing study – we will be encountering some serious issues. I hope you have a positive, rewarding and even exciting time this semester in our class. If not, please let me know. Never hesitate to talk with me before or after class, during office hours or any other time we can arrange. My email is at the top of this syllabus for you to use.
- Always remember: understanding something is not necessarily agreeing with it. With this in mind, our primary rule in class is: *Everyone, everything treated with RESPECT.* Meaning:
 1. No personal put downs or purposefully hurtful comments.
 2. You can sit next to who you want to unless you get distracted.
 3. Do not disrupt the class. Comments on topic are cool – conversations off to the side and random comments are not.
 4. No one should have to raise their voice to be heard.
 5. Take care of the room and of each other.
 6. Please come to class prepared with your notebook, a blue or black pen, your textbook and thoughtful questions.
 7. Please go to the bathroom, eat snacks and get a drink before or after class. Our time together is limited and leaving the class will be disruptive and will often mean missing something important.