Lesbian, Gay, Bisexual, Transgender and Queer U.S. History
(3 Unit, Twice Weekly, Semester-Long Course)

Course Description: This course centers the influence of gender and sexual diversity in understanding the historical development of institutions, ideals, social and cultural transformations, and economic and political processes in the U.S. since European colonization. The approach is intersectional, always considering gender and sexual diversity as they intersect with race, class, and other forms of social difference and power.

Learning Objectives:
- Students will come to appreciate continuities and changes in the meanings and implications of sexual and gender diversity over time and across social contexts of indigeneity, settler colonialism, urbanization, industrialization and capitalism, social and scientific modernization, the development of municipal and state power, the elaboration of the U.S. nation-state, immigration, the proliferation of mass culture, developments in family formation, and social movements for justice, rights, and liberation.
- Students will make connections between historical and contemporary social practices, discourses, cultural expressions, and institutional formations related to sexual and gender diversity. Key areas of focus will be the emergence and elaboration of the modern formations and identity categories of homosexuality, heterosexuality, bisexuality, and transness.
- Students will compare chronological and thematic approaches to queer and trans history.
- Through writing, reading, individual activities and group work, students will explore a diversity of primary sources, analyzing them for content, perspective, context, and absences/silences in relation to interpreting the queer past.
- Students will engage with the production of scholarly LGBTQ history, as well as the differences between primary and secondary sources, and between public, popular, and academic history.

Required Texts:
- Course reader of additional articles

Course Requirements and Expectations: Active reading, attendance, and discussion are crucial. The course has significant lecture and participation elements, so everyone is expected to show up prepared for all class meetings.

Grading:
- 20% Short Papers
- 20% Quizzes
- 20% Midterm
- 15% LGBTQ History Thematic Exploration Essay (including proposal and final essay)
- 25% Final
Short Papers (20%): All students will complete four two-page papers in which you synthesize and critically analyze weekly readings. There are a total of six weeks for possible papers, meaning that you get to choose two weeks to not hand something in. Use this for classes missed for illness or emergency or during periods of extra workload in other courses. No late or make-up papers will be accepted.

Quizzes (20%): There will be five quizzes during the semester. These will assess basic comprehension of the readings due that day. Your lowest score will be dropped for the final grade. There are no make ups for quizzes you miss.

LGBTQ History Thematic Exploration Essay (15%): Students will choose one chapter from the “themes” section of the Routledge History of Queer America through which to make a deep exploration. The resulting essay will require the student to do the following:

- Summarize the chapter’s principle argument and supporting evidence; produce a biographical author paragraph, including their related published work. (1 page)
- Provide an annotated bibliography for at least three of the scholarly secondary sources used by the chapter’s author. This requires students to read these sources and write their own abstracts for them. Be sure to include a brief description of how these sources relate to the chapter’s historical argument. (1-2 pages)
- Research and write up original research on a topic related to the chapter’s theme. This can either be an elaboration on some issue, event, individual, or cultural production mentioned in the chapter or a study of something related to the chapter’s theme of the student’s own choosing. Students must support their historical analysis and argument with scholarly queer and trans secondary sources. (4-5 pages)

Midterm (20%): Covering the first half of the semester, this will be an open-note, online essay exam with two question prompts. To be discussed in detail near the test. (15%)

Final (25%): Covering the second half of the semester, this will be structured similarly to the midterm.
## Course Schedule

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<th>MEETING</th>
<th>CLASS TOPIC</th>
<th>READINGS DUE</th>
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<tr>
<td>1</td>
<td>What’s “LGBT”? What’s “Queer”? How Do They Have Histories?</td>
<td>Introduction of defining terms and debates A brief lecture on the history of “heterosexuality”</td>
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| 7 | **Something Queer in the American Revolution?** | Rachel Hope Cleves, “Revolutionary Sexualities and Early National Genders (1770s-1840s), *RHQA*, 27-38  
| 8 | **Queering the Nation-State** | Eithne Luibhéid, “Queer and Nation,” *RQHA*, 187-199 |
| 9 | **19th-Century Enslavement, Colonization, “Problem Bodies” and Alternative Domesticities** | Clare Sears, “Centering Slavery in Nineteenth-Century Queer History (1800s-1890s),” *RHQA*, 39-51  
Stryker, *TH*, 45-54 |
Sara Smith-Silverman, “Labor,” *RHQA*, 331-343 |
| 11 | **On the “Rural” and the “Frontier”** | Pippa Holloway and Elizabeth Catte, “Rural,” *RHQA*, 175-186  
| 12 | **Queer Black Lives in the Late 19th Century** | READER: Karen V. Hansen, “‘No Kisses Is Like Youres’: An Erotic Friendship between African-American Women During the Mid-Nineteenth Century,” *Gender and History* 7, no. 2 (1995): 153-182  
| 13 | **American Modernity at the Turn of the 20th Century** | Elizabeth Clement and Beans Velocci, “Modern Sexuality in Modern Times (1880s-1930s),” *RHQA*, 52-66  
Stryker, *TH*, 54-60 |
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<th>Week</th>
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| 14   | Racialization, Normalization, and Early 20th-C. Sexual Subcultures | Nayen Shah, “Queer of Color Estrangement and Belonging,” *RHQA*, 262-275  
READER: Gladys Bentley, “I Am a Woman Again,” *Ebony* (August 1952); Letters to the Editor, *Ebony* (October 1952) | |
| 16   | Midterm | | |
| 17   | The Apex of Heteronormativity | Amanda Littauer, “Sexual Minorities at the Apex of Heteronormativity (1940s-1965),” *RHQA*, 67-81  
David Serlin, “Bodies,” *RHQA*, 135-147  
| 18   | Primary Source Interpretation: The Lavender Scare | READER: Judith Adkins, “‘These People Are Frightened to Death’: Congressional Investigations and the Lavender Scare,” *Prologue: The Magazine of the National Archives*, 48, no. 2 (2016)  
READER: “Lavender Scare,” Discovering LGBTQ History Tumblr of the National Archives Collection, [https://lgbtqarchives.tumblr.com/tagged/lavender-scare](https://lgbtqarchives.tumblr.com/tagged/lavender-scare) | |
| 19   | Homophile Emergence | Marcia Gallo, “Organizations,” *RHQA*, 148-159  
Stryker, 57-77 | QUIZ 4 |
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<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
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| 20   | Midcentury Queer Subcultures | Stryker, 79-84  
| 21   | Queering the Black Civil Rights Movement | Stryker, TH, 85-105  
| 22   | San Francisco’s Screaming Queens | In-Class: *Screaming Queens: The Riot at Compton’s Cafeteria* (KQED, 2005) |
Stryker, TH, 105-138 |
| 25   | AIDS and Activism in Reagan’s America | Katie Batza, “Sickness and Wellness,” *RHQA*, 287-299  
Jennifer Brier, “AIDS and Action,” *RHQA*, 95-106  
Stryker, TH, 138-149 |
Daniel Rivers, “Families,” RHQA, 276-286  
Stryker, TH, 151-193 |
Kwame Holmes, “The End of Queer Urban History?” RHQA, 160-174 |
Stryker, 195-236 |
| 29 | Saving and Displaying the Queer Past | Kate Eichhorn, “Queer Archives: From Collections to Conceptual Framework,” RHQA, 123-134  
Lara Kelland, “Public History and Queer Memory,” RHQA, 371-381 |
| 30 | Final Exam | |