
THE UNIVERSITY OF TEXAS AT AUSTIN

Course Number: WGS f340

Instructor: Mollie T. Marchione, Ph.D.
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Unique Number: 88890

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Semester: First Summer Session 2013

Phone: 1-512-471-5666

Meeting Time: MTWTHF 10:00-11:15 a.m.

Office Room: BUR 536C

Meeting Place: BUR 128

Office Hours: T & W 11:30 am-12:30 pm

U.S. Lesbian and Gay History, 20th Century

I. COURSE DESCRIPTION & OBJECTIVES

What can we learn from U.S. history about gender and sexuality?

This course will use lectures, readings, films, class discussion, and written assignments to explore this question as we trace the social, cultural, and political history of same-sex desire in the U.S., primarily in the 20th century. Major topics include the growth of lesbian and gay communities or sub-cultures and the persistence of racial, class and gender differences within and among them. The course will familiarize students with some of the classic texts in the field as well as recent and varied writings on the history of sexuality, focusing on the experiences, ideas, and conflicts that have shaped modern lesbian and gay identities.

Objectives:

- ❖ To introduce you to historical approaches to studying lesbian and gay history in the U.S.
- ❖ To encourage you to think critically about the central role of sexuality in shaping 20th-century American culture
- ❖ To help you identify, analyze, and respond to major topics in lesbian and gay life in a culturally sensitive and historically informed manner.
- ❖ To give you opportunities to examine how gender, race, and class create intersectional identities for lesbian and gay people.

Writing Flag

"This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board."

Cultural Diversity in the United States

"This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization."

II. REQUIRED READINGS

Class readings will be posted on Blackboard. Students are expected to print and bring readings to class.

Readings: Selections from the following books and journals.

Allan Berube, *Coming Out Under Fire: The History of Gay Men and Women in the World War Two*

George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*

Martin Duberman, Martha Vicinus, George Chauncey, eds., *Hidden from History: Reclaiming the Gay and Lesbian Past*

Lillian Faderman, *Odd Girls and Twilight Lovers: A History of Lesbian Life in Twentieth-Century America*

David Johnson, *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*

Selection from Journals:

Feminist Studies

Journal of Social History

Signs

Films – selected scenes from:

“The Celluloid Closet”

“Before Stonewall”

“After Stonewall”

“Stonewall Uprising”

III. TEACHING METHODS

The teaching format will consist of lectures, readings, films, class discussions, and review of students' writing drafts for a critical essay in the field of LGBT American history designed to help students expand and integrate their perspectives about the past and strengthen their scholarly knowledge.

IV. COURSE ASSIGNMENTS

Writing Assignments (50% of course graded based on weighted average of writing assignments)

All papers should have your name and a title and be word-processed (typewritten) and usually in 11-point font, and double-spaced, and with reasonable margins. Please see Section V for “Course Grading Criteria.”

One Mini-ethnography: 2 pages. Your description of the place of lesbians, gay men, bisexuals and/or transgendered people in two social settings: UT Austin and another “world” that you inhabit along with your assessment of introductory information from “2006 State of LGBTQ Affairs at UT” (pp. 4-17) (10% of writing grade). Definition for this assignment: *An ethnography is a descriptive account of social life and culture in a particular social system based on detailed observation of what people actually do.*

Two Response Papers: 3 pages each. Your written response to a question that instructor provides for a selection of assigned readings from which you will choose. Successful response will demonstrate critical thinking about the reading and the question. See section V: “Course Grading Criteria.” Paper drafts will receive in-class peer review and you will have time to make final edits before submitting for a grade. (40% of writing grade)

One Critical Analysis Paper: 5 pages. Your analysis of one topic of your choosing from a selection of online journal articles provided by instructor. Outline due in class; Paper draft due in class for instructor's review and comments. You will have time to rewrite/edit before submitting for a grade. See section V: “Course Grading Criteria.” (50% of writing grade)

Two Quizzes (30% of course grade based on weighted average). Quizzes will ask you to correctly identify significant individuals and events and important facts learned through readings, films, and lectures. Instructor will provide guide as to range of material to be covered in each quiz. Failure to take quiz on assigned day will result in deduction of 10 points from total on a make-up quiz.

Participation 20%: Completing readings prior to class. Leading and/or joining group and class discussions; asking and answering questions (Participation grade includes class attendance)

V. COURSE GRADING CRITERIA

Instructor will look for the following in grading response papers and critical analysis paper: A. Integration of critical thought, class discussions, and readings blended together (how well you demonstrate the ability to integrate critical thought and class material according to guidelines provided in the checklist and formatting checklists- clarity & content- that follow below). B. The quality of writing as well as the content. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected. Appropriate referencing of citations in MLA or APA style (authors, titles, page numbers, etc.) is required. Please read "Submitting Assignments" in section VII. See checklists that immediately follow for instructor's grading criteria for the mini-ethnography paper and for other papers.

Checklist for Mini-ethnography:

Clarity

- Have I carefully proofread my own response for typos and grammatical errors?
- Have I included comments about my observations, as a 2013 student, about the relevancy and realization of information contained in pp. 4-17 of "2006 State of LGBTQ Affairs at UT"? Copy document link to your browser: <http://blogs.utexas.edu/queerstudentsalliance/files/2009/08/state-of-affairs-report.pdf>
- Have I described what I have observed about LGBT culture on UT Campus?
- Have I described what I have observed about LGBT culture in another "world" that I inhabit?

Formatting Checklist for Response Papers (also will be used in in-class peer review/writing workshops):

Clarity

- Have I carefully read and understood the question?
- Have I carefully proofread my own response for typos and grammatical errors?
- Have I focused my response on a specific theme or topic that is essential to the question or the text?
- Will my response be clear to my intended reader?

Content:

- Have I begun my response with a thesis statement?
- Is my thesis well developed and clearly focused?
- Does my thesis acknowledge the complexity of the question itself?
- Have I offered relevant examples and supporting quotations from the text?
- Have I explained the significance of my examples or supporting quotations to the overall argument?
- Have I clarified essential terms and the meaning of what I am arguing?
- Have I kept narrative and description to the minimum needed for analysis?
- Does my conclusion emerge logically from my argument and evidence?

Checklist for Critical Essay:

Planning Your Calendar:

- By or before Thurs., June 20: I have selected and carefully read journal article. In class, I will submit an outline for essay that includes my thesis statement and how I plan to support it for the instructor's review.

By or before Wed., July 3: I have submitted my draft of paper for instructor's review. It is substantially written at this point so that any rewriting and editing suggested by instructor can be completed by the due date, last day of class, July 11.

Formatting: Clarity

- Have I carefully proofread my own response for typos and grammatical errors?
- Have I focused my response on a specific theme or topic that is essential to the article?
- Will my response be clear to my intended reader?

Formatting: Content

- Does the first or second paragraph of my paper include a thesis statement that I can identify and underline?
- Is my thesis well developed and clearly focused?
- Have I offered relevant examples and supporting quotations from the journal article?
- Have I explained the significance of my examples or supporting quotations to the overall argument?
- Have I clarified essential terms and the meaning of what I am arguing?
- Have I kept narrative and description to the minimum needed for analysis?
- Does my conclusion emerge logically from my argument and evidence?

VI. GRADING SCALE

100-94 = A
 93-90 = A-
 89-87 = B+
 86-84 = B
 83-80 = B-
 79-77 = C+
 76-74 = C
 73-70 = C-
 69-67 = D+
 66-64 = D
 63-60 = D-
 59 and below = F

VII. COURSE REQUIREMENTS AND POLICIES

Class Attendance

Your attendance, attention, and participation are expected for all class sessions. Attendance is included in the participation grade. Participation includes reading all assigned materials prior to the class session and engaging in class discussions. Lively class discussion is encouraged. Respectful communication is necessary to the learning environment. Please turn off cell phone ringers and refrain from text messaging and other non-class activities.

Office Hours

Please feel free to visit me during my office hours on Tuesdays and Wednesdays 11:30 a.m.- 12:30 p.m. in order to discuss anything related to the class and in order to allow me to get to know you better. My office is located in Burdine, 5th floor: BUR 536C.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least 14 days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Use of Blackboard in Class

In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to share other resources. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Writing Center

Students are encouraged to use the Undergraduate Writing Center (located in FAC 211; phone number 471-6222: <http://uwc.utexas.edu/home>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate student enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Submitting Assignments:(a) All papers should be word-processed (typewritten) and usually in 11-point font, and double-spaced, and with reasonable margins (b) Assignment due dates are noted in the course calendar. All assignments are due at the start of the class period. Appropriate referencing of citations in MLA or APA style (authors, titles, page numbers, etc.) is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) must be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due to credit to others will result in a **“0” for the assignment and/or an “F” for the course. Plagiarism is a form of scholastic dishonesty and will be addressed as such.**

The University of Texas Honor Code and Scholastic Dishonesty: The University of Texas at Austin's core values are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Scholastic dishonesty is a violation of the honor code. It harms the individual, all students, and the integrity of the University. UT Austin's policies on scholastic dishonesty will be strictly enforced. They are found at the Dean of Students, Student Judicial Services' website (<http://deanofstudents.utexas.edu/sjs/scholdis.php>).

Course modifications: Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence.

Students with disabilities: Students who require accommodations related to a disability should obtain a letter

from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 512-410-6644 videophone). Present the letter to the professor at the beginning of the semester so that needed accommodations can be addressed. For more information, go to <http://www.utexas.edu/diversity/ddce/ssd/>.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform the professor/instructor in writing during the first week of class. In the event of an evacuation, follow the instructions of faculty or class instructors. Do not re-enter a building unless given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office. For more information on emergency procedures and evacuation routes, go to <http://www.utexas.edu/emergency/>.

VIII. COURSE OUTLINE

Week 1.1 Thursday, June 6
Course Introduction; Syllabus Review

Week 1.2 Friday, June 7
Representation of Lesbians and Gays in Mainstream Culture
Film: "The Celluloid Closet" (1920s-1950s)

Week 2.1 Monday, June 10
**Mini-ethnography Due in Class
Challenges of Lesbian and Gay History
No reading due.

Week 2.2 Tuesday, June 11
Sexual Identity
Reading due: • John Boswell, "Revolutions, Universals, and Sexual Categories," in *Hidden from History: Reclaiming the Gay and Lesbian Past*, 17-36.

Week 2.3 Wednesday, June 12
Romantic Friendships: Women, 19th century
Reading due: • Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations Between Women in Nineteenth-Century America," *Signs* 1 (1975), 1-29.

Week 2.4 Thursday, June 13
Masculine Intimacy, 19th century
Readings (2) due: •1 E. Anthony Rotundo, "Romantic Friendship: Male Intimacy and Middle-Class Youth in the Northern United States, 1800-1900," *Journal of Social History* 23 (Fall 1989): 1-25. AND
•2 Martin Baumel Duberman, "Writhing Bedfellows in Antebellum South Carolina: Historical Interpretation and the Politics of Evidence" in *Hidden from History: Reclaiming the Gay and Lesbian Past*, 153-68 (read letters and Duberman's analysis of letters; skim remaining pages)

Week 2.5 Friday, June 14
**Response Paper #1 DRAFT Due in Class
Writing Workshop; Peer Review

Week 3.1 Monday, June 17
**Response Paper #1 FINAL Due in Class
The New Woman
Reading due: • Carroll Smith-Rosenberg, "Discourses of Sexuality and Subjectivity: The New Woman, 1870-1936," in *Hidden from History: Reclaiming the Gay and Lesbian Past*, 264-280.

Week 3.2 Tuesday, June 18

Middle-Class Male Sexual Practices and Identities in Early 20th Century

Reading due: • George Chauncey, Ch. 4: "The Forging of Queer Identities and the Emergence of Homosexuality in Middle-Class Culture," in *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*, 99-127.

Week 3.3 Wednesday, June 19

1920s Lesbian

Reading due: • Lillian Faderman, Ch. 3: "Lesbian Chic Experimentation and Repression in the 1920s," in *Odd Girls and Twilight Lovers: A History of Lesbian Life in Twentieth Century America*, 62-92.

Week 3.4 Thursday, June 20

20th-Century Timeline Pre-WW II

Film: "Before Stonewall," Part 1

****Last day to submit outline for Critical Analysis paper for instructor's review**

Week 3.5 Friday, June 21

****Response Paper #2 DRAFT Due in Class**

Writing Workshop; Peer Review

Week 4.1 Monday, June 24

World War II

Readings (2) due: •1 Leisa D. Meyer Creating GI Jane: The Regulation of Sexuality and Sexual Behavior in the Women's Army Corps during World War II" *Feminist Studies* Vol. 18, No. 3 (Autumn, 1992), 581-601. AND
•2 Alan Berube, Ch. 7: "Comrades in Arms," in *Coming Out Under Fire: The History of Gay Men and Women in World War Two*, 175-200.

Week 4.2 Tuesday, June 25

Postwar/McCarthyism

Reading due: • David Johnson, Ch. 1: "Peurifoy's Revelation: The Politics of the Purges," in *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*, 15-39.

Week 4.3 Wednesday, June 26

****Response Paper #2 FINAL Due in Class**

Beginnings of the Gay Liberation Movement – 1950s and 1960s

No Reading Assigned

Week 4.4 Thursday, June 27

WW II and Cold War "Illustrated"

Film: "Before Stonewall," Part 2

Week 4.5 Friday, June 28

****Quiz #1**

Week 5.1 Monday, July 1

Stonewall Riot, June 1969

Film: "Stonewall Uprising"

Week 5.2 Tuesday, July 2

1970s Women's Movement; Lesbian Nation

Reading due: • Lillian Faderman, Ch. 9: "Lesbian Nation: Creating a Women-Identified-Women Community in the 1970s," in *Odd Girls and Twilight Lovers*, 215-245.

Week 5.3 Wednesday, July 3

Gay Liberation; Gay Politics

Film: "After Stonewall," Part 1

****Last day to submit Critical Analysis DRAFT for instructor's review**

Week 5.4 Thursday, July 4
HOLIDAY

Week 5.5 Friday, July 5
NO CLASS – Continue to work on Critical Analysis Paper

Week 6.1 Monday, July 8
1980s AIDS Crisis and Response
Film: After Stonewall, Part 2

Week 6.2 Tuesday, July 9
“Gay (19)90s”
No reading assigned

Week 6.3 Wednesday, July 10
****Quiz #2**

Week 6.4 Thursday, July 11
****Critical Analysis Paper Due in Class**
Course wrap-up; Course evaluations