

Instructor: Jeff Berryhill
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History 512:204/Summer 2024

Office Hours: 10-11 am Tu/Th by Zoom Appointment

LGBT History

Course Description

This course examines the rise of modern lesbian, gay, bisexual, and transgender identities, politics, cultures, and communities in the United States since the 19th century. Using an integrated or intersectional approach, this class will consider how sexual and gender diversity intersect with race, class, and other forms of social difference and power. Attentive to such contexts, this class will trace how LGBT communities, institutions, and people shaped American political, social, and cultural history. Moreover, our investigations will identify and analyze how understandings and practices of sexuality and gender changed over time. Such topics will include: the development of queer culture(s) and practices, resistance to discrimination and repression, struggles for rights and recognition, negotiations of difference and conflict, and the pursuit of pleasure and joy.

Learning Outcomes

By the end of this course, students will be able to:

- Identify, note, detail, and establish important facts from LGBT History.
- Analyze, and interpret primary source documents.
- Evaluate historical claims by historians and other scholars.
- Make historical claims based on their own interpretation of the evidence and engagement with other historians and scholars.

Students will also acquire some of the following academic skills:

- How to critically summarize and evaluate historical scholarship through a review essay.
- How to evaluate and analyze oral histories.
- How to engage primary sources and trace change over time in the Gay Liberation essay.
- How to synthesize and analyze historical materials presented in class in an essay-based comprehensive examination.

Readings

All assigned readings for the course will be posted on Canvas. **Students do not need to purchase any books for this class.** Students are expected to complete the readings from each module weekly. In addition to the readings listed on the course calendar, students are responsible for reading all supplemental materials, including the syllabus and assignment guides.

Course Work

Short Weekly Quiz (15%)

Students are required to complete a short, weekly quiz drawn from the course reading materials. These short assignments must be completed by Saturday at 11:59 pm of each week.

Written Assignments (45%)

You will be required to complete three different writing assignments throughout the semester. I will provide detailed instructions for each assignment well in advance of the due date. Read the instructions carefully and plan ahead. I am happy to discuss any ideas or questions you have about these assignments during office hours.

Papers submitted late will be penalized by half a letter grade (e.g., from B+ to B) for each day they are late, unless you have previously arranged an extension with me or obtained a note from a dean indicating that you were unable to complete your work on time.

Assignment #1: Oral History Narrative Exercise (15%)

Select an oral history of a LGBT community member contained in a digital archive or published work (I will provide a resource list well in advance) and carefully read or listen/watch. Drawing from the material covered in the course and the contents of the oral history, construct a short historical narrative 2-pages in length.

Due June 23rd on Canvas at 11:59 pm

Assignment # 2: Primary Source Analysis (20%)

Drawing from primary source materials from the Stonewall Rebellion and the Gay Liberation Era, students will complete 4-page primary source analysis.

Due June 30th on Canvas at 11:59 pm

Assignment #3 Film Review (10%)

Students will select one HIV/AIDS documentary and complete a 2-page analytical review of the film.

Due July 3rd on Canvas at 11:59 pm

Comprehensive Final Exam (30%)

Due July 3rd on Canvas at 11:59 pm

Grading Scale

90 - 100	A
87 - 89	B+
80 - 86	B
77 - 79	C+
70 - 76	C
60 - 69	D
59 or less	F

Academic Integrity & Plagiarism

Plagiarism or cheating will not be tolerated. Any student who commits plagiarism or other acts of academic dishonesty will be investigated by the Office of Academic Integrity, which may result in further disciplinary action. Academic dishonesty includes unauthorized collaboration on homework assignments and cheating on in-class assignments.

The [University's Policy on Academic Integrity](#) for Undergraduate and Graduate Students characterizes plagiarism in the following manner:

“Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.”

Please note that all assignments must include the following pledge:

“On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment.”

ChatGPT and Generative Artificial Intelligence

Use of generative AI tools such as ChatGPT is **not** permitted in this class. They cannot be used for any stage of the writing process or on any assignment. Any use of such tools for your work in this class will be considered as a violation of academic integrity. Contact me if you have any questions about this course policy.

Libraries and Learning Centers

Rutgers University Libraries

The most important resource at Rutgers is the University library system, which can be accessed at libraries.rutgers.edu. Many resources from the library may be directly accessed on-line, including most of the University's scholarly journals, books, reference guides, music, visual materials, and films. This class will make extensive use of the library's resources and students are encouraged to explore the library website. In addition, Rutgers-Newark has a library location at the John Cotton Dana Library on the main campus, which also houses the Institute of Jazz Archives. When the Dana Library is open during regular school hours, class members can contact the front help desk at (973)353-5901.

The Writing Center

The Writing Center (<http://www.ncas.rutgers.edu/writingcenter>), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. The Writing Center is available free of charge. I encourage you to take advantage of their services, they can assist in strengthening your reading, writing, and research skills.

The Learning Center

The Learning Center (<https://myrun.newark.rutgers.edu/learning-center>) located in Room 140 of Bradley Hall, provides tutoring services for a range of subjects in either small groups or one-on-one. Our tutors are successful undergraduates who are trained to clarify important concepts with the understanding that everyone can learn and improve given sufficient time, attention, and encouragement. To properly benefit from tutoring, the Learning Center requires students to come prepared to engage in tutoring sessions as an active participant, having attended class, read the required textbook or readings, taken and reviewed their notes, and attempted their assignments. The Learning Center also hosts a series of workshops over the course of the semester on a range of success topics each semester and provides academic coaching sessions where a learning specialist helps students identify areas for improvement and select from a range of possible solutions. Then the specialist provides feedback over time until student performance improves.

Technology Support

Link to "Technology Launchpad for Students" page: <https://mytech.newark.rutgers.edu/tlp>

Contact information for OIT-Newark Help Desk: <https://mytech.newark.rutgers.edu/techsupport>

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities

The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant

The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Individuals with temporary conditions/injuries

The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL)

The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment

The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu.

Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence

The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns

The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being

The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805.

If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

Name and Preferred Gender Pronouns

This class affirms all forms of gender expression and identity. If class members prefer to be called a different name than what is on the class roster, please let the instructor know. Class members should feel safe to correct the instructor or any member of the class on names or gender pronouns, or if class members do not wish to use a gender pronoun. Class members who have any questions or concerns should not hesitate to contact the instructor.

Course Schedule

Week 1 **Concepts and Approaches**

Introduction to LGBT History

Readings Marc Stein, "Introduction" from *Rethinking the Gay and Lesbian Movement*
Jewelle L. Gomez, "The Event of Becoming"

Industrialization and Expansion: Queer History in Wider Historical Processes

Readings John D'Emilio, "Capitalism and Gay Identity."
Claire Sears, "All that Glitters": Trans-ing California's Goldrush Migrations."
A. Castaigne, "A Miner's Ball." (Painting)

Week 2 **19th Century Queer Life and the Making of the Homosexual**

Romantic Friendship among 19th Century Women

Readings Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America."
Karen V. Hansen, "'No Kisses Is Like Youres': An Erotic Friendship between African-American Women During the Mid-Nineteenth Century."

Gender Transgressions Before Trans Identity

Readings Emily Skidmore, "Beyond Community: Rural Lives of Trans Men."
Jenn Manion, "Transgender Children in Antebellum America."
<https://outhistory.org/exhibits/show/transgenderchildrenantebellum>
Leila Rupp, "Definitions and Deviance,"

Week 3 **Queer Life & Cultures Until Midcentury**

Readings **Making Queer Cultures and Spaces at the Dawn of the 20th Century**
George Chauncey, "Lots of Friends at the YMCA"
Eric Garber, "A Spectacle in Color: The Lesbian and Gay Subculture of Jazz Age Harlem."
Cookie Woolner, "'Never No Wells of Loneliness in Harlem:' Black Lady Lovers In Prohibition Era New York."
Gertrude 'Ma' Rainey, "Prove It On Me Blues."
<https://outhistory.org/exhibits/show/rainey/rainey2>

Readings **World War II**
Allan Berube essays: "Marching to a Different Drum"
Margot Canaday, "Building a Straight State: Sexuality and Social Citizenship under the 1944 G.I. Bill."
Coming Out Under Fire (Documentary)

Readings **Post-War Regulation and Repression**
Eric Cervini, *The Deviant's War*, 18-46
US Congress, Senate, Committee on Expenditures in the Executive Departments, "Employment of Homosexuals and Other Sex Perverts in Government."
The Lavender Scare (Documentary)

Week 4 **The Growth of a Queer Economy**

Readings **The Social and Political Significance of the Bars**
Jeffrey Escoffier and Chris Mitchell, "Bars and the Queer Economy."
<https://outhistory.org/exhibits/show/queering-the-economy/essay>
Elizabeth Lapovsky Kennedy and Madeline D. Davis, "I Could Hardly Wait to Get Back to that Bar."
Christopher Agee, "Gayola: Police Professionalization and Politics of San Francisco's Gay Bars, 1950-1968."

Readings **Consumer Cultures, Leisure Spaces, and Work**
David K. Johnson, "Physique Pioneers: The Politics of 1960s Gay Consumer Culture."
The Bowery Boys, "A Very Gay History of Fire Island" (podcast)
Anastasia Jones, "Lesbian Pulp Novels."
<https://brblroom26.wordpress.com/2009/02/23/lesbian-pulp-novels-1935-1965/>
Margot Canaday, "'The Ones Who...Had Nothing to Lose': Days and Nights in the Queer Work World" from *Queer Career*.

Assignment #1 Due June 23rd at 11:59 pm

Week 5 **The Birth of the Movement**

The Homophile Movement

Readings Marc Stein, "The Homophile Movement," 40-78 in *Rethinking the Gay and Lesbian Movement*
Oral History Excerpts w/ Harry Hay and Barbara Gittings

Stonewall & The Dawn of the Liberation Era

Readings Marc Stein, "Gay Liberation, Lesbian Feminism, and Gay and Lesbian Liberalism, 1969-1973" in *Rethinking the Gay and Lesbian Movement*.
Carl Wittman, "A Gay Manifesto."
Combahee River Collective, "The Combahee River Collective Statement."
Radicalesbians, "The Woman Identified Woman."

The Rise of the New Right and LGBT Politics in the 1970s

Readings Marc Stein, "Gay and Lesbian Activism in the Era of Conservative Backlash" in *Rethinking the Gay and Lesbian Movement*
Harvey Milk, "That's What America Is."

Assignment #2 Due June 30th at 11:59 pm

Week 6 **Queer Life at the Close of the Century**

AIDS and the Queer Community

Readings Marc Stein, "Gay and Lesbian Activism in the Age of AIDS, 1981-90."
Larry Kramer, "1,112 and Counting"
Joseph Beam, "Caring for Each Other."
The Denver Principles

Mobilizations in the 90s and the New Millennium

Readings Marc Stein, "LGBT and Queer Activism Beyond 1990 in *Rethinking the Gay and Lesbian Movement*
George Chauncey, "The Long Road to Marriage Equality."
Andrew Sullivan, "A (Conservative) Case for Gay Marriage."

Assignment #3 Due July 3rd at 11:59 pm

Final Exam Due July 3rd at 11:59 pm

