

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA _____

Dept/Division: HISTORY _____

Alpha Designator/Number: HST 508 _____

 Graded CR/NC

Contact Person: GRETA RENSENBRINK _____

Phone: _____

NEW COURSE DATA:

New Course Title: HISTORY OF LGBT PEOPLES _____

Alpha Designator/Number:

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Title Abbreviation:

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(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

A survey of gay, lesbian, bisexual and transgender history in the United States from the colonial period to the present.

Co-requisite(s): _____

First Term to be Offered: SPRING 2016 _____

Prerequisite(s): _____

Credit Hours: 3 _____

Course(s) being deleted in place of this addition (*must submit course deletion form*): _____

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _____	Date _____
Registrar _____	Date _____
College Curriculum Chair _____	Date _____
Graduate Council Chair _____	Date _____

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College: COLA

Department/Division: HISTORY

Alpha Designator/Number: HST508

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

GRETA RENSENBRINK

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

NOT APPLICABLE

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

NOT APPLICABLE

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

NOT APPLICABLE

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

NOT APPLICABLE

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached syllabus

7. COURSE OUTLINE (May be submitted as a separate document)

See attached syllabus.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See attached syllabus and bibliography.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

This course is taught primarily through discussion. Students read a range of primary and secondary sources, which we dissect and analyze in class.

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10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Students will complete an essay midterm and final exam, as well as keeping an intellectual journal throughout the term. They will write a 15-page research paper and present their findings to the class.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Graduate students have a more rigorous assignment for their intellectual journals, they have longer research papers, and do individual rather than group presentations. They also have additional reading and will meet separately twice during the semester for discussion.

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

SEE ATTACHED

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Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: HISTORY

Course Number and Title: HST508: HISTORY OF LGBT PEOPLES

Catalog Description: A survey of gay, lesbian, bisexual and transgender history in the United States from the colonial period to the present.

Prerequisites: NONE

First Term Offered: SPRING 2016

Credit Hours: 3

SYLLABUS HISTORY 408/508

History of Lesbian, Gay, Bisexual and Transgender Peoples in the United States

Spring 2016

Monday/Wednesday 1:00 to 2:15

Harris Hall 130

3 Credits

Dr. Greta Rensenbrink

Office: Harris Hall 108

rensensbrink@marshall.edu/696-2955

Office Hours: Monday and Wednesday 2:30 to 4, and by appointment

UNIVERSITY POLICIES

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to www.marshall.edu/academic-affairs/policies/. Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment.

COURSE DESCRIPTION

Catalog description: *A survey of gay, lesbian, bisexual and transgender history in the United States from the colonial period to the present.*

LGBT peoples have a long, convoluted, diverse and often very surprising history. Queer history is important to understand because it comprises a stream of American history and life that until very recently was overlooked or consciously silenced. It is also important because understanding the history of disadvantaged groups can help us to recognize the possibilities for change, and to celebrate triumphs of the past. But queer history is also important because of the way it illuminates the larger story of American cultural and social experience. LGBT peoples’ struggles for visibility, their battles against homophobia and attempts to regulate queerness, and their work toward positive cultural representations of queerness; all of these have shaped American history in profound ways.

This course seeks to examine significant aspects of LGBT history, beginning by trying to defining what and who is queer, and the particular problems of doing queer history. It will then trace central themes in LGBT history, using recent and classical historical texts as well as an array of primary sources. The overall themes of the course will be: the construction and reconstruction of queer identities; historical trends toward tolerance, regulation and repression; the diversity of queer identities, cultures and communities; and the challenges inherent in trying to pin down queer history and queer subjects.

REQUIRED TEXTS

- George Chauncey, *Gay New York* (New York: Basic Books, 1993). 978-0465026210. About \$16.

- Rita Mae Brown, *Rubyfruit Jungle* (1973). 978-1101965122. About \$12.
- Marc Stein, *Rethinking the Gay and Lesbian Movement* (New York: Routledge, 2012). 978-0415874106. About \$32.
- Grad Students only: Graduate Students will also read Michel Foucault, *The History of Sexuality, Volume 1* (Vintage, 1979). 978-0679724698. About \$35.

LEARNING OUTCOMES

Course student learning objectives	How students will practice these objectives	How students will practice these objectives
Deepen their understanding of the history of LGBT peoples and their impact on today's world	Discussions and journal entries.	Midterm, final and presentation.
Increase their ability to think analytically and synthetically	Discussions are designed to foster analysis, and the ability to think synthetically (relating lesson issues to other material from the course).	Journals and essay exams.
Improve their critical approaches to reading	Journal entries call for critical assessment of course readings. Professor feedback directs students to improving this skill.	Book Quizzes and Exams
Develop their ability to express themselves thorough writing	This course is writing based, offering various forms of writing from informal (inclass writing) to medium stake (Journals) to formal, high stake assignments.	Journals and exams
Sharpen verbal expression skills	Because the format of the course is based on discussion, students will have ample opportunity to develop their ability to express themselves verbally. Occasional small group discussions give students practice in a less-intimidating environment.	Final presentations

This course will rely heavily on students' active participation. Engaged students will emerge from the class with improved speaking and writing skills. The complexity of the subject lends itself to considering theoretical approaches, thus students will gain experience with using theory in history and applying theory to other humanities and social science subjects. Students can also of course expect to come away with a very different understanding of the place of LGBT peoples in history, and thus a richer understanding of the issues facing queer communities today.

UNDERGRADUATE REQUIREMENTS

IN BRIEF:

- 5 entries in an online intellectual journal
- 2 book quizzes (on Chauncey and Brown)
- Active participation in discussion

- Take-home essay midterm and final
- Short research project and presentation
- (Possibly other short in-class writing—responses to lectures or readings)

INTELLECTUAL JOURNAL

You will have 8 opportunities to do a journal entry—you must do 5 of the 8. They are a chance for you to develop your own ideas about course readings before you get to class. I will give you a question or so to consider. Questions will often ask what you think the reading is trying to convey about a specific topic; and something about your view, analysis or opinion.

Each entry should be about 300-400 words (that is a page or a page and a half). I won't be worried about grammar or formal essay structure. You can write the way that you would speak. And you can write longer if you have more to say.

Journal entries are due by class time the day the reading in question is due (the class schedule below lists the journal days). They cannot be submitted late. Each journal entry is worth 5% of your grade.

Intellectual Journal: 25% of your grade

BOOK QUIZZES

Will be short checks that you read the books carefully. They are worth 5% of your grade each.

Book Quizzes: 10% of your grade.

DISCUSSION

This class will be all about speaking up. Talking in class is a crucial part of learning to develop your ideas and your voice. I note down after every class who spoke up and who talked a lot. If you are having trouble speaking in class you can make up this grade by doing extra journal entries. Any you do over the required eight will count as a day when you did a lot of talking in class.

The discussion grade may also include in-class writing. These will be informal assignments asking for your response to a discussion or a lecture.

Discussion: 20% of your grade

MIDTERM & FINAL

These are both essay exams. The midterm will have 2 and the final 3 short essays. For the essays, you will need to discuss specific readings we have used in the class, and address major issues that have come up in discussions or lectures. I will expect you to cite which lecture, reading or discussion you are drawing from. The best way to prepare for the midterm and final is to commit yourself to taking notes on readings, lectures, and discussions.

I will not accept a late exam unless you have made arrangements with me before the due date. If you ask for an extension after the due date I will say no.

Midterm: 15% and **Final:** 15% of your grade

RESEARCH PROJECT AND PRESENTATION

This will be a short research project on an aspect of LGBT history that grabs your attention. You will work with a partner each producing a 5 page paper, and the two of you will do a presentation of 10 to 15 minutes.

Research Project: 15% of your grade.

GRADUATE STUDENTS REQUIREMENTS

Graduate students will in general have the same assignments with the following differences:

ADDITIONAL READINGS

Graduate Students will also read Michel Foucault, *The History of Sexuality, Volume 1* (1979).

INTELLECTUAL JOURNALS

Grad students' intellectual journal assignment is designed to help you develop your thinking on the subject, to make connections among readings and develop themes, and to strengthen your analytic and synthetic skills. It can also be fun! Your responses should include two pages of discussions of the grad-only readings and the general readings. Please feel free to analyze, compare to outside knowledge or to work from other disciplines—whatever is most useful to you. Be sure to note which sources you are discussing, and to use direct quotations or summaries where necessary to be sure your reader can follow you. This section should be followed by one page of reflection: of previous journal entries (responses to my responses for instance), or class discussions or lectures that have happened since your last entry. Please feel free to use an informal voice throughout. You are expected to turn in an entry each week, printed and kept in a three-ring binder. Journals will be due on Mondays, and returned to you on Wednesdays.

TAKE-HOME MIDTERM AND FINAL

You will have the same questions, but the expectations will be higher and the essays longer.

RESEARCH PROJECTS

You will be working on your own instead of in teams. Projects should include a 15 page paper along with the bibliography.

GRADING

All grades are entered into My Grades on the course Blackboard site, including a running average that will let you keep track of where you stand.

Journal entries will be graded on a 10-point scale. I will be looking for evidence of careful reading and thoughtful engagement.

To grade **discussions**, I keep a check list each class day. Speaking up in class, on topic, gets a mark. Speaking a lot, or being especially engaged, gets a double mark. Students will receive a midterm and final discussion grade. In each case, I add up the marks and grade more or less on a curve (I say more or less, because I have no problem giving a lot of A's if many people are participating).

Discussion grades can be additionally affected by unexcused missed classes and by short in-class writing.

Exams and research projects will get a percentage grade out of 100 based on a grading rubric that will be included with the assignment.

Translating percentages into grades: 90 and above is an A, 80 and above is a B. You get the idea. For final grades, I will round up any score that is .5 or above (thus 89.5 is an A).

ATTENDANCE POLICY

I assume you will be in class unless you have a reasonable excuse. Please let me know in advance, if possible, if you have to miss a class. For any non-university excused absences you should talk to me. Coming to class and participating are a big part of your grade.

IMPORTANT DATES

For drop dates and other important dates please check the Academic Calendar by going to:

<http://www.marshall.edu/calendar/academic/>

COURSE POLICY ON PLAGIARISM

Plagiarism is cheating. Educate yourself about what constitutes plagiarism, because I will follow this policy: The first case of plagiarism I find will get you a 0 for the assignment. For the second I will report you to the Office of Academic Affairs and you will fail the course. If you are ever unsure about whether you are citing something correctly please ask me!

Plagiarism includes:

Using outside sources without citing them. Any use of outside sources (like Wikipedia) on any submitted work without attribution (that is without saying where you got the information) is cheating. (Note: None of the assignments in this class ask for outside research and generally if you rely on outside material you will get a 0 for the assignment. History is not interchangeable—I am giving you smart and credible material to read. Substituting randomwebsites won't give you the same experience or knowledge).

Using quotations from ANY sources without using quotation marks. If you draw even just a three-word phrase from a reading you should have quotation marks around those three words and you should tell me what page you found them on. In the writing assignments you can do this informally—just put the page number in parentheses at the end of the sentence. The midterm and final include instructions for citing and quoting material more formally.

ACCESSIBILITY ISSUES

There are alternatives available for auditory or visually impaired students for the film clips and film assignments. Please let me know if you will be taking advantage of these alternatives. Do so in the first week of the course (or as soon as possible thereafter)--I want to be sure to get you set up for the assignments in plenty of time.

SCHEDULE OF CLASSES AND READINGS

INTRODUCTIONS

January 11: Course Introduction

January 13: Defining Terms

- Leila Rupp, *A Desired Past*, Chapter 1.

COLONIAL AND EARLY AMERICA

January 18: MLK Day—no class

January 20: Colonial and Early America

- “The Execution of Richard Cornish, 1624-1625,” from Jonathan Ned Katz, *Gay American History*, 16-19.

January 25: Native American “Berdache,” African Ways, and Cultural Confrontation

- “They Pass for Manitous” (and other European views of Native Americans), from Jonathan Ned Katz, *Gay American History*, 287-91.
- Journal entry 1.

January 27: Romantic Friendships and Inversion

- Selections from Carolyn DeSwarte Gifford, ed., *Writing out My Heart: Selections from the Journal of Frances E. Willard, 1855-1896* (University of Illinois Press, 1995).
- Journal entry 2.

19TH CENTURY

February 1: The Wild West and Other 19th Century Worlds

February 3: Wolves, Fairies and Working-Class Cultures at the Turn of the Century

- Chauncey, *Gay New York*, Part I.
- Journal entry 3.

February 8: Grad Students only

- Read Foucault, Part I
- Undergrads reading day—finish chauncy

BECOMING VISIBLE

February 10: Gay New York

- Chauncey, *Gay New York*, Parts II and III
- Book Quiz on Chauncey.

February 15: World War II and Its Aftermath: The Gay Ghetto, the Gay Bar, and New Transgender Possibilities

CREATING COMMUNITIES IN THE MID-TWENTIETH CENTURY

February 17: The Lavender Scare

- US Senate, “Employment of Homosexuals and other Sex Perverts in the US Government” (1950), *We are Everywhere*, 241-251.
- Journal entry 4.

February 22: Homophiles and Other Stirrings of Change

- Marc Stein, Introduction and Chapter 2.

February 24: Creating Alternative Spaces—Queer Life Away from the Bars

- Rochella Thorpe, "A House where Queers Go: African-American Lesbian Nightlife in Detroit, 1940-1975," in Ellen Lewin (ed.), *Inventing Lesbian Cultures in America* (Boston: Beacon Press, 1996).
- "Sam Delaney Describes Communal Public Sex in New York in the Early 1960s," in Kathy Peiss, Ed., *Major Problems in the History of American Sexuality* (Boston: Houghton Mifflin, 2002).
- Selection from Will Fellows, *Farm Boys: Lives of Gay Men from the Rural Midwest* (1996).
- Journal entry 5.

February 29: Midterm due

- Class will not otherwise meet.

March 2: Rural Queer

- Rita Mae Brown, *Rubyfruit Jungle*.
- Book quiz.

LATE TWENTIETH CENTURY AND INTO THE 21ST

March 7: Stonewall, Gay Liberation, and Gay Liberalism

- Marc Stein, Chapter 3 to page 91, and 98 to the end (in other words, skip the "Radical Lesbian Feminism" section).
- Journal entry 6.

March 9: The Cockettes, Disco, and all that Countercultural Jazz

March 14: Lesbian Feminism

- Marc Stein, Chapter 3, 91 to 98
- Reading from a Lesbian Feminist Journal TBA.

March 16: *The Word is Out* (film)

March 28: Research project discussion day

- Students will use class time to meet with their team.
- Grad students will meet with professor separately.

March 30: Harvey Milk

- Marc Stein, Chapter 4.
- Journal entry 7.

April 4: Backlash: Anita Bryant and Gay Panic

April 6: AIDS

- Stein, Chapter 5 to the end of page 163.
- Journal entry 8 (last journal entry).

April 11: Surviving the 1980s

- Alison Bechdel, *Dykes to Watch out For* (cartoon strip).
- Stein, Chapter 5, 164 to the end.

April 13: Queer Nation: Redefining Queer Community and Politics at the Turn of the Century

- Marc Stein, Chapter 6.

April 18: *Stonewall City: Voices of Gay West Virginians* (film)

- Research project papers due.

April 20: Presentations of Projects

April 25: Presentations of Projects

April 27: Presentation of Projects

BIBLIOGRAPHY

PRIMARY SOURCES

Bechdel, Alison. "Dykes to Watch out for." [comic strip]

Bechdel, Alison. *Fun Home: A Family Tragicomic*. New York: Houghton Mifflin, 2006. [autobiographical graphic novel].

Blasius, Mark and Shane Phelan. *We Are Everywhere: A Historical Sourcebook of Gay and Lesbian Politics*. New York: Routledge, 1997.

Brown, Rita Mae. *Rubyfruit Jungle*. [novel of lesbian life in the 1970s].

Fellows, Will. *Farm Boys: Lives of Gay Men from the Rural Midwest*. Madison: University of Wisconsin Press, 1996. [collection of short autobiographies].

Katz, Jonathan Ned, ed., *Gay American History: Lesbians and Gay Men in the U.S.A. A Documentary History*. New York: Meridian, 1976.

CONTEXT

Dinshaw, Carolyn. *Getting Medieval: Sexualities and Communities, Pre- and Postmodern*. Durham: Duke, 1999.

Traub, Valerie. *The Renaissance of Lesbianism in Early Modern England*. Cambridge: Cambridge university Press, 1992.

HISTORIES

Adam, Barry D. *The Rise of a Gay and Lesbian Movement*. New York: Twayne, 1995.

Angelides, Steven. *A History of Bisexuality*. Chicago: University of Chicago Press, 2001.

Boyd, Nan Alamilla. *Wide Open Town: A History of Queer San Francisco to 1965*. Berkeley: University of California Press, 2003.

Chauncey, George. *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*. New York: Basic Books, 1994.

D'Emilio, John. *Sexual Politics/Sexual Communities: The Making of a Homosexual Minority in the United States, 1940-1970*. Chicago: University of Chicago Press, 1983.

Duberman, Martin. *Stonewall*, New York: Plume, 1993.

- Enke, Anne. *Finding the Movement: Sexuality, Contested Space, and Feminist Activism*. Durham: Duke, 2007.
- Faderman, Lillian. *To Believe in Women: What Lesbians Have Done for America—A History*. Boston: Houghton Mifflin, 1999.
- Howard, John. *Men Like That: A Southern Queer History*. Chicago: University of Chicago Press, 1999.
- Johnson, David K. *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*. Chicago: University of Chicago Press, 1994.
- Kennedy, Elizabeth Lapovsky and Madeline D. Davis. *Boots of Leather, Slippers of Gold: A History of a Lesbian Community*. New York: Penguin, 1993.
- Myerowitz, Joanne. *How Sex Changed: A History of Transsexuality in the United States*. Cambridge: Harvard University Press, 2002.
- Newton, Esther. *Cherry Grove Fire Island: Sixty Years in America's first Gay and Lesbian Town*. Boston: Beacon Press, 1993.
- Quinn, D. Michael. *Same-Sex Dynamics Among Nineteenth-Century Americans: A Mormon Example*. Urbana: University of Illinois Press, 1996.
- Rupp, Leila. *A Desired Past: A Short History of Same-Sex Love in America*. Chicago: University of Chicago Press, 1999.
- Shiltz, Randy. *And the Band Played On: Politics, People and the AIDS Epidemic*. New York: St. Martin's Press, 1987.
- Stryker, Susan. *Transgender History*. Berkeley: Seal Studies, 2008.
- Williams, Walter. *The Spirit and the Flesh: Sexual Diversity in American Indian Cultures*. Boston: Beacon Press, 1986.

READERS

- Foster, Thomas A., ed. *Long before Stonewall: Histories of Same-Sex Sexuality in Early America*. New York: New York University Press, 2007.
- Beemyn, Brett, ed. *Creating a Place for Ourselves: Lesbian, Gay, and Bisexual Community Histories*. New York: Routledge, 1997.

Howard, John, ed. *Carryin' On in the Lesbian and Gay South*. New York: New York University Press, 1991.

Black, Alida M., ed. *Modern American Queer History*. Philadelphia: Temple University Press, 2001.