

Term Information

Effective Term Summer 2023

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding 100% DL Status to this class. Also updating the writing prereq for the new GE.

What is the rationale for the proposed change(s)?

The faculty member is unexpectedly going to be teaching this course online this summer.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

| | |
|--------------------------------------|--|
| Course Bulletin Listing/Subject Area | History |
| Fiscal Unit/Academic Org | History - D0557 |
| College/Academic Group | Arts and Sciences |
| Level/Career | Undergraduate |
| Course Number/Catalog | 3620 |
| Course Title | Lesbian, Gay, Bisexual, and Transgender History in the United States, 1940-Present |
| Transcript Abbreviation | ModernUS LGBT Hist |
| Course Description | An overview of LGBT culture and history in the U.S. from 1940 to the present. Students will examine changes in LGBT lives and experiences during the last half of the 20th century and the beginning of the 21st century, as well as the intersections of race, sexuality, and class, and how these categories have affected sexual minority communities and broader US law and culture. |
| Semester Credit Hours/Units | Fixed: 3 |

Offering Information

| | |
|--|--|
| Length Of Course | 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week |
| Flexibly Scheduled Course | Never |
| Does any section of this course have a distance education component? | Yes |
| Is any section of the course offered | 100% at a distance Greater or equal to 50% at a distance Less than 50% at a distance |
| <i>Previous Value</i> | <i>No, Greater or equal to 50% at a distance, Less than 50% at a distance</i> |
| Grading Basis | Letter Grade |
| Repeatable | No |
| Course Components | Lecture |
| Grade Roster Component | Lecture |
| Credit Available by Exam | No |
| Admission Condition Course | No |
| Off Campus | Never |

Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.
Prereq: English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0102
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Historical Study; Social Diversity in the United States; Race, Ethnicity and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Students will gain an understanding of the changes in LGBT lives and experiences during the last half of the 20th century and the beginning of the 21st century and the impact that sexual minority communities have had on law and culture in the US

Content Topic List

- Second World War
- Lesbian and gay communities
- Lesbian cultures
- Gay male cultures
- McCarthy Era
- AIDS
- Transgender visibility

Sought Concurrence No

Attachments

- History 3620 DL Cover Sheet v1.pdf: DL cover sheet
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- History 3620 LGBTQ (Rivers) In-Person Syllabus.docx: Syllabus In-Person
(Syllabus. Owner: Getson, Jennifer L.)
- History 3620 Syllabus DL (Rivers) V2.docx: Syllabus DL
(Syllabus. Owner: Getson, Jennifer L.)

COURSE CHANGE REQUEST
3620 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/02/2023

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Getson, Jennifer L. | 02/21/2023 11:20 AM | Submitted for Approval |
| Approved | Soland, Birgitte | 02/21/2023 11:20 AM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 03/02/2023 11:50 AM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 03/02/2023 11:50 AM | ASCCAO Approval |



SYLLABUS

HISTORY/3620

Lesbian, Gay, Bisexual, and Transgender History in the United States, 1940-Present

Autumn 2022 (full term)

3 credit hours

Online, Synchronous, Tuesdays and Thursdays 2:20pm – 3:40pm

COURSE OVERVIEW

Instructor

Instructor: Daniel Rivers

Email address: rivers.91@osu.edu

Prerequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Course description

This course offers an overview of LGBT culture and history in the United States from 1940 to the present. We will use a variety of historical and literary sources, including films and sound clips, to examine changes in lesbian, gay, bisexual and transgender lives and experiences during the last half of the twentieth century. The course will encourage students to think about intersections of race, ethnicity, sexuality, gender, and class, and how these categories have affected and been experienced by sexual and gender minority communities. The course will also explore the impact that sexual and gender minority communities have had on the law and culture in the United States since World War II.

General education goals and expected learning outcomes

This course counts toward the Legacy GE category of **Historical Studies** and **Diversity: Social Diversity in the United States** or the current GE Category of **GE Foundations: Race, Ethnicity, and Gender Diversity (REGD)**.

Legacy GE: Historical Studies

Goal:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes (ELOs):

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course will fulfill the Legacy GE: Historical Studies in the following ways:

Students will be introduced to the analysis of both primary and secondary documents and be asked to use them both in analyzing historical trends in LGBT history. The class will also introduce differing notions of sexual identity and gender in postwar American history, require the students to place them in historical context, and to analyze them using canonical historical scholarship in LGBT history since its inception as an academic discipline in the 1980s.

Students will look at the ways that historians have employed various definitions of sexual and gender minorities in the U.S. and how this has changed over time; for instance, course material will show that early lesbian and gay historians often overlooked transgender and bisexual histories, subsuming them in a monolithic notion of lesbian and gay history/identities that was grounded in the logic of the lesbian and gay political movements of the 1970s. The class will also introduce students to contemporary scholarly discussions of sexual identity as a historically situated and changeable cultural notion.

Throughout the course, students will analyze primary sources, including periodicals, letters, recordings of oral histories, and movement flyers. They will use then contextualize these sources using secondary texts on LGBT history since 1940, situating it within the larger framework of social, political, economic, military, gender, religious, ecological, and ethnic/racial/national postwar U.S. history.

The students will be asked to write two 5-7 page papers in which they will be asked to use a combination of primary and secondary sources to analyze the ways that historical movements and events have been represented; paper topics will include the effect of World War Two on LGBT communities; the first gay and lesbian civil rights organizations, founded in the 1950s; tough street queen/drag networks of the 1950s and 1960s; and the emergence of gay liberation and lesbian feminism in the 1970s.

Legacy GE: Diversity: Social Diversity in the United States

Goal:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes (ELOs):

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course will fulfill the Legacy GE: Diversity: Social Diversity in the United States in the following ways:

The course will require students to ask how intersecting categories, including race, class, gender, citizenship, and religious identity have affected LGBT experiences and politics in the period from 1940 to 2003. They will be asked to compare African American and Caucasian butch-femme lesbian communities in the 1950s, and to analyze the ways that racial segregation affected pre-1970s lesbian spaces; to read primary documents from lesbian feminists and gay liberationists of color, who developed an intersectional politics in reaction to racism in white dominated liberation movements; to ask how class affected the ability of LGBT individuals living underground lives in the 1950s and 1960s to remain undiscovered; and to study primary documents from various LGBT religious movements, from 1964 to 1980.

Students will be asked throughout the class to think of the formation of sexual, racial, ethnic, class, national, gender, and religious identity as a shifting and historically specific process. For example, we will look at the rearticulations of Judaism by Jewish lesbian feminists in the 1970s.

The course will require the students to think critically about different ways of perceiving race, gender, class, ethnicity, religion, and nation, and their impact on how we read LGBT history. Many of the readings, while historical in nature, ask the students to engage with alternative theoretical perspectives. For example, influenced by the work of Michel Foucault, Allan Berube's classic work on lesbians and gay men in World War Two argues that changes in institutional concepts of sexual identity had complex and unintended effects on the transformation of underground lesbian and gay communities and individual sexual identity formation in wartime culture in the United States.

Students in the course will compare contemporary LGBT political movements with historical ones, looking specifically at discussions within these movements of race, gender, class, religion, and nation. Examples include: discussions of transgender experiences and rights in gay and lesbian political movements of the 1950s, 1970s, and the present; the various influences of feminist thought and critical race theory on lesbian politics; and differences between radical gay liberationist politics of the early 1970s and contemporary mainstream LGBT rights movements, in terms of their respective notions of sexual citizenship.

Throughout the course, students will learn about and critically evaluate LGBT social and political movements in terms of race, gender, class, ethnicity, religion, and nation and situate them in the larger historical context of postwar U.S. history. For example, historical materials on the lives of African

American gay men in the 1950s will enable the students to ask how segregation affected gay men of color in the postwar era.

The students will be asked to write two 5-7 page papers in which they will be asked to use a combination of primary and secondary sources to analyze the ways that categories of race, gender, class, sexuality, ethnicity, religion, and nation have intersectionally operated to impact LGBT lives in the period from 1940 to 2003.

GE Foundations: Race, Ethnicity and Gender Diversity (REGD):

* See chart on the following page.

Foundations: Race, Gender and Ethnicity:

| Goals | Expected Learning Outcomes | Related Course Content ELOs |
|--|--|--|
| <p>Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.</p> | <p>Successful students are able to ...</p> <p>1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.</p> | <p>In this course, students will ...</p> <p>...throughout the semester be asked to learn about and evaluate the ways that intersectional constructions of race, gender, and ethnicity have impacted the social positions of LGBT individuals in the United States. These considerations are part of the assigned readings for every week. Content examples from various weeks of the class include: material on the vulnerability of lesbian mothers of color in the 1950s that students will engage with in the third week of the class; the politics and political strategies of Black gay and lesbian civil rights activists in the 1960s, discussed in the sixth week; and the ways that intersections of race, gender, ethnicity, and sexuality are addressed in the poetry and visual art of Black, Native American, and Asian American lesbian and gay artists in the 1970s and 1980s, analyzed in the tenth and eleventh weeks of the course.</p> <p>Students will be asked to reflect on the ways that categories of race, gender, class, and sexuality have historically and intersectionally affected LGBT lives in discussion posts, in-class exams, and papers. They will be given an introduction in the first week to theoretical frameworks on intersectionality and critical race and gender theories. They will then be asked to engage LGBT postwar social history using these frameworks in their coursework. In the two 5-page essays required in weeks seven and fourteen, they will be required to write about an aspect of LGBT history analyzed through an intersectional understanding of race, gender, ethnicity, and sexuality.</p> |
| | <p>1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.</p> | <p>Students will be taught about and asked to reflect on the ways that intersecting categories of race, gender, and ethnicity operate through institutional and social systems of power and impact the lived experiences of LGBT individuals through social and legal policies regarding LGBT lives from WWII to the present. They will do this in discussion posts, papers, and in-class exams.</p> <p>In the course midterm taken in the tenth week of the class, students will be required to discuss the experiences of Black gay men and lesbians in the US military in WWII and how their lived experiences were impacted by intersecting categories of race, gender, and sexuality. On the final exam, they will be asked to evaluate the ways in which Black trans women and men and Native American Two-Spirit individuals were treated differently by AIDS</p> |

| | | |
|--|---|---|
| | | advocacy organizations and treatment programs than individuals perceived of as white based on institutional policies and perspective grounded in intersectional categories of race, gender, and ethnicity. |
| | 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. | Students will look at the ways that LGBT lived experience has been impacted by the intersection of categories of race, gender, and ethnicity throughout the class. Two specific examples include how in the sixth week of the class, they will be asked to look at and discuss the ways in which media representation of trans women of color in the 1950s differed from that of white trans women while in the eighth week of the course they will be required to have in-class discussions analyzing the experiences of African American and Native American lesbian feminists and their experiences on lesbian feminist communes of the 1970s working from primary sources they will have read for that day. |
| | 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity. | Students will learn and write about the ways that past and current law impacting LGBT individuals and communities is affected by the intersections of race, gender, and ethnicity. They will also study the ways that the modern LGBT freedom struggle has at times ignored intersections of race, gender, and ethnicity and consequently has overlooked the need of LGBT people of color, cisgendered lesbians, or transwomen. Studying these topics will give the students historical and current examples of the social and ethical consequences of studying and developing an awareness of intersectionality in political and legal activism. |
| Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity. | 2.1 Demonstrate critical self-reflection and critique of their social positions and identities. | In a response turned into the professor in the eighth week of the course, students will be asked to reflect on and analyze their own subject positions and family background/history considering what they have learned about LGBT history in the United States and through a lens of intersecting categories of race, ethnicity, gender, sexuality, dis/ability, class, and nationality. |
| | 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. | In a response turned into the professor in the next to last week of the course, students will be asked to reflect on what they have learned about their own perceptions of US history and the world around them in the class, how/if this has shifted based on what the class has taught them about intersections of race, gender, ethnicity, class, and sexuality. |
| | 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others. | Throughout the course, students will be taught about and asked to analyze the ways in which the lives of LGBT individuals have historically been shaped by intersections of race, gender, ethnicity, class, dis/ability, and nationality and how this changed over time, from WWII to the present. They will be asked to discuss this in discussion posts, papers, and exams. During the ninth, tenth, and twelfth week of the course, for example, students will discuss and evaluate the experiences of gay men, lesbians, and transgender men and women during the "liberation era" of the 1970s and 1980s and how these experiences were shaped by intersections of race, ethnicity, gender, and sexuality. |

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and Synchronous. The course will meet twice a week at set meeting times.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines, attend scheduled class times, and can schedule other assignments and activities on their own time.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Live sessions: REQUIRED.**
This class has scheduled, synchronous class times twice a week. Attendance is a critical requirement. Missing more than three classes will affect the participation section of the final course grade. Students will be responsible for reading the assigned texts and having the reading material available to consult during class. Students should also be prepared to participate in class discussion.
- **Participating in discussion forums: DISCUSSION QUESTIONS – 3 TIMES PER SEMESTER, RESPONSES – 1 TIME PER WEEK**
All students must sign up by the second week of class for three dates on the syllabus when they will be responsible for posting a discussion question on the readings by noon the day before class. All students will be responsible for reading their peers' questions before class. As part of your participation, each week you can expect to post at least once as part of our class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- All course readings will be made available digitally on the History 3620 Carmen page.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

| ASSIGNMENT CATEGORY | POINTS |
|--------------------------------|------------|
| Attendance and Participation | 5% |
| Discussion Questions and Posts | 10% |
| Papers (20% each paper) | 40% |
| Midterm Exam | 20% |
| Final Exam | 25% |
| Total | 100 |

See course schedule below for due dates.

Descriptions of major course assignments

Attendance and Preparation

Attendance is a critical requirement. Missing more than three classes will affect the participation section of the final course grade. Students will be responsible for reading the assigned texts and having the reading material available to consult during class. Students should also be prepared to participate in class discussion, which is a substantial component of this class.

Academic integrity and collaboration: Academic integrity and collaboration:

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

Technical Issues: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.

Preparation: Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

Participation: At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Discussion Posts

Description:

All students must sign up by the second week of class for three dates on the syllabus when they will be responsible for posting a discussion question on the readings by Sunday at 11:59pm. Sign up by emailing the professor your three preferred dates by the second week of class.

All students will be responsible for reading their peers' questions before class and posting a short reply, in order to better prepare for that week's in-class discussions. **Replies are due by Thursday at noon.**

Try to actually engage your classmates (respectfully please), rather than simply agreeing or disagreeing. A strong discussion post must meet the following conditions: 1) it must **respond directly** to one of the discussion questions posted for the week; 2) if other people (including the instructor!) have already posted to a question before you, your post **must advance the discussion by responding to at least one other previous post**, and without ignoring or simply repeating what any of the other posts have said as well; 3) the post must utilize information from **at least one of the readings**; 4) it must make a **reasonable historical argument**; 5) it must be **approximately 200-300 words** long. A weaker post might be one that gets too off-topic, or merely repeats what other people have already said, or fails to

use the readings, or shows a poor understanding of history, or is simply too short to make a thorough contribution.

Academic integrity and collaboration: Your written assignments should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Exams

Description: The exams will consist of two sections of assessment: 1) short-answer identifications, in which the student must identify a selection of important terms and explain their historical significance, and 2) a long essay question in which students must analyze a given issue or topic in greater depth and sophistication. A study guide will be distributed a few days prior to the exam which will address the details, structure, and content of the exam. In particular, the study guide will give you a list of possible essay questions in advance. Exam questions will be opened on Tuesday after class and due Thursday at midnight. Class will be cancelled on Thursday so you can use class time to work on your exam if you wish.

Academic integrity and collaboration: Like the quizzes, the exams are open-note/open book, but must be completed alone. Discussing the exam with peers would be a violation of the academic integrity policy. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.

Papers

Description: Students will be required to write two five-page analytical papers. The papers should engage at least three of the course secondary source readings and three primary source readings in their analysis. The papers must be detailed and use Chicago documentation style with endnotes. All papers must be posted to Carmen by 11:59pm on the Sunday that they are due.

Academic integrity and collaboration: Your essay should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the *Chicago Manual of Style* to cite the ideas and words of your paper.

Late assignments

Late submissions will be penalized by taking half letter grade down (ex. A to A-) per each extra day, unless there is a documented emergency.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** Students should feel free to contact the instructor at any point during the semester if they have questions about the course or about history more generally (of course I am happy to meet during office hours as well!). E-mail is the quickest way to contact the instructor with pressing questions, but major concerns should be reserved for office hours. When you e-mail, please be sure to put the course number in the subject line so I know which course you are enrolled in. I will reply to emails within **24 hours on days when class is in session at the university**. I do not regularly check my email on the weekends.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach

an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Unless otherwise noted, assignments are due on the Monday following the end of each module by 11:59 pm. So, for example, assignments from week one will be due Monday August 29 at 11:59 pm.

Refer to the Carmen course for up-to-date assignment due dates.

*** Discussion Posts due every Thursday at noon ***

Weekly Schedule

8/23: Course Introduction

During this class we will introduce ourselves to each other, go over the course syllabus, and discuss the implications of an intersectional perspective on LGBT social history in the United States focused on connections between gender, race, ethnicity, class, and sexuality. This discussion will ground the students' own readings of the material for the next class, drawn from various disciplines, on intersectionality as a theoretical and historical framework.

8/25:

Assigned Readings:

Angela Y. Davis, "Working Women, Black Women, and the History of the Suffrage Movement," in *Women, Race, & Class* (New York: Vintage Books, 1981), 137-148.

Frances Beal, "Double Jeopardy: To Be Black and Female," in Robin Morgan ed., *Sisterhood is Powerful* (New York: Vintage Books, 1970), 340-353.

Kimberly Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," *Stanford Law Review*, 43 (6), pp. 1241-1299.

8/30:

The next two classes will cover the impact of the Second World War on lesbian and gay communities in the United States. Topics covered will include: the experiences of white and African-American gay men and lesbians in the military, the formation of new nationwide lesbian and gay communities as a result of military service and the effects of race, class, and gender on individuals' experiences in these communities, the attempts on the part of the military to identify and eliminate gay and lesbian service people during the induction process, and the development of a new psychological model for homosexuality during this period.

Assigned Readings:

-John D'Emilio, *Sexual Politics, Sexual Communities: The Making of a Homosexual Minority in the United States, 1940-1970* (Chicago: University of Chicago Press, 1983), 1-39

-Allan Berube, "Marching to a Different Drummer," in *My Desire for History: Essays in Gay, Community, and Labor History*, eds. John D'Emilio and Estelle Freedman (Chapel Hill, NC: University of North Carolina Press, 2011)

-Film, *Coming Out Under Fire* (1994)

9/1:

Assigned Readings:

- Elizabeth Lapovsky Kennedy and Madeline Davis, *Boots of Leather, Slippers of Gold: The History of a Lesbian Community*, (London: Routledge, 1993), 29-66
- Brett Beemyn, "A Queer Capital: Race, Class, Gender, and the Changing Social Landscape of Washington's Gay Communities, 1940-1955," in *Creating a Place for Ourselves: Lesbian, Gay and Bisexual Community Histories*, ed. Brett Beemyn (London: Routledge, 1997), 183-209

9/6:

The next two classes will focus on lesbian life and activism in the 1950s. They will provide an overview of lesbian communities during this period and cover specific topics such as: the experiences of lesbians of color during this era; butch/femme relationships in both working-class and middle-class Black and white lesbian communities; lesbian mothers in the 1950s and the effects of race and class on their experiences; the founding of the lesbian homophile organization, The Daughters of Bilitis, and the significance of their publication, *The Ladder*, the first lesbian periodical published in the United States.

Assigned Readings:

- Elizabeth Kennedy and Madeline Davis, *Boots of Leather, Slippers of Gold*, 1-26, 113-150
- Daniel Rivers, *Radical Relations: Lesbian Mothers, Gay Fathers, & Their Children in the United States since World War II*, (Chapel Hill, NC: University of North Carolina Press, 2013), 34-43.

9/8:

Students can choose to be responsible for reading either the Faderman and Newton readings or the Davis and Kennedy chapters – all students are responsible for reading the excerpts from *The Ladder* and the interview with Barbara Gittings from Jonathan Ned Katz's *Gay American History*.

Assigned Readings:

- Elizabeth Kennedy and Madeline Davis, *Boots of Leather, Slippers of Gold*, 151-230
- Esther Newton, "The Fun Gay Ladies: Lesbians in Cherry Grove, 1936-1960," in *Creating a Place for Ourselves*, 145-164
- Lillian Faderman, *Odd Girls and Twilight Lovers: A History of Lesbian Life in 20th Century America* (New York: Columbia University Press, 1991), 172-187
- Excerpts from *The Ladder*, 1956-1958
- "1958 - Barbara Gittings: Founding the New York Daughters of Bilitis," in *Gay American History*, ed. Jonathan Ned Katz (New York: Thomas Y. Crowell, 1976), 420-433

9/13:

The next two classes will explore gay male and transgender (in the case of the Boyd reading) cultures of the 1950s. They will cover the founding of The Mattachine Society by Harry Hay in Los Angeles and the publication of ONE Magazine by the ONE Institute, also in Los Angeles. Gay male social and sexual

networks of this period will also be discussed, with particular focus put on the experiences of gay men of color, working-class gay men, and gay fathers from the 1950s.

Assigned readings:

- John D’Emilio, *Sexual Politics, Sexual Communities*, 57-91.

9/15:

Assigned readings:

Students can choose to be responsible for reading either the Alamilla-Boyd and Drexel pieces or the Retzloff and Meeker readings – all students are responsible for reading the excerpts from ONE Magazine, 1953-1958 and the interview with Harry Hay from Jonathan Ned Katz’s *Gay American History*.

- Nan Alamilla-Boyd, *Wide-Open Town: A History of Queer San Francisco to 1965* (Berkeley, CA: University of California Press, 2003), 25-62
- Allen Drexel, “Before Paris Burned: Race, Class, and Male Homosexuality on the Chicago South Side, 1935-1960” in *Creating A Place for Ourselves*, 119-144
- Tim Retzloff, “Cars and Bars: Assembling Gay Men in Postwar Flint, Michigan” in *Creating a Place for Ourselves*, 227-252
- Martin Meeker, *Contacts Desired: Gay and Lesbian Communications and Community, 1940s- 1970s*, (Chicago: The University of Chicago Press, 2006), 31-76
- “Interview with Harry Hay: Founding the Mattachine Society,” in *Gay American History*, ed. Jonathan Ned Katz (New York: Thomas Y. Crowell, 1976), 406-420
- Excerpts from *ONE Magazine*, 1953-1958
- Film: *Hope Along the Wind*

9/20:

This class will address the increased policing of lesbian, gay, and transgender life throughout the 1950s. Topics will include: the general cultural increase in pressure towards heterosexual domesticity during the 1950s; the ways that the policing of race, gender, and sexuality were intertwined and mutually constitutive in this era; blacklisting and removal of lesbians and gay men in government and professional positions during the McCarthy era; “sex crime” panics of the era and the resulting round-up of suspected homosexuals in several major U.S. cities; bar raids; the development of a new pathological view of same-sex love built on American developmental psychology; and the impact of the work of Dr. Alfred Kinsey.

Assigned readings:

Students can choose to be responsible for reading either the Alamilla-Boyd and Faderman pieces or the D’Emilio and Howard readings.

- John D’Emilio, *Sexual Politics, Sexual Communities*, 40-53
- Lillian Faderman, *Odd Girls and Twilight Lovers*, 139-158
- Nan Alamilla-Boyd, *Wide Open Town*, 108-147

- John Howard, "The Library, the Park, and the Pervert - Public Space and Homosexual Encounter in Post-World War II Atlanta," in *Carryin' On in the Lesbian and Gay South*, ed. John Howard (New York - New York University Press, 1997), 107-131

9/22:

The next two classes will focus on the growing voices of transsexual/transgender individuals in the 1950s and 1960s. It will examine the struggles and triumphs of trans-identified men and women during this era and look at the attitudes of the medical community in the U.S. towards sex reassignment surgeries, as well as the fear and titillation experienced by mainstream, heterosexual culture in the face of trans-identified individuals. The specific case of Christine Jorgensen will be used to give the students a sense of how these forces played out in the lives of one transgender woman and compared with the media coverage and lived experience of non-white and working class trans women to illustrate the ways that race, class, and ethnicity affected the lives of trans women and their claiming of womanhood.

Assigned readings:

- Susan Stryker, *Transgender History* (Emeryville, CA - Seal Press, 2008), 31-57
 - Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* (Cambridge, MA: Harvard University Press, 2006), 14-97

9/27:

- Joanne Meyerowitz, *How Sex Changed*, 99-129
 - Emily Skidmore, "Constructing the Good Transsexual - Christine Jorgensen, Whiteness, and Heteronormativity in the Mid-Twentieth Century Press" *Feminist Studies* 37, no. 2 (Summer 2011), 1-33

9/29:

This class will cover changes in lesbian, gay, and transgender life during the 1960s and the connection between these changes and the larger sexual revolution in American society during this period. Subjects will include: the growing importance and visibility of "gay meccas" like New York and San Francisco and the migration of large numbers of gay men and lesbians to these cities; the experiences of LGT people of color in these "meccas," where white lesbians and gay men were often the most visible members of these communities; the increased production of lesbian and gay pulp novels and journalistic studies of lesbians and gay men; the evolution during this period of homophile organizations and the experiences of activists of color in them; the foundations of gay rights activism in cities such as San Francisco, Washington D.C., and New York; and the connection between this activism and other social justice movements of the 1960s, including the modern Black freedom struggle and the anti-Vietnam War movement.

Assigned readings:

Students can choose to be responsible for reading either the D'Emilio reading or the Meeker and Meyerowitz readings

- Joanne Meyerowitz, *How Sex Changed*, 168-207
- John D'Emilio, *Sexual Politics, Sexual Communities*, 129-195
- Martin Meeker, *Contacts Desired*, 113-150
- Film *Screaming Queens*

10/2

FIRST PAPER DUE

SUNDAY, OCTOBER 4 BY 11:59PM

10/4:

The next two classes will cover the ideological and political emergence of lesbian feminism out of the women's movement. Topics will include: the impact of the idea that the "personal is political" on the development of lesbian feminism; the political perspectives of lesbian feminists of color, including Black lesbian feminists, Native American lesbian feminists, and Chicana lesbian feminists, and how they developed different lesbian feminist and lesbian nationalist viewpoints; the experiences of women becoming aware of their lesbianism in feminist consciousness-raising groups; the concept of "political lesbianism"; and the importance of lesbian activism on the anti-rape movement and the women's reproductive rights movement.

Assigned readings:

- Ruth Rosen, *The World Split Open: How the Modern Women's Movement Changed America* (New York - Viking, 2000), 143-195
- New York Radicallesbians, "The Woman-Identified Woman"
- Margaret Sloan Hunter, "Black and Blacklesbian," in *Radical Feminism: A Documentary Reader*, ed. Barbara Crow, (New York - New York University Press, 2000), 327
- Margaret Sloan Hunter, "The Issue Is Woman Identification," *Plexus: West Coast Women's Press* 3(4) June 1976

10/6:

Assigned readings:

- Elandria Henderson, "The Black Lesbian," in *Radical Feminism: A Documentary Reader*, ed. Barbara Crow, (New York - New York University Press, 2000), 325-326
- *Azalea: A Magazine by & for Third World Lesbians*, V. 4, no. 2 (Spring/Summer 1981)
- The Combahee River Collective Statement

10/11:

This class will focus on lesbian-feminist communities of the 1970s. Students will be introduced to lesbian separatism and the struggle to maintain women-only space, the founding of lesbian-centered publishing

houses and recording companies, and the development of a lesbian-feminist pre-history based on stories of the Amazons, the reclaiming of the Greek poet Sappho, and histories of matriarchal cultures, as well as lesbian feminist communities of color and the way they redefined lesbian feminist nationalist space and lesbian separatism. Lesbian communes, both rural and urban, will also be discussed.

Assigned readings:

- Lillian Faderman, *Odd Girls and Twilight Lovers*, 215-247
- Kathie D. Williams, "Louisville's Lesbian Feminist Union: A Study in Community Building" in *Carryin' On in the Lesbian and Gay South*, 224-240
- Excerpts from *Lesbian Land*, Joyce Cheney ed.

10/13-10/14: Autumn Break, No Classes

10/18:

The next two classes will look at the emergence and ideology of the gay male liberation movement from the late 1960s to the mid-1970s. Connections and struggles between gay liberation and other liberation movements, including Black nationalism and the New Left, will be examined. Students will be introduced to the basic ideas of gay male liberation, including criticisms of sexual repression and the nuclear family. We will also look at the anti-gay policies of local police departments and employment discrimination faced by gay men. Examples of early gay liberation organizing from New York and San Francisco will be used to explore the dynamics of gay male liberation politics, including the organizing of gay liberationists of color and the intersectional analysis of sexuality, race, and colonialism they developed.

- John D'Emilio, *Sexual Politics, Sexual Communities*, 223-239
- Carl Wittman, "Refugees from Amerika: A Gay Manifesto," in *The Homosexual Dialectic*, ed. Joseph McCaffrey (Englewood Hills, NJ: Prentice Hall, 1972), 157-171
- Third World Gay Revolution, "What We Want What We Believe," in *Out of the Closets: Voices of Gay Liberation*, ed. Karla Jay and Allen Young (New York City: Douglas Book Co., 1972), 363-367
- Charles Thorpe, "I.D., Leadership, and Violence," in *Out of the Closets: Voices of Gay Liberation*, 352-363

10/20:

Assigned Readings:

- Martha Shelley, "Gay is Good," in *Out of the Closets - Voices of Gay Liberation*, 31-34
- Brett Beemyn, "The Silence Is Broken- A History of the First Lesbian, Gay, and Bisexual College Student Groups," *Journal of the History of Sexuality* 12, no. 2 (Apr 2003), 205-223.
- Gay Flames Gay Liberation Front flyers

10/25:

This class will provide students with a cultural and social overview of gay male communities in the United States in the 1970s. Topics will include: the aesthetic, social, and sexual life-world of pre-AIDS gay male

cultures in cities such as San Francisco and New York; the ways that race and gender served to increasingly proscribe certain white gay male identities in these communities by the mid-1970s; ties between these centers of the gay male world and more isolated gay communities; the founding of gay male businesses and travel networks; the establishment of rural gay communes; and the life experiences and cultures of gay men of color.

- Manuel Castells, *The City and the Grassroots: A Cross-Cultural Theory of Urban Social Movements* (Berkeley, CA: University of California Press, 1984), 138-172
- Gayle Rubin, "The Miracle Mile: South of Market and Gay Male Leather, 1962-1997" in *Reclaiming San Francisco: History, Politics, Culture* (San Francisco: City Lights Publishers, 2001), 247-272
- Daniel Rivers, "Founding New Sodom: Radical Gay Communalist Spirituality, 1973-1976," in *Devotions and Desires: Histories of Sexuality and Religion in the Twentieth-Century United States*, ed. Gillian A. Frank, Bethany Moreton, and Heather White (Chapel Hill, NC: University of North Carolina Press, 2018), 234-252
- Film: Word Is Out

10/27:

No Class – you may use this time to work on the midterm if you wish.

MIDTERM DUE BY 11:59.

11/1:

This class will look at gay male art and literature of the 1970s and 1980s. Topics will include: literary perspectives on gay liberation and contemporary gay male communities; gay male science fiction and fantasy; African-American and Latino gay writers and their analysis of the intersectionality of race, sexuality, and gender; gay male painting and photography in the 1970s; literary treatments of the AIDS epidemic; and gay male comic books.

- Samuel Delany, "Time Considered as a Double Helix of Semi-Precious Stones," in *Worlds Apart: An Anthology of Lesbian and Gay Science Fiction and Fantasy*, ed. Camilla Decamin, Eric Garber, and Lyn Paleo (Boston - Alyson Books, 1989), 328-357
- David Feinberg, "Despair: August 1987"
- Essex Hemphill, "The Tomb of Sorrow" and "In an Afternoon Light" in Essex Hemphill ed., *Brother to Brother: New Writings by Black Gay Men* (Boston – Alyson Books, 1991), 75-83, 258-260
- Marlon Riggs, "Tongues Untied," *Brother to Brother*, 200-205
- Howard Cruse ed., *Gay Comix No. 1* (San Francisco, CA: Kitchen Sink Comix, 1980)
- Howard Cruse, ed., *Gay Comix No. 2*
- Howard Cruse, ed., *Gay Comix No. 3*

11/3:

This class will look at lesbian art and literature from the 1970s and 1980s. Topics will include: lesbian-feminist literature; lesbian science fiction and fantasy; lesbian writers of color such as Audre Lorde and

their development of a critical, intersectional standpoint lesbian feminism; lesbian photography; and lesbian comic books.

Assigned readings:

- Audre Lorde, "To My Daughter The Junkie On A Train," "New York City," "A Poem For Women In Rage," "Sister, Morning Is A Time For Miracles" in Audre Lorde, *Undersong - Chosen Poems Old and New*
- Sally Gearhart, *The Wanderground: Stories of the Hill Women* (Boston - Alyson, 1979), 1-6, 18-27, 43-52, 110-117, 118-132, 167-181
- Adrienne Rich, "Trying to Talk with a Man," "When We Dead Awaken," and "Diving Into the Wreck" in Adrienne Rich, *Diving Into The Wreck, Poems 1971-1972* (New York - W.W. Norton & Co., 1973), 3-6, 22-24.
- Cathy Cade, *A Lesbian Photo Album The Lives of Seven Lesbian Feminists* (Waterwoman Books: Oakland, CA)
- Selections from Alison Bechdel, *Dykes to Watch Out For*
- Diane DiMassa, *The Complete Hothead Paisan Homicidal Lesbian Terrorist* (New York, NY: Start Publishing, 1999) 1, 29-44, 71-74, 255, 282-284

11/8:

This class will cover the increasing visibility of transgender people in the lesbian and gay rights movement during the 1970s and 1980s. Issues that will be discussed include the experiences of transgender parents and their battles for custody of their children, the gradual acceptance of sex-reassignment surgeries in some medical circles in the United States, the struggles by transgender individuals for acceptance in gay and lesbian communities, the emergence of the Two Spirit movement among indigenous queer folks by the late 1980s, and the ways that the intersections of race, gender, ethnicity, and class affected all of this history.

Assigned readings:

- Susan Stryker, *Transgender History*, 91-153
- Lou Sullivan, "A Transvestite Answers A Feminist," in *The Transgender Studies Reader*, ed. Susan Stryker and Stephen Whittle (New York: Routledge, 2006), 159-164.
- Sandy Stone, *The Empire Strikes Back* (1993)

11/10:

The next two classes will cover the experiences and struggles of bisexuals during the 1970s, 1980s, and 1990s. Topics covered will include the foundations of a bisexual liberation movement in the mid-1970s, resistance to bisexual identity in lesbian-feminist communities, the experiences of bisexually identified parents, the ways that race and gender affected the lived experiences and oppression of bi people both in gay and lesbian spaces and heterosexual society; and the growing demands for recognition made by bisexuals in gay and lesbian communities in the 1980s and 1990s.

Assigned readings:

- Clare Hemmings, *Bisexual Spaces: A Geography of Sexuality and Gender*, (New York: Routledge, 2002), 253-97, 145-197.

11/15:

Assigned readings:

- Excerpts from *Bi Any Other Name: Bisexual People Speak Out*, ed. Loraine Hutchins and Lani Kaahumanu (Boston: Alyson, 1991)

11/17:

This class will cover the development of LGBT-focused spirituality. We will look at the ways that ethnicity, race, and gender have impacted LGBT spirituality and belonging in faith-based communities. Topics will include the formation of the Committee on Religion and the Homosexual in San Francisco in 1964; the founding of the Metropolitan Community Church in Los Angeles in 1968; Dignity (1969) and Integrity (1974), LGBT Catholic and Episcopalian organizations; the founding of Keshet Ga'avah, the world congress of Gay, Lesbian, Bisexual, and Transgender Jews, in 1980 and the emergence of LGBT congregations in New York, Los Angeles, and San Francisco in the early 1970s; and the founding of Al Fatiha, a US-based organization for LGBT Muslims, in 1997.

Assigned readings:

- McAdams, Kathleen A., "The San Francisco Council on Religion and the Homosexual", OASIS CALIFORNIA, The Gay, Lesbian, Bisexual, and Transgender Ministry of the Episcopal Diocese of California, http://www.oasiscalifornia.org/history/San_Francisco_Council_on_Religion_and_the_Homosexual.html (accessed November 11, 2008)

- Donald Kuhn, *The Church and the Homosexual: A Report on a Consultation*, (San Francisco: Glide Urban Center, 1964)

- CRH New Year's Ball Primary Sources

- "Troy Perry," in Vern L. Bullough ed., *Before Stonewall: Activists for Gay and Lesbian Rights in Historic Context*, (Binghamton, NYP: The Hayworth Press, 2002), 393-398

- Lillian Faderman and Stuart Timmons, *Gay L.A.: A History of Sexual Outlaws, Power Politics, and Lipstick Lesbians*, (Berkeley, CA: The University of California Press, 2006), 259-267

- Congregation Beth Simchat Torah Primary Sources

- Z. Budapest, Z. "Notes of A High Priestess," *Lesbian Tide* (Oct 1974): 8-9

- Cheri Lesh, "Live Oak Womon: Practicing Pagan," *Lesbian Tide* (Nov/Dec 1977), 10, 38

- Jeanne Cordova, "Witchcraft: A Feminist Perspective," *Lesbian Tide* (Nov 1973), 5, 25

- Audre Lorde, "An Open Letter to Mary Daly," in *Sister Outsider* (Trumansburg, NY: The Crossing Press, 1984), 66-71

- Mark Thompson, "This Gay Tribe: A Brief History of Fairies," in *Gay Spirit: Myth and Meaning* (New York: St Martin's Press, 1987), 332-350

11/22:

This class will cover the involvement of LGBT individuals in sport. Topics will include: the importance of amateur softball leagues to lesbian communities from the Second World War through the 1970s; the coming out of famous LGBT sports figures such as Billie Jean King, David Kopay, Martina Navratilova and Renee Richards and the public and professional responses to these out LGBT sports celebrities; and the founding of the Gay Games (originally known as the Gay Olympics) in 1982.

Assigned readings:

- Pat Griffin, *Strong Women, Deep Closets: Lesbians and Homophobia in Sport* (Amherst, MA: The University of Massachusetts Press, 1998), 30-49.
- Tom Waddell and Dick Schaap, *Gay Olympian: The Life and Death of Dr. Tom Waddell* (New York: Alfred A. Knopf, 1996), 143-161, 208-213, 215, 222-223, 228-237
- Daneel Buring, "Softball and Alcohol: The Limits of Lesbian Community in Memphis from the 1940s through the 1960s" in *Carryin' On in the Lesbian and Gay South*, 203-223.

11/23-11/25 Thanksgiving/Indigenous People's Day, No Classes

10/27

SECOND PAPER DUE

SUNDAY, OCTOBER 27 BY 11:59PM

11/29:

This class will cover the scientific and governmental history of AIDS, including the first outbreaks of the new disease, the initial attitude of the scientific community in the U.S. toward the virus and the ways that this was affected by race, ethnicity, gender, and class, the breakthroughs in the United States and France that led to the isolation and identification of the HIV virus, and the response, and lack of response, to the epidemic on the part of the United States government.

Assigned readings:

- Randy Shilts, *And The Band Played On: Politics, People, and the Aids Epidemic* (New York: St. Martin's Press, 1987), 11-33, 80-92, 234-241, 263-277, 450-456, 486-503
- Allan Berube, "The History of Gay Bathhouses," in *Policing Public Sex*

12/1:

This class will cover the impact of the HIV virus on gay and lesbian communities. Topics will include: discrimination and social condemnation faced by AIDS patients; controversies in gay and lesbian communities over HIV and AIDS; legal problems faced by persons with AIDS; early activism demanding a larger government response to the virus and the subsequent founding of ACT UP in New York City; the activism of LGBT people of color and the ways that they transformed AIDS activism with an intersectional political perspective; changes in social attitudes towards AIDS as it became seen as a disease that affected children; the experiences of gay fathers and their children dealing with the fear of AIDS; and the development of cooperation between lesbian and gay male communities in the struggle against HIV/AIDS.

Assigned readings:

- Brett C. Stockdill, *Activism Against AIDS: At the Intersections of Sexuality, Race, Gender, and Class*, pgs. 57-81
- Mary Louise Adams, “All That Rubber, All That Talk: Lesbians and Safer Sex,” and Deborah Stone, “A Selfish Kind of Giving,” from *Aids: The Women*
- Richard Goldstein, “The Implicated and the Immune: Responses to AIDS in the Arts and Popular Culture”

12/6:

This class will look at gay and lesbian legal activism from 1960 to 2003. Students will be introduced to the movement to overturn sodomy laws in the United States and will examine landmark cases in this legal battle, including *Bowers v Hardwick* and *Lawrence v Texas*. Also included will be the legal struggles against employment and housing discrimination, the fight to legalize same-sex marriage, and the battle to end the ban on lesbians and gay men in the military.

Assigned readings:

- Joyce Murdoch and Deb Price, *Courting Justice: Gay Men and Lesbians v. The Supreme Court*, pgs., 27-51, 163-187, 213-236, 311-354

12/11

FINAL EXAM DUE BY SUNDAY, DECEMBER 11 AT 11:59PM

History 3620

Professor Daniel Rivers
rivers.91@osu.edu

Lesbian, Gay, Bisexual, and Transgender History in the United States, 1940-Present

This course offers an overview of LGBT culture and history in the United States from 1940 to the present. We will use a variety of historical and literary sources, including films and sound clips, to examine changes in lesbian, gay, bisexual and transgender lives and experiences during the last half of the twentieth century. The course will encourage students to think about intersections of race, ethnicity, sexuality, gender, and class, and how these categories have affected and been experienced by sexual and gender minority communities. The course will also explore the impact that sexual and gender minority communities have had on the law and culture in the United States since World War II.

This course fulfills the specific requirements for the Race, Gender, and Ethnicity Foundations category:

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

ELO 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

ELO 1.2: Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

ELO 1.3: Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

ELO: 1.4: Evaluate social and ethical implications of studying race, gender, and ethnicity.

GOAL 2: Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

ELO 2.1: Demonstrate critical self- reflection and critique of their social positions and identities.

ELO 2.2: Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

ELO 2.3: Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

| Foundations: Race, Gender and Ethnicity: | | |
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| Goals | Expected Learning Outcomes | Related Course Content ELOs |
| <p>Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.</p> | <p>Successful students are able to ...</p> <p>1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.</p> | <p>In this course, students will ...</p> <p>...throughout the semester be asked to learn about and evaluate the ways that intersectional constructions of race, gender, and ethnicity have impacted the social positions of LGBT individuals in the United States. These considerations are part of the assigned readings for every week. Content examples from various weeks of the class include: material on the vulnerability of lesbian mothers of color in the 1950s that students will engage with in the third week of the class; the politics and political strategies of Black gay and lesbian civil rights activists in the 1960s, discussed in the sixth week; and the ways that intersections of race, gender, ethnicity, and sexuality are addressed in the poetry and visual art of Black, Native American, and Asian American lesbian and gay artists in the 1970s and 1980s, analyzed in the tenth and eleventh weeks of the course.</p> <p>Students will be asked to reflect on the ways that categories of race, gender, class, and sexuality have historically and intersectionally affected LGBT lives in discussion posts, in-class exams, and papers. They will be given an introduction in the first week to theoretical frameworks on intersectionality and critical race and gender theories. They will then be asked to engage LGBT postwar social history using these frameworks in their coursework. In the two 5-page essays required in weeks seven and fourteen, they will be required to write about an aspect of LGBT history analyzed through an intersectional understanding of race, gender, ethnicity, and sexuality.</p> |
| | <p>1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.</p> | <p>Students will be taught about and asked to reflect on the ways that intersecting categories of race, gender, and ethnicity operate through institutional and social systems of power and impact the lived experiences of LGBT individuals through social and legal policies regarding LGBT lives from WWII to the present. They will do this in discussion posts, papers, and in-class exams.</p> <p>In the course midterm taken in the tenth week of the class, students will be required to discuss the experiences of Black gay men and lesbians in the US military in WWII and how their lived experiences were impacted by intersecting categories of race, gender, and sexuality. On the final exam, they will be</p> |

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| | | asked to evaluate the ways in which Black trans women and men and Native American Two-Spirit individuals were treated differently by AIDS advocacy organizations and treatment programs than individuals perceived of as white based on institutional policies and perspective grounded in intersectional categories of race, gender, and ethnicity. |
| | 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. | Students will look at the ways that LGBT lived experience has been impacted by the intersection of categories of race, gender, and ethnicity throughout the class. Two specific examples include how in the sixth week of the class, they will be asked to look at and discuss the ways in which media representation of trans women of color in the 1950s differed from that of white trans women while in the eighth week of the course they will be required to have in-class discussions analyzing the experiences of African American and Native American lesbian feminists and their experiences on lesbian feminist communes of the 1970s working from primary sources they will have read for that day. |
| | 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity. | Students will learn and write about the ways that past and current law impacting LGBT individuals and communities is affected by the intersections of race, gender, and ethnicity. They will also study the ways that the modern LGBT freedom struggle has at times ignored intersections of race, gender, and ethnicity and consequently has overlooked the need of LGBT people of color, cisgendered lesbians, or transwomen. Studying these topics will give the students historical and current examples of the social and ethical consequences of studying and developing an awareness of intersectionality in political and legal activism. |
| Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity. | 2.1 Demonstrate critical self-reflection and critique of their social positions and identities. | In a response turned into the professor in the eighth week of the course, students will be asked to reflect on and analyze their own subject positions and family background/history considering what they have learned about LGBT history in the United States and through a lens of intersecting categories of race, ethnicity, gender, sexuality, dis/ability, class, and nationality. |
| | 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. | In a response turned into the professor in the next to last week of the course, students will be asked to reflect on what they have learned about their own perceptions of US history and the world around them in the class, how/if this has shifted based on what the class has taught them about intersections of race, gender, ethnicity, class, and sexuality. |
| | 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others. | Throughout the course, students will be taught about and asked to analyze the ways in which the lives of LGBT individuals have historically been shaped by intersections of race, gender, ethnicity, class, dis/ability, and nationality and how this changed over time, from WWII to the present. They will be asked to discuss this in discussion posts, papers, and exams. During the ninth, tenth, and twelfth week of the course, for example, students will discuss and evaluate the experiences of gay men, lesbians, and transgender men and women during the "liberation era" of the 1970s and 1980s and how these experiences were shaped by intersections of race, ethnicity, gender, and sexuality. |

Student Responsibilities:**Attendance and Preparation**

Attendance is a critical requirement. Missing more than three classes will affect the participation section of the final course grade. Students will be responsible for reading the assigned texts and bringing digital or printed versions of assigned materials to each week's class.

Discussion Questions/Comments

All students must sign up by the second week of class for three dates on the syllabus when they will be responsible for posting a discussion question on the readings by noon the day before class. All students will be responsible for reading their peers' questions before class. Sign up by emailing the professor your three preferred dates by the second week of class.

Assignments

Students will be required to write two five-page analytical papers. The papers should engage at least three of the course secondary source readings and three primary source readings in their analysis. The papers must be detailed and use Chicago documentation style with endnotes. All papers are due at the beginning of class and will be penalized a half letter grade for each class meeting they are late. There will also be an in-class midterm exam and a final exam during finals week.

Grading Policies:

Student Participation: Attendance and Discussion Posts 10%
Papers 40% (20% each paper)
Mid-term 25%
Final 25%

Readings:

All course readings will be made available digitally on the History 3620 Carmen page.

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely

fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Weekly Schedule

8/23: Course Introduction

During this class we will introduce ourselves to each other, go over the course syllabus, and discuss the implications of an intersectional perspective on LGBT social history in the United States focused on connections between gender, race, ethnicity, class, and sexuality. This discussion will ground the students’ own readings of the material for the next class, drawn from various disciplines, on intersectionality as a theoretical and historical framework.

8/25:

Assigned Readings:

Angela Y. Davis, “Working Women, Black Women, and the History of the Suffrage Movement,” in *Women, Race, & Class* (New York: Vintage Books, 1981), 137-148.

Frances Beal, “Double Jeopardy: To Be Black and Female,” in Robin Morgan ed., *Sisterhood is Powerful* (New York: Vintage Books, 1970), 340-353.

Kimberly Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,” *Stanford Law Review*, 43 (6), pp. 1241-1299.

8/30:

The next two classes will cover the impact of the Second World War on lesbian and gay communities in the United States. Topics covered will include: the experiences of white and African-American gay men and lesbians in the military, the formation of new nationwide lesbian and gay communities as a result of military service and the effects of race, class, and gender on individuals’ experiences in these communities, the attempts on the part of the military to identify and eliminate gay and lesbian service people during the induction process, and the development of a new psychological model for homosexuality during this period.

Assigned Readings:

- John D’Emilio, Sexual Politics, *Sexual Communities: The Making of a Homosexual Minority in the United States, 1940-1970* (Chicago: University of Chicago Press, 1983), 1-39
- Allan Berube, “Marching to a Different Drummer,” in *My Desire for History: Essays in Gay, Community, and Labor History*, eds. John D’Emilio and Estelle Freedman (Chapel Hill, NC: University of North Carolina Press, 2011)
- Film, *Coming Out Under Fire* (1994)

9/1:

Assigned Readings:

- Elizabeth Lapovsky Kennedy and Madeline Davis, *Boots of Leather, Slippers of Gold: The History of a Lesbian Community*, (London: Routledge, 1993), 29-66
- Brett Beemyn, "A Queer Capital: Race, Class, Gender, and the Changing Social Landscape of Washington's Gay Communities, 1940-1955," in *Creating a Place for Ourselves: Lesbian, Gay and Bisexual Community Histories*, ed. Brett Beemyn (London: Routledge, 1997), 183-209

9/6:

The next two classes will focus on lesbian life and activism in the 1950s. They will provide an overview of lesbian communities during this period and cover specific topics such as: the experiences of lesbians of color during this era; butch/femme relationships in both working-class and middle-class Black and white lesbian communities; lesbian mothers in the 1950s and the effects of race and class on their experiences; the founding of the lesbian homophile organization, The Daughters of Bilitis, and the significance of their publication, *The Ladder*, the first lesbian periodical published in the United States.

Assigned Readings:

- Elizabeth Kennedy and Madeline Davis, *Boots of Leather, Slippers of Gold*, 1-26, 113-150
- Daniel Rivers, *Radical Relations: Lesbian Mothers, Gay Fathers, & Their Children in the United States since World War II*, (Chapel Hill, NC: University of North Carolina Press, 2013), 34-43.

9/8:

Students can choose to be responsible for reading either the Faderman and Newton readings or the Davis and Kennedy chapters – all students are responsible for reading the excerpts from *The Ladder* and the interview with Barbara Gittings from Jonathan Ned Katz’s *Gay American History*.

Assigned Readings:

- Elizabeth Kennedy and Madeline Davis, *Boots of Leather, Slippers of Gold*, 151-230
- Esther Newton, “The Fun Gay Ladies: Lesbians in Cherry Grove, 1936-1960,” in *Creating a Place for Ourselves*, 145-164
- Lillian Faderman, *Odd Girls and Twilight Lovers: A History of Lesbian Life in 20th Century America* (New York: Columbia University Press, 1991), 172-187

- Excerpts from *The Ladder*, 1956-1958
- "1958 - Barbara Gittings: Founding the New York Daughters of Bilitis," in *Gay American History*, ed. Jonathan Ned Katz (New York: Thomas Y. Crowell, 1976), 420-433

9/13:

The next two classes will explore gay male and transgender (in the case of the Boyd reading) cultures of the 1950s. They will cover the founding of The Mattachine Society by Harry Hay in Los Angeles and the publication of ONE Magazine by the ONE Institute, also in Los Angeles. Gay male social and sexual networks of this period will also be discussed, with particular focus put on the experiences of gay men of color, working-class gay men, and gay fathers from the 1950s.

Assigned readings:

- John D'Emilio, *Sexual Politics, Sexual Communities*, 57-91.

9/15:

Assigned readings:

Students can choose to be responsible for reading either the Alamilla-Boyd and Drexel pieces or the Retzliff and Meeker readings – all students are responsible for reading the excerpts from ONE Magazine, 1953-1958 and the interview with Harry Hay from Jonathan Ned Katz's Gay American History.

- *Nan Alamilla-Boyd, Wide-Open Town: A History of Queer San Francisco to 1965* (Berkeley, CA: University of California Press, 2003), 25-62
- Allen Drexel, "Before Paris Burned: Race, Class, and Male Homosexuality on the Chicago South Side, 1935-1960" in *Creating A Place for Ourselves*, 119-144
- Tim Retzliff, "Cars and Bars: Assembling Gay Men in Postwar Flint, Michigan" in *Creating a Place for Ourselves*, 227-252
- Martin Meeker, *Contacts Desired: Gay and Lesbian Communications and Community, 1940s-1970s*, (Chicago: The University of Chicago Press, 2006), 31-76
- "Interview with Harry Hay: Founding the Mattachine Society," in *Gay American History*, ed. Jonathan Ned Katz (New York: Thomas Y. Crowell, 1976), 406-420
- Excerpts from *ONE Magazine*, 1953-1958
- Film: *Hope Along the Wind*

9/20:

This class will address the increased policing of lesbian, gay, and transgender life throughout the 1950s. Topics will include: the general cultural increase in pressure towards heterosexual domesticity during the 1950s; the ways that the policing of race, gender, and sexuality were intertwined and mutually constitutive in this era; blacklisting and removal of lesbians and gay men in government and professional positions during the McCarthy era; "sex crime" panics of the era and the resulting round-up of suspected homosexuals in several major U.S. cities; bar raids;

the development of a new pathological view of same-sex love built on American developmental psychology; and the impact of the work of Dr. Alfred Kinsey.

Assigned readings:

Students can choose to be responsible for reading either the Alamilla-Boyd and Faderman pieces or the D'Emilio and Howard readings.

- John D'Emilio, *Sexual Politics, Sexual Communities*, 40-53
- Lillian Faderman, *Odd Girls and Twilight Lovers*, 139-158
- Nan Alamilla-Boyd, *Wide Open Town*, 108-147
- John Howard, "The Library, the Park, and the Pervert - Public Space and Homosexual Encounter in Post-World War II Atlanta," in *Carryin' On in the Lesbian and Gay South*, ed. John Howard (New York - New York University Press, 1997), 107-131

9/22:

The next two classes will focus on the growing voices of transsexual/transgender individuals in the 1950s and 1960s. It will examine the struggles and triumphs of trans-identified men and women during this era and look at the attitudes of the medical community in the U.S. towards sex reassignment surgeries, as well as the fear and titillation experienced by mainstream, heterosexual culture in the face of trans-identified individuals. The specific case of Christine Jorgensen will be used to give the students a sense of how these forces played out in the lives of one transgender woman and compared with the media coverage and lived experience of non-white and working class trans women to illustrate the ways that race, class, and ethnicity affected the lives of trans women and their claiming of womanhood.

Assigned readings:

- Susan Stryker, *Transgender History* (Emeryville, CA - Seal Press, 2008), 31-57
- Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* (Cambridge, MA: Harvard University Press, 2006), 14-97

9/27:

- Joanne Meyerowitz, *How Sex Changed*, 99-129
- Emily Skidmore, "Constructing the Good Transsexual - Christine Jorgensen, Whiteness, and Heteronormativity in the Mid-Twentieth Century Press" *Feminist Studies* 37, no. 2 (Summer 2011), 1-33

9/29:

This class will cover changes in lesbian, gay, and transgender life during the 1960s and the connection between these changes and the larger sexual revolution in American society during this period. Subjects will include: the growing importance and visibility of "gay meccas" like New York and San Francisco and the migration of large numbers of gay men and lesbians to these cities;

the experiences of LGT people of color in these “meccas,” where white lesbians and gay men were often the most visible members of these communities; the increased production of lesbian and gay pulp novels and journalistic studies of lesbians and gay men; the evolution during this period of homophile organizations and the experiences of activists of color in them; the foundations of gay rights activism in cities such as San Francisco, Washington D.C., and New York; and the connection between this activism and other social justice movements of the 1960s, including the modern Black freedom struggle and the anti-Vietnam War movement.

Assigned readings:

Students can choose to be responsible for reading either the D’Emilio reading or the Meeker and Meyerowitz readings

- Joanne Meyerowitz, *How Sex Changed*, 168-207
- John D’Emilio, *Sexual Politics, Sexual Communities*, 129-195
- Martin Meeker, *Contacts Desired*, 113-150
- Film *Screaming Queens*

10/4:

First Paper Due

The next two classes will cover the ideological and political emergence of lesbian feminism out of the women’s movement. Topics will include: the impact of the idea that the “personal is political” on the development of lesbian feminism; the political perspectives of lesbian feminists of color, including Black lesbian feminists, Native American lesbian feminists, and Chicana lesbian feminists, and how they developed different lesbian feminist and lesbian nationalist viewpoints; the experiences of women becoming aware of their lesbianism in feminist consciousness-raising groups; the concept of “political lesbianism”; and the importance of lesbian activism on the anti-rape movement and the women’s reproductive rights movement.

Assigned readings:

- Ruth Rosen, *The World Split Open: How the Modern Women's Movement Changed America* (New York - Viking, 2000), 143-195
- New York Radicallesbians, “The Woman-Identified Woman”
- Margaret Sloan Hunter, "Black and Blacklesbian," in *Radical Feminism: A Documentary Reader*, ed. Barbara Crow, (New York - New York University Press, 2000), 327
- Margaret Sloan Hunter, "The Issue Is Woman Identification," *Plexus: West Coast Women's Press* 3(4) June 1976

10/6:

Assigned readings:

- Elandria Henderson, "The Black Lesbian," in *Radical Feminism: A Documentary Reader*, ed. Barbara Crow, (New York - New York University Press, 2000), 325-326
- *Azalea: A Magazine by & for Third World Lesbians*, V. 4, no. 2 (Spring/Summer 1981)
- The Combahee River Collective Statement

10/11:

This class will focus on lesbian-feminist communities of the 1970s. Students will be introduced to lesbian separatism and the struggle to maintain women-only space, the founding of lesbian-centered publishing houses and recording companies, and the development of a lesbian-feminist pre-history based on stories of the Amazons, the reclaiming of the Greek poet Sappho, and histories of matriarchal cultures, as well as lesbian feminist communities of color and the way they redefined lesbian feminist nationalist space and lesbian separatism. Lesbian communes, both rural and urban, will also be discussed.

Assigned readings:

- Lillian Faderman, *Odd Girls and Twilight Lovers*, 215-247
- Kathie D. Williams, "Louisville's Lesbian Feminist Union: A Study in Community Building" in *Carryin' On in the Lesbian and Gay South*, 224-240
- Excerpts from *Lesbian Land*, Joyce Cheney ed.

10/13-10/14: Autumn Break, No Classes

10/18:

The next two classes will look at the emergence and ideology of the gay male liberation movement from the late 1960s to the mid-1970s. Connections and struggles between gay liberation and other liberation movements, including Black nationalism and the New Left, will be examined. Students will be introduced to the basic ideas of gay male liberation, including criticisms of sexual repression and the nuclear family. We will also look at the anti-gay policies of local police departments and employment discrimination faced by gay men. Examples of early gay liberation organizing from New York and San Francisco will be used to explore the dynamics of gay male liberation politics, including the organizing of gay liberationists of color and the intersectional analysis of sexuality, race, and colonialism they developed.

- John D'Emilio, *Sexual Politics, Sexual Communities*, 223-239
- Carl Wittman, "Refugees from Amerika: A Gay Manifesto," in *The Homosexual Dialectic*, ed. Joseph McCaffrey (Englewood Hills, NJ: Prentice Hall, 1972), 157-171
- Third World Gay Revolution, "What We Want What We Believe," in *Out of the Closets: Voices of Gay Liberation*, ed. Karla Jay and Allen Young (New York City: Douglas Book Co., 1972), 363-367
- Charles Thorpe, "I.D., Leadership, and Violence," in *Out of the Closets: Voices of Gay Liberation*, 352-363

10/20:

Assigned Readings:

- Martha Shelley, "Gay is Good," in *Out of the Closets - Voices of Gay Liberation*, 31-34
- Brett Beemyn, "The Silence Is Broken- A History of the First Lesbian, Gay, and Bisexual College Student Groups," *Journal of the History of Sexuality* 12, no. 2 (Apr 2003), 205-223.
- Gay Flames Gay Liberation Front flyers

10/25:

This class will provide students with a cultural and social overview of gay male communities in the United States in the 1970s. Topics will include: the aesthetic, social, and sexual life-world of pre-AIDS gay male cultures in cities such as San Francisco and New York; the ways that race and gender served to increasingly proscribe certain white gay male identities in these communities by the mid-1970s; ties between these centers of the gay male world and more isolated gay communities; the founding of gay male businesses and travel networks; the establishment of rural gay communes; and the life experiences and cultures of gay men of color.

- Manuel Castells, *The City and the Grassroots: A Cross-Cultural Theory of Urban Social Movements* (Berkeley, CA: University of California Press, 1984), 138-172
- Gayle Rubin, "The Miracle Mile: South of Market and Gay Male Leather, 1962-1997" in *Reclaiming San Francisco: History, Politics, Culture* (San Francisco: City Lights Publishers, 2001), 247-272
- Daniel Rivers, "Founding New Sodom: Radical Gay Communalist Spirituality, 1973-1976," in *Devotions and Desires: Histories of Sexuality and Religion in the Twentieth-Century United States*, ed. Gillian A. Frank, Bethany Moreton, and Heather White (Chapel Hill, NC: University of North Carolina Press, 2018), 234-252
- Film: Word Is Out

10/27:

In-class Midterm

11/1:

This class will look at gay male art and literature of the 1970s and 1980s. Topics will include: literary perspectives on gay liberation and contemporary gay male communities; gay male science fiction and fantasy; African-American and Latino gay writers and their analysis of the intersectionality of race, sexuality, and gender; gay male painting and photography in the 1970s; literary treatments of the AIDS epidemic; and gay male comic books.

- Samuel Delany, "Time Considered as a Double Helix of Semi-Precious Stones," in *Worlds Apart: An Anthology of Lesbian and Gay Science Fiction and Fantasy*, ed. Camilla Decamin, Eric Garber, and Lyn Paleo (Boston - Alyson Books, 1989), 328-357

- David Feinberg, "Despair: August 1987"
- Essex Hemphill, "The Tomb of Sorrow" and "In an Afternoon Light" in Essex Hemphill ed., *Brother to Brother: New Writings by Black Gay Men* (Boston – Alyson Books, 1991), 75-83, 258-260
- Marlon Riggs, "Tongues Untied," *Brother to Brother*, 200-205
- Howard Cruse ed., *Gay Comix No. 1* (San Francisco, CA: Kitchen Sink Comix, 1980)
- Howard Cruse, ed., *Gay Comix No. 2*
- Howard Cruse, ed., *Gay Comix No. 3*

11/3:

This class will look at lesbian art and literature from the 1970s and 1980s. Topics will include: lesbian-feminist literature; lesbian science fiction and fantasy; lesbian writers of color such as Audre Lorde and their development of a critical, intersectional standpoint lesbian feminism; lesbian photography; and lesbian comic books.

Assigned readings:

- Audre Lorde, "To My Daughter The Junkie On A Train," "New York City," "A Poem For Women In Rage," "Sister, Morning Is A Time For Miracles" in Audre Lorde, *Undersong - Chosen Poems Old and New*
- Sally Gearhart, *The Wanderground: Stories of the Hill Women* (Boston - Alyson, 1979), 1-6, 18-27, 43-52, 110-117, 118-132, 167-181
- Adrienne Rich, "Trying to Talk with a Man," "When We Dead Awaken," and "Diving Into the Wreck" in Adrienne Rich, *Diving Into The Wreck, Poems 1971-1972* (New York - W.W. Norton & Co., 1973), 3-6, 22-24.
- Cathy Cade, *A Lesbian Photo Album The Lives of Seven Lesbian Feminists* (Waterwoman Books: Oakland, CA)
- Selections from Alison Bechdel, *Dykes to Watch Out For*
- Diane DiMassa, *The Complete Hothead Paisan Homicidal Lesbian Terrorist* (New York, NY: Start Publishing, 1999) 1, 29-44, 71-74, 255, 282-284

11/8:

This class will cover the increasing visibility of transgender people in the lesbian and gay rights movement during the 1970s and 1980s. Issues that will be discussed include the experiences of transgender parents and their battles for custody of their children, the gradual acceptance of sex-reassignment surgeries in some medical circles in the United States, the struggles by transgender individuals for acceptance in gay and lesbian communities, the emergence of the Two Spirit movement among indigenous queer folks by the late 1980s, and the ways that the intersections of race, gender, ethnicity, and class affected all of this history.

Assigned readings:

- Susan Stryker, *Transgender History*, 91-153

- Lou Sullivan, "A Transvestite Answers A Feminist," in *The Transgender Studies Reader*, ed. Susan Stryker and Stephen Whittle (New York: Routledge, 2006), 159-164.
- Sandy Stone, *The Empire Strikes Back* (1993)

11/10:

The next two classes will cover the experiences and struggles of bisexuals during the 1970s, 1980s, and 1990s. Topics covered will include the foundations of a bisexual liberation movement in the mid-1970s, resistance to bisexual identity in lesbian-feminist communities, the experiences of bisexually identified parents, the ways that race and gender affected the lived experiences and oppression of bi people both in gay and lesbian spaces and heterosexual society; and the growing demands for recognition made by bisexuals in gay and lesbian communities in the 1980s and 1990s.

Assigned readings:

- Clare Hemmings, *Bisexual Spaces: A Geography of Sexuality and Gender*, (New York: Routledge, 2002), 253-97, 145-197.

11/15:

Assigned readings:

- Excerpts from *Bi Any Other Name: Bisexual People Speak Out*, ed. Loraine Hutchins and Lani Kaahumanu (Boston: Alyson, 1991)

11/17:

This class will cover the development of LGBT-focused spirituality. We will look at the ways that ethnicity, race, and gender have impacted LGBT spirituality and belonging in faith-based communities. Topics will include the formation of the Committee on Religion and the Homosexual in San Francisco in 1964; the founding of the Metropolitan Community Church in Los Angeles in 1968; Dignity (1969) and Integrity (1974), LGBT Catholic and Episcopalian organizations; the founding of Keshet Ga'avah, the world congress of Gay, Lesbian, Bisexual, and Transgender Jews, in 1980 and the emergence of LGBT congregations in New York, Los Angeles, and San Francisco in the early 1970s; and the founding of Al Fatiha, a US-based organization for LGBT Muslims, in 1997.

Assigned readings:

- McAdams, Kathleen A., "The San Francisco Council on Religion and the Homosexual", OASIS CALIFORNIA, The Gay, Lesbian, Bisexual, and Transgender Ministry of the Episcopal Diocese of California, <http://www.oasiscalifornia.org/history/San Francisco Council on Religion and the Homosexual.html> (accessed November 11, 2008)
- Donald Kuhn, *The Church and the Homosexual: A Report on a Consultation*, (San Francisco: Glide Urban Center, 1964)

- CRH New Year's Ball Primary Sources
- "Troy Perry," in Vern L. Bullough ed., *Before Stonewall: Activists for Gay and Lesbian Rights in Historic Context*, (Binghamton, NYP: The Hayworth Press, 2002), 393-398
- Lillian Faderman and Stuart Timmons, *Gay L.A.: A History of Sexual Outlaws, Power Politics, and Lipstick Lesbians*, (Berkeley, CA: The University of California Press, 2006), 259-267
- Congregation Beth Simchat Torah Primary Sources
- Z. Budapest, Z. "Notes of A High Priestess," *Lesbian Tide* (Oct 1974): 8-9
- Cheri Lesh, "Live Oak Woman: Practicing Pagan," *Lesbian Tide* (Nov/Dec 1977), 10, 38
- Jeanne Cordova, "Witchcraft: A Feminist Perspective," *Lesbian Tide* (Nov 1973), 5, 25
- Audre Lorde, "An Open Letter to Mary Daly," in *Sister Outsider* (Trumansburg, NY: The Crossing Press, 1984), 66-71
- Mark Thompson, "This Gay Tribe: A Brief History of Fairies," in *Gay Spirit: Myth and Meaning* (New York: St Martin's Press, 1987), 332-350

11/22:

This class will cover the involvement of LGBT individuals in sport. Topics will include: the importance of amateur softball leagues to lesbian communities from the Second World War through the 1970s; the coming out of famous LGBT sports figures such as Billie Jean King, David Kopay, Martina Navratilova and Renee Richards and the public and professional responses to these out LGBT sports celebrities; and the founding of the Gay Games (originally known as the Gay Olympics) in 1982.

Assigned readings:

- Pat Griffin, *Strong Women, Deep Closets: Lesbians and Homophobia in Sport* (Amherst, MA: The University of Massachusetts Press, 1998), 30-49.
- Tom Waddell and Dick Schaap, *Gay Olympian: The Life and Death of Dr. Tom Waddell* (New York: Alfred A. Knopf, 1996), 143-161, 208-213, 215, 222-223, 228-237
- Daneel Buring, "Softball and Alcohol: The Limits of Lesbian Community in Memphis from the 1940s through the 1960s" in *Carryin' On in the Lesbian and Gay South*, 203-223.

11/23-11/25 Thanksgiving/Indigenous People's Day, No Classes

11/29:

Second Paper Due

This class will cover the scientific and governmental history of AIDS, including the first outbreaks of the new disease, the initial attitude of the scientific community in the U.S. toward the virus and the ways that this was affected by race, ethnicity, gender, and class, the breakthroughs in the United States and France that led to the isolation and identification of the HIV virus, and the response, and lack of response, to the epidemic on the part of the United States government.

Assigned readings:

- Randy Shilts, *And The Band Played On: Politics, People, and the Aids Epidemic* (New York: St. Martin's Press, 1987), 11-33, 80-92, 234-241, 263-277, 450-456, 486-503
- Allan Berube, "The History of Gay Bathhouses," in *Policing Public Sex*

12/1:

This class will cover the impact of the HIV virus on gay and lesbian communities. Topics will include: discrimination and social condemnation faced by AIDS patients; controversies in gay and lesbian communities over HIV and AIDS; legal problems faced by persons with AIDS; early activism demanding a larger government response to the virus and the subsequent founding of ACT UP in New York City; the activism of LGBT people of color and the ways that they transformed AIDS activism with an intersectional political perspective; changes in social attitudes towards AIDS as it became seen as a disease that affected children; the experiences of gay fathers and their children dealing with the fear of AIDS; and the development of cooperation between lesbian and gay male communities in the struggle against HIV/AIDS.

Assigned readings:

- Brett C. Stockdill, *Activism Against AIDS: At the Intersections of Sexuality, Race, Gender, and Class*, pgs. 57-81
- Mary Louise Adams, "All That Rubber, All That Talk: Lesbians and Safer Sex," and Deborah Stone, "A Selfish Kind of Giving," from *Aids: The Women*
- Richard Goldstein, "The Implicated and the Immune: Responses to AIDS in the Arts and Popular Culture"

12/6:

This class will look at gay and lesbian legal activism from 1960 to 2003. Students will be introduced to the movement to overturn sodomy laws in the United States and will examine landmark cases in this legal battle, including *Bowers v Hardwick* and *Lawrence v Texas*. Also included will be the legal struggles against employment and housing discrimination, the fight to legalize same-sex marriage, and the battle to end the ban on lesbians and gay men in the military.

Assigned readings:

- Joyce Murdoch and Deb Price, *Courting Justice: Gay Men and Lesbians v. The Supreme Court*, pgs., 27-51, 163-187, 213-236, 311-354

Final exam scheduled during finals week in regular classroom, check OSU final exam schedule for day/time

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.