

# History of LGBT Sexual Subcultures

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History 366  
Fall 2011  
Tues/Thurs 9:30-10:50  
Clemens 17

Prof. Susan Cahn  
567 Park Hall  
645-8418  
cahn@buffalo.edu

OFFICE HOURS: Tuesday 11:15-1:30

This course analyzes the changing meaning of same-sex relations in the U.S., from the 18<sup>th</sup> to the 20th centuries. We will examine the boundaries between same-sex eroticism, friendship, and sociability and the emergence of heterosexuality and homosexuality as categories of experience/identity, along with later categories of bisexual and transgender personhood. The course will also consider modern lesbian, gay, and queer subcultures and everyday life experiences before and after the emergence of post-WWII liberation movements. Finally, we will explore representations of homosexuality in the mass media, medicine, the social sciences, law, and politics.

## READINGS:

The following books are required reading and are available at the UB Bookstore and alternatives.

Allida Black, ed., *Modern American Queer History* (Temple Univ. Press, 2001)

George Chauncey, *Gay New York: Gender, Culture, and the Making of a Gay Male World, 1890-1940* (Basic Books, 1995)

Martin Duberman, *Stonewall* (Plume Books, 1994)

Susan Stryker, *Transgender History* (Seal Press, 2008)

There are also additional articles and documents available to you through UB Learns on Course Documents. Download these from UB Learns and **bring articles to class**.

Attendance and Participation: This is a discussion-based class with minimal lecture. You will be expected to listen, discuss, ask questions, and contribute your ideas in class. Your presence, attention, and informed participation (this means doing the reading!) are important for making the classroom a supportive and challenging place to learn. It is also part of your grade, so COME TO CLASS and BE INVOLVED. More than three absences may lower your grade.

## Assignments and Grading

20% = Class Participation

15% = Reading Responses (4 responses)

20% = Essay Assignment 1

20% = Essay Assignment 2

25% = Final Exam **OR**

Final Paper: Extended Book Review with Historical Analysis

**SCHEDULE OF READINGS AND TOPICS: Complete the readings listed for each day before class. Be prepared to discuss them.**

8/30 INTRO

9/1 Concepts and Themes

READ:

- Jeffrey Weeks, "The Social Construction of Sexuality" in Kathy Peiss, ed., *Major Problems in the History of American Sexuality* (Houghton Mifflin, 2002), 2-9
- M. Duberman, M. Vicinus, and G. Chauncey, "Introduction," in *Hidden From History: Reclaiming the Gay and Lesbian Past* (New American Library, 1989), 1-13
- John Howard, "Where Are We to Begin?" in Allida Black, *Modern American Queer History (hereafter MAQH)*, ch. 1

9/6 Colonial America: First Peoples

READ:

- Will Roscoe, "Gender Diversity in Native North America," Martin Duberman, ed., *A Queer World* (NYU Press, 1997), 65-81
- Ramon Gutierrez, "Warfare, Homosexuality, and Gender Status Among American Indian Men in the Southwest," in Thomas A. Foster, ed., *Long Before Stonewall: Histories of Same-Sex Sexualities in Early America*, (NYU Press, 2007), 19-31
- Tracy Brown, "'Abominable Sin' in Colonial New Mexico" in Foster, 51-77

9/8 European Colonizers: Homosexuality in Law & Practice

READ:

- Kathleen Brown, "'Changed . . . into the Fashion of a Man': The Politics of Sexual Difference in a 17<sup>th</sup>-Century Anglo-American Settlement," *J. of the History of Sexuality* 6 (October 1995): 171-193
- Clare Lyons, "Mapping an Atlantic Sexual Culture," *WMQ* 60 (January 2003): 119- 154
- Richard Godbeer, "Sodomy in Colonial New England," in Peiss, 92-205 + Documents, pp. 71-72, 78-80

9/13 Victorian Era Sexualities: What's Not Right Here?

**CLASS WILL ATTEND CONFERENCE PANEL**

READ:

- John Wrathall, "Reading the Silences around Sexuality," in Peiss, 16-25
- Leila J. Rupp, "Romantic Friendship," in *MAQH*, ch. 2

9/15 Romantic Friendships

READ:

- Carroll Smith-Rosenberg, "The Female World of Love and Ritual," in Peiss, 201-214 + DOCUMENTS, 194-201
- Karen V. Hansen, "An Erotic Friendship between Two African-American Women," in Peiss, 214-237

- 9/20 Same Sex Male Relationships  
 READ:  
 - Martin Duberman, “‘Writhing Bedfellows’ in Antbellum South Carolina,” in John Howard, ed., *Carrying On in the Gay and Lesbian South* (NYU Press, 1997), 15-33  
 - Jonathan Ned Katz, “Coming to Terms,” in Duberman, *A Queer World*, 216-235  
 - Walt Whitman, excerpt from “Calamus,” in Peiss, 190-193
- 9/22 Victorian Repression? Foucault’s theory of sexuality  
 READ:  
 - Michel Foucault, “The Repressive Hypothesis,” in Paul Robinson, ed., *The Foucault Reader* (1989), 301-329
- 9/27 From Behaviors toward Identities: Sex, Law, and Changing Homosexuality  
 READ:  
 - Lisa Duggan, “The Trials of Alice Mitchell,” *Signs* 18 (Summer 1993): 791-814  
 - George Chauncey, “Christian Brotherhood or Sexual Repression?” + DOCUMENTS in Elizabeth Reis, *American Sexual Histories* (Blackwell Pubs., 2001), 199-221  
 - Allan Berube, “Lesbian Masquerade,” in *My Desire for History: Essays in Gay, Community and Labor History* (Univ. of North Carolina Press, 2011), 41-53
- 9/29 NO CLASS  
**READING RESPONSES DUE FRIDAY (9/30)** in Park Hall 567 by 3:00 p.m. (15%)
- 10/4 Creating Modern Sexuality: From Sin to Science of Sexology  
 READ: (choose 2 of 3)  
 - Esther Newton, “The Mythic Mannish Lesbian,” *Signs* (Summer 1984): 557-575  
 - Jennifer Terry, “The U.S. of Perversion,” *American Obsession: Science, Medicine, and Homosexuality in Modern Society* (Univ. of Chicago Press, 1999), 74-119  
 - Allida Black, “Perverting the Diagnosis,” in *MAQH*, ch. 8
- 10/6 Sexual Theory: Freud, (Homo)sexuality, and Racialized Sexuality  
 READ:  
 - Sigmund Freud, excerpts from *Three Essays on the Theory of Sexuality*, Sections (assigned sections)  
 - Siobhan Somerville, “Scientific Racism and the Emergence of the Homosexual Body,” *Journal of the History of Sexuality* (October 1994): 243-266
- 10/11 Urban Possibilities & Male (Homo)Sexual Practices in the Early 20<sup>th</sup> Century  
 READ:  
 - Chauncey, *Gay New York* “PART I”

- 10/13 Gay Culture and the Making of the Gay Male World  
 READ:  
 - Chauncey, *GNY* “PART II”  
 - Brett Beemyn, “The New Negro Renaissance, A Bisexual Renaissance,” in *MAQH*, ch. 4
- 10/18 Changes in 1920s-30s: The Politics of Gay Culture and the (New) Closet  
 READ:  
 - Chauncey, *GNY* “PART III” and “Epilogue”
- 10/20 New Openings and Possibilities in the WWII Era  
 READ:  
 - Margaret Rose Gladney, “Paula Snelling: A Significant Other,” in *MAQH*, ch. 6  
 - Elizabeth Kennedy and Madeline Davis, “Oral History and the Study of Sexuality in the Lesbian Community: Buffalo, NY, 1940-1960) *Feminist Studies* 12 (Spring 1986): 7-26
- 10/25 WWII: Coming Out Under Fire  
 - Allan Berube, “Marching to a Different Drummer” and “Coming Out Under Fire,” in Berube, 85-112,  
 MOVIE: *Coming Out Under Fire*  
**FIRST ESSAY DUE IN CLASS (20%)**
- 10/27 The Paradoxical 1950s  
 READ:  
 - Joane Meyerowitz, “Sex Change and the Popular Press: Historical Notes on Transsexuality in the U.S., 1930-1955,” in *GLQ* 4:2 (1998): 159-188 (+ DOCUMENTS from Reis, 398-400, 406-409)  
 - Julia Grant, “‘A Thought a Mother Can Hardly Face,’” in *MAQH*, ch. 9  
 - Marc Stein, “Rizzo’s Raiders, Beaten Beats, and Coffeehouse Culture in 1950s Philadelphia, in *MAQH*, ch.11
- 11/1 Cold War Culture: Homophobes and Homophiles  
 READ:  
 - Estelle Freedman, “‘The Burning of Letters Continues,’” in *MAQH*, ch. 5  
 - U.S. Senate Investigates ‘Sex Perverts’ in Government, 1950” in Peiss, 376-379  
 - John D’Emilio, “Homophobia and the Trajectory of American Radicalism,” in *MAQH*, ch. 7
- 11/3 Postwar America: Building the Straight State  
 READ:  
 - Margot Canaday, “Building the Straight State,” *J. of American History* 90 (December 2003): 934-957

- Regina Kunzel, "Situating Sex: Prison Sexual Culture in the Mid-Twentieth-Century United States," *GLQ: A Journal of Lesbian and Gay Studies* 8.3 (2002): 253-270
  - Tim Retzlaff, "Cars and Bars: Assembling Gay Men in Postwar Flint, Michigan," in Brett Beeman, ed., *Creating a Place for Ourselves* (NY: Routledge, 1997), 226-252
- 11/8 Gay Resistance: Before Stonewall  
 READ:  
 - John D'Emilio, "Placing Gay in the Sixties," in D'Emilio, *The World Turned: Essays on Gay History, Politics, and Culture* (Durham: Duke University Press, 2002), 23-44  
 - Martin Duberman, *Stonewall* (beginning chapters)
- 11/10 Stonewall Rebellion  
 READ:  
 - Duberman, *Stonewall* (rest of book)  
 - <http://vimeo.com/25770866>
- 11/15 Radical Lesbians and Bisexual Activists: 1970s-1980s  
 READ:  
 - Radicalesbians, "The Woman Identified Woman" (1970)  
<http://scriptorium.lib.duke.edu/wlm/womid/>  
 - Charlotte Bunche, "Lesbians in Revolt," *The Furies* (1972)  
<http://scriptorium.lib.duke.edu/wlm/furies/>  
 - Ara Wilson and Carol Queen, "Bisexuality Debate: What Do Bisexuals Want?" *Out/Look* 16 (Spring 1992): 33-40, 49-57  
 - Kimberly Springer, "Black Feminist Organizations and the Emergence of Interstitial Politics," in *MAQH*, ch. 12
- 11/17 Out of the Closets and Into the Polling Booths  
 FILM: *The Times of Harvey Milk*  
**SECOND ESSAY DUE on FRIDAY (11/18)** in Park Hall 567 by 3:00 p.m. (20%)
- 11/22 AIDS: The Crisis and Response  
 READ:  
 - Ronald Bayer, "AIDS and the Bathhouse Controversy," Peiss, 471-483 + DOCS  
 - Ian Lekus, "Health, Care, the AIDS Crisis, and the Politics of Community," in *MAQH*, ch. 15  
 News shorts (view at least 3 of 6)  
 - Lawrence Altman, "Rare Cancer Seen in 41 Individuals," *NYT* 7/3/81  
<http://www.nytimes.com/1981/07/03/us/rare-cancer-seen-in-41-homosexuals.html>  
 - Lawrence Altman, "Thirty Years In, We Are Still Learning from AIDS," *NYT* 5/31/11  
<http://www.nytimes.com/2011/05/31/health/31aids.html?pagewanted=all>  
 - NBC News, 1982, <http://youtu.be/1LKJ5ZzzL0w>  
 - Rock Hudson Mysterious Illness, 1985, <http://youtu.be/V8msfeLOXp8>

- Rock Hudson Dies, 1985, <http://youtu.be/cJRLTFvUdYQ>
- Jeff Yarborough, "Rock Hudson: On Camera and Off," *People*, 8/12/85, <http://www.people.com/people/archive/article/0,,20091477,00.html>

11/24 NO CLASS

[Start reading Stryker]

11/29 AIDS: Politics, Global Epidemic, and Blurred Categories

- Jennifer Brier, "The Immigrant Infection," in *Black, MAQH*, ch. 15
- Nellie Mathu, "Women and AIDS in Sub-Saharan Africa," in Duberman, *A Queer World*, 663-667
- Start reading Stryker (Prologue and ch. 1-2)

12/1 Transgender Politics

- Susan Stryker, *Transgender History*, ALL

12/6 Law: In the Bedroom – Hardwick to Lawrence and Uses of LGBT History

READ:

- George Chauncey, "What Gay Studies Taught the Court," *GLQ* 10 (2004): 509-38 with historians brief from *Lawrence v. Texas*
- *Lawrence v. Texas* Court Decision (Kennedy decision; optional - Scalia dissent)

12/8 Law: Down the Aisle – Gay Marriage and Who's Happy Now?

READ:

- George Chauncey, "The Present as History," in *Why Marriage?* (New York: Basic Books, 2004), 137-166
- Lisa Duggan, [Holy Matrimony!](http://www.nation.com) *Nation*, 278 (March 15, 2004) 14-19
- Optional: "Queer World Making: Annamarie Jagose interviews Michael Warner," *Genders* 31 (2000) [http://www.genders.org/g31/g31\\_jagose.html](http://www.genders.org/g31/g31_jagose.html)

FINAL PAPER DUE: Extended Book Review or Take-Home Final (25%)

**LATE PAPER and OTHER POLICIES:**

If you have to turn an assignment in late, please let me know ahead of time; then we will agree on your revised due date. Anyone turning in late assignments without prior approval from me will receive a lower grade.

- All uses of notehall.com or any similar website are prohibited.
- Laptops are not to be used or open in class unless you get my permission.
- Please turn off all phones or other electronic devices before and during the class period.

## READING RESPONSE PAPERS

The purpose of writing response papers is to deepen your understanding, develop ideas, and improve writing and critical thinking skills through the practice of regular but short and informal writing assignments. A good response paper will do the following:

- summarize the argument of a book or article(s) if it is a scholarly work or, if it is a primary document, briefly describe the document
- evaluate the content and ideas of the readings critically
- **develop your own thoughts, ideas, and questions**
- demonstrate that you have grasped the content AND have thought insightfully and creatively about the readings
- will be grammatically correct, well-organized, with ideas clearly expressed (in other words, it is not a free write or stream of consciousness exercise).

Each response paper should address at least one reading from a particular class. Each of your response papers must deal with a different set of assigned readings (i.e., do not write more than one response paper on the readings for any given class period). Responses will be graded on a check/plus/minus scale.

Some questions to think about before and while you write:

What is the specific subject of the book or article?

What research question(s) is the author asking and seeking to answer?

What answers does the author find and weave into an interpretation? You may find one well developed argument or several key points in her/his argument. Articulate it in your own words.

Can you figure out whom the author is arguing *against* or *building upon*. Briefly, what is the historiographical or political context for this work?

What kinds of sources and method are used by the author. Do you have any questions/comments about methodology.

What are your criticisms or questions. If you do or don't like something, what is your (good) reason?

If you are responding to a PRIMARY DOCUMENT, use one of these websites for guidance:

<http://apps.carleton.edu/curricular/history/study/primary/>

<http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf>

<http://faculty.washington.edu/momara/READING%20AND%20ANALYZING%20PRIMARY%20SOURCES%20%20%20%20Prof.pdf>

### HINT: PRE-WRITING

If you are having problems getting started, begin with a free writing exercise. After reading and reflecting on the book and articles, write one page of comments, responses, questions free-style. What comes to mind? What do you like/dislike? What are your responses? Questions? What is the main idea? What do you agree or disagree with or find confusing? Did you find yourself emotionally or intellectually responding to any particular parts of the reading?

## **Explanation of Plagiarism**

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First off, let me suggest that you keep your quotations from secondary sources (written by historians) to a bare minimum. Why? Because lots of times, students quote historians when they know the quotation is important but they haven't thought very deeply about just what it is saying. In other words they get that it's significant, but they don't really "get it." Quoting becomes a substitute for thinking. If you take more time, you will understand it. Then you'll be able to discuss what historians have to say in your own words AND you'll avoid problems of plagiarism.

Plagiarism is copying someone else's work without giving that person credit, but there are lots of ways to do this, some of them obvious, others not so obvious. Plagiarism includes:

(1) When you copy someone else's words, word for word, without putting the words in quotation marks and without crediting the source. **THIS INCLUDES WEBSITE MATERIAL**

(2) When you closely paraphrase someone else's words, without crediting that source (including websites). It is not okay to take a sentence and change a word here or there. For example, you can't take "Working-class culture was of course complex and multidimensional, reflecting the ethnic and cultural diversity of this ever-increasing urban class stratification" and change it to, "Naturally, the culture of the working class was complicated and multi-faceted, a reflection of the ethnic and cultural diversity of this ever more class-stratified city."

(3) When you take someone's ideas without giving credit. This is the hardest one to guard against. You don't have to credit facts, such as the fact that Abraham Lincoln was killed in 1865. But where an author has done original thinking about those facts, has interpreted those facts in an original manner, you need to give the author credit.

Keep a few things in mind:

(1) If you have any doubts about whether or not you might be plagiarizing, ask me. If you don't have the time, attach a note with your paper asking about the passage you are not sure about. When in doubt, give credit.

(2) Historians give credit with footnotes. In a brief paper in which all sources are assigned, you can just give an indication of the source in parentheses, i.e., (Moody, p. 113).

(3) Use of Notehall.com or any similar online service/business is prohibited for this class.

**If I find you knowingly were academically dishonest, there will be serious consequences. Students can be expelled from the university for plagiarism. My standard penalty is to fail you for the course.**

See UB's policy on academic integrity for further information and clarification:  
<http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml>