

**AS100.283 Making and unmaking queer histories: identity, self-representation,
politics and contexts, 1900 to the present**

Spring 2019

Instructor: Katie Hindmarch-Watson

Email: katie.hw@jhu.edu

Class Schedule: Gilman 308, Tuesday & Thursday, 9:00am – 10:15am

Dr. Hindmarch-Watson's Office Hours: Gilman 318
Tuesdays and Thursdays, 12:00-1:30pm, or by appointment.

Description

This course investigates sexual cultures through the lens of 20th Century Queer History in the United States and Western Europe, with forays into global and transnational histories. *Making and unmaking queer history* both introduces students to the major themes, scholars, and historical developments which shape contemporary understandings of the LGBTQ past and encourages students to think about the role that history plays in identity construction, political strategy, narratives of community, and social justice. Major subfields of inquiry include urban history, identity politics and shifting historiographies, the regulation of sexualities, and the intersection of gender and sexuality.

Format

Tuesday classes will consist mostly of lectures and context to course readings. Thursday classes will focus on discussion of the week's materials.

Assignments and Grading Distribution

This is a reading and writing intensive class. There will be 2 primary source assignments (3-4 pages double-spaced, 12 font), and 2 longer essays on a choice of subjects covered in class (7-10 pages, double-spaced, 12 font). Essay questions will focus on integrating lecture materials into comparisons of related texts and include a research component using sources available through the library. All assignments will be uploaded to Blackboard for grading. Please note that JHU uses software to detect plagiarism.

In addition, each Thursday a small group of students will lead class discussion on weekly readings. This discussion should consist of a brief overview of the reading's main arguments or ideas, a consideration of the primary sources and relevant historical context the historian uses to make his or her case, and questions that arise from the texts. What was particularly compelling or unsettling about the week's readings? What issues are raised or left unsaid that demand further exploration? This assignment contributes to the course's overall participation grade.

Grade Distribution

Primary Source Analysis: 10% each (20% total) DUE MARCH 1; APRIL 12 BY MIDNIGHT

Essays: 30% each (60% total) DUE MARCH 15; MAY 12 BY MIDNIGHT

Participation (including weekly presentation): 20%*

The participation grade is cumulative and depends on discussion presentation, class attendance, and participation in class critiques and debates.

Late essays will be marked down one grade for every day late (ie. A to A-). Papers more than one week late will not be graded and will receive an F.

*Please note, showing up for class, leading one week's reading discussion, and participating in broader, class-wide discussions are significant contributors to your final grade.

Grading Scale

A+	4.0 Outstanding
A	4.0 Excellent
A-	3.7 Excellent
B+	3.3 Very Good
B	3.0 Good
B-	2.7 Good
C+	2.3 Satisfactory
C	2.0 Satisfactory
C-	1.7 Satisfactory
D+	1.3 Passing
D	1.0 Passing
F	0.0 Fail

Class Policies

Attendance is mandatory. I will be presenting material in lectures that will not be available elsewhere. Regular class attendance is therefore necessary for achieving a strong grade.

I will permit laptop use for note-taking, BUT any recreational computer use will subject the offender to public shaming and possible dismissal from class. The same goes for other electronic devices – no texting, phone conversations, or other cellphone use during class. These policies are designed to be marks of respect for the class and for fellow students. They are also meant to help both individual performance and group adherence. I

will not distribute lecture notes afterwards. If you miss a class, please ask fellow students for notes. If you miss class due to illness or other emergency, please submit a doctor's note or other proof of justifiable absence.

Classrooms are spaces where challenging ideas are discussed and often debated. I encourage critique and rigorous intellectual exchanges, but debate must remain respectful. No personal attacks, name-calling, or offensive behavior will be tolerated. Students are welcome to use Blackboard to generate discussions or set up class-related study groups. The same rules of courtesy apply online. Treat others as you wish to be treated.

A note on safe spaces: Given that this class will examine research and primary source materials that are sexually explicit and that sometimes reference sexual violence, this course is not a "safe space" in the traditional sense of the phrase. However, this course is meant to be an intellectually rigorous place for those of all gender and sexual expressions, where the dignity of all members is respected. The same goes for issues of race and class. We will be investigating the ramifications of intersectionality on queer communities, experiences, and legal regulatory regimes.

Plagiarism:

It is a serious crime to take credit for the work of others. Please review university policies. Plagiarism will result in a failing grade and will subject the offender to wider university disciplines.

http://e-catalog.jhu.edu/undergrad-students/student-life-policies/#Student_Responsibility

Disabilities

All students with disabilities who require accommodation for this course should contact me at as soon as possible to discuss their specific needs. If you have a documented disability, you must be registered with the JHU Office for Student Disability Services to receive accommodations in this class. The office is located at 385 Garland Hall, 410-516-4720. You can also contact the office online:

<http://web.jhu.edu/disabilities/>

Assignments and Grading Distribution

ALL WRITING ASSIGNMENTS SHOULD BE 12 POINT, TIMES NEW ROMAN FONT.

Required Texts

Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth Century America*. Princeton and Oxford: Princeton University Press, 2009.

Matt Houlbrook, *Queer London: Perils and Pleasures in the Sexual Metropolis, 1918-1957*. Chicago and London: University of Chicago Press, 2005.

Michelle Tea, *Valencia*. 2nd Ed. Hachette B, 2008.

All other required readings available on e-reserves or Blackboard

Reading Schedule

Week 1, January 29, 31: Introduction

Film excerpt:

Before Stonewall:

Week 2, Feb 5, 7: Doing the History of Sexuality

David Halperin, "How to do the History of Male Homosexuality" *GLQ* 6:1 (2000): 87-123 (e-reserves)

Rachel Hope Cleves, "Six Ways of Looking at a Trans Man? The Life of Frank Skinner," *Journal of the History of Sexuality* 27:1 (2018): 32-62. (e-reserves)

Film excerpt: Watermelon Woman

Week 3, February 12, 14: The Modern City and Sexual Subcultures

Robert Beachy, *Gay Berlin: Birthplace of a Modern Identity*. New York: Vintage, 2014. Chapter 3 (85-119) (e-reserves)

George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*. New York: Basic Books, 1994. Chapters 1, 9 (32-45; 227-267) (e-reserves)

Katie Hindmarch-Watson, "Sex, Services, and Surveillance: The Cleveland Street Scandal revisited" *History Compass* 14:6 (2016): 283-291. (Blackboard)

Primary Sources: Cleveland Street Scandal files, Department of Public Prosecutions, National Archives of the United Kingdom. (Blackboard)

Week 4, February 19, 21: Sex, Migrations, and the Great War.

Laura Doan, "Topsy-Turvydom. Gender Inversion, Sapphism and the Great War." *GLQ* 12 (2006): 517-542 (e-reserves)

Margot Canaday, Introduction, Chapter 1, 2 in *The Straight State*

Primary Sources: excerpts from *The Lesbian History Sourcebook: Love and Sex Between Women in Britain from 1780 to 1970*. Ed Alison Oram and Annmarie Turnbull. London & New York: Routledge, 2001. Sections TBA (Blackboard)

**Week 5, February 26, 28: Interwar Gender Performances and Sexualities in flux.
PRIMARY SOURCE ANALYSIS I DUE MARCH 1 by MIDNIGHT**

Laura Doan, Chapter 4, “Passing Fashions” in *Fashioning Sapphism: the Origins of a Modern English Lesbian Culture*. New York: Columbia UP, 2001: 95-125. (e-reserves)

James Vernon, “For Some Queer Reason: The Trials and Tribulations of Colonel Barker’s Masquerade in Interwar Britain” *Signs* 26 (2000): 37-62. (e-reserves)

Cookie Woolner, “Woman Slain in Queer Love Brawl: African-American Women, Same-Sex Desire, and Violence in the Urban North, 1920-1929,” *Journal of African-American History* 100:3 (2015): 406-427. (e-reserves)

Week 6, March 5, 7: Queer Geographies

Matt Houlbrook, *Queer London* (all)

**Week 7, March 12, 14: Legislating Deviance and subcultural retrenchment ESSAY
1 DUE MARCH 15 by MIDNIGHT**

Margot Canaday, *The Straight State*, Chapter 4-6

David Minto, “Mr Grey Goes to Washington: the homophile internationalism of Britain’s Homosexual Law Reform Society,” in *British Queer History: New Perspectives and Approaches*, ed. Brian Lewis. Manchester, UK & New York: Manchester University Press, 2013. 219-243 (e-reserves)

Oral History: “The Rock-A-Jets”, The Signal, WYPR broadcast, 6/19/09 (Blackboard)

Week 8, March 26, 28: From Narratives of Oppression to Narratives of Liberation

Guest Lecturer: Dr. Mo Speller

John D’Emilio, “Gay Politics and Community in San Francisco Since WWII” in *Hidden from History*, ed. Chauncey, Vicinus and Duberman. New York: New American Library, 1989 (e-reserves)

Rochella Thorpe, “‘A House Where Queers Go’: African-American Lesbian Nightlife in Detroit, 1940-1975,” in *Inventing Lesbian Cultures in America*, ed. Ellen Lewin (Boston: Beacon Press, 1996): 40-61 (e-reserves)

Elizabeth A. Armstrong, Suzanna M. Crage, “Movements and Memory: the Making of the Stonewall Myth” *American Sociological Review* 71:5 (2006): 724-751 (e-reserves)

Primary Sources: “Statement of Purpose, Gay Liberation Front” (Los Angeles); Adrienne Rich, “Compulsory Heterosexuality and Lesbian Existence” (blackboard) “Combahee River Collective Statement” (Blackboard)

Film excerpts: Screaming Queens: the riot at Comptons Cafeteria; Stonewall Uprising

Week 9, April 2, 4: Decolonization and Sexual Liberation

Todd Shepard, *Sex, France, and Arab Men, 1962-1979*. Chicago and London: University of Chicago Press, 2017. Introduction, Chapter 4, 7 (available online through JHU libraries)

Week 10, April 9, 11 Shifting Perspectives in the wake of Crisis. PRIMARY SOURCE 2 DUE APRIL 12 BY MIDNIGHT

Gail Rubin, “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality” in *The Lesbian and Gay Studies Reader*, ed. Barale, Abelove, and Halperin. New York: Routledge, 1993. (e-reserves)

Carol S. Vance, “Negotiating Sex and Gender in the Attorney General’s Commission on Pornography” in *Sexualities in History: a reader*. Ed. Kim Phillips and Barry Reahy. London & New York: Routledge, 2002. 359-374. (e-reserves)

Matt Cook, “Archives of Feeling: the AIDS Crisis in Britain 1987” *History Workshop Journal* 83:1 (2017): 51-78. (e-reserves)

Excerpts from “Angels in America,” “We Were There,” and “Paris is Burning.”

Week 11, April 16, 18: Queer Ascendant: the 1990s

Michelle Tea, *Valencia* (all)

Week 12, April 23, 25: Legal recognition and diverging trajectories

Michael Warner, Chapter 3 “Beyond Gay Marriage” in *The Trouble with Normal: sex, politics, and the ethics of queer life*. New York: Free Press, 1999. (e-reserves)

Joseph Massad, "Re-Orienting Desire: The Gay International and the Arab World"
Public Culture 14: 2 (Spring 2002), pp. 361-385 (e-reserves)

Susan Stryker, *Transgender History*. Berkeley CA: Seal Press, 2008. Chapter 5, "The Current Wave" (available online through JHU Libraries)

Week 13, April 30, May 2: Discussion and Review

Film TBA

FINAL ESSAY DUE MARCH 12 BY MIDNIGHT