

DE PAUL UNIVERSITY  
LGQ 319  
WMS 342; AMS 395; PSC 319  
**QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM**  
SUMMER II - 2014

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*Please turn off all cell phones before entering the classroom.*

### **COURSE DESCRIPTION**

This course examines some of the historical roots and contemporary realities of lesbian and gay politics in the United States through the biographies of pioneering individuals whose lives and work shaped an ongoing struggle for civil rights and social justice. Conventional wisdom holds that the modern lesbian and gay movement was born in 1969 with the Stonewall riots in New York City, although recent scholarship traces the movement's roots to the mid-nineteenth and early twentieth centuries. Nearly forty years after what began at Stonewall as an angry and disorganized appeal for basic human dignity, lesbians and gays have today begun to enter the mainstream of U.S. politics. Within this context, the biographies of individuals who, as activists and artists, rose to challenge the conventions of culture, gender, and political exclusion will be studied in-depth to both illuminate the politics of social movement and suggest how these diverse individuals and experiences may influence present and future efforts for cultural and political change. This course fulfills an elective in the WMS, AMS, or PSC majors, and is also an elective in the LGQ minor. It is also approved for the Self, Society, and Modern World (SSMW) Liberal Studies Learning Domain.

### **LIBERAL STUDIES LEARNING OUTCOMES**

This course meets the following Self, Society, and Modern World (SSMW) Liberal Studies Learning Domain Outcomes:

#### **Substantive Learning Outcomes:**

1. Students will use the constructs of power, diversity, and/or culture to describe examples of where, why and how inequities exist in modern society.
2. Students will be able to frame a theory about the relationship between individuals and modern society.
3. Students will be able to analyze central institutions and/ or underlying social structures and their impact on the larger society.

#### **Methodological & Critical Thinking Learning Outcomes:**

1. Students will be able to articulate an argument based on theory and empirical evidence regarding the modern world.

**Personal/Reflective Learning Outcomes:**

1. Students will be able to reflect, in writing, upon their role in the modern world, including their relationship to their own and/or other communities.
2. Students will be able to analyze social problems and public policies on the basis of ethics and values.

**Writing Expectations:**

Students in SSMW Learning Domain courses will demonstrate that they have mastered one or more of the learning outcomes through writing. It is expected that the equivalent of ten pages (which may be distributed across a series of assignments including papers, exams, journals, problem-sets and in-class writing assignments) will be required. At least five of those pages must be written outside class.

**WHAT THIS COURSE IS ABOUT**

As the Harvard philosopher George Santayana famously remarked, “Those who do not learn from the mistakes of the past are doomed to repeat them.” If we want to have a better world tomorrow, we need to understand how we got here—both the good and the bad. Maybe we can make the good a little bit better, and maybe we can lessen the pernicious effects of the bad, but we can do neither unless we know about the past.

Ideas alone don’t make history. People do. While ideas are important in shaping history and social change, people make history, acting on the basis of ideas. It is therefore important to learn about those people and the context in which their lives and actions were shaped.

Stigma, silences, and secrecy have kept the stories of lesbian, gay, bisexual, transgender, and queer (LGBTQ) lives hidden from history—and inaccessible to most of us—until relatively recently. Homosexuality, or “the love that dare not speak its name,” has been a social and historical taboo throughout most U.S. history. It has only been since the 1980s that a few pioneering historians have worked to tell the truth about gay and lesbian lives, and only very recently have issues related to bisexual and transgender experience been studied. Of course, this does not mean there were no LGBTQ people or that there was no LGBTQ history prior to the end of the twentieth century; it simply means that nobody studied or wrote about these things.

The stigmas attached to sexualities and individuals who did not conform to the normative heterosexuality have been profound. “Sodomites” faced the death penalty in colonial New England; from the late 1800s through 1961 every state in the U.S. criminalized non-procreative forms of sexuality through the enactment of what became known as sodomy laws. Only in 2003 were all such laws struck down by a decision of the U.S. Supreme Court. Today, in many parts of the U.S., LGBTQ people literally take their lives in their hands if they “come out” publicly. Lesbians and gay men are denied equal political rights in nearly all of the 50 states and at the federal level and are barred from military service if their sexual orientation is publicly expressed or even discovered.

Thus, the silences and secrecy have also been profound. So long as sodomy laws remained in force, lesbians and gay men were always already criminals, even if they did not act on or express their sexuality in any way. Homosexuals could not practice medicine or law; they could

not obtain liquor licenses; they could not work as entertainers in many states. They could not work for the federal government. It was dangerous to associate publicly with other known homosexuals. A secret world—a *subculture*—grew up in some large cities, such as New York, San Francisco, and Chicago. But this world was hidden even from many LGBTQ individuals. It was not until the late 1960s that these silences began to be broken and it is only since the mid-1990s that a public discourse on LGBTQ issues has begun to emerge, enabling more people to feel that they do not have to live their lives “in secret.”

*Queer Pioneers* aims to uncover the hidden history and life stories of some individuals who lived outside of mainstream heterosexuality. In many cases, it is impossible to pin a contemporary label on their sexual orientations—the words “gay” and “lesbian” were either not available to them or not applicable because we simply cannot know what sexuality meant to them on the basis of historical record. “Queer” in *Queer Pioneers* denotes sexualities that were definitely located outside of the mainstream and thus allow us to interrogate and explore the meanings of sexuality in general and homosexuality in particular.

Over the course of our ten meetings, we will explore life stories as a window toward gaining a better understanding of the historical roots and contemporary realities of lesbian and gay politics in the United States. The focus of the course is the biographies of pioneering individuals whose lives and work shaped an ongoing struggle for civil rights and social justice. As activists and artists each of them challenged the conventions of culture, gender, and political exclusion in very different ways at a time when it was extraordinarily difficult to do so. All of the people whose lives we will study lived and worked at a time when stigma, silence, and secrecy prevailed.

Conventional wisdom holds that the modern lesbian and gay movement was born in 1969 with the Stonewall riots in New York City, although recent scholarship places the movement’s roots much earlier. Nearly forty years after what began at Stonewall as an angry and disorganized appeal for basic human dignity, GLBTQ people have today entered the mainstream of U.S. politics. The biographies we will study in-depth will hopefully illuminate the politics of social movements and suggest ways in which these diverse individuals and their experiences might influence present and future efforts for cultural and political change.

## **COURSE OBJECTIVES**

Upon completion of this course, students will be able to:

- (1) Identify the intersectionalities of politics and sex, gender, sexuality, race, ethnicity and class in the lives and works of the individuals/groups covered on the course syllabus.
- (2) Define key terms and historical moments relevant to the lives and works of the individuals/groups covered on the course syllabus.
- (3) Analyze the lives and works of the individuals covered on the course syllabus in the context of late-19<sup>th</sup> and early 20<sup>th</sup> Century American history and politics, paying particular attention to the ways in which their non-mainstream sexualities have influenced those lives and works.

## REQUIRED READINGS

All course readings are posted on D2L. The readings listed under a specific date are due on that date.

See Assignments at the end of this syllabus for day-to-day required readings.

Reading assignments may change as the course proceeds. *You are responsible for knowing what the assignment is and for completing it on time.* Please come to class *prepared to discuss what you have read.*

## EVALUATION CRITERIA

This course is cross-listed for undergraduates and graduate students. Graduate students complete all undergraduate assignments plus additional work as described below. Critical reading and analysis of the assigned texts will be emphasized throughout the course; students will be expected to complete each day's assignment *before* the class meeting and to contribute to class discussions.

### ***UNDERGRADUATE REQUIREMENTS:***

(5) Reading Response Papers	90%
Class participation	10%

- **Reading Response Papers:** Detailed instructions for the reading response papers are found at the end of the course syllabus. Response papers are due at the start of class on Thursdays throughout the session.
- **Class Participation:** The criteria for grading class participation are detailed below.

### ***GRADUATE REQUIREMENTS:***

(5) Reading Response Papers	75%
Presentation	15%
Class participation	10%

- **Reading Response Papers:** Detailed instructions for the reading response papers are found at the end of the course syllabus
- **Presentation:** The in-class presentation will require the student to read an article not assigned to the class and approved by the instructor that relates to one day's topic and to present an oral summary and critical analysis of the article to the class as a whole. Presentations must be made during class time.
- **Class Participation:** The criteria for grading class participation are detailed below.

## **POLICIES AND EXPECTATIONS**

- This course is guided by the assumptions of dignity and respect for all persons in the classroom, which is a safe and non-threatening environment. Students should feel comfortable speaking privately with the professor about any concerns related to learning styles and ability, as well as any other issues that might have an impact on your success in this course.

## **WHAT I EXPECT OF STUDENTS**

- **ATTENDANCE POLICY.** Class attendance is mandatory under University policy. I will take attendance daily after the first week of classes. If you are not present during the first ten minutes of the class period when roll is called, you will be marked absent. **FOR EVERY THREE UNEXCUSED ABSENCES, YOUR FINAL GRADE WILL BE LOWERED BY ONE FULL GRADE.** (Example: if you earn a grade of A, but have three unexcused absences, your final grade will be a B; if you have six unexcused absences, your final grade will be a C; if you have nine unexcused absences, your final grade will be a D.) Excused absences require a doctor's note or a note from a court or other legal authority. You may not be excused for picking people up at the airport, taking friends to doctor's appointments, meeting with other faculty members or advisors, meeting with the housing office or participating in a housing lottery, or pre-registration.
- **IF YOU HAVE YOUR CELL PHONE VISIBLE DURING CLASS TIME IT WILL BE CONFISCATED AND TURNED OVER TO CAMPUS SECURITY.**
- **USE OF LAPTOPS IN THIS CLASSROOM IS NOT ALLOWED UNLESS YOU PROVIDE A DOCTOR'S NOTE OR CONFIRMATION OF NEED FROM THE PLUS PROGRAM.**
- Reading assignments may change as the quarter proceeds. *You are responsible for knowing what the assignment is and for completing it on time.* Please come to class prepared to discuss what you have read.
- Please come to class prepared to discuss what you have read. I don't expect everyone to have read everything for each class session, but I do expect you to make a good faith effort to do SOME of the reading for each class.
- It's summer in Chicago. The weather may become awful. Although DePaul almost never closes because of inclement weather, I don't want any student putting her or his life in jeopardy to attend a night class if the roads are bad. Use your judgment about whether or not it's safe to come to class—if there's a tornado WARNING or severe thunderstorms, stay home. I will be in class unless the weather is *truly* awful, but I'll reserve the right to cancel class myself if it's bad and DePaul's telling us that school is open anyhow. In that case, I'll e-mail students by 4:00 p.m., so if the weather looks like it's going to be terrible, check your e-mail before setting out. We'll just work around bad weather as the need arises.

- No extensions will be given on assignments, except in cases of legitimate (and verifiable) illness or death. **DO NOT** leave late papers under my office door. **ALL WRITTEN ASSIGNMENTS MUST BE HANDED IN BOTH ELECTRONICALLY THROUGH D2L AND IN HARD COPY FORM IN CLASS.**
- I will expect you to let me know ahead of time if you plan to be absent (i.e., for a religious holiday). If you **MUST** miss class, remember that you are responsible for the material covered that day. If you become ill and expect to miss several classes, please contact me immediately to make arrangements to keep up. All unexcused absences will have a negative impact upon your grade for individual participation. See the criteria for evaluation detailed below.
- **STUDENT WRITING.** In this class, you are expected to read, think and write carefully and critically; to identify the assumptions or principles that underlie the arguments that others have forwarded; to synthesize ideas and arguments from several sources; and to analyze arguments and conclusions drawn critically. In response papers, you are expected to write clear prose in Standard English. Your written work should be grammatically correct, with clear focus, organization, and the development of your own ideas and arguments. The quality and clarity of your written work matters very much in this course; I expect you to take pride in your work, to proofread your papers before handing them in, and to take care that you have said precisely what you think and have appropriately credited the thoughts and words of others.
- With the exception of the final take-home exam, all written assignments can be re-written and re-submitted if you are unhappy with your grade. If you re-write an assignment, **THE ORIGINAL COPY (with my comments and evaluation) MUST BE SUBMITTED ALONG WITH THE REVISED VERSION.** Consideration will only be given to substantially revised work (i.e., it's not enough to just correct the typos and change a word or two here and there). Only the new grade will count towards your final evaluation. At the end of the quarter, I will designate a final due date for rewrites. It is in your best interests not to let rewrites go until the very end of the quarter.
- **PLAGIARISM.** Since many of the written assignments for this course will rely on the citation and/or quotation of textual material, you should be particularly aware of and sensitive to the issues surrounding plagiarism. You should familiarize yourself with the strong sanctions against plagiarism as stated in the current Bulletin/Student Handbook. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. If you have any questions regarding the handling of textual material from sources or any doubts as to what plagiarism entails or how to properly acknowledge source materials, please see me without delay.
- ALL written assignments must give proper attribution for quoted material, paraphrases, data, and ideas not your own in footnote or endnote form. Follow any of the formats suggested in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. (University of Chicago Press, 1996). The format does not matter as much as consistency and accuracy of citations.

## ACADEMIC SUPPORT SERVICES

- **DEPAUL WRITING CENTER.**  
Writing Center tutors can meet with you face-to-face in DePaul's Lincoln Park and Loop offices and also provide online support by email and IM/Webcam. The Writing Center also has outpost locations on both campuses where no appointment is necessary.
- **DISABILITY ACCOMMODATIONS.** If you need a disability-related accommodation in this course, you are required to register with DePaul's Center for Students with Disabilities (CSD). This will enable you to access accommodations and support services to assist your success in the course. There are two office locations where you may obtain enrollment information: LOOP CAMPUS—Lewis Center #1420; (312)362-8002, or LINCOLN PARK CAMPUS—Student Center #370; (773)325-1677. You may also contact CSD by e-mail at [csd@depaul.edu](mailto:csd@depaul.edu).
- You are also invited to contact me privately to discuss any challenges you may be facing and how I might assist in facilitating any accommodations you would use in this course. This is best done early in the term, as summer session moves very quickly. Our conversations, whether in person or via e-mail, will be absolutely confidential.

## WHAT STUDENTS SHOULD EXPECT FROM ME

- I will treat all students with dignity and respect.
- I will be attentive to students' academic needs, particularly if you have communicated with me about your needs.
- I will be available to students during office hours and accommodate meeting with you if you cannot make it to office hours
- I will grade your work fairly and rigorously. I will evaluate students on their academic performance, not on personal characteristics.
- I will provide full instructions for all written assignments and make the criteria for grading written work and class participation explicit (see below).

### ***Your written work will be evaluated according to the following criteria:***

- A = designates work of extraordinarily high quality; reflects unusually thorough and comprehensive understanding of issues at hand; presents a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of ideas.
- B = designates work of high quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

- C = designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas, but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete
- D = designates work of poor quality which does not meet minimum requirements set forward in assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

***Your class participation will be evaluated according to the following criteria:***

- A = Student has read the assignments and asks question, expresses judgments and/or poses questions at each class session. Student is prepared, at all times, to give a clear summary of the assigned reading(s).
- B = Student participates as detailed above 75% of the time.
- C = Student does not volunteer, but only responds to direct questions; student's responses demonstrate vague familiarity with course assignments.
- D = Student never volunteers, cannot respond to direct questions, keeps virtually silent during class discussions, and is unable to give substantive evidence of having completed reading assignments.
- F = Student sits silently in class, simply taking up space.

**CLASS SCHEDULE**

**NOTE ON READINGS:** I realize that some of you are working full time and that it will be impossible for everyone to read everything assigned in time for each class meeting. Do the best you can. **ALL OF THE READINGS BELOW ARE POSTED ON D2L.**

**JUNE 16 INTRODUCTION**  
 Read: Maj, *Glossary of Terms* (Handout)  
 Video: *Out of the Past*

**JUNE 18 CHALLENGING GENDER RULES IN THE 19<sup>TH</sup> CENTURY**  
 WALT WHITMAN, SUSAN B. ANTHONY, JANE ADDAMS  
 Read: Roger Streitmatter, "Walt Whitman and Peter Doyle" from *Outlaw Marriages*; Charley Shively, "Bathing My Songs in Sex: Selected Poems of Walt Whitman" from *Calamus lovers*; Jean Baker, "In the Blessed Company of Faithful Women;" Roger Streitmatter, "Mary Rozet Smith & Jane Addams" from *Outlaw Marriages*  
 Videos: *Not For Ourselves Alone: Susan B. Anthony & Eliz. Cady Stanton* (excerpts); *Walt Whitman*  
**RESPONSE PAPER IS DUE AT START OF CLASS**



- JUNE 23**      **GAYS AND LESBIANS OF THE HARLEM RENAISSANCE**  
 ALBERTA HUNTER; BESSIE SMITH; LANGSTON HUGHES  
 Read: “Alberta Hunter” from *Out-Standing Lives*; Eric Garber, “A Spectacle in Color: The Lesbian and Gay Subculture of Jazz Age Harlem;” Chris Albertson, “1925-27: Lesbianism in the life of Bessie Smith;” Alden Reimonenq, “Hughes, Langston (1902-1967);” Langston Hughes, selections from “The Collected Works of Langston Hughes;” “The Gay 30s,” *Chicago Magazine*.  
 Video: *Alberta Hunter: My Castle’s Rockin’*
- JUNE 25**      **“FIRST LADY OF THE WORLD”**  
 ELEANOR ROOSEVELT  
 Read: Roger Streitmayer, “Introduction” to *Empty Without You: The Intimate Letters of Eleanor Roosevelt & Lorena Hickock*  
 Video: *Eleanor Roosevelt*  
**RESPONSE PAPER IS DUE AT START OF CLASS**
- JUNE 30**      **EARLY HOMOPHILE ORGANIZING**  
 HENRY GERBER; HARRY HAY & THE MATTACHINE SOCIETY  
  
 Read: Jim Kepner & Stephen O. Murray, “Henry Gerber: Grandfather of the American Gay Movement” from *Before Stonewall*; Henry Gerber, “The Society for Human Rights—1925” from *ONE Magazine*, September, 1962; Vern Bullough, “Harry Hay” from *Before Stonewall*; Jonathan Katz, “1948-53: Henry Hay; Founding the Mattachine Society” from *Gay American History*.  
 Video: *Hope Along the Wind: The Life of Harry Hay*
- JULY 2**      **ALFRED KINSEY’S SEXUAL REVOLUTION**  
 ALFRED C. KINSEY  
 Read: C.A. Tripp, “Alfred C. Kinsey” from *Before Stonewall*  
 Video: *Kinsey*  
**RESPONSE PAPER IS DUE AT START OF CLASS**
- JULY 7**      **CHALLENGING THE STATE**  
 FRANK KAMENY; BAYARD RUSTIN  
 Read: “Frank Kameny” from *Out-Standing Lives*; Kameny, “Letter to the Members of the U.S. House of Representatives;” “Bayard Rustin,” from *Outstanding Lives*; John D’Emilio, “Homophobia and the Course of Post-World War II American Radicalism: The Career of Bayard Rustin.”  
 Videos: *A Question of Equality* (excerpt); *Brother Outsider: The Life & Times of Bayard Rustin*

- JULY 9            ORGANIZING LESBIANS**  
 DEL MARTIN AND PHYLLIS LYON & THE DAUGHTERS OF BILITIS  
 Read: “Phyllis Ann Lyon & Del Martin” from *Out-Standing Lives*; “Barbara Gittings” from *Before Stonewall*  
 Videos: *No Secret Anymore*; *One Wedding and A Revolution*  
**RESPONSE PAPER IS DUE AT START OF CLASS**
- JULY 14           POETRY AND POLITICS**  
 ALLEN GINSBERG; AUDRE LORDE
- Read: “Allen Ginsberg” and “Audre Lorde” from *Out-Standing Lives*; Ginsberg, “Howl” and selected other poems; Lorde, selected poems; Roger Streitmatter “Frances Clayton & Audre Lorde” from *Outlaw Marriages*  
 Videos: *The Life & Times of Allen Ginsberg*; *A Litany for Survival: The Life and Work of Audre Lorde*
- JULY 16           ENTERING THE MAINSTREAM**  
 HARVEY MILK  
 Read: “Harvey Milk,” brief biographies; Milk, “The Hope Speech” (1978)  
 Video: *The Times of Harvey Milk*  
**RESPONSE PAPER IS DUE AT START OF CLASS**  
**ALL RE-WRITES OF FIRST 4 RESPONSE PAPERS DUE**

**READING RESPONSE PAPER ASSIGNMENT**

Reading Response Papers are due at the start of class on Thursdays. FIVE (5) TOTAL. In your Reading Response Papers, you should reflect on course readings and videos we have watched and respond, informally but critically, to what you have read, watched, and learned. You may wish to use the suggestions below as a guide to your thinking and writing.

**LATE PAPERS WILL NOT BE ACCEPTED.** The Reading Response Papers will constitute 90% of your grade for the course if you are an undergraduate or 75% of your grade for the course if you are a graduate student.

You should read ALL of the assigned texts, but feel free to focus your paper on only one or two particular readings. You should also refer to any other readings--done previously, in conjunction with this or any other course, or on your own--or to personal experiences as points of comparison and contrast. Feel free to use "I" wherever you wish.

Reading Response Papers should be a MINIMUM of 3-4 pages in length, typed, double spaced, on 8-1/2 x. 11" white paper. DO NOT incorporate long quotations from assigned readings into your text. I am interested in your ideas. DO NOT summarize what others have said. Please STAPLE your papers together and NUMBER your pages.

You may also reflect on the following: *What are you learning that surprises you? Delights you? Confuses or confounds you? Challenges your understanding or expectations?*

***I REALLY AM INTERESTED IN YOUR THOUGHTS, YOUR REFLECTIONS, AND YOUR IDEAS. PLEASE DO NOT SUMMARIZE WHAT YOU HAVE READ OR WHAT OTHERS HAVE SAID.***

### ***GRADUATE PRESENTATION ASSIGNMENT***

**PRESENTATION:** Select an article in a scholarly journal, read it, and present the author's arguments to the class. The article should relate directly to some issue or question raised by the readings for the evening when your presentation is scheduled. If you aren't sure about finding an article from a scholarly journal, please be sure to check with me. If you need help, let me know.

Your presentation should include the following. Please do not deviate from this outline. If you do, you will not be happy with your grade.

1. **Introduce** the selection, explaining why you chose it and its significance.
2. **Summarize** the author's argument **BRIEFLY**. You do not need to include every detail of the author's argument in your summary paragraph, but you **MUST clearly identify the author's thesis**.
3. **Critically analyze** the author's arguments. Are they clearly developed? What is ignored or left out, questions unanswered or unaddressed? What connections can be made to the readings/topic for this evening? Can you relate the author's arguments to anything that we've read on the syllabus for this course?
4. **Conclude your presentation**. Summarize your analysis and indicate how and why you find the article to be valuable (or not) to an understanding of this course.

### ***WHERE TO GO FOR HELP***

If, at any point in the quarter, you need assistance with a problem, please feel free to come and speak with me. All conversations will be strictly confidential. You should also be aware of the following Student Support resources:

University Counseling Service	773.325.7779
Dean of Students, Lincoln Park	773.325.7290
Residence Education Office	773.325.7196
Public Safety & Campus Escorts	773.325.7777 (LPC) 312.362.8400 (LOOP)
University Ministry	773.325.7902 (LPC) 312.362.6910 (LOOP)
Office of Multicultural Student Affairs	773-325-7325
DePaul Health Service	773-549-7757
Office Students with Disabilities	TTY/TTD 773.325.7296