LGBTQ History

Course Description: This course traces histories relevant to lesbian, gay, bisexual, trans, and queer (LGBTQ) people, covering Western Europe and North America from the eighteenth century to the present. The material focuses particular attention to the ways in which sexuality intersects with race, class, and gender, and illuminates the historically contingent nature of heterosexuality, homosexuality, and gender identity. The class explores the central role that sexuality has played in shaping political, social, and cultural history, covering topics such as lesbian and gay identity and history, trans identity and history, race and sexuality, sexual policing, heterosexuality, marriage and marriage equality, the AIDS crisis, and queer politics and theory.

This course has been approved to meet FSU’s Liberal Studies History (H) requirements and is designed to help you become a critical analyst of theories and evidence about historical events and forces. It meets FSU’s Liberal Studies “W” (State-Mandated Writing) requirements and is designed to help you become a clear, creative, and convincing communicator. In addition, it also meets FSU’s Liberal Studies Diversity in Western Experience (Y) requirements and is designed to help you become a culturally literate member of society.

Course Objectives: By the end of the semester, students will be able to:

1. Discuss the role of historical factors in contemporary problems or personal experiences. (H)
2. Analyze claims about historical phenomena. (H)
3. Compose written work for a specific purpose, occasion, and audience (W).
4. Convey ideas in clear, coherent prose that utilizes the conventions of a standard language (W).
5. Analyze some aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, social class, or other). (Y).
6. Explore one’s own cultural norms or values in relation those of a different cultural group. (Y).
7. Identify and explain major events, concepts, and theories in the history of sexuality as they relate to sexual orientation and gender identity.

Course Assignments and Evaluations: Students are required to take two examinations (one Midterm and one Final Exam) and complete two research and analysis papers, as described below. Students are also required to attend and participate in class discussions. Percentages for each of these areas as a total of the student’s final grade are given below.
**Required Texts:**

C. Riley Snorton, *Black on Both Sides, A Racial History of Trans Identity*  
(University of Minnesota Press, 2017)

Laura Doan, *Disturbing Practices: History, Sexuality, and Women’s Experience of Modern War*  
(Univ. of Chicago Press, 2013)

(Princeton University Press, 2011)

The other required readings, listed on the week-by-week schedule below, will be available on Canvas.

**Grading:**

- Attendance and Discussion Participation: 15% - meets objectives 1, 2, 5, 6, and 7
- First Research and Analysis Paper: 25% - meets objectives 2, 3, 4, 5, and 6
- Midterm Exam: 15% - meets objectives 3, 4, 5, and 7
- Second Research and Analysis Paper: 30% - meets objectives 1, 2, 3, 4, and 5
- Final Exam: 15% - meets objectives 3, 4, 5, and 7

**Grade Scale:**

- A = 100-93
- B = 86-83
- C = 76-73
- D = 66-63
- A- = 92-90
- B- = 82-80
- C- = 72-70
- D- = 62-60
- B+ = 89-87
- C+ = 79-77
- D+ = 69-67
- F = 59 and under

**Class Meetings:** Every class meeting will be based on a mix of short lecture segments and discussions based on that day’s readings. At the end of each class, we will decide as a group on a short list of “key terms” that were fully examined and explored during our session. Those will become the Key Terms students will be responsible for on the midterm and the final exam. The midterm and the final exam are not cumulative. Some class sessions will also devote time to training students in techniques of historical research to use in gathering information for the research and analysis papers.

**Research and Analysis Papers:** Two research and analysis papers of at least 1,250 words each, drawing on the required course readings and outside sources, will be written during the semester. The first paper will require students to address an aspect of LGBTQ history in the eighteenth or nineteenth century, and explore the ways in which past understandings differed from those of the present. The second paper will allow you to research any aspect of LGBTQ history in the twentieth or twenty-first century that you are most interested in. Detailed prompts will be provided for each paper.

Students will receive written comments on their papers to indicate how to improve future writing. Students are encouraged to revise and re-submit each paper, to improve their grade. Students are also encouraged to speak with the instructor about the assignments before they are due, and to carefully read the grading rubric posted on the class Canvas website describing what distinguishes an “A” paper from a “B,” “C,” “D,” or “F” paper. Strategies for writing effective papers will be presented on selected discussion days.
To demonstrate college-level writing competency as required by the State of Florida to receive “W” credit, the student must earn a “C-” or higher in the course, and earn at least a “C-” average on the required writing assignments. If the student does not earn a “C-” average or better on the required writing assignments, the student will not earn an overall grade of “C-” or better in the course, no matter how well the student performs in the remaining portion of the course.

The due date for each paper is listed on the class schedule below. All papers must be submitted via the anti-plagiarism link on the class Canvas website as well as being handed in as a paper copy. Work turned in late will be marked down one letter grade for each week that passes after the deadline. Students wishing to revise their papers must inform the professor of this within one week of having the graded paper returned. Students will have five weeks from the date that the paper was returned to complete the revisions to the first paper. Revisions to the second paper must be completed before the final exam. The revised paper grade will replace the previous paper grade.

**Mid-term and Final Exam:** The mid-term and final exam will be based on the Key Terms decided on at the end of each class meeting. At the end of each class meeting, we will decide by consensus on approximately three key terms that were covered in that session’s discussion. Students will be responsible for identifying a selection of those key terms by writing short paragraph descriptions of them at the midterm and the final exam. Students should be prepared to identify the Key Terms by the “who/what, when, where, why significant” formula.

**Attendance and Participation:** Attendance is required at all class meetings. Students start off the semester with an 87 (B+) and the assumption they will attend every class. Students receive three points for every class in which they participate in the discussion, regardless of how much or how little they speak. Students uncomfortable speaking in class can bring in a printout of a discussion point to be raised by the professor, based on the readings, to receive participation credit for that day. Students are allowed two unexcused absences per semester, after which six points will be deducted from the student’s Attendance/Participation grade for each additional unexcused absence (which can be made up with future participation). There is no formal extra credit mechanism in the class, but students with outstanding attendance and/or participation would have that option, should the need arise.

**University Attendance Policy:** Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:** The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities
of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “… be honest and truthful and … [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.)

**Americans With Disabilities Act:** Students with disabilities needing academic accommodation should: (1) Register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), sdrc@admin.fsu.edu, http://www.disabilitycenter.fsu.edu/

"No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

As a recipient of Federal financial assistance for education activities, FSU is required by Title IX to ensure that all of its education programs and activities are free from discrimination on the basis of sex. Additionally, the Florida Educational Equity Act prohibits discrimination in schools based on race, ethnicity, national origin, gender, disability, or marital status. FLA. § 1000.05 (2012). Furthermore, this commitment is reaffirmed in FSU's [Equal Opportunity and Non-Discrimination Statement](http://www.disabilitycenter.fsu.edu/) and the Title IX Statement, which are applicable to all faculty, staff, students, visitors, applicants, and contractors. Sexual discrimination includes sexual misconduct (sexual violence, stalking, intimate partner violence, gender based animosity and gender based stereotyping). If you have questions about Title IX or wish to file a Title IX complaint, please visit the FSU Title IX website: [www.titleix.fsu.edu](http://www.titleix.fsu.edu) or call Aishah S. Casseus, Interim Title IX Director 850-644-6271. **Please note that as Responsible Employees, all faculty are required to report any incidents of sexual misconduct to the Title IX Office.**

The Victim Advocate Program at FSU has a confidential advocate on call twenty-four hours a day to respond to FSU students, faculty, and staff who are victimized, or any other person who is victimized on our campus, or by an FSU student. Daytime Phone: 850.644.7161, 850.644.2277, or 850.645.0086. Nights, Weekends & Holidays 850.644.1234 (FSUPD) Ask to speak to the on-call advocate.

**Free Tutoring from FSU:** On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic
Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**Syllabus Change Policy:** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

**Class Schedule – Week by Week**

**Week 1 – Introductions**
- **Monday, Aug. 26** – Introductions

**Week 2 – Methodologies and Contexts**
- **Monday, Sept. 2** – Labor Day – NO CLASS Meeting

**Week 3 – Trans Histories and Methodologies Part I**
- **Monday, Sept. 9** – C. Riley Snorton, *Black on Both Sides, A Racial History of Trans Identity* (University of Minnesota Press, 2017), introduction (1-16) & chapter one (17-54)
- **Wednesday, Sept. 11** – Snorton, *Black on Both Sides*, chapter two (55-100)

**Week 4 – Trans Histories and Methodologies Part II**
- **Monday, Sept. 16** – Snorton, *Black on Both Sides*, chapter 3 (101-36) and 4 (139-175)
- **Friday, Sept. 20** – Snorton, *Black on Both Sides*, chapter five (177-98)
Week 5 – Trans Histories and Methodologies Part III

Week 6 – Lesbian Histories and Questioning Categories, Part I
Monday, Sept. 30 – Laura Doan, Disturbing Practices: History, Sexuality, and Women’s Experience of Modern War (Univ. of Chicago Press, 2013), introduction (1-23); and chapter 1 (27-57)
Wednesday, Oct. 2 – Doan, Disturbing Practices, chapter 2 (58-93)

Week 7 – Lesbian Histories and Questioning Categories, Part II
(First Paper Due on Monday)
Monday, Oct. 7 – Doan, Disturbing Practices, chapter 3 (97-133) and 4 (134-63)
Wednesday, Oct. 9 – Doan, Disturbing Practices, chapter 5 (164-93)
Friday, Oct. 11 – Vicinus, Intimate Friends, chapter two: “‘Emancipated Females’: The Rome Community” (31-59)

Week 8 – Lesbian Histories and Questioning Categories, Part III
Friday, Oct. 18 – MIDTERM EXAM

Week 9 – Compulsory Heterosexuality and Gay Male Identity, Part I
Wednesday, Oct. 23 – Canaday, The Straight State, chapter 2 (55-90)
Friday, Oct. 25 – Canaday, The Straight State, chapter 3 (91-130)
Week 10 – Compulsory Heterosexuality and Gay Male Identity, Part II
Monday, Oct. 28 – Canaday, *The Straight State*, chapter 4 (137-73) and ch. 5 (174-213)
Friday, Nov. 1 – Canaday, *The Straight State*, chapter 6 (214-54)

Week 11 – Compulsory Heterosexuality and Gay Male Identity, Part III

Week 12 – Post WWII / Gay Liberation, Part I
Monday, Nov. 11 – Veterans Day – NO CLASS MEETING

Week 13 – Post WWII / Gay Liberation, Part II

**Week 14 – AIDS Crisis**


**Wednesday, Nov. 27** – Thanksgiving Break – NO CLASS MEETING

**Friday, Nov. 29** – Thanksgiving Break – NO CLASS MEETING

**Week 15 – AIDS Crisis and Contemporary Debates**


**Final Exam:** Tuesday, December 10, from 5:30 to 7:30PM
Rubric – Research and Analysis Papers

Papers receiving the following grades will meet a preponderance of the following bullet points.

The Superior Paper (A/A-)
- Contains a clear, well-constructed thesis.
- Is well organized and well written.
- Provides substantial, relevant detail to support the thesis.
- Addresses all components of the question.
- Skillfully places the subject matter in its historical context, particularly relating to its impact on the course of the history of LGBTQ experience.
- Demonstrates thorough analysis and critical evaluation of the arguments, assumptions, and evidence in its sources of information.
- Skillfully incorporates outside sources of information.
- Demonstrates effective use of technology in gathering relevant sources of information.

The Good Paper (B+/B)
- Contains a thesis.
- Contains generally clear organization and writing.
- Provides relevant detail to support the thesis.
- Addresses all components of the question.
- Places the subject matter in its historical context, with limited connection to the larger history of LGBTQ experience.
- Demonstrates some analysis of the sources of information.
- Demonstrates acceptable use of technology in gathering relevant sources of information.
- Effectively incorporates outside sources of information.
- May contain errors that do not seriously detract from the essay.

The Borderline Paper (B-/C+)
- Contains a thesis that is not fully developed.
- Organization and writing needs improvement but is generally understandable.
- Provides limited detail to support the thesis.
- May not address all components of the question.
- Demonstrates knowledge of the subject matter without connection to the historical context.
- Demonstrates little analysis of the sources of information.
- Uses sources of information that are irrelevant or lacking in scholarly authority.
• May contain errors.

The “Needs Help” Paper (C/C-)
• Presents a thesis that is confused, simplistic, or undeveloped.
• May be poorly organized and/or poorly written.
• Uses generalities rather than detailed information.
• Does not address all components of the question.
• Demonstrates limited knowledge of the subject matter.
• Demonstrates no analysis of the sources of information.
• Uses inadequate or irrelevant sources of information.
• May contain major errors.

The Unsatisfactory Paper (D/F)
• Shows minimal effort and/or understanding of the assignment.
• Is poorly organized and/or poorly written.
• Contains little to no supporting details or analysis.
• Uses no outside sources of information, or uses them poorly.
• May contain numerous errors, both major and minor.
Rubric – Written Exams – Key Term Paragraphs

Exam answers receiving the following grades will meet a preponderance of the following bullet points.

The Superior Exam Response (A/A-)
- Is well organized and well written.
- Addresses all components of the question (who/what/when/where/why significant).
- Demonstrates thorough understanding of the subject matter in its historical context, particularly relating to its impact on the history of LGBTQ experience.

The Good Exam Response (B+/B)
- Contains generally clear organization and writing.
- Addresses all components of the question (who/what/when/where/why significant).
- Demonstrates understanding of the subject matter in its historical context, with limited connection to the larger history of LGBTQ experience.
- May contain errors that do not seriously detract from the answer.

The Borderline Exam Response (B-/C+)
- Organization and writing needs improvement but is generally understandable.
- May not address all components of the question (who/what/when/where/why significant).
- Demonstrates knowledge of the subject matter without connection to the historical context.
- May contain errors.

The “Needs Help” Exam Response (C/C-)
- May be poorly organized and/or poorly written.
- Uses generalities rather than detailed information.
- Does not address all components of the question (who/what/when/where/why significant).
- Demonstrates limited knowledge of the subject matter.
- May contain major errors.

The Unsatisfactory Exam Response (D/F)
- Shows minimal effort and/or understanding of the key term being answered.
- Is poorly organized and/or poorly written.
- May contain numerous errors, both major and minor.