

HS 216: A Queer History of Europe and North America

Fall 2022

Class: MWF 12-12:50p

Location: Maryland Hall 243

Professor Andrew Ross

Department of History

Humanities Center 311

E-mail: aross1@loyola.edu

Office Phone: 410-617-2229

Office Hours (Available in-person or via Zoom):

Drop-in or [make an appointment](#): Mondays 2:00p-3:00p and Wednesdays 2:00p-4:00p

[By appointment only](#): Tuesdays 1:30p-2:30p.

[E-mail me for an appointment](#) if you cannot attend office hours during these times

Course Information

Description: This course introduces students to the history of lesbian, gay, bisexual, transgender, and queer (LGBTQ) people in Europe and North America. Without claiming to complete coverage, the course covers major events and themes in queer history during the nineteenth and twentieth centuries including: the emergence of queer subcultures, the origins of LGBTQ+ identity, and queer politics. The course showcases the diversity of sexual and gender identities of past societies, while examining how people who diverged from the sexual norm shaped the social, cultural, and political histories of their communities. Taking an intersectional approach, the course engages with the ways sexuality shaped and was shaped by race, gender, and class.

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

1. Understand the significance and understand major events of LGBTQ+ history
2. Appreciate sexual and gender diversity across time and place
3. Situate sexual difference in light of class, gender, race, and other forms of difference
4. Read and understand academic articles
5. Situate primary sources in time and place
6. Conduct group research and present their findings to an audience, both online and orally
7. Generate original arguments about historical significance, using evidence.

Required Texts:

1. Manion, Jen. *Female Husbands: A Trans History*. Cambridge, UK: Cambridge University Press, 2020.
2. Newsome, Jake W. *Pink Triangle Legacies: Coming Out in the Shadow of the Holocaust*. Ithaca: Cornell University Press, 2022.

All other course materials will be available online or via Moodle.

Format: The course will be a mix of lectures, discussion, and in-class activities.

Course Requirements:

1. **Engagement:** Attendance is a basic requirement of the course, but actively engaging with the material is the best way to ensure your success and learning. Engagement is not simply equivalent to participation, but rather involves a broader effort to accomplish the goals of the course. Engagement will come in a number of forms (Course objectives 1-5):
 - a. **Preparation:** Prior to almost every class meeting you will have some combination of material to read or, occasionally, listen to or watch. You can demonstrate good preparation by coming to class or office hours with good notes, questions, or comments on the day's reading. This material will come primarily in three forms:
 - i. **Readings:** Readings will be drawn from a variety of sources. Some will be academic articles. Others primary sources from the past. Yet others will be online exhibits. Regardless of the format, readings will be discussed in class and will be used in developing your two examples. Demonstrate good preparation by arriving in class having done the reading, taken good notes, and being ready to offer your thoughts.
 - ii. **Video/Audio:** Sometimes in addition to or in lieu of your readings, you will either watch or listen to some audio-visual material. These have been chosen to vary and deepen your engagement with history and the course material. As with a regular lecture and your readings, you should take notes on the videos and podcasts
 - b. **Participation:** Active participation is key to your success in this course and to your time at Loyola more generally. Active participation comes in a variety of forms:
 - i. Attending class regularly and arriving on time
 - ii. Asking questions in class
 - iii. Coming to office hours
 - iv. Contributing to a discussion
 - v. Completing tasks in small groups
 - vi. Taking good notes during lectures and on your readings and other materials
 - vii. Being respectful of class time and of different opinions
 - viii. Actively participating in the class discussion board beyond those required
 - ix. E-mailing me your questions or concerns about the course
 - x. Following Covid-19 and other health guidelines
 - xi. Adhering to course policies
 - xii. Other demonstrations of keeping up with the course, showing genuine interest in the material, and proceeding through assignments
2. **3-2-1 Posts:** Eight times over the course of the semester, you will write a discussion post that consists of the following: **3 things you learned from the day's reading, 2 things**

you don't understand, and 1 discussion question for the class based on a class reading. 3-2-1 posts do not need to be complete paragraphs, but must use proper grammar, punctuation, and be comprised of complete sentences. Posts should revolve around the readings of a single class meeting and are due at 10:00a the day of the chosen class. High quality discussion questions will be used in class and may form the basis of your exam questions.

3. **Exams:** This course will have two exams, both essay format. The first will be an in-class, open note blue book exam. The second will be a take-home, open book essay exam submitted on Moodle.
4. **Class Timeline:** Your major research project will be to contribute to a class timeline of LGBTQ+ history. The assignment has two components, both to be completed in small groups. Three times over the course of the semester, each group will submit an entry to the course time with an accompanying source analysis worksheet. Each entry will cover a different time period (1800-1870, 1870-1945, 1945-Present). One time each group will deliver an oral presentation on one of their entries.

Grade Breakdown

- Engagement: 15%
- Timeline Entry and Source Analyses: 25%
- Timeline Oral Presentation: 15%
- 3-2-1 Discussion Posts: 10%
- In-class midterm: 15%
- Take-home final exam: 20%

Grade Scale:

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

Note: Final grades will be “rounded” to the nearest grade (i.e. a 92.5 becomes an A).

Course Policies:

The Syllabus: The syllabus contains official course policies and schedule. I reserve the right to make changes to the syllabus. Such changes will be announced in advance via e-mail and in class.

Attendance: Attendance is a requirement of the course. It is necessary not only for your engagement grade, but for your success more generally. That said, in the context of the ongoing pandemic, it is important for us to also prioritize our health. *DO NOT attend class if you are sick.* Please continue completing work assigned, get notes from a classmate, and see me in virtual office hours while you are out if you are able. Please be sure to be assessed by the Health Center if you believe you will need to be out for a longer period of time and keep me apprised as well.

Contacting Me: I welcome you to contact me when you need help or have questions or concerns. My contact information is listed at the top of the syllabus and on Moodle. The best way to get in touch with me is through e-mail (aross1@loyola.edu). In order to guarantee the most useful response, e-mails should include a clear subject, your name, the course the message is regarding, and your question or message. I generally respond to e-mails midday on weekdays and on Sunday (I do not respond to non-emergency e-mails on Saturdays). If you have not heard back from me within one business day, feel free to send me another note. Do not hesitate to contact me should you have any questions or concerns.

Office Hours: Office hours are for individual meetings about the course. We can review material, talk about assignments, go over drafts, or discuss any other concerns you may have. One of the best ways of showcasing engagement is to come to office hours.

Office hours are listed at the top of the syllabus. I will be holding office hours this semester in-person and over Zoom. Feel free to either drop in or make an appointment for in-person office hours according to the schedule above. Zoom meetings are by appointment only. If you cannot make my regular office hours, please [e-mail me for an alternative appointment day and time.](#)

Submission of Written Work: All written work and homework will be submitted on Moodle.

Late Assignments: With the exception of the final exam, feel free to discuss with me any difficulties you are having with your written work prior to the deadline. After we touch base, an extension on an assignment may be in order and will be granted without a penalty. In other words, *an extension on most assignments will be granted if you speak with me prior to the deadline.* Late discussion posts will not be accepted because you do not need to complete all of them in order to receive full credit for the assignment.

Covid Safety: All class members will abide by university safety guidelines established for the semester, which may be modified as circumstances change. For the protection of yourself and others, you may wish to wear a face covering or maintain distance between oneself and others. Please DO NOT attend class if you are sick. I have flexible attendance policies, and we can make adjustment as needed on a case-by-case basis.

Class Cancellation: If class needs to be canceled due to inclement weather or other reasons, I will e-mail you with instructions.

Classroom Environment: As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. As a course in the history of sexuality, we will be speaking about sexual and gender identities and practices; some of this material may be sexually explicit. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise uncomfortable. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the [University's Community Standards](https://www.loyola.edu/departments/student-life/student-conduct) (<https://www.loyola.edu/departments/student-life/student-conduct>). Students who violate this code of conduct may be asked to leave the course and/or have their behavior reported to the administration.

Academic Integrity: All students at Loyola are bound by the University's honor code and are expected to demonstrate the highest levels of academic integrity in all they can do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others' work)
2. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct.

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions in accordance with the University Honor Code.

In this course, instances of academic dishonesty may result in penalties up to and including failing the course and referral to the Honor Council.

Loyola and Policies:

The Counseling Center supports the emotional well-being of the student body and is committed to a respectful understanding and honoring of the social, emotional, and cultural contexts represented by each individual student. The Counseling Center provides brief individual and group counseling, emergency and crisis intervention, and comprehensive referral services for those in need of longer-term therapy. We are currently providing both in-person and virtual services and this is subject to change in accordance with best health practices and state laws. Relevant updates and more information can be found on our webpage: www.loyola.edu/counselingcenter or by calling (410) 617-CARE (2273). To make an

appointment, please call (410) 617-CARE (2273). For after-hours emergencies, please call our after-hours counselor at (410) 617-5530 or Campus Police at (410)617-5911. Let's Talk!

If you are a student registered with **Disability Support Services (DSS)** who needs accommodations for this course, please make sure you ask DSS to send a *Faculty Notification Email* (FNE) to your professor. If DSS has already sent the FNE to your professor, please schedule a brief meeting to discuss your accommodations during office hours. If you are not registered with DSS, but you have a physical or mental condition and experiencing difficulties caused by your medical condition in this or another course, please go to the [Disability Support Services' website](#) to learn more about accommodations at Loyola. Also, you can contact DSS at DSS@loyola.edu to schedule a meeting.

Title IX: Loyola University Maryland is committed to a learning and working environment free from sexual and gender-based misconduct including sexual harassment, sexual assault, fondling, incest, statutory rape, domestic violence, dating violence, stalking, and sexual exploitation. Reports of such offenses are taken seriously, and Loyola encourages students experiencing sexual misconduct to report the incident in accordance with the University's policy on [Reporting Sexual Misconduct](#). Because of the University's obligation to respond to reports of sexual misconduct, mandated reporters including faculty members, are required to report incidents of sexual misconduct to the Title IX coordinator even if the reporting party requests confidentiality. Information about confidential resources that are not required to report sexual misconduct to the Title IX coordinator may be found on the [Title IX reporting resources page](#). For more information about policies and resources or reporting options, please review the [Title IX](#) web page. Loyola is also committed to an environment free of other forms of harassment and discrimination. For information about policies and reporting resources, please review the Bias Related Behaviors Process and Policy in the [Community Standards](#) for policies related to students and the [harassment and discrimination policy](#) for policies related to employees.

The Loyola Writing Center is open seven days a week for both face-to-face and Zoom appointments. The complete schedule of hours is posted on the website: <https://www.loyola.edu/departments/writing-center/about/location-hours>. For questions, or help making an appointment, students can email lwc@loyola.edu.

Multilingual Students: If you are a speaker of more than one language or if English is not your first language, there are [resources](#) for you, including access to an ESL tutor, faculty who can help you navigate the university, and portals for other academic support.

The Study is located on the third floor of Jenkins Hall and serves as Loyola University Maryland's academic support center. Our mission is to help Loyola students become successful, independent learners. We do this through a variety of free academic support services, such as peer and professional tutoring, academic success workshops, academic coaching, and time management and organization coaching. These services are available in person and online, and students can register for them through The Study's website at www.loyola.edu/thestudy.

Food/Housing Insecurity and Textbook Needs: Any student who has difficulty securing their food, housing, or textbooks is urged to contact Dr. Deborah Melzer, Vice President for Student

Development and Dean of Students at studentsuccessfund@loyola.edu. Loyola may have resources to help.

Course Schedule

*How to read the schedule: You should complete the reading (or watch the video, etc) and complete any small assignments **before** the class meeting to which it is assigned. Larger assignments with deadlines outside normal class hours are noted below.*

Part 1: Introductions

Week 1: Introductions

Wednesday, January 18

Before Class: Complete [“First Day Questionnaire”](#)

Class Topic: Introduction to the Class

Friday, January 20

Before Class: Read Jeffrey Weeks, “Introduction” and “Querying and Queering Same-Sex History” in *What is Sexual History* (Moodle)

Class Topic: What is the History of Sexuality?

Week 2: Social Construction and the History of LGBTQ+ Life

Monday, January 23

Class Topic: Michel Foucault’s *History of Sexuality* / How to Read an Academic Article: The THOMAS Method

Wednesday, January 25

Before Class: Read [Andrew Israel Ross, “Sex in the Archives,” *French Historical Studies* 40, no. 2 \(2017\): 267-290.](#)

Worksheet: Complete THOMAS Analysis of Ross

Assignments Due: 3-2-1 Posts Begin (Due by 10a the day of class)

Class Topic: Social Construction, Historical Difference, and LGBTQ+ History

Friday, January 27

Before Class: Watch [How to Use TimelineJS](#)

Class Topic: Introduction to Timeline Assignment

Part 2: The Sexual Worlds of the Nineteenth Century

Week 3: Introduction: Queer Life in the Nineteenth Century

Monday, January 30

Class Topic: The Varieties of Sexual and Gender Identity of the Nineteenth Century

Wednesday, February 1

Before Class: Read Charles Upchurch, "Class, Masculinity, and Spaces," in *Before Wilde: Sex Between Men in Britain's Age of Reform* (Berkeley: University of California Press, 2009).

Class Topic: Queer Male Subcultures in the Industrializing City

Friday, February 3

~~Class Topic: Library Session: Locating and Assessing Sources / Begin Group Contracts~~

Week 4: Relationships Beyond and Within the Gender Binary

Monday, February 6

Class Visit with Prof. Bianchini

Wednesday, February 8

Library Session: Locating and Assessing Sources.

Friday, February 10

Before Class: Read Manion, *Female Husbands*, "Introduction" and Chaps 1-2

Class Topic: Discussion of Manion, *Female Husbands* / Reading a Primary

Source

Assignment Due in Class: Signed Group Contracts

Week 5: Police, Science, and Sexuality

Monday, February 13

Before Class: Read Documents on Love and Intimacy in Nineteenth-Century America from *Major Problems in the History of American Sexuality* (Moodle)

Class Topic: Same-sex Friendship / Introduction to Oral Presentations

Wednesday, February 15

Before Class: Read Richard von Krafft-Ebing, *Psychopathia sexualis* (excerpts on Moodle); and [Siobhan B. Somerville, "Scientific Racism and the Invention of the Homosexual Body," *Journal of the History of Sexuality* 5, no. 2 \(1994\): 243-266.](#)

Class Topic: Sex, Race, and Sexology

Friday, February 17: No Class (Medical Appointment)

Week 6: Transitions

Monday, February 20:

Before Class: Finalize Entry 1 for Timeline

Class Topic: In-Class Timeline Work

Assignments Due: Timeline Entry 1 Due in Spreadsheet by the End of Class

Wednesday, February 22

Review: [Siobhan B. Somerville, "Scientific Racism and the Invention of the Homosexual Body," *Journal of the History of Sexuality* 5, no. 2 \(1994\): 243-266.](#)

Class Topic: Discussion of Somerville

Friday, February 24

Before Class: Read: Manion, *Female Husbands*, chaps. 4 and 7

Class Topic: Discussion of *Female Husbands*

Part 3: Queer Politics in the Twentieth Century

Week 7: A Queer World Part 1

Monday, February 27

Class topic: In-class, open-note midterm

Wednesday, March 1

Before Class: Read George Chauncey, "The Double Life, Camp Culture, and the Making of a Collective Identity," in *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (New York: Basic Books, 1994) (Moodle)

Class Topic: The Emergence of Gay Identity

Friday, March 3

Before Class: Read "[The Harlem Renaissance in Black Queer History](#)," [National Museum of African American History and Culture](#); Langston Hughes, "Café 3 AM" (Moodle); Listen to [Ma Rainey, "Prove it on Me Blues"](#) Watch "[Julian Eltinge was the most famous drag queen ever. What happened?](#)" "American Masters," *PBS*

Class Topic: Race and Queer Spectacle

March 6 – March 12: Spring Break

Week 8: A Queer World Part II

Monday, March 13

Before Class: Read [Tamara Chaplin, "A Woman Dressed like a Man": Gender Trouble at the Sapphic Cabaret, Paris, 1930–1960," *French Historical Studies* 44, no. 4 \(2021\): 711-748.](#)

Class Topic: Lesbian Cultures

Wednesday, March 15

Class Topic: Timeline Presentations 1

Friday, March 17: No Class (Conference Travel)

Week 9: Oppression and Resistance Before World War II

Monday, March 20

Before Class: Read [Kate Sutton, "Sexology's Photographic Turn: Visualizing Trans Identity in Interwar Germany," *Journal of the History of Sexuality* 27, no. 3 \(2018\): 442-479.](#)

Class Topic: The Emergence of Trans- Identity

Wednesday, March 22

Before Class: Watch [Excerpt from *Different from the Others* \(1919\)](#)

Class Topic: The Origins of Gay Rights

Friday, March 24

Before Class: Read Jake Newsome, *Pink Triangle Legacies*, "Introduction" and "Chapter 1"

Class Topic: Discussion of *Pink Triangle Legacies*

Week 10: Queer Life and World War II

Monday, March 27

Class Topic: Screening of *Coming Out Under Fire*

Assignments Due: Timeline Entry 2

Wednesday, March 29

Class Topic: Discussion of *Coming Out Under Fire*

Friday, March 31

Before Class: Read David K. Johnson, "Interrogations and Disappearances: Gay and Lesbian Subculture in 1950s Washington," in *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government* (Chicago: University of Chicago Press, 2004) (Moodle)

Class Topic: Queer Life After World War II

Week 11: Oppression and Resistance After World War II

Monday, April 3:

Class Topic: Timeline Presentations 2

Wednesday, April 5

Before Class: Read [Letter from Romayne Cox on the Mattachine Foundation](#);

Read [The Ladder 1, no. 1 \(Oct 1956\)](#)

Class Topic: Queer Politics Before Stonewall

Friday, April 7: No Class (Easter Break)

Week 12: Radicalization and Crisis

Monday, April 10: No Class (Easter Break)

Wednesday, April 12

Before Class: Read Newsome, *Pink Triangle Legacies*, chapters 2 and 3

Class Topic: Discussion of Newsome

Friday, April 14

Before Class: Read [Gay Liberation Front Manifesto](#)

Class Topic: Queer Politics After Stonewall

Week 13: Queer Life after AIDS

Monday, April 17

Before Class: Read Newsome, *Pink Triangle Legacies*, chapters 4 and 6

Class Topic: Discussion of Newsome

Wednesday, April 19

Class Topic: Screening of *Paris is Burning*

Friday, April 21

Class Topic: Finish *Paris is Burning* and Discussion of *Paris is Burning*

Assignment Due: Timeline Entry 3

Week 14: Promise and Peril at the Turn of the Century

Monday, April 24

Before Class: Read [OAH Historians Brief in Obergefell v Hodges](#)

Class Topic: Gay Marriage

Wednesday, April 26

Before Class: Read [Samuel Huneke, "Dangerous as the Plague: The long history of panic over queer seduction," The Baffler June 23, 2022](#); [Brody Levesque, "GLAAD report: Drag shows targeted by right-wing every 2.5 days," The Los Angeles Blade, 17 December 2022.](#)

Class Topic: A New Crisis?

Friday, April 28

Class Topic: Timeline Presentations 3

Monday, May 1

Class Topic: Review and Final Exam Preparation

Monday, May 8 by Noon: Final Exam Due