

History 275, Spring 2019
The Queer Twentieth Century
Professor Finn Enke
Thursdays, 1:20-3:15; Van Vleck B215
Office Hrs: Thursday mornings and by appointment

How did people in the 20th century organize themselves into discernable gender-and sexuality-based communities with an interest in challenging the status quo? This seminar explores the dynamics of social possibility that generated and elaborated diverse forms of queer being in the United States during the 20th century. We will retain a consistent emphasis on queer of color expression and activism as we consider the relationships among movements sometimes considered distinct, such as civil rights, feminist, queer and transgender movements. We begin by analyzing fundamental questions such as: What comprises queer history? What makes some things “queer” and what does it mean to be queer? Thinking as historians, how can we best understand the perspectives of those who sought to live in and change the world in the 20th century?

Our sources include historical monographs, memoir, essays, film, visual art, and other primary documents. In addition, you will have the opportunity to find archived primary documents and explore questions of your own on topics of interest to you.

Required Books (purchase at Room of One’s Own; on Reserve at College Library)

Rod Ferguson, *One-Dimensional Queer*
John Howard, *Men Like That: A Southern Queer History*
Kevin Mumford, *Not Straight, Not White*
Audre Lorde, *Zami: A New Spelling of My Name*
Nan Alamilla Boyd, *Wide Open Town*
Julio Capo, *Welcome to Fairyland*

Required Articles will be available in pdf form on your Canvas site.

What to Expect:

- *Expect to have fun, and for our seminar sessions to fly by.
- *Expect to put a steady effort into the seminar.
- *Expect to further develop your understanding of the diversity of experiences that contribute to making the queer twentieth century.
- *Expect to want to know about things that are not in our readings, and expect to have a chance to learn about some of these things!
- *Expect support from everyone in this seminar; we are going to become brilliant supporters of one another and of us as a collective.

Learning Goals and Outcomes:

- *develop confidence in your own interests, in your ability to frame historical questions, and in your ability to pursue them
- *gain greater awareness of historical contexts and also how history is made
- *develop facility with contextually appropriate vocabularies and textual production
- *practice creative synthesis and original expression of insights gained through reading
- *learn collaborative process, listening and respect for questions and differing perspectives
- *increase initiative and confidence in generating your own work
- *how to find and work with primary and secondary sources

Accessibility:

*I am glad you are here, and I will do everything I can to support your presence and participation in the seminar. I respect all contributions, and I view each of us as persons with unique, important, and mysterious life paths, very much in process. It's so amazing to be open to and learn new things, and thus, all questions and perspectives are important. Everyone is welcome in this seminar.

*I am happy to make accommodations for disabilities and variations in learning styles, and to maximize everyone's fullest potential. The McBurney Center provides useful documentation. Please feel free to contact me if you'd like to discuss accommodations.

*You may use laptops or reading devices in seminar if you need them for the purpose of accessing materials or taking notes. I ask that you turn off internet connection during discussion.

*Cell phone use is not permitted in seminar.

3 credit course expectations. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), reading, writing, and projects as described in the syllabus.

Seminar Requirements:

A crucial portion of the learning for the semester takes place in seminar, through dialogue with everyone in seminar. Please come prepared to participate in lively and thoughtful discussion of the day's readings and assignments. Please do not schedule meetings or appointments during any portion of our seminar time. If you are ill or have other extenuating circumstances, please let me know as soon as possible.

A Note on Reading: Give yourself adequate time and priority to fully read the assigned reading. Depending on your major and prior courses, you might find that this seminar requires a lot of reading. I selected texts that are engaging, unique, and accessible. I encourage you to let yourself relax into the readings for maximal enjoyment and benefit.

Graded Assignments: You must complete all requirements to receive a passing grade. All assignments are amenable to presentation in alternative formats. Please be in consultation with me about your needs and interests.

Seminar Collaborative Co-facilitation: 15%

The most important aspect of this seminar is discovering and articulating your own insights and maintaining open dialogue with everyone to collectively build greater insight. *Everyone's* perspectives are essential to this endeavor. Please share your questions, and be aware of the discussion dynamic: does everyone feel comfortable enough to speak? What can you do to facilitate respectful listening and sharing?

Consider yourselves to be co-caretakers of seminar dynamics by actively working to ensure that everyone is invited to share their perspectives; modeling an attitude of respect for all persons; facilitating communication across differences of perspective; and breaking the ice if people in seminar are reluctant to speak. *It is everyone's responsibility to help each other learn; this is at the heart of your participation grade.*

Oral Contributions, 15%: we will begin *each seminar period* with each person *briefly* responding to either of the following questions: a) what did you find most compelling or surprising, or like most, in the reading? b) share a particular insight about LGBTQIA activism and history that this reading leaves you with.

Of Interest (Oral Contributions part 2), 20%: Within each week's assigned reading, identify something (ANY thing!!) you would like to know more about. It can be large, like, "where were indigenous people in this history?" Or it can be a tidbit, like, "what did those posters look like?" Or "when and where was the first international FTM newsletter published, and can I find them online?" Perhaps you want to read *A Raisin in the Sun* or *Giovanni's Room*. Or "what books did Pauli Murray write, and what biographies of Pauli Murray have been written?" Literally it can be anything that catches *your* interest.

Write down your question, and then look around a bit to find some things that begin to address your question. Write down what you found, whether it's an answer to your question, or a set of sources that can help you learn more about it, or a photo, or anything you find that is interesting to you. *This can become part of your primary source project, if there are things you find you wish to pursue in more depth.*

Each week, you will briefly share your question and finding with the seminar.

Historical Analysis Papers: 3 papers, 30% total. Suggested length, 4 pages. This assignment invites you to engage in more depth with our readings. Your papers may focus on any aspect of our readings, may combine books and articles, and may include any film or other material associated with the seminar. You must hand in *one paper for each of the three units*, ideally handing in your paper not later than the last day of the unit itself. You will receive a more detailed assignment sheet for this.

Primary Source Report, 20%. Suggested length, 6 pages. This assignment gives you a chance to experience the initial work of the historian. UW has an LGBTQ Archive housed in Steenbock Library! And there are so many digital archives too. Your first task is to find and access a primary document or set of documents related to LGBTQIA history and activism. The document may be an oral history that was conducted, or some newspaper clippings, or anything that you find. Your second task is to spend some time mulling it over: what is it telling you? What questions does it raise? Third, you'll set this in some historical context to help make sense of it. And fourth, your write-up! You will receive a detailed assignment sheet for this.

Seminar Schedule

Unit One: Approaching Queer History

- Jan. 24 Introduction: What Are We Looking For?
- Jan. 31 What About Stonewall, Anyway?
Rod Ferguson, *One Dimensional Queer*, Intro, Chapters 1 and 2 (pp. 1-81)
John D'Emilio, "Stonewall: Myth and Meaning"
- Feb. 7 What if it's not Gay?
Howard, *Men Like That*, pp. xi-xxiii, Part One (3-126)
Appendix 1: Note on Interviews
- Feb. 14 Who Became Gay and How?
Howard, *Men Like That*, Part Two through Epilogue (127-305)

Unit Two: Tracing Foundations

- Feb. 21 Corrections
Mumford, *Not Straight, Not White*: pp. 1-124
Fisher, "Pauli Murray's Peter Panic"
Fisher, "Challenging Dissemblance in Pauli Murray Historiography"
- Feb. 28 Founders and Foundations
Mumford, *Not Straight, Not White*: pp. 125-200
- March 7 Foundations
Audre Lorde, *Zami*
- Mar. 14 Foundations
Audre Lorde, *Zami*

Mar. 21 SPRING BREAK

Unit Three: Cities and Spaces

Mar. 28 San Francisco: Oz Has a History
 Nan Boyd, *Wide Open Town*

April 4 Nan Boyd, *Wide Open Town*

Apr. 11 Research Week

Apr. 18 How Queer at Root?
 Julio Capo, *Welcome to Fairyland*

Apr. 25 Julio Capo, *Welcome to Fairyland*
 Rod Ferguson, *One-Dimensional Queer*, Chapter 3

May 2 Last Class!

Primary Source Paper Due May 8

Of note for your calendars:

There are so many amazing events taking place this semester, organized by the Gender and Sexuality Campus Center and by various departments. Some of them offer *extra credit opportunities* for attending and doing a write-up of the experience.

A few things to look forward to:

March 6-9: Kaleidoscope Symposium

 keynotes: Jack Halberstam, Jennifer Leeman, Georgina Black, Ricardo Vasconcelos

March 28-30: Sites/Sights/Cites of Resistance Symposium, put on by the graduate students of Gender and Women's Studies, with keynotes Candi Brings Plenty and Micha Cardenas

April is Out and About month, with so much programming!

Please feel free to add to the list—what's going on?

Here is the History Department's Diversity Statement—Please Read!

Deep contemporary injustices, including economic inequality and systemic biases, have limited the opportunities and devalued the intellectual contributions of students, staff, and faculty on the basis of race, ethnicity, national origin, class, immigration status, religion, sexual orientation, gender identity and expression, ability, age, and veteran and military status.

To remove these barriers, we strive to recognize the diverse institutional needs of our students, staff, and faculty and to take responsibility for providing the resources necessary to meet those needs. We strongly believe that our intellectual endeavors are made more credible and rigorous when they include different peoples, places, approaches, and periodizations. We are committed to:

- Recruiting and retaining students, staff, and faculty from a wide range of backgrounds, experiences, and viewpoints
- Promoting and participating in open and honest conversations about how we may become more respectful, sensitive, and responsive to the needs of students, staff, and faculty
- Supporting research projects that situate marginalized people, places, and themes at the center of inquiry
- Valuing education and mentorship, which we recognize as significant intellectual labors and vital components of a diverse and equitable department
- Cultivating a work environment free of exclusion and harassment, where all feel welcomed, supported, and respected

We are dedicated to the ongoing process of developing new resources to meet the diverse needs of our students, staff, and faculty. Some existing campus resources include:

- [Division of Student Life – Diversity and Inclusion](#)
- [Gender and Sexuality Campus Center](#)
- [Mental Health Services](#)
- [DACA/Undocumented Student Support](#)