

**History 275, Fall 2015: LGBTQ Activist Histories in the 20<sup>th</sup> Century United States**  
**Professor A Finn Enke**  
**Office Hours: 3408 Sterling, Weds 12:30-1:30, Thurs 12:00-12:45 and by apt.**

**LGBTQ Activist Histories in the 20<sup>th</sup> Century United States**

How did people in the 20<sup>th</sup> century organize themselves into discernable gender-and sexuality-based communities with an interest in challenging the status quo? This seminar centrally explores the dynamics and contexts of social movement that generated and elaborated diverse forms of queer activism in the United States during the 20<sup>th</sup> century. We will retain a consistent emphasis on queer of color activism as we consider the relationships among movements sometimes considered distinct, such as feminism, queer and transgender movements. We begin by analyzing fundamental questions in particular historical contexts: What is a social movement? What counts as activism? Why queer? Thinking as historians, how can we best understand the perspectives of those who sought to change the world in the 20<sup>th</sup> century?

Our sources include historical monographs, memoir, essays, film, and primary documents.

*This course has a significant reading and writing load.* All students are expected to read our texts thoroughly and deeply in order to understand the activism and contexts involved, grasp each author's purpose, and illuminate the readings with your own insights. You will have weekly Learn@UW posts, and historical analysis papers are due for each book. These writing exercises are designed to help you synthesize the readings, practice historical method and analysis, and develop your ability to articulate complex insights. In addition, you will have the opportunity to find archived primary documents and illuminate them in a 3-page paper. You will also conduct a small research project on any movement of your choice prior to 1990.

**Required Course Books**

(available at Room of One's Own on Gorham; and on Reserve at College Library)

Audre Lorde, *Zami: A New Spelling of My Name*

Isaac West, *Transforming Citizenships*

Finn Enke, *Finding the Movement*

Quesada, Gomez, and Vidal-Ortiz, *Queer Brown Voices*

Marlon Bailey, *Butch Queens Up in Pumps*

**Accessibility:** The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. Everyone, regardless of disabilities, is welcome in this course. Please let me know if you need any accommodations in the instruction or evaluation procedures in order to facilitate your full participation. Reasonable accommodation for students with disabilities is a shared faculty and student responsibility. The McBurney Center provides useful assistance and documentation.

**Computers and cell phones:** I ask that you do not use laptops and internet in class unless, for reasons of disability and accessibility, you need one to fully participate (let me know if this is the case), OR in order to access your required reading. Please turn off internet connection, turn off your cell phones before seminar starts and keep them in your bag for the duration.

## Course Requirements:

**You must fulfill all requirements in order to receive a passing grade.**

### ***\*Attendance is required.***

You should come to seminar having closely and carefully read the material for that day, and be ready to actively engage in discussion. Please do not schedule appointments, meetings, or trips during seminar or any part thereof.

***Participation, 20%:*** The most important aspect of this seminar is discovering and articulating your own insights from your reading and maintaining open dialogue with others to collaboratively and collectively build greater insight. Everyone's perspectives are essential to this endeavor; you are encouraged to share your questions, and also be aware of your impact on the overall discussion dynamic: is it well-balanced? do you and others feel comfortable enough to speak, even if you know that it might be stressful? If not, what can you do to facilitate a more open-minded and respectful process of sharing and listening?

Consider yourselves to be co-caretakers of seminar dynamics: actively work to ensure that everyone is invited to share their perspectives; model an attitude of respect for all persons; facilitate communication if differences of perspective become stressful; and encourage engagement or break the ice if people in seminar are reluctant to speak. *It is everyone's responsibility to help each other be good caretakers; this is at the heart of your participation grade.*

**Learn@UW Discussion, 15%:** each week no later than 8pm Weds, you will submit to learn@UW an insight, observation, or question about the activism you see present in the week's reading. This must be grounded in the reading itself: stay within that historical and cultural context. Please read each other's posts prior to seminar, and feel free to use this space to engage in discussion or support with the reading.

**Oral Contributions, 10%:** we will begin *each seminar period* with each person briefly responding to any one of the following questions: a) what did you find most compelling or surprising about the context and/or activism you see in the reading? b) share a particular insight about lgbtq activism and history that this reading leaves you with. c) what is your favorite aspect of this reading?

**Historical Analysis Papers: 5 papers, 25% total. Suggested length, 3-4 pages.** You are required to write an analysis paper for each of the five books that we read. Papers should directly engage some well-defined aspect of the historical context and activism discussed in the book. You will receive a more detailed assignment sheet for this.

**Primary Source Report, 25%.** Suggested length, 3 pages. This assignment gives you a chance to experience the initial work of the historian. The Wisconsin Historical Society here on campus holds one of the major Social Activism archives in the country. Your first task is to find and access a primary document or set of documents related to LGBTQ history and activism. (Ask an archivist to guide you in your search.) 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? And third, your brief write-up. You will receive a detailed assignment sheet for this.

**Small Research Paper, 25%. Suggested length, 3-5 pages.** This gives you the opportunity to research some aspect of LGBTQ activist history prior to 1990 that is of interest to you. You must develop a well-defined topic and research question; your research can combine secondary and primary sources. You will receive a separate assignment sheet for this.

**A Note on Style and Citation:**

You may write your written assignments in any format and style that best allows you to communicate your analysis to a reader and meets the assignment guidelines. While this need not be standard expository form, you must cite all your sources whenever you are drawing on ideas, concepts, quotes, and information that are not your own. Sources may be cited parenthetically in your text or footnoted. Failure to cite your sources constitutes *plagiarism*, a serious offense that can lead to expulsion from UW.

**Paper Submissions:**

Unless otherwise noted, papers should be submitted in hard copy. They should be double- or 1 ½ spaced, with standard margins and 12pt font. They must be stapled or paper-clipped. They may be double-sided or printed on scratch paper if you wish to save paper.

**Class Schedule:**

**Sept 3** Introduction: Finding LGBTQ Activist Histories  
Discussion and documentary clip  
Primary Source Assignment Guidelines

**Sept 10** Read the Introduction to all five books (*Zami*, read Prologue and Chapter 1)  
Your Learn@UW assignment and oral response questions will be modified for this week's readings.

**Sept 17** Audre Lorde, *Zami*, read at least first half  
**Primary Source Reports Due**

**Sept 24** *Zami*. We will discuss entire book.  
**Analysis Paper Due on *Zami***

**Oct 1** Isaac West, *Transforming Citizenships*, Chapters 1 and 2 (and recall Intro)

**Oct. 8** Isaac West, *Transforming Citizenships*, Chapters 3, 4, and 5  
**Analysis Paper Due on *Transforming Citizenships***

**Oct 15** *Queer Brown Voices*, Prologue by Letitia Gomez and essays up to p. 120

**Oct 22** *Queer Brown Voices*, essays from p. 121 to end.  
**Analysis Paper Due on *Queer Brown Voices***

**Oct 29 Research Day**

**Nov 5** Finn Enke, *Finding the Movement*

**Nov 12** Finn Enke, *Finding the Movement*  
**Analysis Paper Due on *Finding the Movement***

**Nov 19** Marlon Bailey, *Butch Queens Up in Pumps*

**Nov 26** NO CLASS

**Dec 3** Marlon Bailey, *Butch Queens Up in Pumps*  
**Analysis Paper Due on *Butch Queens***

**Dec 10** Informal Research Paper Presentations and Discussion

**Research Paper Due to Finn no later than December 16th.**

### **Note the new History Lab!**

The History Lab is a resource center for undergraduate students studying, researching, and writing about the past. It is staffed by talented and experienced graduate students from the Department of History.

Through individual and group tutoring, the Lab focuses on honing students' abilities to form suitable topics, conduct research, develop arguments and thesis statements, cite evidence properly, and write using an effective process. The Lab is equipped also to support challenges faced by English-language learners.

The History Lab is located in 4255 Humanities. The easiest way to find it is to enter set of doors on the right as you approach the building through the N. Park Street parking lot. Take the stairs or elevator up to the Fourth Floor and go through the doors on the left and down that hallway. You'll find the lab just as you round the corner at the end of that hallway.

More details are on the History Lab website: [go.wisc.edu/hlab](http://go.wisc.edu/hlab).