HIST 6104/7104
Topics in American History: LGBT History in the 20th Century United States
Instructor: Pippa Holloway

Central questions:
(1) How does the inclusion of LGBT history into the historical narrative re-shape our understanding of key events and issues in US history?
(2) What different historical methods and theoretical frameworks inform our study of this topic?
(3) How does scholarship in LGBT history inform our understanding of public history? What issues are raised when doing LGBT scholarship in a public history context? What are important public history projects currently being undertaken in LGBT history?
(4) What are the opportunities and limitations of the framework "LGBT"? To what extent do these populations have shared histories and to what extent do they diverge?

Written Assignments

Book Reviews: Each student will write scholarly reviews of three of the books on the course syllabus. They should be 4-5 pages in length and are due on the day that books is discussed in class.

Final Paper: In addition, each student will write 15-20 page historiographic/review essay discussing 3-5 books on a topic approved by Professor Holloway. You can also feel free to mention or incorporate the course readings into this essay as well. This is due at the end of the semester during exam week. Other written assignments may be considered (e.g. draft thesis or dissertation chapters or bibliographic essays) as appropriate.

Class Participation
In order to participate effectively, you need to complete the readings each class, think about discussion questions, and be prepared to share your questions and opinions with your peers. It may also be helpful to read reviews of that week's monograph in academic journals. Participation is key to the learning process. By engaging in discussions and debates, you become actively engaged with the course material, not simply consumers of it. If you tend to be shy and reluctant to speak publically, I encourage you to come prepared to class with a "talking point" or two to add to the discussion. Quieter students can also play a role by being active and engaged listeners, making comments that reflect that they are paying attention even if they are not super chatty. Remember that class participation is about quality more than quantity.

Each week (except the weeks where the readings are all articles) one or two students will begin the class discussion of the book. If it is your turn to take this role, you should be prepared to summarize they key points of the book and explain its historiographic significance. Bring discussion questions to ask the class to consider. Finally you should be prepared to report on the author and the impact of this book. How was this book received? Did it win prizes? How and where was it reviewed? What is the author's academic background and training? Discuss their career trajectory, body of scholarship, and larger impact on the profession.

Grades
Final paper: 40%
Readings and Weekly Schedule

Week 1 (August 24): Questions of lesbian identity in the 19th century

Rachel Hope Cleves, Charity and Sylvia: A Same Sex Marriage in Early America (Oxford 2014).


Class discussion leader __________

Week 2 (August 31): Emerging gay identities


Jennifer Terry, American Obsession: Science, Medicine, and Homosexuality in Modern Society (University of Chicago Press, 1999), intro and chapters 5-8.


Class discussion leader __________

Week 3 (September 7): Identities, communities, and the state, part 1


Class discussion leader __________

Week 4 (September 14): Identities, communities, and the state, part 2


Class discussion leader __________

Week 5 (September 21): Identities, communities, and the state, part 3

Class discussion leader ____________

**Week 6 (September 28): LGBT Public History**


Guest speaker: Katie Crawford-Lackey, MTU student doing her residency at NPS Cultural Resource Office of Interpretation and Education. Discussion of on National Park Service LBGTT Theme Study.

Class discussion leader ____________

**Week 7 (October 5): Trans identities and communities**


Challenging Gender Boundaries: A Trans Biography Project
http://outhistory.org/exhibits/show/tgi-bios

**Week 8 (October 12): African American gay identities**


Class discussion leader ____________

**Week 9 (October 19): Looking for lesbians**


Lesbians and material culture sources: The Lesbian Herstory Archives Button Collection http://outhistory.org/exhibits/show/lesbian-buttons

**Week 10 (October 26): Religion and AIDS**


Class discussion leader __________

**Week 11 (November 2): LGBT community studies**

Each student will pick one:

- Kevin Murphy, *Queer Twin Cities* (University of Minnesota Press, 2010).
- Peter Boag, *Re-Dressing America's Frontier Past* (California, 2011)

**Week 12 (November 9): Radicalism in the 1970s 1980s**


Class discussion leader ___________

**Week 13 (November 16): Families**

Class discussion leader ___________

**Week 14 (November 30): Law and courts**

Historians Brief in *Lawrence v. Texas*, [http://historynewsnetwork.org/article/1539](http://historynewsnetwork.org/article/1539)

Class discussion leader ___________
Possible Review Essay Topics (others are also possible!)
Rural history
The Cold War
Biographies
Community Studies
Lesbian History
AIDS
Pre-Stonewall LGBT communities
Surveys of LGBT US history
World War II
Labor history
African American history
Legal history
Political history
Spaces and neighborhoods