

IH264-II: Homosexuality and Civilization, 19th-20th centuries-to the present
Spring 2011: W: 4:00-6:45pm, B460

Instructor: Margee Morrison: X460 or leave message with Judy Lidie at X350 (W); 410-889-1054 (H); email: mmorrison@erols.com; office: Bunting 419, Hours: T, W, Th: 3-4 pm or by appointment. Please feel free to come by my office, call, or email if you have questions or comments or should you wish to talk.

Objectives:

Throughout the history of civilization people have perceived same-sex love differently. While in Classical Greece, for instance, man-boy love was a socio-economic privilege and tradition, in medieval Europe men and women were burned and hanged for what we now call homosexuality. This part II of the intellectual history of homosexuality surveys the period in the West from the birth of modernity in the 18th/19th century to postmodernity at the end of the 20th century. We will journey from Whitman and Wilde, the American Renaissance and Aestheticism, the Decadents, Realists, and Symbolists; the sexologists, like Magnus Hirschfeld, who helped medicalize homosexuality; and the "New Woman" and the effect this concept had on women who loved women; to the "homosexual" or "bachelor subculture" before and after World War I; the bohemia to which "fairies" and "queers" belonged: Greenwich Village, Harlem during the "Harlem Renaissance," the Paris famous for its Amazons (including Stein, Brooks, Barnes, Fini), and Woolf's Bloomsbury in London; World War II and the Pink Triangle of the Holocaust; the "Lavender Scare" of the McCarthy 1950s; Stonewall; Gay Liberation of the 1970s; the AIDS era of the 1980s; the queering of GLBTQIs in the 1980s-90s, and the growing conservatism of 1990s-2000s; plus Islamic, Native American, & African homosexualities.

Texts

- [1] Neil MILLER. *Out of the Past: Gay & Lesbian History from 1869 to the Present*. NY: Alyson, 2006. ISBN 978-1555838706
 - [2] Graham ROBB. *Strangers: Homosexual Love in the Nineteenth Century*. NY: W.W. Norton & Co., 2005. ISBN: 0393326497; WILDE, *De Profundis*
 - [3] Lillian FADERMAN. *Odd Girls and Twilight Lovers*. NY: Penguin 1992. ISBN 978014017122;
 - [4] George CHAUNCEY. *Gay New York: Gender, Urban Culture, & the Making of the Gay Male World, 1890-1940*. NY: BasicBooks, 1994. ISBN: 978046502621
 - [5] Richard PLANT. *The Pink Triangle: the Nazi War against Homosexuals*. NYC: Henry Holt/Owl Book, 1988. ISBN: 97808050060.
 - [6] Martha VICINUS. *Intimate Friends: Women Who Loved Women, 1778-1928 [Ladies of Llangollen to Radclyffe Hall]*. Chicago, ILL: U of Chicago P, 2004. ISBN-10: 0226855643 or ISBN-13: 978-0226855646
 - [7] Susan STRYKER. *Transgender History*. Berkeley, CA: Seal Press, 2008. ISBN: 13: 978-1-58005-224-5.
 - [8] Murray & Roscoe: *Islamic Homosexualities*. NY: NYU Press, 1997. ISBN: 978081477468.
- BLACKBOARD: selections:** *Life Sentences: Writers, Artists, & AIDS*. Edited by Thomas AVENA. SF, CA: Mercury House, 1994. ISBN:1-56279-051-x

OPTIONAL:

- [9] Gilles Néret. *Homo Art*. Köln, Germany: Taschen, 2004. ISBN: 978382282459.

SYLLABUS

JANUARY

19 Introduction. **Intro paper due next week and readings listed below.**

PERIOD: [late 18th & 19th Century: the Invention & Medicalization of Homosexuality/Heterosexuality]

26 **TOPIC: Early Women's Communities; Whitman, Dickinson, Andersen, et al, sexologists:**

ROBB: SKIM pp. 40-121; **MILLER:** chs 1-2 [3-28]; **VICINUS,** chs. 1-3 [5-84]; [*Homo Art*:71, 75]; **brief intro paper;** possible **video clips:** *Einstein of Sex: Magnus Hirshfeld...or Wittgenstein...*

FEBRUARY

2 **TOPIC: End of 19th century: Wilde, et al: ROBB:** pp. 125-270; **MILLER:** chs 4-5, 44-74; *[WILDE, *De Profundis*; Hans Christian Andersen. *The Ugly Duckling*]. [*Homo Art*: 64-67; 71; 78-79, 94, 103, 107, 112-113, 121, 124, 144, 145, 147, 156, 157]; **video clips:** *Wilde*; Tchaikovsky's *Swan Lake* [BORNE version]

PERIOD: [late 19th century & early 20th century, 1890s-1930s, New Woman, fairies, World War I, 4 Bohemias:

[1] **Paris:** Women of the Left Bank; [2] **Bloomsbury,** London; [3] **Greenwich Village;** & [4] **Harlem** [Renaissance]; **9** **TOPIC: 1890s-World War I:** New Woman: **MILLER:** chs. 6 & 11 [75-91 & 159-166]; **VICINUS,** chs. 7-8 [175-225] **FADERMAN:** ch. 1-2, [pp 11-61]; **video:** *Paris Was a Woman* ;

16 **TOPIC: 1890s-1920s: Bohemias #1 & #2: Paris and London's Bloomsbury+Radclyffe Hall:** **MILLER:** chs 7&12&13 [pp 92-111 & 170-196]; **video:** *Virginia Woolf*;

23 **TOPIC: 1920s-1930s, to World War II: Bohemia #3: the Bowery & Village; CHAUNCEY: parts I- II** [33-227 skim]; **MILLER:** ch. 9 [pp 137-147] +cowboys + **HOLLYWOOD video:** *Color Me Lavender* + *Celluloid Closet; Homo Art:*Demuth, 40, 41; 80-83, 100-102,108, 109, 110, 111, Schiele:139, 146, 158, 159, 162]; **[SP #1 due]**

MARCH

2 **Bohemia #4: HARLEM: MILLER:** ch 10 [pp148-158];**CHAUNCEY:** *Gay New York* [pp 227-267]; **FADERMAN:** chs. 3-4 [62-117]; **video:** Julien, *Looking for Langston* **[Q#1];**

PERIOD: mid-20th Century: World War II to STONEWALL:

9 **TOPIC: 1930s-40s; World War II: PLANT.***The Pink Triangle* [pp22-180];**FADERMAN: ch. 5** [118-138]; **MILLER:** chs. 8&15-16 [112-134 & 215-244]; [*Homo Art*: 135; 137; 138; 161; 162-69; 170, 182;

*optional: Chauncey: part III ; Bérubé, "Marching to a Different Drummer"; **video:** *Paragraph 175*

[FYI: **SPRING BREAK**, March 13-21]

- 23 **TOPIC: 1950s-1960s, COLD WAR: McCarthy Era, Art, Censorship, Homophile Organizations: FADERMAN: ch. 6-8** [McCarthy Era + Butch, Femme, & Kikis; pp 139-214]; **MILLER: chs 17-20 & 22** [Gay Is Sick; McCarthy; Brit Law Reform; Beats; Homophiles; Butch/Femme] [*Homo Arr.*: 21, 32, 34, 106, 117, 118, 122, 126-29; 180-81]; **video: *Before Stonewall***;
- 30 **TOPIC: 1960s-1970s: STONEWALL MILLER: ch 23** [pp 245-394]; [*Homo Arr.*: 105-06]; **video: *After Stonewall*. class presentation #1**

APRIL

PERIOD: late 20th Century: AFTER STONEWALL: gay lib&sex+ feminism+ radicalesbians; AIDS; QUEER:

6 **TOPIC: 1970s-80s: Lesbian Feminists; Punk; Gay Sex; AIDS: FADERMAN: chs. 9-10** [215-245]; **MILLER: chs 24-27** [395-480]; **Selections: AVENA: *Life Sentence* [Blackboard]; [*Homo Arr.*: 21-22; 24-25; 73; 105-106; 172-77; 183; 184; **video: *Gay Sex in the Seventies* [SP #2 due];****

13 **CONTEMPORARY TOPICS: Hollywood, art, transpeople: conservative assimilation; same-sex marriage; queer theory; etc.**

1980s-90s & beyond: FADERMAN: ch.11 [271]; **Selections: STRYKER, *Transgender History*; MILLER: chs 29&31** [pp 503-514&527-555]; [*Homo Arr.*: 18; 24-25; 93; 97; 171; 185] [**Q#2**]; **video: *Changing Sex AND/OR Common Threads***;

GLOBAL QUEERS

20 **TOPIC: Islamic/Muslim Homosexualities; Murray & Roscoe: 14-54, 55-86, 97-107, 197-203, 204-221; selections: African same-sex love; video clips: *Jihad for Love*; class presentation #2** [hand in reading journals]

27 **TOPIC: American Indian Two-Spirit People: MILLER: ch3, 25-44; class presentation #3; video: *Dangerous Living*; MAY**

4 **FINAL papers due...class presentation #4** [reading journals returned] **PARTY!**

ASSIGNMENTS: JH264

[1] **Introductory paper:** in 2-4 pages, tell a story about: (1) your sexual and/or gender awakening (this can be a "coming out story" or a discovery of the opposite sex or both sexes, etc.); or (2) some gender/sexual experience that has impacted you significantly--an important learning experience. [10 points]

[2] **Quizzes [Q1 & Q2 on syllabus]: two** [2] announced quizzes, each of which may cover any of the material that has not been quizzed before: labeled [Q] in syllabus. [possible 10 points each = 20]

[3] **Reading Journals:** your informal **thoughts** about the material you are reading, TYPED and gathered for submission near end of the semester; submit no fewer than 10 pages; some of the entries will be read on the final day of class... [10 points]

[4] **Two Short Papers:** 3-5 pages, formal, typed paper that makes a specific point about the material you have read for the weeks prior to the due-date. The idea you develop should be an assertion about a topic that interests you that you develop with details from the reading as your evidence. You may use research materials that relate to the material we have been studying but that were not assigned. You should be prepared to read and discuss these papers in class. Points will be deducted for late papers. [You may use these two papers as a basis for your final paper if you like.] (10 points each-[SP1 & SP2] ON SYLLABUS—for Short Paper)

[5] **A presentation:** Each person in class will assign him/herself to one of 4 groups. Each group will research a topic and present it to the class when the group is scheduled. You may use this opportunity to choose a topic for your final research paper. The feedback from the class could help you sharpen the focus of your paper. The presentation can be [but need not be] about: [1] a group of queer people—like the Native American two-spirit people or the Rome (or Paris) community of women artists; [2] a comparison of artists, writers, or musicians—like Whitman and Woolf or Stein or Wilde and Natalie Barney or George Platt Lyons and Annie Lebowitz; or Plato and Wittgenstein; or Tchaikovsky and Leonard Bernstein or Aaron Copeland or Samuel Barber; [3] political or military leaders—like Magnus Hirschfeld and Harvey Milk; [4] comparison of particular historical, sociopolitical, philosophic, cultural, etc. circumstances or events—like Nazi treatment of queers during the Holocaust and McCarthy Era oppression of queers in America. In your presentation, you may use any interesting visual, haptic, or auditory aids. Be as imaginative, startling, quirky, or nasty as you want to be. Each group should limit its presentation to about 30 minutes, including discussion. Hand in one-page summary at end of presentation. [10 points]

[5] **Final Essay.** 5-7 pages. Research paper on a topic related to the class and that interests you. You will receive more information as the class continues. [20 points]

[6] **Class attendance and participation [10 points].**TOTAL: 100

Grading: If you have an emergency or illness, please let the teacher know. Excused absences require verification. Four or more unexcused absences are cause for failure (institutional rule)...POINTS: 95-100 = A+; 89-94 = A; 88-83 = B+; 82-87 = B; 78-81 = B-; 72-77 = C+; 67-71 = C; 63-68 = D+; 57-62 = D; 51-56 = D-

SPECIAL NOTES:

ADA COMPLIANCE: In MICA's efforts to provide the highest possible quality educational experience for every student, MICA maintains compliance with the requirements of the ADA and Section 504. Any student who has, or suspects he or she may have, a disability and wants to request academic accommodations must contact the Learning Resource Center, 4th floor Bunting, immediately. MICA has developed policies and practices to ensure a healthful environment and safe approaches to the use of equipment, materials, and processes. It is the mutual responsibility of faculty and students to review health and safety standards relevant to each class at the beginning of each semester. Students should be aware of general fire, health, and safety regulations posted in each area and course specific policies, practices, and cautions. Students who have concerns related to health and safety should contact Quentin Moseley, Environment Health and Safety Coordinator at 410 225 0220 or email at qmoseley@mica.edu. PLAGIARISM FORBIDDEN.