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 Aesthetics, 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 bohemias 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 conservativism of 1990s-2000s; plus
Islamic, Native American, & African homosexuals.

Texts
ISBN: 978080500606

SYLLABUS

January

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 Hirschfeld...or Wittgenstein...

February


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;
March

FADERMAN: chs. 3-4 [62-117]; video: Julien, Looking for Langston [Q#1];

April

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
TOPIC: 1950s-1960s. COLD WAR: McCarthy Era, Art, Censorship, Homophile Organizations:
FADERMAN: chs. 6-8 [McCarthy Era + Butch, Femme, & Kits]; pp 139-214; MILLER: chs 17-20 & 22 [Gay Is Sick; McCarthy; Brit Law Reform; Beats; Homophiles; Butch/Femme] [Homo Art: 21, 32, 34, 106, 117, 118, 122, 126-29; 180-81]; video: Before Stonewall;

TOPIC: 1960s-1970s: STONEWALL MILLER: ch 23 [pp 245-394]; [Homo Art: 105-06]; video: After Stonewall. class presentation #1

PERIOD: Late 20th Century: AFTER STONEWALL: gay lib&sex+ feminism+ radicallesbians; 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 Art: 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 Art: 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: IH264

[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]: [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, philosophical, 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]

[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.