This course explores lesbian, gay, bisexual, transgender, and queer (LGBTQ) history and queer theory, with a focus on settings and topics from the mid-19th century to the present in the United States. It emphasizes an intersectional analysis of the links between sexuality, gender, race, and class and investigates the dynamic relationships between state regulation, social identity, community formation, and sexual politics. Course materials and discussions will challenge the notion of stable, transhistorical, or transcultural sexual identities and analyze how sexuality functions as a discourse of power that has shaped U.S. society and culture. HIST/WMST 493 entails substantial reading, writing, and discussion, as well as the development and completion of a research essay.

**CORE OBJECTIVES**
This class satisfies Core Objectives 10 and 13 of the Silver Core Curriculum:

- **CO10 – Diversity and Equity**: Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.
- **CO13 – Integration and Synthesis**: Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues.

**INTEGRATION OF CO1 AND CO3**
The significant reading, writing, and discussion in this course enables students to further integrate knowledge and skills in **CO1: Effective Composition and Communication** and **CO3: Critical Analysis and Use of Information**. These Core Objectives are reinforced throughout the curriculum in courses fulfilling core and major requirements. Specifically, a minimum of 35 pages of writing are required in the course, with 20 of those pages completed in short reading responses that receive regular and detailed feedback to improve your writing and analysis, or CO1 and CO3. At least 15 pages are devoted to developing and completing a research essay, with 5 pages of preparatory work (annotated sources and proposal) receiving feedback and at least 10 pages in the final essay; this especially develops CO3. A week devoted to library research skills also furthers CO3.

**PREREQUISITES**
Prerequisites for Capstone (CO13) courses are junior or senior standing and completion of all General Education courses that build Core Objectives 1-3 and satisfy Core Objectives 4-8.

**STUDENT LEARNING OUTCOMES**
1. Identify and analyze major developments in lesbian, gay, bisexual, transgender, and queer history, with a focus on the United States. (CO10, CO13)
2. Identify and evaluate major theoretical concepts in queer theory, with a focus on their relevance and application in the field of history. (CO10, CO13)
3. Analyze sexuality and gender in relation to structures and histories of race, class, and citizenship in the United States. (CO10, CO13)
4. Synthesize information by writing critical responses and a final, theoretically grounded, research paper related to the course content. (CO10, CO13)
COURSE READING

Books (Listed in Order Read; ordered at bookstore)
Michael Bronski, Ann Pellegrini, and Michael Amico, “You Can Tell Just By Looking”: And 20 Other Myths About LGBT Life and People (Beacon Press, 2013)
Brett Beemyn, ed., Creating a Place for Ourselves: Lesbian, Gay, and Bisexual Community Histories (Routledge, 1997)

Articles (Listed in Order Read; provided on ARES)

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Brief explanation</th>
<th>Percentage of Total Grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>This class relies heavily on discussion to analyze readings and advance your understanding of scholarly methods and course ideas. Listen, speak, and take part in all class discussions and activities. Fulfills SLO 1, 2, 3</td>
<td>15%</td>
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<tr>
<td>Reading Responses</td>
<td>A minimum 2-page (double-spaced, typed) written response is due in class each week noted on the schedule (thus, 10 total responses are due). In each response, explain reading’s major argument(s) and key terms. You may drop your lowest score. Five of these (minimum 10 pages) fulfill SLO 1 Five of these (minimum 10 pages) fulfill SLO 2 All fulfill SLO 3 and SLO 4</td>
<td>30%</td>
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<tr>
<td>Leading Discussion</td>
<td>You will form pairs or small groups and lead discussion in one of the weeks that reading is assigned. Prepare discussion questions, lead discussion of those questions during the first 45 minutes of class, and attach your questions to your Reading Response for the week. Fulfills SLO 1 or 2 (depending on week assigned) Fulfills SLO 3 and 4 (regardless of week)</td>
<td>10%</td>
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<tr>
<td>Draft Source List and Sample Annotation</td>
<td>This assignment is the first step towards your final project. Develop a draft bibliography including both assigned and independently researched sources. Annotate two of your sources, including one assigned reading and one item you find on your own. Fulfills SLO 4; also addresses SLO 1, 2, 3</td>
<td>5%</td>
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</table>
Proposal and Presentation
Write a 3-page (double-spaced, typed) proposal for your final project and make a 6-8 minute class presentation using PowerPoint or Prezi.
Fulfills SLO 4; also addresses SLO 1, 2, 3

Research Essay
Write a research paper of 10-12 page integrating at least two assigned course readings with independently researched material.
Fulfills SLO 4; also addresses SLO 1, 2, 3

GRADING CRITERIA
F (less than 60%): F is for work that is not acceptable. It demonstrates that the student has no idea what the course material is about, suggesting a lack of interest or effort and possibly some absences from class. Students who do the reading and come to class regularly rarely receive an F. If you think you have been trying hard and you get an F on an assignment, I encourage you to come to me for help.

D– (60–62%), D (63–66%), D+ (67–69%): D is given for work that is inadequate. It omits important points, contains more than a few inaccuracies, and is badly organized. It suggests that the student has not been paying much attention to the course or is having problems understanding the material. As in the case of an F grade, if you think you have been trying hard and receive a D grade for a writing assignment, come and see me for help. I will do everything I can to assist students who want to work to improve their grades.

C– (70–72%), C (73–76%), C+ (77–79%): C is given for work that is average. The student shows familiarity with the material and is mostly accurate, but the paper lacks detail or effective organization. The C essay might make general points but fail to support them with specific evidence, or it might be merely a collection of facts, with no coherent theme or thesis. You can pass the course with this kind of work, but you should aim higher.

B– (80–82%), B (83–86%), B+ (87–89%): B denotes work that is above average in quality. It demonstrates that the student knows and understands the material covered in class, and that s/he is capable of synthesizing it into a competent essay. It is accurate, detailed, and well organized, with an introduction, a thesis, and a conclusion.

A– (90–94%), A (95–100%): A is for work of exceptional quality. This grade is for essays that present a clear thesis supported by persuasive evidence and analysis, logically organized, and free from typing or grammatical errors. The A essay does more than just competently summarize material from the readings or lectures. It shows the student has thought things through on a deeper level and offers his or her own perspective on the topics under consideration.

ACADEMIC RESOURCES
I encourage you to take advantage of these resources. I also welcome you to visit my office hours for guidance.

University Writing Center: Mackay Science (MS) 108 – Mondays-Thursdays 9am-4pm, Fridays 9am-2pm and Knowledge Center (MIKC) – Sundays-Thursdays 4pm-9pm. Appointments also available online. 784-6030 or http://www.unr.edu/writing_center/

Tutoring Center: Thompson Building (TB) 101M – Mondays-Thursdays 8am-8pm, Fridays 8am-4pm. 784-6801 or www.unr.edu/tutoring/

Disability Resource Center (DRC): Thompson Building (TB) 100 – Mon., Tues., and Fri. 7am-5pm, Weds.-Thurs. 7am-7pm. 784-6000, http://www.unr.edu/drc
If you have a disability and will be requiring assistance, please contact me or the Disability Resource Center (Thompson Building Suite 100) as soon as possible to arrange for appropriate accommodations.

CLASS POLICIES

Technology: Multiple studies and my own personal experiences as a student and a professor have shown that laptops/tablets in class seriously inhibit learning. I discourage such devices and encourage pen/pencil and paper instead. If you must use a laptop/tablet, you must sit at the front of the class and access your device only for notes or readings; I will call on you frequently. Phones must always be put away and silenced. Students who use phones, whose phones make noise, or who use any device inappropriately will be asked to leave class and will see their participation grade affected.

Email Communication: I use email to schedule meetings but not to respond to questions answered in the syllabus or to essay drafts. I cannot discuss grades by email due to privacy laws. Please follow professional standards in your email communication. I make every attempt to respond in 24 hours or 48 hours on weekends.

Late Penalties/Extensions: Essays will be penalized one letter grade for every 24-hour period late, beginning 15 minutes after being due. If you want to request an extension for an essay, email me 48 hours before due date.

UNR Policy on Video and Audio Recording: “Surreptitious or covert videotaping or unauthorized audio recording of class is prohibited by law and Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

ACADEMIC HONESTY

I have no tolerance for plagiarism, cheating, or any academic dishonesty. I expect all students to do their own work in this course unless I have specifically assigned a group activity or project. Copying someone else's work, or allowing your own work to be copied, is dishonest and unfair to other students who are striving to complete assignments and essays on their own. It is your responsibility to understand and follow all academic honesty standards. Academic Standards are defined in the University Administrative Manual, 6,502 and state:

Academic dishonesty is against university as well as community standards. Academic dishonesty includes, but is not limited to, the following:

- **Plagiarism:** defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.
- **Cheating:** defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.
- **Sanctions for violations of university academic standards may include the following:** (1) filing a final grade of “F”; (2) reducing the student’s final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

Important Information on Plagiarism: Copying someone else’s entire paper or article is a clear example of academic dishonesty, but note that plagiarism can take other, less obvious forms as well. “Language, ideas, thoughts or work of another” includes any material from assigned reading as well as any other work written or produced by others. Using phrases, sentences, or ideas from books, articles, internet sites, documents, or other sources without letting your reader know that they are direct quotes (by placing them in quote marks) or where they came from (by citing the page number and source) is a form of plagiarism. You must properly acknowledge your use of all other people’s words by placing those words in quotation marks and citing all sources used in your paper. If you draw on another person’s ideas without quoting them directly, you must still indicate where those ideas came from. Citations should also be given for little-known facts and statistics.
Any student found violating academic standards in this course will receive a zero for the assignment in question. A serious first offense, and any second offense, will produce an automatic F in this course. I report all cases of academic dishonesty to the Office of Student Conduct, where they become part of the student’s academic record and available to employers and directors of graduate/professional programs.

**SCHEDULE**

*subject to change at professor’s discretion*

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<thead>
<tr>
<th>Week</th>
<th><strong>Reading Due</strong></th>
<th><strong>Assignment Due</strong></th>
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<tbody>
<tr>
<td>1</td>
<td>D’Emilio, “Capitalism and Gay Identity”</td>
<td>-</td>
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<tr>
<td>2</td>
<td>Bronski, Pelligrini, and Amico, “You Can Tell Just By Looking” [part 1]</td>
<td>Reading Response</td>
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<tr>
<td>3</td>
<td>Bronski, Pelligrini, and Amico, “You Can Tell Just By Looking” [part 2] Foucault, &quot;We 'Other Victorians'' and &quot;The Repressive Hypothesis&quot;</td>
<td>Reading Response</td>
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<tr>
<td>4</td>
<td>Sears, <em>Arresting Dress</em></td>
<td>Reading Response</td>
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<tr>
<td>5</td>
<td>Chauncey, Lapovsky &amp; Kennedy, and Boyd in <em>Creating a Place for Ourselves</em></td>
<td>Reading Response</td>
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<tr>
<td>6</td>
<td>Drexel, Beemyn, and Stein in <em>Creating a Place for Ourselves</em></td>
<td>Reading Response</td>
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<tr>
<td>7</td>
<td>Introduction, Solomon, and Luibheid in <em>Queer Migrations</em></td>
<td>Reading Response</td>
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<tr>
<td>8</td>
<td>Peña, Manalansan, and Roque Ramirez in <em>Queer Migrations</em></td>
<td>Reading Response</td>
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<tr>
<td>9</td>
<td>Library visit Practicum on developing research projects</td>
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<tr>
<td>10</td>
<td>Rubin, “Thinking Sex” Cohen, “Punks, Bulldaggers, and Welfare Queens”</td>
<td>Reading Response</td>
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<tr>
<td>11</td>
<td>Practicum on annotated bibliography</td>
<td>Draft Source List and Sample Annotation</td>
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<tr>
<td>12</td>
<td>Hanhardt, <em>Safe Space</em> [part 1]</td>
<td>Reading Response</td>
</tr>
<tr>
<td>13</td>
<td>Hanhardt, <em>Safe Space</em> [part 2]</td>
<td>Reading Response</td>
</tr>
<tr>
<td>14</td>
<td>Presentations</td>
<td>Project Proposals and Proposal Presentations</td>
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<tr>
<td>15</td>
<td>Workshopping of final projects</td>
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<tr>
<td>16</td>
<td>Workshopping of final projects</td>
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Final Projects due on date designated by UNR as “Final Exam”