HST 368: Lesbian and Gay Movements in Modern America
3 credits
Fulfills Baccalaureate Core requirement, Difference, Power, and Discrimination category

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Required books:
Brett Beemyn, ed., *Creating a Place for Ourselves: Lesbian, Gay, and Bisexual Community Histories* (Routledge, 1997) (*Creating a Place*)
Mark Blasius and Shane Phelan, eds., *We Are Everywhere: A Historical Sourcebook of Gay and Lesbian Politics* (Routledge, 1997) (*Sourcebook*)

For textbook accuracy, please check the textbook list at the OSU Bookstore website (http://www.osuBeaverstore.com/). Syllabi may not have the most up to date textbook information!

Weekly readings and assignments:
[Each week students should “work through the buttons” on the Web site! Each week’s assignments are duplicated there, but this is a summary for convenience.]

Week 1: Posing the questions
Reading:
*A Desired Past*, 1-72
*Creating a Place*, 1-25

Week 2: What’s in a name? Problematic sexuality in a new century
Reading:
*A Desired Past*, 73-100
*Sourcebook*, 135-150, 186-196, 217-230

Week 3: Finding each other
Reading:
*A Desired Past*, 101-129
*Creating a Place*, 27-164
*Sourcebook*, 230-236

Week 4: The postwar world: New labels, new debates, same old struggles
Reading:
*A Desired Past*, 130-169
*Creating a Place*, 183-209, 227-252
*Sourcebook*, 241-251, 283-291, 294-296, 302-305

Week 5: Organizing for a hostile world: The homophile organizations
Reading:
Sourcebook, 309-312, 315-319, 327-330, 332-334, 343-352
Creating a Place, 165-181 MIDTERM DUE
Week 6: After Stonewall
Reading:
A Desired Past, 170-199
Out for Good, 11-105
Sourcebook, 352-355, 377-379, 391-395

Week 7: The Movement
Reading:
Out for Good, 148-216

Week 8: Diversity in the movement?
Reading:
Out for Good, 261-349, 377-390, 399-409, 441-452

Week 9: The Eighties: Change, backlash, AIDS
Reading:
Out for Good, 455-471, 480-488, 494-565

Week 10: The Queer Nineties?
Reading:
Out for Good, 566-573
Sourcebook, 709-711, 736-761, 767-772, 787-799, 812-817

PROJECT DUE
FINAL EXAM

COURSE ASSIGNMENTS AND EVALUATION:
As a Distance student, it is important for you to feel that you are in touch with the instructor and that you understand the course expectations.

The course is set up so that virtually all the information you need to guide you through the course is available on the course Web site for HST 368. Work your way through the introductions, assignments, reading questions, activities, and discussion questions for each week. Also check up on the Project progress guidelines.

I am available by phone and email. It is the odd day that I don’t check my email, though weekends are less reliable than weekdays. I will try to have an email response out to you within a day or two of your writing. Don’t be shy about reminding me to respond, in case by some fluke I miss your message among the less vital stuff in my mailbox!

You may also reach me by phone. You can call my office phone and (usually) leave a message with a callback number and best time to get you. You can also call my cell phone, generally on, and if the voicemail answers, leave the same information.

1. Assigned readings. Please keep up with the reading as it is assigned week to week. That will allow you to keep up with, and participate in, the discussion boards as they appear from week to week, and it will also keep you from being overwhelmed by reading before your exams.

2. Discussion boards. Each week there is a topic for discussion. The topic might be pretty formal – commentary on the week’s reading – or it might ask you to connect some phase of your experience and observation to the course material.
The comments are not anonymous, of course. Though this has never been a problem, I will remind you to be respectful of each other’s right to hold odd opinions. Of course it’s acceptable to explore new ideas and express your beliefs honestly – just not in negative personal reference to another class member. It is also acceptable to write critically about public figures or individuals and groups profiled in the reading.
I try to remember to create the option for you to remove or edit your own comments in case you have second thoughts.
See the Web site for further details on how to participate. I will assess your contributions on their relevance, thoughtfulness, and degree to which they reflect an engagement with the reading and not just with unsubstantiated opinions. Of course you may linger in the discussion boards and enter as many comments as you like...the number ten is intended as a bare minimum.
Incidentally, you may enter “extra” comments under the same topic, so we can have discussion and interaction.

3. Project. Your term project, DUE Thursday, December 3, is the capstone of your participation in HST 368. The project can be one of several things: a critical essay, a research paper, a video, a CD-ROM, or a Web site. If there is another format in which you would like to explore your chosen topic, let me know.

The subject of your project will be some topic in the history of lesbian, gay, bisexual or transgender people in modern America. The topic may be suggested by your readings, or emerge from questions you have been asking for a long time. You may choose a subject of national or international familiarity, or study a subject in your local community that illuminates a larger issue in gay and lesbian history.
Here are some suggestions:
- A biographical study of an individual whose life or career illustrates or illuminates an important aspect of gay and lesbian history
  - Your subject may be approached through published sources, through archival materials, or through interviews
  - You may offer your biographical portrait in the form of a paper, a video, or a web site.
- You may undertake a review of the important literature on some relevant topic.
- The outcome could be a critical essay or even an extensive annotated bibliography.
- You may produce a video of a local group, event, individual, or family.
- You may create a Web site exploring some topic in lesbian and gay history: the various state ballot measures of the 1990s, for example, or the history of “out” lesbian and/or gay musicians.

4. Open-book exams. These are essays focused on the course readings. They may be thought of as short papers. The first open-book exam will be posed in the middle of Week 4. The second open-book exam will be posted at the end of Week 10.

How is the final grade calculated from this gumbo of activities?
Here’s how:
Discussion board: 30%
Midterm exam: 20%
Final exam: 20%
Project: 30%

Statement on academic honesty:
Plagiarism is inadmissible in this course and all other OSU courses and scholarly work in general. What is plagiarism? Unfortunately, we have recently discovered that even some
prominent historians are apparently not clear about the answer to this question. But it is pretty simple: **Plagiarism is the unacknowledged use of other people’s work and words.**

Most commonly, plagiarism involves **copying** words directly from a source you are using for information. This often happens relatively innocently, through sloppy research methods. If you use note cards or another medium to take notes from a source, BE SURE to put quotation marks around words you copy directly, FOR YOUR OWN REFERENCE. What often happens is that a scholar will copy a passage without quotation marks, and then refer later to the notes without remembering that the passage was copied and not paraphrased. The scholar then copies the noted passage directly into his or her new work and VOILA!! Plagiarism!!!

It is ALWAYS OK to refer to a scholar’s work in a chatty kind of way. “Jane Smith has suggested that gay people are generally born with halos around their heads, but no other observer has confirmed that assertion.” That is an acceptable use of scholarship, and in fact puts you into dialogue with that other scholar, which is where you want to be.

It is ALSO OK to confer with friends, fellow students, other teachers, lots of books, Web sites, et cetera. Collaboration is fine, and consultation is excellent. What we are concerned with is actually stealing someone else’s work by copying their words without quotation marks and a citation.

If you’ve got any doubt about this definition, please don’t hesitate to ask! Plagiarism is subject to strong penalties, which you don’t want to incur.