

Gender and Sexuality: History, Culture, Politics

The Evergreen State College, Fall and Winter 2008-2009

Program Website: <http://acdrupal.evergreen.edu/gensex/>

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"The one duty we owe to history is to rewrite it" – Oscar Wilde, *The Critic As Artist* (1890).

In this introduction to the critical study of gender and sexuality, we will examine the ways in which gender and sexuality have been fundamentally reorganized since the 18th century. Focusing on the geographical region of the United States, we will use history, literature, and theory to deepen our understanding of these transformations. In particular, we will examine the emergence and transformation of various sexual and gender subcultures and their vibrant forms of cultural expression. By focusing our attention on the contested and changing meanings of gender and sexuality, this course aims to strengthen your skills of critical analysis.

Amongst the ideas and themes we will explore, which will include an attention to the state, religion, reform, region, class, and race, we will place special emphasis on the playfulness of cultural expression and the politics of play. We will explore how entertainment, play, spectacle, camp, humor, and the carnevalesque have been used to create and disturb the intelligibility of gender and sexuality.

In addition to seminars, we will hold weekly workshops that examine the ways community and academic historians document and preserve the often hidden histories of lesbian, gay, bisexual, transgender, and queer people. You will gain expertise in collecting and archiving historical material.

Our work will also build bridges—both conceptual and material—between the historical study of gender and sexuality and contemporary communities beyond our campus. This work in the public humanities will include performances by invited guests, a trip to the Lesbian and Gay Film Fest in Seattle, and winter quarter internships or research projects.

We also expect to have fun doing all this work!

A note on inclusiveness: Enrollment is open to any Evergreen student with sophomore through senior standing. It is likely that many students will have a sexual or gender identity, but this is not a prerequisite for enrollment. If you have such an identity, switching it out at any time is also perfectly fine.

Learning Goals

- Strengthen your tools of critical analysis by focusing your attention on the assorted meanings of sex and gender and the influence of those meanings on everyday life.
- Strengthen your ability to produce clear, concise and potent arguments that include an analysis of gender and sexuality and that are based on evidence.
- Strengthen your ability to participate in and cultivate environments of productive dissent and experimental thought.
- Develop a deeper understanding of the distinctive constructions of sex, sexuality and gender in various historical and cultural contexts and how those constructions transform history, culture and relations of power.
- Develop a deeper understanding of how primary and secondary sources are used in the creation of history; skills to conduct oral histories; and skills to critically analyze primary sources and do archival work.
- Prepare for winter quarter internships and projects.

Regular Meeting Times and Locations

1. Mondays 10am-12pm Seminar II A 2105
2. Mondays 1pm-3pm Seminar II E 2107 (or E 2109)
3. Wednesdays 10am-1pm Library 1540
4. Fridays 10am-12pm Seminar II E 2107 (or E 2109) or webinar on line

Special Meeting Times and Locations

1. Friday 1pm- Seattle Field Trip for history tour and Parking Lot C
October 17 midnight opening night of Lesbian and Gay Film Fest
2. Thursday 10am- Special workshop with visiting performer Lecture Hall 2
October 23 11:30am and scholar
3. Thursday 7pm-9pm Special performance with visiting Experimental
October 23 performer and scholar Theater
4. Wednesday 5pm-8pm End of quarter party Organic Farm
December 10 House

Assignments

ON GOING

Seminar Preparation: For each seminar come prepared to raise:

1. One question, sparked by the readings, that will lead the class into a deeper understanding of the subject of inquiry; your question should use a sentence/paragraph from the reading(s) to illustrate what sparked your curiosity
2. One idea, sparked by the readings, for a research project that you would find exciting to pursue

You will be asked to raise your question and idea based on a random lottery during seminar.

Journal Writing: Keep a journal with weekly entries about the readings and class discussions.

Though these entries will not be collected, we strongly encourage you to use this practice as a means of developing a deeper engagement with the program.

WEEK ONE

Monday: Before the first day of class, read and prepare to discuss Susan Stryker's *Transgender History* (Berkeley: Seal Press, 2008).

Friday at 1pm: Deadline for Seattle fieldtrip fee. Pay at Cashier's Office.

WEEK TWO

Wednesday to Moodle: Write and submit as a work of fiction the self-evaluation you wish to be able to write at the end of the quarter.

Friday: 1. By this date, take a proficiency tour with Media Services. You will need this tour in order to make your audio equipment loan.

2. By this date, schedule your loan for later in the quarter of an audio recorder for your oral history interview.

WEEK THREE

Monday at Midnight to Moodle: Submit a draft of a short analytical essay (no more than 3 pages) to Moodle. This draft will be reviewed by a classmate and must be submitted on time for their work/credit. In turn, you will review a classmate's essay and give feedback.

Tuesday at Midnight to Moodle: Submit your comments about your classmate's essay and post to Moodle.

Friday Morning to Greg and Red in person: Submit the final draft of your essay to Greg and Red in person.

WEEK FOUR

Wednesday to Moodle: Submit a list of your 1st, 2nd and 3rd choices for the internships/projects that you would like to do during the winter quarter. Also submit a summary of and a timeline of how you will secure/prepare for your first choice.

WEEK FIVE

Monday at Midnight to Moodle: Submit a draft of a short analytical essay (no more than 3 pages) to Moodle. This draft will be reviewed by a classmate and must be submitted on time for their work/credit. In turn you will review a classmate's essay and give feedback.

Tuesday at Midnight to Moodle: Submit your comments about your classmate's essay and post to Moodle.

Friday Morning to Greg and Red in person: Submit the final draft of your essay to Greg and Red in person.

THANKSGIVING WEEK

Conduct a one-hour oral history and begin transcribing the first half of the interview. (It will take approximately 6-9 hours to transcribe one full interview.)

WEEK SEVEN

Thursday by midnight: Submit to Moodle a short proposal for your Week Ten group presentation.

WEEK NINE

Sunday at Midnight to Moodle: Submit the first half of your transcribed interview.

WEEK TEN

Monday at Midnight to Moodle: Submit the complete transcript of your oral history to Moodle.

This transcription will be reviewed by a classmate and must be submitted on time. In turn, you will review a classmate's transcription.

Monday and Wednesday: On either Monday or Wednesday you, along with four classmates, will give a final group presentation to the class. These presentations are meant to retrospectively revive and rethink ideas from earlier weeks. Each group will focus on one week from the syllabus or pursue a theme that cuts across several weeks. Your presentation (10-15 minutes max) can be in any form that substantively incorporates all members of your group in animating/generating ideas from that week/across weeks. You may, for example, create a talk show with historical figures and theoreticians, a drag or burlesque show, a parade, a news report, etc. After, you will be expected to discuss the meaning(s) of your presentation. Your classmates will give you written feedback on both the execution AND substantive ideas of your presentation.

Tuesday at Midnight to Moodle: Submit a short index (no more than one page) of your classmate's oral history transcription noting the subjects, themes, and potential value of the oral history.

Wednesday at 10 am: Submit your final portfolio. Please assemble it in a light-weight folder with your name on the outside.

The final portfolio must contain:

1. The fictional self-evaluation
2. The final self-evaluation
3. The questions and research questions you prepared for each seminar
4. The version of your week three essay that includes faculty comments
5. The version of your week five essay that includes faculty comments
6. The transcript of your oral history
7. One-page index of your classmate's oral history transcript written by you
8. One-page index of your oral history transcript written by your classmate

Course Readings

Available for purchase in the bookstore:

Susan Stryker, *Transgender History*. (Seal Press). \$12.95

Kathy Peiss, *Major Problems in the History of American Sexuality* (Houghton Mifflin Co.). \$57.56

Harriet Jacobs, *Incidents in the Life of a Slave Girl* (Dover Publications). \$3.50

Willa Cather, *My Ántonia*. (Dover Publications). \$3.50

Nella Larsen, *Passing*. (Dover Publications).

Gary L. Atkins, *Gay Seattle: Stories of Exile and Belonging* (Seattle: University of Washington Press, 2003). \$28.95

Corey K. Creekmur and Alexander Doty, eds. *Out in Culture: Gay, Lesbian, and Queer Essays on Popular Culture*. (Duke University Press). \$28.95

Articles for the course are available on the Ares electronic reserve system:

<https://evergreen.ares.atlas-sys.com/ares/>

Week One

Why History, Culture, and Politics?

DEADLINES AND ASSIGNMENTS DUE

Monday: Before the first day of class, read and prepare to discuss Susan Stryker, *Transgender History* (Berkeley: Seal Press, 2008).

Friday at 1pm: Deadline for Seattle fieldtrip fee. Pay \$12 (This includes bus, history tour and ticket for film fest) at Cashier's Office.

MONDAY 9/29	10-12	a. Introductions, Internships and Projects b. Workshop: Writing Histories of Gender/ Sexualities
	1-3	c. Seminar on Stryker's <i>Transgender History</i>

Have Read:

Susan Stryker, *Transgender History* (Berkeley: Seal Press, 2008).

WEDNESDAY 10/1	10-1	Seminar Riddles and Theories Part One
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Have Read: (38)

John D'Emilio, "Capitalism and Gay Identity," in *The Lesbian and Gay Studies Reader*, eds. Henry Abelove, Michele Aina Barale, and David Halperin (New York: Routledge, 1993): 467-78. (11)

Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence," in *The Lesbian and Gay Studies Reader*, eds. Henry Abelove, Michele Aina Barale, and David Halperin (New York: Routledge, 1993): 227-254. (27)

FRIDAY 10/3	10-12	Seminar Riddles and Theories Part Two
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Have Read: (57)

Gayle Rubin, "The Traffic in Women: Notes on the 'Political Economy' of Sex," in *Toward an Anthropology of Women*, Rayna Reiter, ed. (New York: Monthly Review Press, 1975): 157-210. (53)

Audre Lorde, "The Uses of the Erotic," in *The Lesbian and Gay Studies Reader*, eds. Henry Abelove, Michele Aina Barale, and David Halperin (New York: Routledge, 1993): 339-43. (4)

Week Two

Virtue, Passion and the Body Politic

DEADLINES AND ASSIGNMENTS DUE

Wednesday to Moodle: Write and submit as a work of fiction the self-evaluation you wish to be able to write at the end of the quarter.

Friday: 1. By this date, take a proficiency tour with Media Services. You will need this tour in order to be certified to make your audio equipment loan.

2. By this date, schedule your loan for later in the quarter of an audio recorder for your oral history interview.

MONDAY	10-12	Orientation to Internships Lecture by Red
10/6	1-3	Seminar on Readings
Have Read: (91)		
Henry Abelove, "Yankee Doodle Dandy," <i>The Massachusetts Review</i> 49 (Spring/Summer 2008): 13-21. (8)		
Nancy Cott, "Passionlessness: An Interpretation of Victorian Sexual Ideology, 1790-1850" in <i>Major Problems in the History of American Sexuality: Documents and Essays</i> , ed. Kathy Peiss (New York: Houghton Mifflin, 2001): 131-140. (9)		
Ruth Bloch, "The Gendered Meanings of Virtue in Revolutionary America," <i>Signs: Journal of Women in Culture and Society</i> , vol. 13 no. 1 (1987): 37-58. (21)		
John Saillant, "The Black Body Erotic and the Republican Body Politic, 1790-1820," <i>Journal of the History of Sexuality</i> 5:3 (1995): 401-28. (27)		
Ramona Ford, "Native American Women: Changing Statuses, Changing Interpretations," in <i>Writing the Range: Race, Class and Culture in the Women's West</i> , eds. Elizabeth Jameson and Susan Armitage (Norman: University of Oklahoma Press, 1997): 42-68. (26)		

WEDNESDAY	10-1	Orientation to Moodle
10/8		Orientation to Internships

FRIDAY	10-12	Seminar and Webinar on readings
10/10		
Have Read: (69)		
Carole Smith Rosenberg, "The Female World of Love and Ritual: Relations Between Women in Nineteenth Century America," in <i>Major Problems in the History of American Sexuality: Documents and Essays</i> , ed. Kathy Peiss (New York: Houghton Mifflin, 2001): 201-13. (12)		
E. Anthony Rotundo, "Romantic Friendship: Male Intimacy and Middle-Class Youth in the Northern United States," <i>Journal of Social History</i> 23, no. 1 (Autumn 1989): 1-25. (25)		
Karen V. Hansen, "An Erotic Friendship between Two African-American Women During the Mid-Nineteenth Century," in <i>Major Problems in the History of American Sexuality: Documents and Essays</i> , ed. Kathy Peiss (New York: Houghton Mifflin, 2001): 214-28. (14)		
Cynthia Lynn Lyerly, "Passion, Desire and Ecstasy: The Experiential Religion of Southern Methodist Women, 1770-1810," in <i>The Devil's Lane: Sex and Race in the Early South</i> , eds. Catherine Clinton and Michele Gillespie (Oxford University Press, 1997): 168-86.		

Week Three

Capitalism, Slavery and Reconstruction

Monday at Midnight to Moodle: Submit a draft of a short analytical essay (no more than 3 pages) to Moodle. This draft will be reviewed by a classmate and must be submitted on time for their work/credit. In turn, you will review a classmate's essay and give feedback.

Tuesday at Midnight to Moodle: Submit your comments about your classmate's essay and post to Moodle.

Friday Morning to Greg and Red in person: Submit the final draft of your essay to Greg and Red in person.

MONDAY	10-12	Lecture by Greg
10/13	1-3	Seminar on Readings
Have Read: (176)		
Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i> (Dover Publications). (176)		

WEDNESDAY	10-1	Seminar on Readings
10/15		
Have Read: (62)		
Christine Stansell, "Male License and Working-Class Women's Sexuality," in <i>Major Problems in the History of American Sexuality: Documents and Essays</i> , ed. Kathy Peiss (New York: Houghton Mifflin, 2001): 120-130. (10)		
Brenda E. Stevenson, "Slave Marriage and Family Relations," in <i>Major Problems in the History of American Sexuality: Documents and Essays</i> , ed. Kathy Peiss (New York: Houghton Mifflin, 2001): 159-72. (13)		
Stephanie M. H. Camp, "The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861," <i>The Journal of Southern History</i> , Vol. 68, No. 3 (August 2002): 533-572. (39)		

FRIDAY	1pm -	Seattle Field Trip: History tour and opening night
10/17	midnight	of Lesbian and Gay Film Fest (Parking Lot C)

Week Four

Disparate Intimacies

DEADLINES AND ASSIGNMENTS DUE

Wednesday to Moodle: Submit a list of your 1st, 2nd and 3rd choices for the internships/projects that you would like to do during the winter quarter. Also submit a summary of and a timeline of how you will secure/prepare for your first choice.

MONDAY 10/20	10-12 1-3	Lecture by Greg Seminar on Readings
Have Read: Herman Melville, <i>Moby Dick</i> , Chapters 3-6, 10-12, and 94 Walt Whitman, "I Sing the Body Electric" and selections from <i>Calamus</i>		
WEDNESDAY 10/22	10-1	Seminar on <i>Sweet Tea</i>
Have Read: E. Patrick Johnson, selections from <i>Sweet Tea: Black Gay Men of the South</i> (Chapel Hill: University of North Carolina Press, 2008): 1-23, 30-5, 49-51, 160-1, 182-92, 436-42, 473-94, 550-58.		
THURSDAY 10/23	10am- 11:30am 7-9	Workshop with visiting performer and scholar E. Patrick Johnson in Lecture Hall 2 Performance by visiting performer and scholar E. Patrick Johnson in the Experimental Theater
FRIDAY 10/24	10-12	a. Preparing Your Resume Workshop b. Archives Workshop

Week Five

Representational Pleasures and Power

DEADLINES AND ASSIGNMENTS DUE

Monday at Midnight to Moodle: Submit a draft of a short analytical essay (no more than 3 pages) to Moodle. This draft will be reviewed by a classmate and must be submitted on time for their work/credit. In turn you will review a classmate's essay and give feedback.

Tuesday at Midnight to Moodle: Submit your comments about your classmate's essay and post to Moodle.

Friday Morning to Greg and Red in person: Submit the final draft of your essay to Greg and Red in person.

MONDAY 10/27	10-12 1-3	Lecture by Greg Seminar on Readings
Have Read: (236) Willa Cather, <i>My Ántonia</i> (Dover Publications). (176) Peter Boag, <i>Same-Sex Affairs</i> , "Sex on the Road," "Reforming Homosexuality," (Berkeley: University of California Press, 2003): 15-44, 185-216. (60)		
WEDNESDAY 10/29	10-1	a. Interviewing for Internships/Jobs Workshop b. Halloween
FRIDAY 10/31	10-12	Seminar on Readings
Have Read: (58) Eric Lott, "Love and Theft: "Racial Production and the Social Unconscious of Blackface,"" in <i>Love and Theft: Blackface Minstrelsy and the American Working Class</i> (New York: Oxford University Press, 1993): 38-62. (24) Midori Takagi, "Consuming the Orient: Images of Asians in White Women's Beauty Magazines, 1900-1930," in <i>Sexual Borderlands: Constructing an American Sexual Past</i> , eds. Kathleen Kennedy and Sharon Ullman (Columbus: University of Ohio Press, 2003): 303-19. (16) Evan B. Towle and Lynn M. Morgan, "Romancing the Transgender Native: Rethinking the Uses of the Third Gender Concept," in <i>The Transgender Studies Reader</i> , eds. Susan Stryker and Stephen Whittle (New York: Routledge, 2006): 666-84. (18)		

Week Six
Urbanization, Leisure, and Amusements I

MONDAY 11/3	10-12 1-3	Lecture by Greg Seminar on Readings
Have Read: (112) Nella Larsen, <i>Passing</i> (Dover Publications).		

WEDNESDAY 11/5	10-1	Oral History Workshop Seminar on Readings
Have Read: (81) Robert C. Allen, Chapters 1, 2, and 4 from <i>Horrible Prettiness: Burlesque and American Culture</i> (Chapel Hill: University of North Carolina Press, 1991): 1-42, 79-118. (81)		

FRIDAY 11/7	10-12	No Class Due to Faculty Retreat
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Week Seven

Urbanization, Leisure, and Amusements II

Thursday by midnight: Submit to Moodle a short proposal for your Week Ten group presentation.

MONDAY	10-12	Screening of <i>Screaming Queens</i> Lecture by Red
11/10	1-3	Seminar on Readings
Have Read: (88)		
Gary Atkins, Chapters 3-6 from <i>Gay Seattle: Stories of Exile and Belonging</i> (Seattle: University of Washington Press, 2003): 55-103. (48)		
Kathy Peiss, "Charity Girls and City Pleasures," in <i>Major Problems in the History of American Sexuality: Documents and Essays</i> , ed. Kathy Peiss (New York: Houghton Mifflin, 2001): 299-306. (7)		
Hazel Carby, "It Just Be's Dat Way Sometime: The Sexual Politics of Women's Blues," in <i>The Jazz Cadence of American Culture</i> (New York: Columbia University Press, 1998): 471-82. (11)		
Tera W. Hunter, "'Work That Body': African-American Women, Work, and Leisure in Atlanta and the New South," in <i>Labor Histories: Class Politics, and the Working-Class Experience</i> , eds. Eric Arnesen, Julie Greene, and Bruce Laurie (Urbana: University of Chicago Press, 1998): 153-74. (21)		

WEDNESDAY	10-1	Burlesque Workshop with visiting performers in the Experimental Theater
11/12		

FRIDAY	10-12	Seminar and Webinar on Camp
11/14		
Have Read: (94)		
George Chauncey, "The Double Life, Camp Culture, and the Making of a Collective Identity," <i>Gay New York: Gender, Urban Culture, and the Making of the Gay Male World 1890-1940</i> (New York: Harper Collins, 1994): 271-300. (29)		
George Chauncey, "Pansies on Parade: Prohibition and the Spectacle of the Pansy," <i>Gay New York: Gender, Urban Culture, and the Making of the Gay Male World 1890-1940</i> , (New York: Harper Collins, 1994): 301-30. (29)		
Andrew Ross, "Uses of Camp," <i>Camp: Queer Aesthetics and the Performing Subject</i> , ed. Fabio Cleto (Ann Arbor: University of Michigan Press, 1999), 309-29. (20)		
Pamela Robertson, "What Makes the Feminist Camp," <i>Camp: Queer Aesthetics and the Performing Subject</i> , ed. Fabio Cleto (Ann Arbor: University of Michigan Press, 1999), 266-82. (16)		

Suggested Film and Performance:

FRIDAY	9:15 pm	"A Wink and A Smile" followed by performances by Waxie Moon and The Shanghai Pearl part of the Olympia Film Festival http://www.olympiafilmfestival.org/films.asp
11/14	Capital Theater	

Week Eight

Culture and the Origins of Social Movements

DEADLINES

Friday: Have checked out audio equipment for oral history project next week.

MONDAY 11/17	10-12 1-3	a. Oral History Workshop (Group A) b. Audio Workshop with Media Services (Group B) c. Seminar on Readings
Have Read: (108) Elizabeth Lapovsky Kennedy and Madeline Davis, Chapters 1-2 from <i>Boots of Leather Slippers of Gold: The History of a Lesbian Community</i> (New York: Routledge, 1993):1-66. (66) Rochella Thorpe, “A House Where Queers Go’: African-American Lesbian Nightlife in Detroit, 1940-1975,” in <i>Inventing Lesbian Cultures in America</i> , ed. Ellen Lewin (Boston: Beacon Press, 1996): 40-61.(21) John D’Emilio, “Gay Politics and Community in San Francisco Since World War II,” in <i>Hidden from History: Reclaiming the Lesbian and Gay Past</i> , eds. Martin Duberman, Martha Vicinus, and George Chauncey (New York: New American Library, 1989): 456-73. (16) Joan Nestle, “Preface” and “The Bathroom Line,” in <i>A Restricted Country</i> (Ithaca, NY: Firebrand Books, 1987): 9-11 and 37-39.(5)		

WEDNESDAY 11/19	10-1	a. Oral History Workshop (Group B) b. Audio Workshop with Media Services (Group A)
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FRIDAY 11/21	10-12	Seminar and Webinar on Pulp and Comics
Have Read: (192) Gary Atkins, Chapters 7-14, <i>Gay Seattle: Stories of Exile and Belonging</i> (Seattle: University of Washington Press, 2003): 107-257. Yvonne Keller, “Pulp Politics: Strategies of Vision in Pro-Lesbian Pulp Novels, 1955-1965,” in <i>The Queer Sixties</i> , ed. Patricia J. Smith (New York: Routledge, 1999): 1-25. David Bergman, “The Cultural Work of Gay Pulp Fiction,” in <i>The Queer Sixties</i> , ed. Patricia J. Smith (New York: Routledge, 1999): 26-42.		

Thanksgiving Week

DEADLINES AND ASSIGNMENTS DUE

Conduct a one-hour oral history and begin transcribing the first half of the interview. (It will take 6-9 hours to transcribe one full interview.)

Week Nine

Festivals, Parades, Music, Drag and the Politics of Carnival

DEADLINES AND ASSIGNMENTS DUE

Sunday at Midnight to Moodle: Submit the first half of your transcribed interview.

MONDAY	10-12	Oral History Workshop
12/1	1-3	Seminar on Readings

Have Read: (62)

Arlene Stein, "Crossover Dreams: Lesbianism and Popular Music Since the 1970s," in *Out in Culture: Gay, Lesbian, and Queer Essays on Popular Culture*, eds. Corey K. Creekmur and Alexander Doty (Durham: Duke University Press, 1995): 416-426. (10)

Richard Dyer, "In Defense of Disco," in *Out in Culture: Gay, Lesbian, and Queer Essays on Popular Culture*, eds. Corey K. Creekmur and Alexander Doty (Durham: Duke University Press, 1995): 407-415. (8)

Anthony Thomas, "The House the Kids Built: The Gay Black Imprint on American Dance Music," in *Out in Culture: Gay, Lesbian, and Queer Essays on Popular Culture*, eds. Corey K. Creekmur and Alexander Doty (Durham: Duke University Press, 1995): 437-445. (8)

Deborah P. Amory, "Club Q: Dancing with (a) Difference," in *Inventing Lesbian Cultures in America*, ed. Ellen Lewin (Boston: Beacon Press, 1996): 145-160. (15)

Mark Thompson, "Children of Paradise: A Brief History of Queens," in *Out in Culture: Gay, Lesbian, and Queer Essays on Popular Culture*, eds. Corey K. Creekmur and Alexander Doty (Durham: Duke University Press, 1995): 447-462. (15)

Jeffrey Hilbert, "The Politics of Drag," in *Out in Culture: Gay, Lesbian, and Queer Essays on Popular Culture*, eds. Corey K. Creekmur and Alexander Doty (Durham: Duke University Press, 1995): 463-469 (6)

WEDNESDAY 12/3	10-1	Archives Workshop
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In-Class Reading:

Hank O'Neal, Allen Ginsburg, William S. Burroughs, and Neil Miller, *Gay Day: The Golden Age of the Christopher Street Parade* (New York: Abrams Image, 2006).

FRIDAY 12/5	10-12	Seminar and Webinar
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Have Read: (124)

Gary Atkins, Chapters 15-Epilogue from *Gay Seattle: Stories of Exile and Belonging* (Seattle: University of Washington Press, 2003): 258-382. (124)

Week Ten

Conclusions

DEADLINES AND ASSIGNMENTS DUE

Monday at Midnight to Moodle: Submit the complete transcript of your oral history to Moodle. This transcription will be reviewed by a classmate and must be submitted on time. In turn you will review a classmate's transcription.

Monday and Wednesday: On either Monday or Wednesday you, along with four classmates, will give a final group presentation to the class. These presentations are meant to retrospectively revive and rethink ideas from earlier weeks. Each group will focus on one week from the syllabus or pursue a theme that cuts across several weeks. Your presentation (10-15 minutes max) can be in any form that substantively incorporates all members of your group in animating/generating ideas from that week/across weeks. You may, for example, create a talk show with historical figures and theoreticians, a drag or burlesque show, a parade, a news report, etc. After, you will be expected to discuss the meaning(s) of your presentation. Your classmates will give you written feedback on both the execution AND substantive ideas of your presentation.

Tuesday at Midnight to Moodle: Submit a short index (no more than one page) of your classmate's oral history transcription noting the subjects, themes, and potential value of the oral history.

Wednesday at 10 am: Submit your final portfolio. Please assemble it in a light-weight folder with your name on the outside.

The final portfolio must contain:

1. The fictional self-evaluation
2. The final self-evaluation
3. The questions and research questions you prepared for each seminar
4. The version of your week three essay that includes faculty comments
5. The version of your week five essay that includes faculty comments
6. The transcript of your oral history
7. One page index of your classmate's oral history transcript written by you
8. One page index of your oral history transcript written by your classmate

MONDAY 12/8	10-12	a. Group Presentations b. Group Presentations
	1-3	c. Workshop on Self-Evaluations in Seminar II EI 105
WEDNESDAY 12/10	10-1	Group Presentations
	5-8	Party: Organic Farm House
FRIDAY 12/12	10-12	No Class

Week Eleven

Evaluation Conferences

DECEMBER 15-19 Schedule a conference BEFORE you make travel plans.