L77 3173

Service Learning: Documenting the Queer Past in St. Louis

Fall 2017

Professor Andrea Friedman

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Office Hours: Wednesday, 1-3, or by appointment

**Course Description**

What is the relationship between the queer present and the queer past? In 2016, the U.S. National Park Service created its LGBTQ Heritage Initiative, reminding Americans that history can be activism: “for many LGBTQ groups, preserving and interpreting their past has been an important part of building communities and mutual support.” Attending to the queer past can also reveal the exclusions and divisions that shaped those communities and that continue to limit them. In this course, we will participate in this national project of history-making by excavating the queer past in the greater St. Louis region. Course readings, drawing from historical, geographic, and ethnographic approaches, will focus on the ways that sexual identities and communities in the United States have been shaped by urban settings since the late nineteenth century. Particular attention will be paid to the ways that race, class and gender have structured queer spaces and communities. Approaches to and methods of researching and writing local histories will also be highlighted.

 There is a required community service project for this course. Students will work with the grassroots St. Louis LGBT History Project to advance their mission to *preserve and promote the diverse and dynamic history of the lesbian, gay, bisexual, transgender, and queer community of Greater St. Louis.*  This service may include direct work with the Project director and volunteers, as well as at their community partner institutions (Missouri History Museum, Washington University Special Collections, State Historical Society of Missouri). Students will also conduct oral histories with members of the St. Louis LGBTQ community and will engage in additional research on the queer past in St. Louis. The service component of the course will require an additional 3-5 hours per week.

**Required Texts**

Boyd, Nan Alamilla and Horacio N. Roque Ramírez, eds. *Bodies of Evidence: The*

*Practice of Queer Oral History* (2012) [BOE]

Brawley, Steven and the St. Louis LGBT History Project. *Gay and Lesbian St. Louis* (2016)

National Park Service, *LGBTQ Heritage Theme Study* (2016; available at

 <https://www.nps.gov/subjects/tellingallamericansstories/lgbtqthemestudy.htm> [HTS]

Most other required readings and films are on Course Reserves and can be accessed through our Blackboard page. A few are on the “Course Documents” tab of the Blackboard page and are designated BB on the syllabus. I expect that you will have access to all readings during class so that you can refer to them during discussion. Unless we are working with web-based resources, the best way to do this is to print readings and bring them with you. (See electronic device policy at end of syllabus).

**Student Learning Outcomes**

* Developing a clear understanding of the history of LGBTQ communities in the 20th century United States
* Learning to perform an intersectional analysis of the ways that race, class, gender, and sexuality shape urban space, particularly in St. Louis
* Acquiring research competencies and conducting research in the local community, with a particular focus on oral history
* Developing writing skills appropriate for academic and popular contexts
* Developing an appreciation for the purposes and significance of public history and community history, particularly for members of marginalized communities whose experiences are often absent from the historical record or existing accounts of civic life

**Course Requirements/Assessment (total: 100 points)**

Attendance and participation (10 points): Class sessions will be organized around discussion of assigned readings. It is absolutely essential that you carefully read assigned materials and think about them prior to coming to class. Your participation grade will be determined by:

* Regular attendance. You are permitted three absences. Additional absences will lower your grade.
* The quality of your contributions to class discussions. Are your comments responsive to and informed by the readings for the class? Are you an attentive listener who engages in respectful and productive dialogue with other members of the class? If you are hesitant to speak up in class, please see me asap so that we can discuss strategies that will help you participate.

Fieldwork Journal (20 points): You will be required to log your fieldwork hours. This includes travel time, planning time, required or optional out-of-class events, and the actual time you spend working on behalf of your organization (including research). Your journal entry should detail your community service experience for the week and relate it to course readings and discussions. Due Sunday, 6 pm, beginning week 3 (9/17); no journal required weeks 8, 13 or 15.

Practicing Oral History Assignment (10 points): You will conduct a short interview of a classmate and write a paper of 750-1000 words about the experience. **Due October 19**

Oral History of Community Member (30 points): You will complete a 60-90 minute oral history with an LGBTQ community member from St. Louis, following best practices. This assignment has three parts: conducting the interview (10 points), preparation of field notes (5 points), both **DUE November 7**; transcription, including an index (15 points), **Due November 20**

Narrator profile (20 points): You will compose an essay of approximately 2500 words, profiling their narrator and interpreting an aspect of St. Louis’s LGBTQ history. The essay will be based on the oral history, other primary sources, and secondary literature, and be written in a style that is accessible to the interested public. With your permission, the profile will be shared with the St. Louis LGBT History Project. **Due December 5**

Oral presentation (5 points): A 10 minute class presentation in which you thoughtfully reflect on the process of conducting oral history. **(last week of class)**

Supervisor evaluation (5 points): Your supervisor for your service obligations will get a form to evaluate how well you do with your fieldwork. You will be given a copy of this form so that you can see how your performance will be evaluated.

**Additional out-of-class events: These are part of your service obligation. Only two are required, but all are encouraged.**

* Safe Zones Training session (required, on your own)
* Visit #1 in Civil Rights: The African American Freedom Struggle in St. Louis exhibit at Missouri History Museum and discuss in journal (required, on your own, but before September 28)
* St. Louis LGBT History Walking Tour with Ian Darnell September 16, 10-noon (Strongly encouraged)
* Attend Mapping LGBTQ St. Louis Map Launch, Missouri History Museum, October 11, 2017, 7 pm (I’ll be very sad if you can’t make it!)

All course requirements must be met for a passing grade.

Washington University Resources for Service Learning: <https://gephardtinstitute.wustl.edu/cec/resources/>

**Miscellany**

* If you ever have any questions or concerns about the course, please feel free to discuss them with me, sooner rather than later!
* All students are strongly encouraged to participate in the online course evaluation system.
* This syllabus is a work-in-progress, and may be altered during the course of the semester.

**Class Schedule**

**UNIT 1: Thinking about LGBTQ History**

**Week 1 Intro**

**8/29 Introduction**

**8/31 Identity and Politics in Historical Perspective**

 READ: D’Emilio, “Capitalism and Gay identity”

VIEW BEFORE CLASS: *Screaming Queens*: *The Riot at Compton’s Cafeteria* (runtime: 57 mins)

**Week 2: Orientation to St. Louis LGBTQ History**

**9/5 Class visit, Steve Brawley, Founder/Director, St. Louis LGBT History Project**

READ: Brawley, *Gay* *and Lesbian St. Louis* (entire)

**9/7 Class visit, Ian Darnell, volunteer, St. Louis LGBT History Project**

READ: HTS, ch 3., [**Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) History in the United States**](https://nps.gov/articles/lgbtqtheme-history.htm)

**Week 3: Scale, Space and Place**

**9/12 From the National to the Local:**

READ: D’Emilio, Introduction & Conclusion to *Sexual Politics, Sexual Communities*; and two of the following:HTS, ch. 27, [**Locating Miami’s Queer History**](https://nps.gov/articles/lgbtqtheme-miami.htm) ; Boyd, “Homos Invade SF!”; Beemyn, “A Queer Capital”; Howard, “Place and Movement in Gay American History

**9/14 Space and Place**

READ: Rosenthal, “Making Roanoke Queer Again”; *Mapping LGBTQ St. Louis*, selections (BB)

**Week 4: Researching LGBTQ History**

**9/19 Visit to Special Collections, Miranda Rectenwald, Curator of Local History & Co-Director,**

***Mapping LGBTQ St. Louis***

READ: Explore St Louis LGBT History Project website: <http://www.stlouislgbthistory.com/>

**9/21 *ROSH HASHANAH NO CLASS***

**UNIT 2: Queer Histories, Queer Methods**

**Week 5: Making an LGBTQ History**

**9/26 Making visible the B and T**

READ: *HTS,* ch. 8,  **[Making Bisexuals Visible](https://nps.gov/articles/lgbtqtheme-bisexual.htm)** and ch 10,  [**Transgender History in the US and the Places that Matter**](https://nps.gov/articles/lgbtqtheme-transgender.htm) ; primary sources tbd

**9/28 Racing LGBTQ History**

READ: Holmes, “What’s the Tea?”; Thorpe, “A House Where Queers Go”; Gordon, “St. Louis Blues”; Lang, excerpt from *Grassroots at the Gateway*

**Week 6: Introduction to Oral History**

**10/3 Defining Oral History**

READ: Portelli, “What Makes Oral History Different”; Ritchie, *Doing Oral History*, excerpt; Oral History Association Principles and Best Practices, <http://www.oralhistory.org/about/principles-and-practices/>

**10/5 Ethics and Privacy**

Class visit by Miranda Rectenwald

READ: Davis and Kennedy, “Introduction,” *Boots of Leather, Slippers of Gold*; Chenier, “Privacy Anxieties: Ethics versus Activism in Archiving Lesbian Oral History Online”

**Week 7: Oral History Techniques and Technology**

**10/10 Interviewing**

READ: BOE, ch. 11; “Interviewing Tips and Techniques,” <http://oralhistory.library.ucla.edu/interviewGuidelines.html>

**10/12 Technology**

**Session with Miranda Rectenwald; meet at Special Collections**

**UNIT 3: Interpreting the Queer Past**

**Week 8: Queering Oral History I**

**10/17 *FALL BREAK – NO CLASS***

**10/19 Queer methods**

READ: BOE, Introduction and ch. 2

 **Practicing Oral History Assignment Due**

**Week 9: Queering Oral History II**

**10/24 Let’s Talk About Sex**

 READ: BOE, chs. 5 and 6

**10/26 Butch-Fem Relationships**

READ: Davis and Kennedy, “We’re Going to Be Legends, Just Like Columbus Is”; Sawyer, “A Study of a Public Lesbian Community,” excerpts

**Week 10: Placing St. Louis in the Queer Past**

**10/31 The Spaces of Identity Formation**

READ: *HST*, ch. 15, [**Making Community: The Places and Spaces of LGBTQ Collective Identity Formation**](https://www.nps.gov/articles/lgbtqtheme-community.htm); Humphreys, *Tearoom Trade*, excerpts

**11/2 Community Organizing**

READ: Wilson, “The Seed Time of Gay Rights”; selections from http://jandris.ipage.com/history/h80.html; selections from *Moonstorm*

**UNIT 4: Presenting the Queer Past**

**Week 11: After the interview**

**11/7 Transcribing and Editing**

READ: **TBD**

**ORAL HISTORY INTERVIEW TAPE AND FIELD NOTES DUE**

**11/9 Interpretation**

READ: BOE, ch. 3; Murphy, “Gay Was Good”

**Week 12: Spaces and places revisited**

**11/14 Disappearing Queer Space**

VIEW BEFORE CLASS: *Last Call at Maud’s* (runtime 78 mins); *Last Call: Speculating Disappearing Queer Space* (runtime 13 mins) (BB)

**11/16 In-class workshopping: transcription and editing**

**TRANSCRIPT DUE 11/20 11:59 PM ST. LOUIS TIME**

**Week 13:**

**11/21 *NO CLASS - Work on profile***

**11/23** ***NO CLASS - THANKSGIVING***

**Week 14: Whose space, whose story?**

**11/28 Ball culture and the debate about Paris is Burning**

VIEW BEFORE CLASS: *Paris is Burning* (runtime 71 mins)

READ: Bailey, “Performance as Intravention”; additional tbd

**11/30 In-class workshopping: profiles**

**Week 15: Wrap-up**

**12/5 Presentations**

 **PROFILES DUE**

**12/7 Presentations**

**END OF CLASS PARTY TO BE SCHEDULED LAST WEEK OF CLASSES**

**GENERAL COURSE POLICIES**

***ELECTRONIC DEVICE POLICY***

* **Please do not use smart pens or otherwise record class sessions without prior permission.**
* **I strongly encourage you not to use in class electronic devices that can be connected to the internet. My reasons for making this request are succinctly explained by Anne Curzan in “**[**Why I’m Asking You Not to Use Laptops**](http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/)**.” As she concludes, “if you need or strongly prefer a laptop for taking notes or accessing readings in class for any reason, please come talk with me, and I am happy to make that work. I’ll just ask you to commit to using the laptop only for class-related work.” If you wish to use electronic devices in the classroom, please see me for prior permission. Cell phones must always be silenced and put away before class.**

***ACADEMIC INTEGRITY***

**Plagiarism or other violations of academic integrity will result in a failing grade on the assignment, and may result in a failing grade for the course. Please review** [**Washington University's academic integrity policy**](http://www.wustl.edu/policies/undergraduate-academic-integrity.html)**. Here’s a link to** [**a helpful guide to understanding plagiarism**](http://writing.wisc.edu/Handbook/QPA_plagiarism.html)**.**

***INCLUSIVE CLASSROOMS***

* ***CLASSROOM CULTURE:* I believe strongly that the best classrooms are places where our assumptions, norms, and beliefs are challenged in respectful and productive ways. I am inspired by University of Iowa professor** [**Sherry K. Watt’s idea of “brave spaces” in which “we understand that disagreement has value and we commit to sit with discomfort**](http://www.press-citizen.com/story/opinion/contributors/guest-editorials/2016/01/28/brave-spaces-necessary-feature/79469270/)**.” However, language or behavior that creates a hostile environment will not be tolerated. Examples range from simply interrupting or ignoring others while they are talking to overt harassment or intimidation with reference to race, sex, gender identity or expression, sexual identity, religion, ethnicity, nationality, ability, or political belief. Please familiarize yourself with** [**Washington University's Policy on Discrimination and Discriminatory Harassment**](http://hr.wustl.edu/policies/Pages/DiscriminationAndDiscriminatoryHarassment.aspx)**. If you have any concerns about the classroom culture as the semester proceeds, or if there is anything that I can do to make the classroom a more productive and welcoming space for you, please let me know.**
* ***DISABILITY:* Washington University provides accommodations and/or services to students with documented disabilities. Students should seek appropriate documentation through the** [**Disability Resource Center**](http://cornerstone.wustl.edu/disability-resources/) **which will approve and arrange any accommodations. Please feel free to speak to me at any time about your individual learning needs.**
* ***MENTAL HEALTH:* Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See**[**shs.wustl.edu/MentalHealth**](http://mailingsresponse.wustl.edu/trk/click?ref=z1030up2e7_0-10fcx3313x01&)
* ***BIAS REPORTING:* The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team.  See** [**brss.wustl.edu**](http://mailingsresponse.wustl.edu/trk/click?ref=z1030up2e7_0-10fcx31263x01&)
* ***CAMPUS RESOURCES ON SEXUALITY/GENDER IDENTITY:* If you have questions or are seeking information about sexual and gender identity issues, see** [**http://campuslife.wustl.edu/lgbtqia**](http://campuslife.wustl.edu/lgbtqia)
* ***ACCOMMODATIONS BASED UPON SEXUAL ASSAULT*: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault.  Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action.  Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations.  If you need to request such accommodations, please direct your request to Kim Webb (****kim\_webb@wustl.edu****), Director of the Relationship and Sexual Violence Prevention Center.  Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty.  The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.**

**If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator.  If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118,****jwkennedy@wustl.edu****, or by visiting her office in the Women’s Building.  Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.**

**You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.**