A. **TITLE:** History of LGBQ+ and T/GNC People in the United States

B. **COURSE NUMBER:** HIST 325

C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks

D. **WRITING INTENSIVE COURSE:** No
E. **GER CATEGORY:** No

F. **SEMESTER(S) OFFERED:** Fall or Spring

G. **COURSE DESCRIPTION:** In this course students will explore the social, economic, and political themes in the history of American LGBQ+ and T/GNC people from colonialism through the twenty-first century. The diversity of queer people is emphasized and issues of social and economic class, race/ethnicity, national origin, socialization, activism, and work are explored. Citizenship and the status of queer people in relationship to government and organized religion are discussed and analyzed.

H. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): HIST 103 and/or HIST 105 or Permission of Instructor
   b. Co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**
   By the end of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>ISLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understand and use gender and sexuality as systems of analysis and consider ways that the history of LGBQ+ and T/GNC people contributes to and alters our understanding of U. S. history</td>
<td>1. Communication Skills (O)</td>
</tr>
<tr>
<td>b. Identify and discuss factors that contribute to the social construction of gender and sexuality by place and that change over time.</td>
<td>4. Social Responsibility (IK)</td>
</tr>
<tr>
<td>c. Examine the diversity of genders and sexual identities in the U. S. and identify biological, psychological, and cultural experiences for LGBQ+ and T/GNC people.</td>
<td>1. Communication Skills (W)</td>
</tr>
<tr>
<td>d. Examine and analyze the significance of the goals, strategies, and results of social movements around LGBQ+ and T/GNC people in the U.S.</td>
<td>4. Social Responsibility (IK)</td>
</tr>
</tbody>
</table>

   **KEY**
   1 Communication Skills Oral [O], Written [W]
   2 Critical Thinking Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]
   3 Foundational Skills Information Management [IM], Quantitative Lit., Reasoning [QTR]
   4 Social Responsibility Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]
   5 Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** No

K. **TEXTS:**
   (Representative texts; texts to be determined by instructor)
   

L. **REFERENCES:**
   (Representative references)


M. **EQUIPMENT:** Technology-enhanced classroom

N. **GRADING METHOD:** A - F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**
   - Exams
   - Quizzes
   - Papers
   - Presentation
   - Participation

P. **DETAILED COURSE OUTLINE:**

I. **Introduction to LGBQ+ and T/GNC History**
   A. Gender and Sexuality as Categories of Analysis
   B. Terms – is it accurate to use modern terms for historical sexualities?

II. **Early America, 1600-1820**
A. Sexuality and Gender in the Colonies
B. Revolutionary Changes
C. The Impact of Slavery on Ideas of Gender and Sexuality
D. Gender, Social Spheres, and Homosociality

III. Industrial America, 1820-1900
A. Westward Expansion and Suffrage in Western States
B. San Francisco in the 1850s
C. Gender and Sexuality in the Civil War
D. Industrialized Labor
E. Intimate Friendships and Boston Marriages

IV. American Social Reform, 1900-1945
A. Gender and Sexuality in the Cities
B. The Medicalization of Sexuality and Sexology
C. Eugenics
D. Masculinity and the Strenuous Life
E. World War I
F. The Jazz Age and the Harlem Renaissance
G. The Great Depression and the First Red Scare
H. World War II

V. The Cold War and The Sixties
A. The Kinsey Report
B. Hollywood and Federal Government Purges
C. The Mattachine Society and the Daughters of Bilitis
D. Birth Control – separating sex and reproduction
E. Early protests and organizing (e.g., Compton’s Cafeteria and the Gay Liberation Front)
F. Stonewall and Black trans women

A. The Boston Women’s Health Book Collective and the Combahee River Collective
B. Lambda Legal
C. Save Our Children and Anita Bryant
D. Jerry Falwell and the Moral Majority

VII. The Epidemic of HIV and AIDS
A. The public health response
B. The (lack of) federal response
C. The Gay Men’s Health Crisis and ACT UP

VIII. The Nineties and 2000s
A. Don’t Ask, Don’t Tell
B. Same-Sex Marriage Activism
C. United States v. Windsor

Q. LABORATORY OUTLINE: n/a