Over the last few decades, the field of queer history has become one of the most robust and rapidly expanding fields of historical inquiry. Its boundaries continue to shift and grow amidst inspiration and contestation. Historians have expanded their investigations from self-identifying gay or lesbian communities to a wide range of sexual and gender identities and behaviors that existed outside gender and sexual binaries or transgressed the norms of their time and place. The field increasingly emphasizes intersectional approaches toward race, gender, and sexuality and overlaps with queer theory. Much of this now-global field was originally ignited by investigations into modern U.S. history, which remains both overrepresented and a productive engine for scholarship.

In this graduate colloquium, we will critically engage with recent scholarship that engages with themes that have historically driven the field – community studies and political organizing – with new additions such as a transnational lens and approaches informed by critical race and queer theory. In addition, we will examine histories that remain underrepresented – particularly lesbian and trans histories – and their methodological opportunities and challenges.

I’d like us to embrace the idea of a workshop model for our class. Our discussions will be spaces to workshop ideas – to try things out, build on others’ ideas, challenge ourselves and each other, and push toward growth through genuine engagement and risk-taking.

In that spirit, the assignments in this class will use writing as a process of thinking to build an intellectual community. They aim to facilitate intellectual growth, foster essential skills of collaboration, and be enjoyable as well. The two types of assignments are: a weekly reading journal and response, and a historiographical essay. (See “Assignments” document.)

UO has resources for you:
Please talk to me if you’d like additional support for graduate writing and for reading strategies.

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 155 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu
Week 1: Introductions


Recommended:

Week 2: Oral history


Recommended:
John Howard, Men Like That: A Southern Queer History (1999)

Week 3: Regional Studies – the particular and the universal on the West Coast

- Peter Boag, Same-Sex Affairs: Constructing and Controlling Homosexuality in the Pacific Northwest (2003)

Due: Your annotated bibliography of chosen works. Include a schedule for completion (order of readings and timeline of reading and writing; be aware of time to access specific texts, etc.) Your bibliography should identify which of the course readings you plan to include as well. Of your 3-5 outside readings, at least 3 need to be books. Additional significant articles (i.e. historiographical essays, influential articles, or articles that emerged from important books) are also welcome. I’d be happy to help; please feel free to contact me with questions in advance.
Recommended:

Week 4: *Transnational urban history*

Recommended:

Week 5: *Intersectional trans history*

- Due: A short review essay (5-7 pages) based on your 3-5 outside books. Come prepared to discuss your texts and analysis. Be sure to link your outside reading to the shared course material. This essay should be workshop-ready but does not need to be perfectly polished.

Recommended:
Emily Skidmore, *True Sex: The Lives of Trans Men at the Turn of the Twentieth Century* (2017)
**Week 6: The state as actor**


**Recommended:**


**Week 7: Home spaces**

- Steven Vider, “‘Oh Hell, May, Why Don't You People Have a Cookbook?’: Camp Humor and Gay Domesticity,” *American Quarterly* 65, no. 4 (2013): 877-904

**Due:** Working draft of essay (7-10 pages). Include a 1-2 page self-evaluation/reflection and questions for your readers.

**Recommended:**

Week 8: Labor


- Due: Return peer reader responses for working drafts.

Recommended:
Miriam Frank, Out in the Union: A Labor History of Queer America (2015)
Allan Bérubé, My Desire for History: Essays in Gay, Community, and Labor History (2011)

Week 9: Thanksgiving holiday
Optional: Email me your revised historiographic essay for in-depth feedback

Week 10: Political organizing

- Please also come prepared to talk about your main ideas and findings with the class.

Recommended:
Kevin Mumford, Not Straight, Not White: Black Gay Men from the March on Washington to the AIDS Crisis (2016)
Jennifer Brier, Infectious Ideas: Political Responses to the AIDS Crisis (2009)
Marc Stein, Rethinking the Gay and Lesbian Movement (2012)
Emily Hobson, Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left (2016)
John D’Emilio, Lost Prophet: The Life and Times of Bayard Rustin (2003)

Week 11: Email me your final historiographical essay (10-15 pages). Attach a substantive “writer’s report” explaining how you considered and addressed your readers’ feedback. Make sure to reflect on your self-guided revision process.