

included: *Kiss the Boys and Make Them Cry*, *Demons*, *Love Thang Trilogy*, *Can't You Take a Joke*, *Forbidden Love*, *Go Fish*, and *Totally F***ed Up*.

Lesbian, Gay, Bisexual Undergraduate Programs

by Shelton Waldrep

LGSN is beginning a series of informal discussions on the organizing and teaching of introductory courses in undergraduate LGB studies. If you have either taught introductory gay, lesbian, and bisexual studies to undergraduates or have helped administer a program for this purpose, you're invited to share what you have learned with your colleagues.

What follows as the first entry in the series is one version of the experience of several of us who are attempting to begin an LGB studies program for undergraduates at Duke University. John Younger, the point person for the program's task force, provides an overview of the program's history so far. As you will see, beginning a program at Duke—an institution already known for a strong graduate program in queer studies—has been neither easy nor wholly successful. Two complete syllabi were planned by the task force, yet both were ultimately abandoned. The shaping of many areas of study into one, transdisciplinary course turned out to be a formidable task because the exigencies of a basic class in LGB studies proved to be especially difficult and success perhaps more elusive than it is in queer courses that have a specific period or field of study at their core. Indeed, one initiates a series like this because there seems to be an obvious need to share methods, approaches, assignments, and theories about the pedagogy involved in basic LGB education.

If you have an undergraduate LGB studies story to tell, please send it to Margaret Morrison, *LGSN* Editor (see Back Page).

Duke University Undergraduate LGB Studies Program

by John Younger

Professor of Classical Archeology

Since 1988, when Duke University's Board of Trustees voted to include "sexual orientation" in its anti-discrimination statement, there has been official support for its Lesbian and Gay students, faculty, and staff. From the presidents (Brodie and now Keohane) to the deans, there has been a warm encouragement to establish a Lesbian and Gay Task Force on Student Concerns and, most recently, a Lesbian and Gay Student Center.

Queer Studies has flourished in the graduate school at Duke for several years, and while there have been various undergraduate offerings that have presented lesbian and gay themes, there has been no concerted undergraduate program. In December 1992, I mailed out to all faculty an invitation to participate in designing an LGB Studies Program. In January 1993, the Task Force on LGB Studies, as the nine of us who responded called ourselves, began concentrating its effort on designing an introductory course, "Perspectives in LGB Studies" to be offered for the first time in the fall of 1993. The course was designed to incorporate a Tuesday lecture and a Thursday discussion with many diverse topics covered by many professors, half of whom were to be invited from outside Duke. But the course was designed and then passed by the Course Committee too late to be included in the fall schedule, so we advertised twice within the first week of fall classes; while we were heartened by the seven students who had enrolled, we decided to postpone the course to be re-designed and re-offered in the spring.

Over that fall semester, we had been promised some financial support by the dean's office. In addition, we also discovered that long ago the university had accepted \$4500.00 from a trust fund to invite gay-friendly speakers but had not known to whom to give the money. Of course, we gladly stepped in, and once we did, the original trust fund contributed another \$3000.00. We have operated with this money since and with money topped up by the Office of the Dean of Trinity College. Since then we have learned that the Development Office, rightly thinking that Lesbian and Gay Studies might attract alumni money, has developed a brochure outlining the procedures for direct gift-giving. Also during that Fall, the Dean made our Task Force into a real committee, the Co-ordinating Committee for Lesbian, Gay, and Bisexual Studies, and charged us with the task of developing a proposal for a Lesbian, Gay, and Bisexual Studies Program and an introductory course.

The introductory course, "Perspectives on LGB Studies" (abbreviated on the transcript as "PerspGLBStudies," which we tell students they can interpret to parents in many ways, including "Perspectives on Global Studies"), was sponsored by the English Department and taught for the first time in the Spring 1994. It still consisted of Tuesday lectures and Thursday discussions (there were three discussion sections for the 38 students who registered, and the money for the graduate instructors graciously provided by the Dean's instructional budget.) But the course was quite different from the top-down course the Task Force had designed earlier. The new syllabus was far more loosely structured with a central theme, "Gay Parenting and the Concept of 'Family'," and it focused on the legal case concerning Sharon Bottoms, a Lesbian mother whose son was taken from her by a Virginia

court. In both the Tuesday presentations and the Thursday sections, group discussion dominated the format. Guest presenters were invited, but only two came from outside the university, the lesbian poet Minnie Bruce Pratt, who also gave an evening poetry reading for which we also secured contributions from other campus interest groups, and Professor Charlotte Patterson from the University of Virginia in Charlottesville. Both of these two guest speakers directly addressed the Sharon Bottoms case. Ms. Bruce Pratt provided a parallel personal account, and Professor Patterson presented the legal case from a sociological viewpoint. Other, early contributors led discussions on the legal aspects of the case and on the terminology and sociological and gender constructions apparent in the case and in the transcript.

At other times discussions touched on different aspects of homosexuality: sociological and gender constructions in Jacobean and Georgian England; religious constructions both in the Old and in the New Testament, and health issues. The students always managed to lead the discussion back to topics of interest to them. There was, at all times, a sense of loose structure that allowed for flexibility, not only to tackle diverse subjects, often veering suddenly from one to another, but also to entertain new and divergent views and opinions.

Requirements for the course consisted of group participation, a term project or paper, and a thoughtful course and personal evaluation; the sections had a few of their own requirements as well (journals, short papers, special discussion sessions led by individual students, etc.). For textbooks, we used:

H. Abelove, M. A. Barale, D. M. Halperin, *The Lesbian and Gay Studies Reader*;
J. Weeks, *Sexuality*;
K. Weston, *Families We Choose*;
J. D'Emilio & E. Friedman, *Intimate Matters*;
M. B. Pratt, *Crime Against Nature*;

and a transcript of the Sharon Bottoms trial

We also put readings on reserve at the library and distributed articles at the various Tuesday meetings. In addition, we started an email discussion group, DukeLGB, for support, and it has continued to flourish.

The term projects were quite diverse. Here are some of them:

"Perceptions of Homosexuality in Third-World Countries";
"Heterosexuality/Homosexuality: Interactions";
"Por fin paso por sus labios";
"Media Representations of Lesbian Parents";
"Daughters of Bilitis";
"What It Means To Label (or Not)";
"Harvey Milk and the Homosexual Rights Movement of the 1970s";
and "Constructing Prejudice."

The students also did dramatic poetry readings and performance pieces.

The course evaluations produced some interesting results. Overall, the students appreciated the chance to discuss subjects never mentioned in other courses and even in other arenas of their lives. But there were criticisms and good suggestions for improving the course, and we will consider these seriously as we redesign it for this Spring 1995. I think the Committee felt in general that last Spring the course was too loose. One thing we all felt (students, too) was the lack of an historical reference point and context, and this we shall probably attempt to provide.

There are two other goals on this year's agenda: to design an LGB Studies Program around our introductory course and other courses offered at the university; and to help the new LG Center acquire a staff assistant who can encourage contact and cooperation with other LGB Studies Programs around the country.

Partial List of Resources and LGB University Programs **Resources:**

(1) *The Society for Lesbian, Gay, and Bisexual Studies*. Executive Board officers: ROBERT K. MARTIN, English Department, University of Montreal, president; ROSEMARY HENNESSY, Departments of English and Women's Studies, SUNY, Albany, first vice-president; MICHAEL BASSMAN, Ethnic Studies Program, East Carolina University, second vice-president. The constitution of the society (1991) states its purpose is "the encouragement and advancement of lesbian, gay, and bisexual studies in their broadest sense"; it "shall carry out its stated purpose by promoting the exchange of information and ideas among members of the various disciplines engaged in lesbian, gay, and bisexual studies, as well as among members of lesbian, gay, and bisexual activist communities, through interdisciplinary meetings, publications, research, schooling, and any other means it may deem appropriate."

(2) Lesbian and Gay Studies Newsletter (see Back Page).

(3) The American Sociological Association has published a handbook of course outlines "The Sociology of Sexuality and Homosexuality: Syllabi and Teaching Materials," available for \$13.00 from: ASA Teaching Resources Center, 1722 N St., N.W., Washington, D.C. 20036; (202) 833-3410.

University and College Gay, Lesbian, Bisexual and/or Queer Studies Programs or Nascent Programs

original list compiled by Bruce J. McDonald;
updated February 1995

American University: nascent program; first gay/lesbian course taught Fall 1994; contact: William Leap (WLM@american.edu)

Antioch College

Aurora University

California State University—Chico

California State University—Northridge: Center for Sex Research

Cornell University : graduate minor in Gay, Lesbian, and Bisexual Studies; contact: Biddy Martin, German Studies Department

City University of New York: CLAGS (Center for Lesbian and Gay Studies); contact: Martin Duberman, Director

Duke University : LGB Studies Program, John Younger (jyounger@acpub.duke.edu); email discussion group: dukeLGB@acpub.duke.edu; graduate studies in queer theory

Florida Atlantic University : nascent program; first gay/lesbian course taught Spring 1994 (graduate course: relationships between the historical development of black identity and lesbian/gay identity; contact: Ken Goings, History); second, Spring 1995 (introductory undergraduate course: Women's Studies); communications department developing a course (contact: Fred Fejes, Communications, Florida Atlantic University, Boca Raton, FL 33431)

Humboldt State University

Hunter College

Illinois State University

Indiana University-Bloomington

Maryland Institute/College of Art: first gay/lesbian/queer course taught Spring 1995; contact: Margaret Morrison (mm0002@EPFL2.EPFLBALTO.org)

Michigan State University—East Lansing: no program but developing courses: Gershen Kaufman (vps48@msu.edu)

Mira Costa College

Northern Illinois University

Rensselaer Polytechnic Institute

Rutgers University

San Francisco City College: degree in gay studies

San Francisco State University : degree in human sexuality with gay/lesbian minor

Southern Illinois University

Stanford University : Lesbian/Gay Studies planning group has formed. \$10,000 to fund a faculty seminar in

Lesbian/Gay Studies for 1994-95 and to provide course seed-grants to participating faculty. Professor Estelle Friedman, History, is chairing the seminar; email discussion group: LGS@list.stanford.edu; contact: Scott B. Stocker (stocker@leland.stanford.edu; 415-723-9172)

SUNY—Plattsburgh: Bruce J. McDonald, Co-chair, LGBA (MCDO1853@splava.cc.plattsburgh.edu)

Texas A&M University—College Station

University of Alabama—Birmingham: a course ("The Politics of the Gay and Lesbian Rights Movement"); contact: Eric Hunt (bsc!ehunt@uunet.uu.net or ehunt@bsc.edu)

University of California—Berkeley: the Lesbian and Gay Center; contact: Chris Murchison (bblgc@uclink.berkeley.edu)

University of California—Davis

University of California—Los Angeles (UCLA): Lesbian/Gay/Bisexual interdepartmental program; contact: Professor Peter B. Hammond, Dept. of Anthropology, 405 Hilgard Ave., Los Angeles, CA 90024-1553; phone: (310) 825-3722; FAX (310) 206-7833; email: hammond@anthro.sscnet.ucla.edu

University of California—Santa Barbara

University of California—Santa Cruz: many lesbian/gay courses, but no major; contact: Nancy Stoller (nancys@cats.ucsc.edu)

University of Chicago: Elizabeth Stone Freeman (esf2@midway.uchicago.edu): "We started a 'Gender Studies' program, unofficially, as it were, by listing those courses that had significant gay/lesbian/bisexual content for students to design a major around (students can do a major under the rubric of 'General Studies in the Humanities'). This was the quickest, cheapest, and sneakiest way to produce a significant change in the curriculum, and also one that would avoid producing a program that could not change with the times, or that was eventually ghettoized. I was in the curriculum development group for the gender studies program, taught one of its first core courses, and taught the University's first lesbian course on lesbian literature and film."

University of Colorado—Boulder: R. L. Widmann (widmann@spot.colorado.edu); 24-credit certificate program

University of Georgia—Athens: contacts: Sharon Jacobson, The University of Georgia, Dept. of Recreation and Leisure Studies, Hardman Hall, Athens, GA; phone: (706) 542-5064; FAX: (706) 542-7917; email: jacobson@uga.cc.uga.edu; The University of Georgia, University Affiliated Program, Family Science Center II, phone: (706) 542-3457; FAX: (706) 542-4815.

University of Iowa—Iowa City: contact: Kevin Kopelson, English, University of Iowa, 308 English/Philosophy Bldg, Iowa City, Iowa 52242-1492; (319) 335-0454

University of Maine: developing introductory, interdisciplinary course on LGB issues and

interdisciplinary course concentration for lesbian, gay, bisexual studies; contact: K. Stoll
(K_stoll@admin.umead.maine.edu)

University of Maryland—College Park: first course for undergraduates in lesbian/gay/bisexual studies, spring 1994; contact: William Cohen (wc51@umail.umd.edu OR: William_A_Cohen@umail.umd.edu)

University of Massachusetts—Amherst

University of Michigan: Law School, GLB legal issues course

University of Minnesota—Twin Cities

University of Montreal: English Department with five lesbian and gay studies specialists; research project on multiculturalism; contacts: Robert K. Martin (martinr@ere.umontreal.ca); Spurvey Sean (spurveys@ere.umontreal.ca)

University of North Texas

University of Victoria: British Columbia, Canada; contact: Dr. Holly Devor (hhdd@uvvm.ca)

University of Washington—Seattle: courses offered, no formal program

University of Wisconsin—Madison: many courses in many departments; campus contact and liaison to LGB communities: Janice R. Sheppard (janice.sheppard@mail.admin.wisc.edu)

University of Wisconsin—Milwaukee: courses offered in 18-credit certificate program, with "Introduction to Gay and Lesbian Studies" required; contact: Christopher Lane (lane@csd4.csd.uwm.edu)

Western Carolina University: course on gay/lesbian literature; contact: Marilyn Jody (jody@micronet.wcu.edu)

Western Washington University: contact: Center for Advanced Feminist Studies

Willamette University: no queer studies course, no women's studies, but there is Lesbian/Gay/Bisexual alliance; contact: Minda Hedges (mhedges@willamette.edu): 900 State St., F298, Salem, OR 97301.

NOTE: If *LGSN* readers have information about LGB programs and/or resources you would like to add to this listing and share with others or if you have a description of what you have been attempting to do with LGB undergraduate or graduate courses at your school, please write *LGSN* Editor Margee Morrison at any of the addresses on the Back Page. Thank you.

Conference News

#1

37th Annual MMLA Convention

St. Louis, November 2-4, 1995

Section: Gender Studies: Male

Topic: "Male Homosexuality and Historical Materialism: New Articulations"

Queer Marxism? Camp and class? Identification and commodification? How to articulate these two areas of inquiry, which, at the moment, so rarely cross paths? Specific readings of texts or more general theorizations (the less sectarian the better). Send paper to Kevein Floyd, English, 308 EPB, University of Iowa, Iowa City, Iowa 52242, by March 20, 1995.

#2

The Role of Advocacy in the Classroom Pittsburgh Hilton & Towers, Gateway Center, June 2-4, 1995

Sixteen of this country's chief academic, professional associations, including the MLA, the CAA or College Art Association, the AAUP, the Association of American Law Schools, the American Philosophical Association, the American Academy of Religion, and others, are sponsoring this Advocacy Conference. Advocacy in the classroom is one of the most explosively contentious issues in American classrooms today, including in queer or gay, lesbian, bisexual, and transgender classrooms, because of intellectual trends in the disciplines, questions about the nature and possibility of objectivity, disagreements about ideology, and changes in student populations. The conference will feature speakers from different disciplines and distinguished scholars who hold disparate views of advocacy vis-a-vis intellectual inquiry, institutional and professional obligations, legal constraints, and student expectations. (These speakers and scholars include: Kwame Anthony Appiah, Barbara Aronstein Black, Myles Brand, Michael Cowan, Ernestine Friedl, Gerald Graff, Andrea Lunsford, Michael Lugones, Geoffrey Stone, Nadine Strossen, and others.) The format has been designed to encourage frank, nonpolarizing discourse.

For information, please contact: Karen Bagnall, Advocacy Conference, P.O. Box 775, Cooper Station, New York, NY 10276; phone: (212) 614-6315.

#3

Coming Together: A National Conference of Allies to Defend Diversity and Democracy Atlanta, March 24-26, 1995

Sponsored by the Center for Democratic Renewal (CDR). For a packet of general information about this conference, please contact CDR: P.O. Box 50469, Atlanta, GA 30302; phone: (404) 221-0025. For hotel information, please call 1-800-833-8624.

#4

SEX & GENDER IN THE MIDDLE AGES June 26 to July 28, 1995

A Summer Institute for College and University Faculty sponsored by The Medieval Institute, University of Notre Dame and supported by a grant from the National Endowment for the Humanities.

Contact: Edward D. English, Director