SA10329: Sex, History, and the Cities

Instructors: Yvonne Pitts, Associate Professor, Department of History
Lowell Kane, Director of Lesbian, Gay, Transgender, Queer (LGBTQ) Center

See our blog from last year’s trip – http://www.purdue.edu/lgbtqabroad14/

Description of the Program:
This course explores gay, lesbian, bisexual, and transgender history and culture from the eighteenth to the twenty-first centuries in three cities: New York City, Paris, France, and Amsterdam, Netherlands. Taking a comparative approach, we examine the changing meanings of same-sex sexual desire, acts, and identities, and sexual regulation. We uncover how people formed communities around shared sexual identities and how those communities developed and survived, often in the face of devastating, often violent, social, legal, and economic oppressions. These cities have a rich history of vibrant sexual subcultures and simultaneously have been the sites of some of the most violent repressions of LGBTQ people. This trip also incorporates a significant service-learning component in New York and France.

This course focuses on three themes, relevant to understanding cultural and sexual diversity:
1. Historical identity across cultures
2. Liberation, resistance, and regulation
3. Community formation and cultural expression

How Participation Will Lead Toward Degree Completion:
1. Six 300/400 level credit hours that will fulfill requirements for:
   - History major and minors
   - Women’s Studies major and minors
   - LGBTQ minor through the Women’s Studies program
   - Gender Issues Area of the CLA core
   - Global Perspectives Area of the CLA core
   - United States Traditions Area of the CLA core

When: Summer 2015

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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5/18 – 5/28</td>
<td>Classroom instruction and student research</td>
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<tr>
<td>5/30–6/6</td>
<td>New York City</td>
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<td>- Research, Service Learning, museums, site Tours. This part of the trip will include the service learning component with ACT-UP (AIDS Coalition to Unleash Power) and Lesbian Herstory Archives (tentative)</td>
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<td>6/7–6/14</td>
<td>Paris, France</td>
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<td>- Site Tours, student presentations, museums, meet with French LGBTQ activists, service learning</td>
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<td>6/10</td>
<td>One day trip to Amsterdam, Netherlands by train to see the Homomonument and the Dutch Resistance Museum</td>
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<td>6/17 – 6/28</td>
<td>Classroom instruction, students work on final research projects.</td>
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Lodging?
Students will stay in dormitories at New York University and at the Hotel Citadine Marais in Paris.

And How Much?
Cost will depend on airfare, which is not available at this time. Estimated cost is between $3800 and $4400. This covers 6 credit hours, airfare, lodging, all transportation, and all museum and curricular fees. (The credit hour cost for two 3 credit hour course would be about $1900). There are no additional Purdue “fee charges” unless you are enrolled in other courses during the summer semester. Students are responsible for food costs and any discretionary spending. The Paris hotel has full kitchenettes and supermarkets are within a block. See http://www.citadines.com/en/france/paris/bastille_marais.html

How Do I Apply?
There are no course pre-requisites. A minimum GPA of 2.5 is required.
Students will submit an online application through the LGBTQ Center webpage, a one-page statement of purpose outlining why they want to take the course and how it will benefit them in terms of academic and civic engagement. Students will then have an interview with the program leaders. Students of any year can apply for the program, although preference may be given to upper-class undergraduate students who may not have another opportunity to attend such a program in the future.

**Learning Outcomes:**
We have evidence of successfully accomplishing these outcomes from last year’s course.

1. Foster “intercultural awareness” and “cultural self-awareness” as described by the University Core Curriculum Embedded Outcome, “Intercultural Knowledge and Effectiveness.” By taking a comparative approach to all three cities, students identify how cultural and values differences shaped the historical lived experiences of LGBTQ populations. Our goal is to destabilize essentialist and universalist assumptions about LGBTQ people, the historical invisibility of LGBTQ communities and illuminate historical sexual diversity.

2. Develop University Core Curriculum Foundational Learning Outcome #2 and #3, Written Communication and Information Literacy. Students gather and evaluate historical evidence for a blog and a final project. Last year’s blog is: [https://www.purdue.edu/lgbtqabroad14/](https://www.purdue.edu/lgbtqabroad14/). They develop multi-media communication and organization skills by working on a publicly available blog documenting their experiences and research findings. Students’ final projects incorporate multiple forms of evidence to construct a narrative which is situated in historical and contemporary sources that demonstrates cultural sensitivity and effective analytical writing.

3. Develop History Skills. Students understand and write about the relevance of historical study and knowledge about the past by connecting how historical dynamics shape present realities.

4. Students see first-hand how historical systems of sexual oppression inform contemporary attitudes and social problems through service learning.