



History of LGBTQ+ Utah LLPOT 604

801.587.5433

lifelong@utah.edu

lifelong.utah.edu

@uofucontinue

Randell Hoffman

Course Overview

This course will introduce students (LGBTQ+ and Ally) to foundational concepts, people, and events of Lesbian, Gay, Bisexual, Transgender, and Queer Utah through lectures, artifacts, and immersive experiences. The course will cover regional Native dynamics, early settler gender norms, Victorian-era Utah, twentieth century pre- and post-Stonewall Riot, and a review of LGBTQ+ topics from the first two decades of the twenty-first century. Over the course of three sessions, students will engage in personal thought and interpersonal discussions, be introduced to historical analysis skills, use gender analysis and Queer Theory approaches, tools and resources for their own historical research of LGBTQ+ Utah, and become a better advocate for Utah's Queer and Trans past.

Resource Requirements

Please bring your research and note-taking materials each of the three days, such as a pen and paper, notebook or paper, laptop for writing, reference materials.

Learn more.
Do more.
Become more.

Course Outline

Day 1, Unit 1: Through 1899

Students will analyze gender variation, norms, and (ex)change of pre- and post-settlement of Utah.

1. Students will be able to articulate Numic tribe traditions regarding non-binary gender expressions.
2. Students will examine contemporary work by Native Americans to reclaim gender variation and gender expressions.
3. Students will implement gender analysis skills by examining how White Americans - before Mormon Pioneers arrived - defied eighteenth and nineteenth century gender norms in the unsettled, uncolonized West.
4. Students will connect the gender and sexuality norms Mormon Pioneers brought with them to "Deseret" and the Intermountain West and what role that played in cultural exchanges and suppression.
5. Students will be able to explain Victorian-era examples in Utah of variant gender and sexuality expression
6. Students will practice and exercise historical interpretation skills by identifying possibly Queer and/or Trans people in Utah artifacts, using primary source resources to learn more about people of the past, and how an historian can "read between the lines" of a partially recorded past.

Day 2, Unit 2: Pre- (1900-69) and Post-Stonewall Twentieth Century Utah (1970-99)

Students will be able to construct a timeline of increasingly more LGBTQ+ Utahans organizing, activating, developing community, and advocating in both the pre-Stonewall Era and the post-Stonewall era of the United States. *Opportunity to bring artifacts from Marriott Library Special Collections.*

1. Students will use primary sources to learn how LGBQ people gathered and developed communities in pre-WWII Utah.
2. Students will be able to provide examples of how World War I and mainly World War II negatively impacted LGBTQ+ politics, social movements, and perceptions.
3. Students can explain and provide primary source examples of life as an LGBTQ+ person in mid-century, pre-Stonewall Rebellion post-WWII Utah (1945-1969).
4. Students will chart, or make a timeline, reflecting the impact the Stonewall Rebellion had on Utah and analyze historical patterns.
5. Students will be able to express unique attributes and vernacular characteristics of Utah's LGBTQ+ community, specifically in regards to how these were manifested during the A.I.D.S. crisis (~1980 - 2000).

Day 3, Unit 3: Twenty-First Century LGBTQ+ Utah (2000 - now)

Students will assemble and review political, social, cultural, and medical events, people, and movements of twenty-first century Utah (2000 through today) in regards to local LGBTQ+ communities. *Opportunity to research in the Marriott Library Special Collections.*

1. Students will research, record, collect, and report on events, leaders, politics and policies, and trends and patterns regarding twenty-first century LGBTQ+ Utah.
2. Students will learn how to research topics like an historian, using objective research and writing skills, to apply theories to their work, and test hypotheses in their work.
3. Students will acquire tools and skills in order to become effective advocates of history. Students will, in addition to their own skills they acquired, learn how they can conduct and preserve oral histories, donate or advocate for others to donate their material items to an archive, and to communicate historical narratives and importance to others.