

Day of Dialogue Lesson Plan 2018

Ben Levinson - bmlevinson@students.gilman.edu

Mekhi Johnson - mojohnso@students.gilman.edu

1. English

a. *Laramie Project* - Moisés Kaufman

- i. http://www.glsen.org/sites/default/files/Audience_Guide_to_Laramie_Epilogue.pdf

b. Oscar Wilde

1. <http://www.history.com/this-day-in-history/oscar-wilde-is-sent-to-prison-for-indecency>
2. [http://www.legacyprojectchicago.org/LPEI_Guides_and_Lesson_Plans/OSCAR%20WILDE%20LPEI%20Lesson%20Plan%20\[VS%20Edit%20-%202011\].pdf](http://www.legacyprojectchicago.org/LPEI_Guides_and_Lesson_Plans/OSCAR%20WILDE%20LPEI%20Lesson%20Plan%20[VS%20Edit%20-%202011].pdf) (Contributions/Transformational Approach)
3. Dorian Gray
 - a. <http://www.ocr.org.uk/Images/78144-unit-f661-the-picture-of-dorian-gray-lesson-plan-sample.doc> (pgs. 3-4)

c. *The Great Gatsby* - F. Scott Fitzgerald

- i. University of Chicago Literary Analysis, regarding Gatsby's implied homosexuality
 1. <https://journals.lib.unb.ca/index.php/IFR/article/download/14120/15202>
- ii. Jordan Baker, Gender Dissent, and Homosexual Passing in *The Great Gatsby*
 1. https://www.monmouth.edu/the_space_between/articles/MaggieFruehlick2010.pdf

d. *My Antonia*

- i. My Gay Antonia: The Politics of Willa Cather's Lesbianism
 1. https://www.tandfonline.com/doi/abs/10.1300/J082v12n03_08?journalCode=wjhm20

e. *Catcher in the Rye*

- i. *Catcher Coming Out of the Closet: A Gay Criticism of J.D. Salinger's The Catcher in the Rye*
- ii. http://my.daemen.edu/offices/tlqp/LE/MelissaSchlegel/my_documents/Gay%20Criticism.doc

f. Siegfried Sassoon and Wilfred Owen

- i. [Relationship](#)
- ii. [Poetry of Sassoon](#)
- iii. [Poetry of Owen](#)

2. Math

a. The Relevance of DOD to Mathematics (Gouline)

- i. <https://docs.google.com/document/d/1CKffYIpfNsoFIzGXNSJ0Dtcaykhhdj2sKqEgx-7-AEw/edit?usp=sharing>
 - ii. Adaptable for science
 - b. Alan Turing
 - i. https://www.glsen.org/sites/default/files/Alan%20Turing%20True%20to%20Himself-Final_0.pdf
 - c. Considering the difference between binaries and spectrums
 - i. How this applies to gender and sexuality
 - ii. [Kinsey Scale](#)
 - iii. [Non-binary genders](#)
- 3. Science
 - a. Physics
 - i. Sally Ride
 - 1. [Honoring Sally](#)
 - 2. [Biography](#)
 - ii. Sonja Kovalevsky
 - 1. [Queer History](#)
 - 2. [Contributions to Mathematics and Mechanics](#)
 - b. Chemistry
 - i. [Serotonin and Homosexuality](#)
 - ii. [Homosexuality May Be Caused by Chemical Modifications to DNA](#)
 - c. Biology
 - i. [The Transgender Brain](#)
 - ii. [Cross-Cultural Evidence for the Genetics of Homosexuality](#)
 - iii. [Structural connections in the brain in relation to gender identity and sexual orientation](#)
 - d. Miscellaneous
 - i. [Conversion Therapy](#)
 - ii. [Homosexuality as Population Control](#)
- 4. History
 - a. World Cultures
 - i. [Kathoey of Thailand](#)
 - ii. [Hijra of South Asia](#)
 - iii. [African Homosexuality and Colonialism](#)
 - b. European History
 - i. [Queer People in the Holocaust](#)
 - ii. [Pre-Nazi Gay Berlin](#)
 - iii. [Homosexuality in Revolutionary France](#)
 - c. United States History
 - i. [Invisibility of LGBT+ People in History](#) (pgs. 5-14)
 - ii. [Two-Spirited People of Native America](#)
 - iii. [The Role of Gay Men and Lesbians in the Civil Rights Movement](#)
 - iv. [Transgender Truth of Stonewall Riots](#)

- v. [Before Harvey Milk, Kozachenko](#)
- 5. Classics
 - a. Greek
 - i. Achilles and Patroclus
 1. <http://www.ancient-origins.net/myths-legends-europe/achilles-and-patroclus-brothers-other-mothers-or-passionate-paramours-008265?nopaging=1>
 2. <https://www.theguardian.com/books/2012/jun/03/madeline-miller-a-chilles-orange>
 - ii. Alexander the Great
 1. <https://www.forbes.com/sites/booked/2011/02/10/alexander-the-gr-eat-gay-or-straight/#468bccfa3447>
 - iii. Pederasty
 1. <http://www.inquiriesjournal.com/articles/175/examining-greek-pederastic-relationships>
 2. <http://www.stmuhistorymedia.org/ancient-greek-pederasty-education-or-exploitation/>
 - b. Latin
 - i. [Masculinity & Homoeroticism in Catullus 16](#) (explicit)
 - ii. [Comparing Lesbia and Juventius](#)
- 6. Modern Languages
 - a. French
 - i. [How did the legalization of gay marriage positively and negatively affect France?](#)
 - ii. French homophobia
 1. Discussion: What made France the most homophobic country in Western Europe?
 2. Potential pre-lesson: Have students predict what countries will be most and least tolerant?
 3. <http://www.telegraph.co.uk/news/worldnews/europe/france/10065168/France-least-tolerant-country-in-Western-Europe-of-homosexuals.html>
 - iii. Discuss connection between current views on homosexuality and Napoleonic tolerance.
 1. <https://www.theguardian.com/commentisfree/2013/apr/23/gay-marriage-france-hate>
 2. http://www.glbqtarchive.com/ssh/napoleonic_code_S.pdf
 - iv. [Presentation on Gender and Sexuality in Modern France](#)
 - b. Spanish
 - i. *La movida madrileña* (Zealand)
 - ii. [Discussion: gay rights in Spain](#)
 - iii. [Frida Kahlo](#)

- iv. Homosexuality in Latinx Communities
 - 1. [De Colores \(documental bilingüe de solamente 28 minutos\)](#)
- 7. Art
 - a. Art
 - i. Keith Haring
 - 1. Silence=Death, Ignorance=Fear
 - a. <http://www.haring.com/!/art-work/253#.WGf6iLGZPq0>
 - 2. <http://www.nytimes.com/1990/02/17/obituaries/keith-haring-artist-dies-at-31-career-began-in-subway-graffiti.html>
 - ii. Paul Cadmus
 - 1. <http://www.metmuseum.org/art/collection/search/488650>
 - 2. https://en.wikipedia.org/wiki/Paul_Cadmus
 - 3. <http://www.nytimes.com/1996/06/07/arts/art-review-paul-cadmus-a-mapplethorpe-for-his-times.html>
 - b. Sculpture
 - i. Michelangelo
 - 1. <http://www.uis.edu/lgbtqa/michelangelo/>
 - c. Music History
 - i. Bessie Smith
 - 1. <http://www.uis.edu/lgbtqa/bessiesmith>
 - ii. Leonard Bernstein
 - 1. <http://lgbthistorymonth.com/leonard-bernstein?tab=bibliography>
 - d. Art History
 - i. Art World's approach to homosexuality
 - 1. www.washingtonpost.com/archive/local/2011/06/28/local/2011-06-28/AGByfoth_story.html?client=safari
 - ii. Queer art late 20th century
 - 1. <http://arthistoryteachingresources.org/lessons/queer-art-1960s-to-the-present/>
 - iii. Symbolism and Reappropriation/Reclamation
 - 1. <http://www.tolerance.org/lesson/art-and-lgbt-rights-study-symbols>
 - 2. <http://www.troubleandstrife.org/articles/issue-34/triangles-and-tribulations-the-gay-appropriation-of-nazi-symbols/>
 - 3. <http://www.pink-triangle.org>
 - iv. Gender & 19th Century Art
 - 1. <http://arthistoryteachingresources.org/lessons/gender-in-nineteenth-century-art/>