

History 224: Sex in American History

Spring 2022

MWF 9:00-9:50

Professor Carolyn Herbst Lewis

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My office hours are Tuesday, 10:30-11:30. No appointment necessary for office hours. To schedule a meeting for a different time, use the Outlook Calendar.

** Please note that I am available only during “normal business hours” (approximately 8:30 am to 4:30 pm, Monday-Friday). **When you are selecting an appointment time in Outlook Calendar, be sure to click on the ‘Scheduling Assistant,’** as that will allow you to see the busy/free times on my calendar. **Please be sure to put your name and the time you want to meet in the subject line.** If your computer/Outlook is set to a time zone different from CST, the meeting time will not display correctly and we will have confusion.

Course Description:

This course moves thematically through the American past, from the colonial era through the 20th century, to explore the history of American sexual experiences. Students will consider changes, contradictions, and continuities in sexual ideals as well as the complicated realities of sexual experiences. Topics include the invention of sexualities, courtship and marriage customs, sexual citizenship, sex work, deviant desires, sexual violence, and more.

This is the syllabus for this course. As such, it is our plan for the semester, but I reserve the right to make any changes that I find to be necessary. Please review the material included here. I expect you to be familiar with and understand the policies and assignments. If you have any questions or concerns, please do not hesitate to ask for help.

Students enrolled in this course will:

- read a variety of scholarly works in order to practice identifying an author's thesis, evidence, and historical contribution
- analyze primary sources to identify their contribution to historical knowledge and understanding
- develop an understanding of how notions regarding sex/uality have been constructed in different times and places in the US past
- recognize key moments in the history of sex/uality and articulate their significance to the past and the present
- formulate a viable research question about the history of American sex/uality
- avail themselves of library resources to produce an appropriate bibliography for their research
- practice communicating and working effectively in a group of their peers
- experience using podcasts a tool for sharing historical knowledge and argumentation

Course Policies:

- I expect students to attend every class period, and I will be taking attendance. However, I understand that life happens. Therefore, each student has **2 “personal days”** that can be used for wellness, illness, or other purposes. If you have more than two absences without a documented accommodation, health issue, or emergency, your grade will suffer, as you cannot participate in class discussions if you are not present for them. If you have more than four such days, you will receive a participation grade of zero. You do not need to email about using a personal day. If you are not present, I will assume you are taking one.
- I expect students to come to class having completed the assigned readings, thought about their content, and formulated ideas and questions for class discussion.
- In order to pass the course, students must submit all of the written assignments on time or with an approved extension. This includes written assignments and worksheets that do not earn an independent grade. Assignments submitted late without an instructor-approved extension or documentation of an emergency will be accepted and/or penalized solely at my discretion. **As soon as you realize you are struggling to make a deadline, contact me.**

- Each student in the class can have **one 48-hour extension** on a writing assignment. To claim this extension, send me a brief email informing me of your intention to use the extension BEFORE the assignment's deadline. I will grant the extension automatically, so there is no need for you to explain why you need more time. You may NOT use this extension on the final blog post, as we will meet as a group to upload them.
 - I ask that you remember that email is a form of professional writing. In your life after Grinnell College, you will be required to communicate via email in a professional format (i.e., salutation, properly formatted sentences, and signature). I suggest you get in the practice of doing so now.
 - I do not check and respond to emails 24/7. Please give me 24 hours to respond to your email. If you have not received an email after that time, then forward me the original email with a little reminder. Also, I usually do not check email between 5 pm and 8 am. This time is reserved for my family, my wellness, and sleeping.
 - I expect students to read and follow all instructions given for each assignment. Failure to do so will negatively affect your grade.
 - Please note that I expect your writing to improve in terms of style, structure, and content based on my comments on your graded work. You take time to write papers; I take time to think about how you might improve them. The expectation is that you will take my comments and edits into consideration so that you can, in fact, improve. No one in this classroom is such a good writer that they have no room for improvement. This includes me.
 - You are responsible for checking your grades in Blackboard and reading any comments in a timely manner.
 - **All written work must be neatly and uniformly formatted with double-spaced lines and a minimum of size 12 font. All citations and bibliographies must be formatted according to the Chicago Manual of Style, available via the Burling Library list of databases.**
<http://www.grinnell.edu/about/offices-services/library/research/citation>
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Academic Integrity:

It is the responsibility of all students to familiarize themselves with the section on “Honesty in Academic Work” in the Grinnell Student Handbook. These are the standards that you are held to, that you have agreed to adhere to by enrolling in the college and that you claim you have met once you submit your written work for grading. http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work

Please be aware that as a faculty member I am obligated to submit all suspected violations of these standards to the Committee on Academic Standing. I will not first invite you to explain what happened or attempt to confirm or resolve my suspicions. If I have a concern, I submit the paperwork to the Committee. Period. This helps to maintain the integrity of the Committee, to preserve the campus-wide commitment to due process and self-governance, and to ensure that all of my students are treated equally.

Community and Accountability:

This classroom is a community of individuals from diverse backgrounds and experiences coming together to learn. In order for this course to be a productive learning environment, it is imperative that we all treat one another with respect and courtesy. Please receive all comments in a spirit of generosity, imagining that they were spoken with the best possible intentions before reacting or responding. Likewise, be aware that your word choice or tone might convey meaning that you do not intend. Let yourself be open to correction with grace and gratitude. That said, I will not tolerate harmful, aggressive, disrespectful, or discriminatory language of any sort. **Students who regularly disrupt the class in any way will have their course grade penalized at the discretion of the instructor.** If you are asked to modify your behavior, please do so. As members of this community, you all are responsible for informing me if at any point a classmate's behavior is impairing your ability to concentrate and learn in this class. This is not asking you to police one another, but to take responsibility for defending your right to a productive learning environment. Bottom line: let's all treat each other with the same respect and courtesy we would like to receive.

Accommodations:

I encourage students with documented accommodations, including invisible disabilities such as chronic illness, learning difficulties, and emotional or mental health conditions, to discuss appropriate accommodations with me during the first few weeks of the semester. You will also need to have a conversation about and provide documentation of your disability to the **Coordinator for Student Disability Resources, located on the Ground Level floor of Steiner Hall (641-269-3124).**

Grinnell College offers reasonable accommodations for students who observe religious holy days. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you. <https://www.grinnell.edu/about/offices-services/crssj/resources>

My Pedagogy: As an instructor, I am endeavoring to use the philosophies of Universal Design and Culturally Responsive Teaching in framing my courses. I welcome all constructive feedback in this process. I cannot guarantee that I will adopt any or all suggestions that come my way, but I most certainly want to hear them for consideration not only for this course, but also for future courses. If you'd like to know more about the influences on my pedagogy, you could read the following:

- Amielle Major, "How to Develop Culturally Responsive Teaching for Distance Learning," Mind/Shift May 20, 2020
<https://www.kqed.org/mindshift/55941/how-to-develop-culturally-responsive-teaching-for-distance-learning>
- Cathy Davidson, "The Single Most Essential Requirement in Designing a Fall Online Course," hastac May 11, 2020
<https://www.hastac.org/blogs/cathy-davidson/2020/05/11/single-most-essential-requirement-designing-fall-online-course>
- Sara Ahmed, *Living a Feminist Life* (Duke University Press, 2017) and Feminist Killjoy Blog www.feministkilljoys.com
- The Centre for Excellence in Universal Design, "What is Universal Design?" <http://universaldesign.ie/What-is-Universal-Design/>

VERY IMPORTANT:

This class discusses intimate and sometimes embarrassing or painful subjects. Due to the nature of the course themes, materials, and format we will not be issuing specific **trigger warnings**. All readings are listed in advance on the syllabus. You should use the syllabus to get a sense of the types of topics we will be discussing throughout the semester. Just because something is not listed on the syllabus for a given day, however, does not mean that it might not come up in lecture or discussion as we draw connections between different readings and discussions. If you find yourself having a personal or emotional response to the readings, subject matter, or discussions, I suggest you make an appointment with a counselor at SHAW (Student Health and Wellness). They are located on the Lower Level of the Forum. Their phone number is 641-269-3230. I am happy to help you make an appointment. Another campus resource is Grinnell Advocates. From the College website:

Grinnell Advocates is a staff-supervised, student organization that aims to create greater awareness about issues surrounding sexual assault and dating violence on campus during the academic year. This group provides sensitive, educational programming about issues related to dating violence, sexual harassment, and sexual assault. The advocates also act as an immediate resource for victims through the CIS (Crisis Intervention Services) hotline, 1-800-479-9071.

Advocates are individuals trained to provide supportive services for students who have found themselves in the midst of incidents of dating or sexual violence. Advocates do not provide counseling services; rather they offer a non-judgmental listening ear and information for relevant resources. They will maintain confidentiality to the fullest extent possible and ensure that no survivor or student-at-risk has to navigate the medical, legal, mental health, or campus system alone.

Required Course Reading Material:

- Articles available via the Burling Library Databases are listed on the syllabus. Hyperlinks are provided in the Word document version. At the end of each citation I have indicated in [BRACKETS] which database contains the assigned article. You have sufficient information to find the article if the link is not working.
- Articles available via E-RESERVE [ERES] are listed on the syllabus will be available under Library Resources on Blackboard.
- Blog posts available via various websites are listed on the syllabus. Hyperlinks are provided in the Word document version. Please note that the blog posts I am assigning are written by scholars and vetted through a peer review process. These are not your average blog post. Do not dismiss them as mere opinion pieces. They are scholarship and serve as models for the final project.

Grades will be assigned in the course according to the following formula:

- 12% First primary source analysis paper (see instructions below)
- 14% Second primary source analysis paper (see instructions below)
- 16% Third primary source analysis paper (see instructions below)
- 15% Participation (see description below)
- 5% Topic Proposal (see Blog Post Assignment Sheet for details)
- 5% Revised Topic Proposal with Bibliography (see Blog Post Assignment Sheet for details)
- 33% Blog Post on Research Topic (see Blog Post Assignment Sheet for details)

Out of Class Time Investment: Grinnell College expects students earning 4 credit hours for a class to spend a minimum of 9 hours per week on class work. Depending on how quickly you read while absorbing information, I expect you to spend approximately 2-3 hours completing the readings for each class meeting. Weeks with papers or other assignments due will require more time.

Participation Grade:

I expect students to come to class having completed the assigned readings, thought about their content, and formulated ideas and questions for class discussion. Participation is not the same as attendance, and it is not assessed according to a strict formula. By the end of the semester, I will know whether you are someone who has made regular and thoughtful contributions to the classroom discussion of readings and other material. How do you as a student ensure that you get a high mark for this portion of your grade? First, you attend class regularly. You cannot participate if you are not here. Second, you complete the assigned readings and spend time thinking about them before class. Finally, you answer the questions I pose to the class, ask questions of me and your classmates based on the readings and lecture content, share your thoughts about the material, and respond to your classmates' comments about the material.

Primary Source Analysis Essays:

This semester you will write three primary source analysis (PSA) essays. Please note that the percentage assigned to each essay increases. This is because I expect you to improve your writing and analytical skills over the course of the semester. Choose your sources carefully. Your sources must relate to the history of sex/uality in the American colonies or the United States. Your sources must be valid/real sources. I suggest you stick to materials available via DIGSex or the Burling Library list of databases. If you want to use a source from somewhere else, you will need to get prior approval from me.

Each PSA:

- will start with a heading that **ONLY** includes the following information: student's name and a title for the paper.
- will be 800-900 words, including the footnotes.
- will **NOT** include a bibliography or title page.
- will employ and cite a minimum of 3 articles/essays/blogs assigned on the syllabus. Content from class discussion maybe also be used to interpret the source, but it does not count towards this minimum. Failure to use a minimum of 3 articles/essays/blogs will result in a grade penalty of 1/3 of a letter grade per missing source. You should use fresh material for each of your PSAs. If you want to re-use an article/essay/blog in a later paper, you will need to get prior approval from me.

- will cite quotations and other relevant content appropriately and as needed, using Chicago Manual of Style formatting for footnotes. Failure to properly cite your sources and format your citations will result in a grade penalty of 1/3 of a letter grade (from an A- to a B+, for example). Please note that I have provided the full bibliographic information for each of the assigned readings on the syllabus. You just need to cut and paste!
- will be double-spaced, using a legible font, with page numbers in the bottom right corner.
- **will be penalized for failing to conform to the above list.**

Begin with an introductory paragraph that presents your source and thesis succinctly and thoroughly. Briefly describe your selected source. Be sure to provide enough detail that the reader will have an idea of what kind of primary source this is (magazine article, advertisement, speech, diary entry, etc.), when and where the source first appeared, who the author was, etc. This might require you to do some limited additional research. Be sure to cite the sources that you use for this information. The sources you use to gather this identifying information do not count towards the three-source minimum.

Once you have provided a useful description of your selected source, proceed with your analysis of its contents. Each subsequent body paragraph should advance your thesis and contain specific references to the course readings and lecture/discussion content as evidence demonstrating the validity of your analysis. Your job is to analyze, not just describe. This means you need to pay attention to the “so what?” factor. Why should we care about this source? What does it reveal to us? [Note: do not write in your paper “We should care about this source because....” Aim for more sophisticated nuance in your writing.] You should offer a conclusion that closes your paper convincingly and effectively.

Remember, your broader goal with this assignment is twofold:

- First, to demonstrate how your selected source contributes to our understanding of American sex/uality history. This is not a summary or book report. Be sure that your essay includes a thesis statement, and that your analysis supports that thesis.
- Your second goal is to demonstrate your grasp of the course material, including class discussions, readings, and films.

When I grade this essay, I will be evaluating: the clarity, form, and style of your writing, your ability to follow instructions (i.e. proper formatting, conforming to the checklist), and your ability to use historical knowledge to evaluate a primary source, including your ability to formulate a thesis, to support that thesis with evidence and well-reasoned analysis, and to situate the source within the historical narrative.

Blog Post:

You will earn a significant portion of your grade through researching a topic and writing a blog post about it. My intention with assigning blog posts rather than formal written papers is to continue the disruptions in traditional history-making that seems central to this field. See the assignment sheet for more details.

WEEK 1	
Monday 1/24	<p>INTRODUCTIONS I: TO THE COURSE, TO EACH OTHER</p> <p><u>Class preparation</u></p> <p>Think: What brings you to the historical study of sexuality? What do you bring to the historical study of sexuality? What anxieties do you have about this course? What expectations do you have?</p>
Wednesday 1/26	<p>INTRODUCTIONS II: TO THINKING HISTORICALLY</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Justin Bengry, “The Case of the Sultry Mountie,” <i>Notches</i> (26 May 2015). http://notchesblog.com/2015/05/26/the-case-of-the-sultry-mountie-or-we-need-to-talk-about-cecil/ • Carolyn Herbst Lewis, “Adventures in the Archives: Julia Heller’s ‘Boyfriends Book,’” <i>Nursing Clio</i> (6 February 2014). http://nursingclio.org/2014/02/06/adventures-in-the-archives-julia-hellers-boy-friends-book/ • Julia Laite, “Historians are Gossips Who Tease the Dead,” <i>Notches</i>, (30 September 2014). http://notchesblog.com/2014/09/30/historians-are-gossips-who-tease-the-dead/ • Claire Hayward, “Queer Terminology: LGBTQ Histories and the Semantics of Sexuality,” <i>Notches</i>, (9 June 2016). http://notchesblog.com/2016/06/09/queer-terminology-lgbtq-histories-and-the-semantics-of-sexuality/ • Emily Skidmore, “Troubling Terms: The Label Problem in Transgender History,” <i>Notches</i> (28 November 2017). http://notchesblog.com/2017/11/28/troubling-terms-the-label-problem-in-transgender-history/ <p>Think: What does it mean to think historically? How is thinking historically different from the thinking I’ve done in other disciplines I’ve taken courses in? Do I get this, or am I lost/confused/scared/wondering WTF I’ve gotten into? Do I understand the difference between a primary and secondary source?</p>
Friday 1/28	<p>INTRODUCTIONS III: TO THE FIELD</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • John D’Emilio and Estelle B. Freedman, “Introduction,” <i>Intimate Matters: A History of Sexuality in America</i>, 3rd edition. (Chicago: University of Chicago Press, 2012), x-xix. [ERES/Blackboard Documents] • Jennifer Brier, Jim Downs, and Jennifer L. Morgan, eds., “Introduction,” in <i>Connexions: Histories of Race and Sex in North America</i> (Urbana: University of Illinois Press, 2016), 1-12. [JSTOR]

	<ul style="list-style-type: none"> • Rebecca L. Davis and Michele Mitchell, eds. “Introduction, or, Why Do the History of Heterosexuality?” in <i>Heterosexual Histories</i> (New York: New York University Press, 2021), 1-34. [DEGRUYTER] <p>Think: Imagine that the three introductions are in conversations with one another (because, in truth, they are). Where are the points of agreement and disagreement? How does each frame the broader history of sexuality, and where do they focus their attention? Why are Brier, Downs, and Morgan so... defensive/angry/bold/wow in their introduction? Why study the history of heterosexuality? Why might the history of sex/uality require different methods than other fields of history? Why might studying sex/uality require different sources?</p>
WEEK 2	
<p>Monday 1/31</p>	<p>SOURCES, METHOD, EVIDENCE <u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • Jim Downs, “With Only a Trace: Same-Sex Sexual Desire and Violence on Slave Plantations, 1607-1865,” in <i>Connexions</i>, 15-37. [JSTOR] <p>Think: What methods does Downs use to think about the history of sexuality? How does Downs suggest we deal with the absence of sources?</p>
<p>Wednesday 2/2</p>	<p>THEORY AS METHOD, THEORY AS EVIDENCE <u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • Mattie Udora Richardson, “No More Secrets, No More Lies: African American History and Compulsory Heterosexuality,” <i>Journal of Women’s History</i> 15.3 (2003), 63-76. [PROJECT MUSE] <p>Think: How does Richardson use theory to think and write about the history of sex/uality? What is compulsory heterosexuality? How does theory enable scholars to fill voids in the conventional narrative or absences in the archive? What are the limits on the usability of theory as historical method or evidence?</p>
<p>Friday 2/4</p>	<p>THE TROUBLE WITH ARCHIVES <u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • Marisa J. Fuentes, “Power and Historical Figuring: Rachael Pringle Polgreen’s Troubled Archive,” in <i>Connexions</i>, 143-168. [JSTOR] <p>Think: How are archives created and curated? Who are the stakeholders? What are the stakes? What are the questions surrounding archives and archive-building unique to the history of sex/uality? How do we work around the limitations and biases?</p>

WEEK 3	
Monday 2/7	WORK DIFFERENTLY DAY
Wednesday 2/9	Primary Source Workshop I. Today in class we will look at some of the databases that you can use to locate primary sources for your essays. We will also talk about the assignment. By the end of the class period, you should have identified a source to use for your first essay.
Friday 2/11	Primary Source Workshop II. Today in class we will look at the primary sources and share in small groups.
WEEK 4	
Monday 2/14	<p>HISTORICIZING BODIES AND DESIRE</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Richard Godbeer, “Toward a Cultural Poetics of Desire in a World before Heterosexuality,” in <i>Heterosexual Histories</i>, 37-68. [DEGRUYTER] • Josh Adair, “Disembodied Desire,” <i>Notches</i> (21 February 2017) https://notchesblog.com/2017/02/21/disembodied-desire/ • Katherine Harvey, “‘Longer Than a Big Man’s Thigh’: The Perfect Penis in Medieval Europe,” <i>Notches</i> (26 October 2021) https://notchesblog.com/2021/10/26/longer-than-a-big-mans-thigh-the-perfect-penis-in-medieval-europe/ <p>Think: How have constructions about the body, beauty, and desirability shifted over time? What remains the same? How have these constructions been shaped by beliefs about race, class, gender, and sexuality? What is the relationship between beauty, desire, and power in American history? Is the history of beauty also the history of desire? Is the history of desirability the same as the history of desire? How do these readings relate to previous readings?</p>
Wednesday 2/16	<p>HISTORICIZING PLEASURE</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Will Fisher, “The Erotics of Chin Chucking in Seventeenth-Century England,” in <i>Sex Before Sex: Figuring the Act in Early Modern England</i> (University of Minnesota Press, 2013), 141-169. [JSTOR] • Tom O’Donnell, “Cunnilingus in the Middle Ages,” <i>Notches</i> (29 July 2014). https://notchesblog.com/2014/07/29/cunnilingus-in-the-middle-ages-and-the-problem-of-understanding-past-sex-lives/ • Amanda Littauer, “‘What Can I Do To Be Normal?’ Queer Female Desire in Letters to Dr. Alfred Kinsey,” <i>Notches</i> (20 August 2015) https://notchesblog.com/2015/08/20/what-can-i-do-to-be-normal-queer-female-desire-in-letters-to-dr-alfred-kinsey/ <p>Think: How can historians know what pleasure was in previous eras? Is pleasure an individual or cultural construction? Is pleasure an individual or cultural experience?</p>

Friday 2/18	<p>HISTORICIZING ORGASMS <u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • Rachel Maines, “Chapter 3: ‘My God What Does She Want?’” in <i>The Technology of Orgasm</i> (Baltimore: Johns Hopkins University Press, 1999), 48-67. [ACLS HUMANITIES] <p>Think: What was the difference between an orgasm and a paroxysm? Why were doctors concerned about women’s orgasms?</p>
Sunday 2/20	PSA 1 Due via Blackboard by 5 pm
WEEK 5	
Monday 2/21	<p>HISTORICIZING HETEROSEXUALITY I <u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • Sharon Block, “Chapter 1: Consent and Coercion: The Continuum of Sexual Relations,” in <i>Rape and Sexual Power in Early America</i> (Chapel Hill: University of North Carolina Press, 2006), 16-52. [PROQUEST] <p>Think: What does thinking about the history of sexual violence illuminate about the history of heterosexuality? How is heterosexuality more than a reproductive act? What scripts or narratives does it assume or demand of individuals?</p>
Wednesday 2/23	<p>HISTORICIZING HETEROSEXUALITY II: THE INVENTION OF DATING <u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • Kathy Peiss, “Charity Girls and City Pleasures,” <i>OAH Magazine of History</i> 18.4 (July 2004), 14-16. [JSTOR] • Beth Bailey, “From Front Porch to Back Seat: A History of the Date,” <i>OAH Magazine of History</i> 18.4 (July 2004), 23-26. [JSTOR] • Eleanor Alexander, "The Courtship Season: Love, Race, and Elite African American Women at the Turn of the Twentieth Century." <i>OAH Magazine of History</i> 18. 4 (July 2004): 17-19. [JSTOR] <p>Think: What does the emergence of modern courtship and dating show us about heterosexuality? What role does economics play in this narrative?</p>

Friday 2/25	<p>HISTORICIZING HETEROSEXUALITY III: MAKING MARRIAGE SEXY</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Jessamyn Neuhaus, "The Importance of Being Orgasmic: Sexuality, Gender, and Marital Sex Manuals in the United States 1920-1963," <i>Journal of the History of Sexuality</i> 9.4 (October 2000), 447-473. [JSTOR] <p>Think: How does this discussion of orgasms compare to our earlier reading and discussion on the topic? Why were there so many sex guides for marriage? How were gender and sexual performance linked?</p>
WEEK 6	
Monday 2/28	<p>THE INVENTION OF HOMOSEXUALITY I:</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Daniel A. Cohen, "Winnie Woodfern Comes Out in Print: Story-Paper Authorship and Protolesbian Self-Representation in Antebellum America," <i>Journal of the History of Sexuality</i> 21.3 (2012): 367-408. [PROJECT MUSE] <p>Think: What does Cohen mean by "protolesbian"? What is an identity? Who invents it? How can we understand sexual identities and desires and behaviors of the past without imposing the labels and beliefs of the present?</p>
Wednesday 3/2	<p>THE INVENTION OF HOMOSEXUALITY II:</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Lisa Duggan, "The Trials of Alice Mitchell: Sensationalism, Sexology, and the Lesbian Subject in Turn-of-the-Century America," <i>Signs</i> 18.4 (Summer 1993), 791-814. [JSTOR] <p>Think: Who has the authority to define and impose sexual identities and their labels? What was so threatening about Alice Mitchell and as a Lesbian subject? How did the invention of homosexuality help define heterosexuality, and vice versa?</p>
Friday 3/4	<p>THE INVENTION OF HOMOSEXUALITY II:</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • David K. Johnson, "Physique Pioneers: The Politics of 1960s Gay Consumer Culture," <i>Journal of Social History</i> 43.4 (Summer 2010): 867-892. [PROJECT MUSE] <p>Think: What is the relationship between community and identity? What role does consumerism play in community building?</p>

WEEK 7	
Monday 3/7	<p>BEYOND MONOGAMY</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Patricia Cline Cohen, “The ‘Anti-Marriage Theory’ of Thomas and Mary Gove Nichols: A Radical Critique of Monogamy in the 1850s,” <i>Journal of the Early Republic</i> 34.1 (Spring 2014): 1-20. [PROJECT MUSE] <p>Think: What do the Gove Nichols reveal about mainstream beliefs regarding sex and marriage? How did they challenge those beliefs and customs?</p>
Wednesday 3/9	<p>ABSTINENCE AND CELIBACY</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Benhamin Kahan, “Abstinence,” in Kevin P. Murphy, Jason Ruiz, and David Serlin, eds., <i>The Routledge History of American Sexuality</i> (Routledge, 2020), 1-9. <p>Think: What does thinking about *not* having sex bring to the history of sexuality?</p>
Friday 3/11	No Class. PSA Writing Day
Sunday 3/13	PSA 2 Due via Blackboard by 5 pm
WEEK 8	
Monday 3/14	Individual Meetings to discuss final project topics
Wednesday 3/16	Individual Meetings to discuss final project topics
Friday 3/18	No Class. Topic Proposal due by 4:30 pm.
March 19- April 3	Spring break

WEEK 9	
Monday 4/4	Reconnecting after break. Please come to class ready to reflect on all that we have discussed thus far in the course.
Wednesday 4/6	<p>SEX AS WORK <u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • Laura Briggs, “Chapter 2: Sex and Citizenship: The Politics of Prostitution in Puerto Rico, 1898-1918,” in <i>Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico</i> (Berkeley: University of California Press, 2002), 46-73. [ACLS HUMANITIES] • Mindy Chateauvert, “Resisting the Virus of Prejudice: Sex Workers Fight the AIDS Panic,” <i>Notches</i> (7 July 2016). • Julia Laite, “Valentine’s as Prostitution, Marriage as a Trade: Commerce, Sex, History (and a recipe),” <i>Notches</i> (14 February 2014).
Friday 4/8	<p>SEX AS ENTERTAINMENT <u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • “Porno Chic and the Sex Wars: A Roundtable on the Politics of Sexual Representations in the 1970s – Part 1,” <i>Notches</i> (2 March 2017). • “Porno Chic and the Sex Wars: A Roundtable on the Politics of Sexual Representations in the 1970s – Part 2,” <i>Notches</i> (20 June 2017). • “Porno Chic and the Sex Wars: A Roundtable on the Politics of Sexual Representation in the 1970s – Part 3,” <i>Notches</i> (12 June 2018).
WEEK 10	
Monday 4/11	No Class. Revised Topic Proposal & Bibliography Due by 5 pm
Wednesday 4/13	<p>CONSENT <u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • Stephen Robertson, “Age of Consent Law and the Making of Modern Childhood in New York City, 1886-1921,” <i>Journal of Social History</i> 35.4 (2002), 781-798. [JSTOR]
Friday 4/15	<p>ANIMALS...YES, ANIMALS... <u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • Doron S. Ben-Atar and Richard D. Brown, “Chapter 2: The Unlikely Persecutions of John Farrell and Gideon Washburn,” in <i>Taming Lust: Crimes Against Nature in the Early Republic</i> (University of Pennsylvania Press, 2014), 41-70. [JSTOR] • Gabriel Rosenberg, “Where Are Animals in the History of Sexuality?” <i>Notches</i> (2 September 2014).

WEEK 11	
Monday 4/18	<p>SEXUAL REVOLUTIONS I</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Alex Lubin, “Chapter 1: Legislating Love: Antimiscegenation Law and the Regulation of Intimacy,” in <i>Romance and Rights: The Politics of Interracial Intimacy, 1945-1954</i> (University Press of Mississippi, 2004), 3-38. [PROQUEST] • Jennifer Dominique Jones, “More Than Loving: Race, Sexuality & Public Memory in the Movement for Marriage Equality,” <i>Notches</i> (16 June 2016).
Wednesday 4/20	<p>SEXUAL REVOLUTIONS II</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Lauren Gutterman, “‘The Gay Revolution’: An Interview with Lillian Faderman,” <i>Notches</i> (13 October 2015). • Amanda Littauer, “‘Your Young Lesbian Sisters’: Queer Girls’ Voices in the Liberation Era,” <i>Girlhood Studies</i> 12.1 (Spring 2019), 17-32. [PROQUEST]
Friday 4/22	No Class. PSA Writing Day.
Sunday 4/24	PSA 3 due via Blackboard by 5 pm
WEEK 12	
Monday 4/25	<p>How Do We Tell the History of Sex in the United States?</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • John D’Emilio and Estelle B. Freedman, “Introduction,” <i>Intimate Matters: A History of Sexuality in America</i>, 3rd edition. (Chicago: University of Chicago Press, 2012), x-xix. [ERES/Blackboard Documents] • Jennifer Brier, Jim Downs, and Jennifer L. Morgan, eds., “Introduction,” in <i>Connexions: Histories of Race and Sex in North America</i> (Urbana: University of Illinois Press, 2016), 1-12. [JSTOR] • Rebecca L. Davis and Michele Mitchell, eds. “Introduction, or, Why Do the History of Heterosexuality?” in <i>Heterosexual Histories</i> (New York: New York University Press, 2021), 1-34. [DEGRUYTER]
Wednesday 4/27	WORK DIFFERENTLY DAY
Friday 4/29	Revisiting and Reflecting on the Semester

WEEK 13	
Monday 5/2	Research & Writing Day
Wednesday 5/4	Research & Writing Day
Friday 5/6	Research & Writing Day
WEEK 14	
Monday 5/9	Individual Meetings to go over Blog Post draft
Wednesday 5/11	Individual Meetings to go over Blog Post draft
Friday 5/13	Individual Meetings to go over Blog Post draft
WEEK 15	Finals Week!