

History 224: Sex in American History

Spring 2018

MW 8:30-9:50

Professor Carolyn Herbst Lewis

My office is 317 Mears Cottage. At times, my Shih Tzu puppy, Mollie, will be in my office. When she is, there will be a puppy gate in my doorway. If you would prefer not to have a puppy present, please do not hesitate to let me know! You can email me in advance, or, when you arrive, we can move to another location. I promise that this is in no way offensive or inconvenient to me.

You can reach me by email lewiscar@grinnell.edu

My office hours are Monday, 10-10:50 in the Grille, or by appointment. 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. 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. If you have more than four such days, you will receive a participation grade of zero. You must send me an email informing me of your intention to use a personal day prior to the start of class time. **YOU CANNOT USE A PERSONAL DAY ON ONE OF THE PODCAST WORKSHOP DAYS.** If you miss one of those days for whatever reason, it will be up to you to schedule an individual appointment with Gina Donovan.
- There will be short lectures, but **this is not a lecture course.** 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 the discretion of the instructor. **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.
- 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. 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>

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. To that end, I ask that you refrain from arriving late or leaving early. Doing so is disruptive to your classmates as well as your instructor. So, too, are cell phone tones. Please make sure that all devices are turned off once you enter the classroom. Also, you may think that making a quick check on social media or reading email or other communications on your laptop during class time is discrete; it is not. Your changing facial expressions give you away every time. 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 if 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, John Hirschman, located on the 3rd floor of the Rosenfield Center (x3089).**

As an instructor, I am endeavoring to use the philosophy of **Universal Design** in framing my courses to make them universally accessible to all students. 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.

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>

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 SHACS (Student Health and Counseling Services). 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 the Grinnell Advocates' Peer Advocates. From the College website:

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 Domestic Violence Alternatives Student Assault Center (DVA/SAC) hotline. Peer Advocates are individuals trained to provide supportive services for students who have found themselves in the midst of incidents of dating or sexual violence. Peer 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. On-call Peer Advocate: (641) 260-1615

Required Course Reading Material:

- Articles available via JSTOR or PROJECT MUSE are listed on the syllabus. Hyperlinks are provided in the Word document version.
- 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.

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

- 10% Group short podcast
- 33% Group long podcast
- 12% First primary source analysis paper
- 14% Second primary source analysis paper
- 16% Third primary source analysis paper
- 15% Participation

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 2-4 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 1000-1100 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).
- 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.

Podcasts:

You will earn a significant portion of your grade through group work on two podcasts. My intention with assigning podcasts 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 1/22	<p>INTRODUCTIONS: to the course, to the subject, to the language, to each other</p> <p><u>Class preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Elizabeth Reis, "Introduction," in Elizabeth Reis, ed., <i>American Sexual Histories</i>, 2nd edition (Malden, MA: Wiley-Blackwell, 2012), 1-8. [ERES] • Marc Stein, "Key Terms and Parameters," in <i>Rethinking the Gay and Lesbian Movement</i> (New York: Routledge, 2012), 5-10. [ERES] • Claire Hayward, "Queer Terminology: LGBTQ Histories and the Semantics of Sexuality," <i>Notches</i>, June 9, 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> 11/28/2017. http://notchesblog.com/2017/11/28/troubling-terms-the-label-problem-in-transgender-history/ <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 1/24	<p>THINKING HISTORICALLY</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • 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] • Justin Bengary, "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>, September 30, 2014. http://notchesblog.com/2014/09/30/historians-are-gossips-who-tease-the-dead/ <p>Explore:</p> <ul style="list-style-type: none"> • Spend time exploring the Digital Sexuality Archive site. Read the various sections, try out some searches, look at some primary sources. http://omekax.grinnell.edu/Lewis/ <p>Think: What does it mean to think historically? How is thinking historically different than the thinking I've done in other disciplines I've taken courses in? Do I get this, or am I lost/confused/scared/wonderingWTFIvegotteninto? Do I understand the difference</p>

	<p>between a primary and secondary source? Why are Brier, Downs, and Morgan so... defensive/angry/bold/wow in their introduction? Why might the history of sex/uality require different methods/sources than other fields of history? Why might studying sex/uality require different sources?</p>
<p>WEEK 2</p>	
<p>Monday 1/29</p>	<p>SOURCES, METHOD, EVIDENCE, ARCHIVE <u>Class Preparation</u> Read: <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. • Julian B. Carter, “Historical Methods and Racial Identification in U.S. Lesbian and Gay History,” in <i>Connexions</i>, 38-58. • Marisa J. Fuentes, “Power and Historical Figuring: Rachael Pringle Polgreen’s Troubled Archive,” in <i>Connexions</i>, 143-168. <p>Think: What methods do Downs, Carter, and Fuentes demonstrate? What sources do they use? What are the limitations of those sources? How do they deal with unknowns? What are the questions surrounding archives and archive-building? How might these issues concern all subjects in the history of sex/uality?</p> </p>
<p>Wednesday 1/31</p>	<p>THEORY AS METHOD <u>Class Preparation</u> Read: <ul style="list-style-type: none"> • Marc Stein, “Race, Class, and the U.S. Supreme Court’s Doctrine of Heteronormative Supremacy,” in <i>Connexions</i>, 59-81. • 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 do these scholars use theory to think and write about the history of sex/uality? What is the doctrine of heteronormative supremacy? What is intersectionality? 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>

WEEK 3	
Monday 2/5	<p>PODCASTING 101: Class will meet in the Digital Liberal Arts Collaborative Laboratory in the Forum. If you are not sure what DLAC is, read about them here: https://www.grinnell.edu/academics/centers/ctla/dlac *After today's session, each group will be required to schedule a meeting with Gina Donovan before 2/19.*</p> <p><u>Class preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> Sadie Bergen, "History on the Download: Podcasting the Past," <i>Perspectives</i>, February 2016. https://www.historians.org/publications-and-directories/perspectives-on-history/march-2016/history-on-the-download-podcasting-the-past <p>Listen:</p> <ul style="list-style-type: none"> "Peanut Butter," <i>TECHistory Saints</i> 10/6/2016 https://techistorysaints.wordpress.com/2016/10/06/peanut-butter/ (2:56 mins) "Prom Night," <i>Sexing History</i> 9/14/2017 sexinghistory.com (28 mins) "The History of Leathermen," <i>Our Sexual History</i> 10/14/2016 https://www.headstuff.org/our-sexual-history/ (36 mins) <p>Think: What makes a podcast a potentially useful means of sharing your research and thoughts on the history of sexuality? What are the limitations of using podcasting in this way? What makes a podcast interesting? What makes a podcast boring?</p>
Wednesday 2/7	<p>WHAT'S AT STAKE?</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> Thomas Foster, "Sex and the American Quest for a Relatable Past," <i>Notches</i> (14 March 2015). http://notchesblog.com/2015/03/14/sex-and-the-american-quest-for-a-relatable-past/ Richard C. Trexler, "Making the American Berdache: Choice or Constraint?" <i>Journal of Social History</i> 35.3 (2002), 613-636. [PROJECT MUSE] Heather Lee Miller, "Trick Identities: The Nexus of Work and Sex," <i>Journal of Women's History</i> 15.4 (Winter 2004), 145-152. [PROJECT MUSE] <p>Think: Is there such a thing as a usable past? Have people always been the same, or have they always been different? How can I know anything about anyone's sexual desires, identities, practices? Can I trust my sources? What do I do with these seriously high stakes?</p>
Sunday 2/11	<p>PSA 1 due via Blackboard by 5 pm</p>

WEEK 4	
<p>Monday 2/12</p>	<p>BODIES AND DESIRE <u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • Sharon Block, “Early American Bodies: Creating Race, Sex, and Beauty,” in <i>Connexions</i>, 85-112. • Susan Lee Johnson, “My Own Private Life’: Toward a History of Desire in Gold Rush California,” <i>California History</i> 79.2 (Summer 2000), 316-346. [JSTOR] • Nicholas Syrett, “More Than Masturbatory: An Interview with April Haynes,” <i>Notches</i> 2/9/2017. http://notchesblog.com/2017/02/09/nicholas-syrett-interviews-april-haynes-on-riotous-flesh/ <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>
<p>Wednesday 2/14</p>	<p>PLEASURE <u>Class Preparation</u> 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] • LaKisha Simmons, “Make-Believe Land: Pleasure in Black Girls’ Lives,” in <i>Crescent City Girls: The Lives of Young Black Women in Segregated New Orleans</i> (University of North Carolina Press, 2015), 174-205. [JSTOR] • Tom O’Donnell, “Cunnilingus in the Middle Ages,” <i>Notches</i> (29 July 2014). http://notchesblog.com/2014/07/29/cunnilingus-in-the-middle-ages-and-the-problem-of-understanding-past-sex-lives/ <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>

WEEK 5	
Monday 2/19	<p>HISTORICIZING CONSENT, RAPE, VIOLENCE</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Thomas A. Foster. "The Sexual Abuse of Black Men under American Slavery." <i>Journal of the History of Sexuality</i> 20.3 (2011), 445-464. [PROJECT MUSE] • Rose Stremmlau, "I Know What an Indian Woman Can Do': Sarah Winnemucca Writes about Rape on the Northern Paiute Frontier," 227-237 in <i>Women's America: Refocusing the Past</i>, 8th edition (New York: Oxford University Press, 2016), ed. by Linda Kerber, Jane Sherron DeHart, Cornelia Hughes Dayton, and Judy Tzu-Chun Wu. [ERES] • 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. [PROJECT MUSE] <p>Think:</p> <ul style="list-style-type: none"> • This is a tough day of reading and discussion. Trust me, I know. And I expect it is more difficult for some of us than it is for others. So, we will proceed with compassion for each other's feelings and trust in each other's best intentions. As we do so, and as you prepare for class today, think about the larger historical narrative. What is at stake in the historical construction of consent—not just for subjects of these essays, but for everyone?
Wednesday 2/21	<p>SHORT PODCAST WORKSHOP DAY: DLAC</p> <p>Today each student will set up their Wordpress profile. Each group will begin creating the blog post where their short podcast will be posted. Groups will then work on their short podcasts as needed.</p>
Sunday 2/25	<p>Short Podcast due via Email by NOON.</p>
WEEK 6	
Monday 2/26	<p>SEXUAL CITIZENSHIP</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Kathy J. Cooke, "Generations and Regeneration: "Sexexceptionalism" and Group Identity among Puritans in Colonial New England," <i>Journal of the History of Sexuality</i> 23.3 (2014): 333-357. [PROJECT MUSE] • Carolyn Herbst Lewis, "Waking Sleeping Beauty: The Premarital Pelvic Exam and Heterosexuality during the Cold War," <i>Journal of Women's History</i> 17.4 (2005), 86-110. [PROJECT MUSE] <p>Think: What is sexual citizenship? Who defines it? Who enforces it? Is it just an idea, or does it have real life consequences? What did the Puritans and the 1950s have in common? What was different?</p>

<p>Wednesday 2/28</p>	<p>ALTERNATE SEXUAL COMMUNITIES <u>Class Preparation</u> Read: <ul style="list-style-type: none"> • Suzanne Thurman, "Shaker Women and Sexual Power: Heresy and Orthodoxy in the Shaker Village of Harvard, Massachusetts," <i>Journal of Women's History</i> 10.1 (Spring 1998), 70-87. [PROJECT MUSE] • 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] Think: What do the Shakers and the Gove Nichols reveal about mainstream beliefs regarding sex and marriage? How did each challenge those beliefs and customs?</p>
<p>Sunday 3/4</p>	<p>PSA 2 due via Blackboard by 5 pm.</p>
<p><u>WEEK 7</u></p>	
<p>Monday 3/5</p>	<p>THE INVENTION OF HETEROSEXUALITY <u>Class Preparation</u> Read: <ul style="list-style-type: none"> • Tanfer Emin Tunc, "Talking Sex: Deciphering Dialogues of American Female Sexuality in the Mosher Survey, 1892-1920," <i>Journal of Women's History</i> 22:1 (Spring 2011), 130-153. [PROJECT MUSE] • 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] • Think: Who invented heterosexuality, and when? What was heterosexuality before it was heterosexuality? What is heterosexuality? What is heteronormativity? Who has agency here?</p>
<p>Wednesday 3/7</p>	<p>THE INVENTION OF HOMOSEXUALITY <u>Class Preparation</u> Read: <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] • 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>

	<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 does Cohen mean by “protolesbian”? What is an identity? Who invents it? Who has the authority to define and impose it? Why don’t we speak about heterosexuality as an identity in the same way? How did the invention of homosexuality help define heterosexuality, and vice versa? What role does consumerism play in community building?</p>
WEEK 8	
Monday 3/12	<p>AGE AND SEX: Special Visitor, Historian Nicholas Syrett Class Preparation Read:</p> <ul style="list-style-type: none"> • Nicholas L. Syrett, Chapter 2 (p 39-76) and Chapter 9 (p 226-251) in <i>American Child Bride: A History of Minors and Marriage in the United States</i> (University of North Carolina Press, 2016). [JSTOR] • Bette J. Dickerson and Nicole Rousseau, “Black Senior Women and Sexuality,” in <i>Black Sexualities: Probing Powers, Passions, Practices and Policies</i> (Rutgers University Press, 2010), 423-442. [JSTOR] <p>Think: How does age get left out of the history of sexuality?</p>
Wednesday 3/14	<p>PROJECT WORKSHOP: DLAC Class *will* meet today. Groups will use this time to work on their project proposal and bibliography, which will be due at the end of class time via email. Groups should schedule meeting for the week after Spring Break with Professor Lewis before leaving class.</p>
March 16- April 1	Spring break
WEEK 9	
Monday 4/2	Class will not meet today. Instead, each group will schedule a meeting with Professor Lewis to discuss their project proposal.
Wednesday 4/4	<p>SEXPERTS Class Preparation Read:</p> <ul style="list-style-type: none"> • Joy Damousi, "Viola Bernard and the Analysis of "Alice Conrad": A Case Study in the History of Intimacy," <i>Journal of the History of Sexuality</i> 22.3 (2013), 474-500. [PROJECT MUSE] • Janice Irvine, “Repairing the Conjugal Bed: The Clinical Practice of Modern Sex Therapy,” in <i>Disorders of Desire: Sexuality and Gender in Modern American Sexology</i> (Temple University Press, 2005), 139-162. [JSTOR] <p>Think: What role do “experts” play in the history of sexuality?</p>

WEEK 10	
Monday 4/9	<p>SEX ADVICE <u>Class Preparation</u> 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] • Anna E. Ward, “Sex and the Me Decade: Sex and Dating Advice Literature of the 1970s,” <i>Women’s Studies Quarterly</i> 43.3/4 (Fall/Winter 2015), 120-136. [JSTOR] <p>Listen:</p> <ul style="list-style-type: none"> • Gillian Frank & Lauren Gutterman, “Touch Me, I’m Yours,” <i>Sexing History</i> 12/11/2017. https://www.sexinghistory.com/episode-5 (39:44 mins) <p>Think: How do these experts differ from the ones we discussed last week? Do we see agency in these examples more readily than we did in the previous readings? Who is responsible for sexual intimacy in relationships?</p>
Wednesday 4/11	<p>PODCAST WORKSHOP: STORYBOARDING Meet in DLAC Laboratory in the Forum</p> <p><u>Class Preparation:</u> Listen:</p> <ul style="list-style-type: none"> • Florence Williams, <i>Breasts Unbound: 55 Years of Plastic Boobs</i> https://www.audible.com/socialshare?id=e1af620a-9e58-4187-b5c7-084ee6bc552a&source_code=CHLGBWS0603160001 <p>Think: Pay careful attention to the structure of this podcast. What signals are you given about what you are heading and the purpose it serves? How do you know their sources?</p> <p>ASSIGNMENT: EACH GROUP MUST SCHEDULE A MEETING TO PRESENT THEIR STORYBOARD TO PROFESSOR LEWIS BY 4/26 AT 3 PM. EACH GROUP ALSO MUST SCHEDULE A MEETING WITH GINA DONOVAN FOR SOMETIME MONDAY 4/23-4/27.</p>
Sunday 4/15	<p>PSA 3 due via Blackboard by 5:00 PM</p>

WEEK 11	
Monday 4/16	<p>WHAT IS THE HISTORY OF SEX/UALITY 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]
Wednesday 4/18	OUR TURN TO WRITE THE HISTORY: Pre-Class Assignment will be given on Monday.
WEEK 12	
Monday 4/23	PODCAST GROUP WORK DAY: CLASS WILL NOT MEET. USE THIS TIME WISELY.
Wednesday 4/25	PODCAST GROUP WORK DAY: CLASS WILL NOT MEET. USE THIS TIME WISELY.
WEEK 13	
Monday 4/30	<p>PODCAST WORKSHOP DAY: DLAC</p> <p>Groups will begin uploading their supporting content to the Blog Site. Groups also will pair up to offer preliminary feedback.</p>
Wednesday 5/2	PODCAST GROUP WORK DAY: CLASS WILL NOT MEET. USE THIS TIME WISELY.
WEEK 14	
Monday 5/7	<p>PODCAST WORKSHOP: PEER REVIEW OF FIRST CUTS</p> <p>Meet in DLAC Laboratory in the Forum</p> <p>Class Preparation: Each group should have a 5 minute first cut of their podcast that can be shared and discussed with their peers.</p>
Wednesday 5/9	<p>GROUP MEETING WITH PROFESSOR LEWIS.</p> <p>Class will not meet. Instead, each group will meet with me for 30 minutes Tuesday or Today. We will review what the current status of your project is, what remains to be done, etc.</p>
WEEK 15	Finals Week!
	The final group podcast project is due by NOON on Friday, May 19th.