

History 295.01 Sex in American History

Spring 2017

TR 9:30-10:50

ARH 318

Professor Carolyn Herbst Lewis

My office is 317 Mears Cottage

You can reach me by email lewiscar@grinnell.edu

My office hours are Thursday, 1:00-2:00 in the Grille, or by appointment.

How to Schedule a Meeting with Professor Lewis:

Step 1: Log into your Grinnell email.

Step 2: Open the Calendar function.

Step 3: In the upper right corner, click on '?' and select the Help feature.

Step 4: In the Help window, select 'Creating Calendar Items.'

Step 5: Read the instructions in Help and follow them to send me an invitation to a meeting.

****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, 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 than

CST, the meeting time will not be correctly displayed 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.

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 or other purposes. If you have more than two absences without a documented accommodation, health issue, or emergency, your grade will suffer. You must send me an email informing me of your intention to use a personal day. **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 asking for extra time 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. Keep in mind, however, that once you've received an extension on one assignment, I will not give you an extension on another except in the case of a documented emergency.
- 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, these are the standards that you have agreed to adhere to by enrolling in the college, and these are the standards 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. 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 a documented need for accommodations, especially those due to invisible disabilities such as chronic illness, learning difficulties, and psychiatric 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 condition (if you have not already done so) to the **Coordinator for Disability Resources, Autumn Wilke, located on the 3rd floor of the Rosenfield Center (x3702).**

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.

Required Course Reading Material:

- Jennifer Brier, Jim Downs, and Jennifer L. Morgan, eds., *Connexions: Histories of Race and Sex in North America* (Urbana: University of Illinois Press, 2016).
 - 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 are listed on the syllabus and available under Documents in Blackboard (they will eventually be available under Library Resources, too).
 - 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.
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Grades will be assigned in the course according to the following formula:

10%	Group short podcast
30%	Group long podcast
13%	Timeline journal and rationale
10%	First primary source analysis paper
12%	Second primary source analysis paper
15%	Third primary source analysis paper
10%	Participation

Participation Grade:

Students are expected 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 or not 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. Occasionally students will be asked to gather items or complete short writing assignments that will be factored as part of the discussion grade.

Primary Source Analysis Essays:

This semester you will write three primary source analysis (PSA) essays. There are four due dates listed on the syllabus. You choose which 3 of these 4 you wish to submit a paper for. 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 be related 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.

Each PSA:

- will start with a heading that 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 as well as content from class discussions to interpret the source.

- 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, set in Times New Roman or Arial font, size 12, 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 additional research. Be sure to cite the sources that you use for this information.

Once you have provided a useful description of your selected source, proceed with your analysis of its contents. Each subsequent body paragraph should make one point in support of your thesis and contain specific references to the course readings or lecture/discussion content as evidence demonstrating your point. 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 concluding paragraph restating your thesis and closing your paper convincingly.

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.
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Timeline Journal and Rationale:

This course is organized without a central narrative to guide us chronologically or thematically. We will discuss the reasons for this in class on the first day. One of your tasks this semester is to construct such a narrative. You will work on this throughout the semester, building and revising your timeline and narrative as you read more material connected to the history of sex/uality. The due dates for entries are noted on the syllabus. At the end of the semester, you will offer a 2-3 page written rationale for your narrative/timeline. All of this will be discussed more in class.

Podcasts:

A significant portion of your grade is earned through group work on two podcasts. More details on this will be given in class. 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.

<u>WEEK 1</u>	
Tuesday 1/24	<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/ <p>Think:</p> <ul style="list-style-type: none"> • 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?
Thursday 1/26	<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</p> <p>*After today’s session, each group will be required to schedule a meeting with Gina Donovan*</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"> • “Evelyn Nesbit and the Crime of the Century,” <i>Footnoting History</i> 3/12/2016 http://www.footnotinghistory.com/home/evelyn-nesbit-and-the-crime-of-the-century (26 mins) • “Peanut Butter,” <i>TECHistory Saints</i> 10/6/2016 https://s59.podbean.com/pb/5c67eb1bb89d8c77381b95ccae41522b/582b7181/data4/fs54/1404596/uploads/TECHistorySaints_Ep_4.m4a (2:56 mins) • Any podcast of your choice. Pay attention to not so much what they say, but how they say it. <p>Think:</p> <ul style="list-style-type: none"> • 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? What podcast format appeals the most to you?

WEEK 2	
<p>Tuesday 1/31</p>	<p>THINKING HISTORICALLY</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Tim Lacy, “The 12 Cs of Historical Thinking: Concepts as Tools for Reading and Study,” <i>Thinking Through History</i>, June 10, 2016. https://thinkingthroughhistory.wordpress.com/2016/06/10/historical-thinking-as-12-cs/ • 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. <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:</p> <ul style="list-style-type: none"> • 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 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?
<p>Thursday 2/2</p>	<p>SOURCES, METHOD, EVIDENCE, ARCHIVE</p> <p><u>Class Preparation</u></p> <p>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. • 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:</p> <ul style="list-style-type: none"> • 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>DUE: Don’t forget to set up your timeline in Blackboard Journal by 8 pm! I will begin responding to timelines on Friday morning.</p>

WEEK 3	
Tuesday 2/7	<p>THEORY AS METHOD</p> <p><u>Class Preparation</u></p> <p>Read:</p> <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:</p> <ul style="list-style-type: none"> • 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?
Thursday 2/9	<p>PRIMARY SOURCE WORKSHOP</p> <p><u>Class Preparation:</u></p> <p>Read:</p> <ul style="list-style-type: none"> • 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>Think:</p> <ul style="list-style-type: none"> • How did these scholars find the sources they are discussing? What questions did the sources prompt? How might they find answers? What can you not know from your sources, and why is that? What do we do about these unknowns?
Friday 2/10	DUE: Short group podcast by 8 pm

WEEK 4	
Tuesday 2/14	<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] <p>Think:</p> <ul style="list-style-type: none"> • 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?
Thursday 2/16	<p>BODIES AS HISTORICAL SITES AND CONSTRUCTIONS</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Sharon Block, "Early American Bodies: Creating Race, Sex, and Beauty," in <i>Connexions</i>, 85-112. • Stephanie M. H. Camp, "Making Racial Beauty in the United States: Toward a History of Black Beauty," in <i>Connexions</i>, 113-126. • Ernesto Chavéz, "The Soul of the Boy Was...Aztec: Race and Sexuality in Ramón Novarro's Self-Narrative," in <i>Connexions</i>, 127-139. <p>Option A Due Date for Primary Source Analysis Paper, via Blackboard by 8 pm</p>
WEEK 5	
Tuesday 2/21	<p>HISTORICIZING DESIRE AND PLEASURE</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • 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>DUE: Timeline update by 8 pm.</p>

<p>Thursday 2/23</p>	<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 Stremlau, "'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?
<p>WEEK 6</p>	
<p>Tuesday 2/28</p>	<p>SEX AND THE STATE</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Kathy J. Cooke, "Generations and Regeneration: "Sexceptionalism" 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>Thursday 3/2</p>	<p>THE INVENTION OF HETEROSEXUALITY</p> <p><u>Class Preparation</u></p> <p>Read:</p> <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] <p>Option B Due Date for Primary Source Analysis Paper, via Blackboard by 8 pm</p>

WEEK 7	
Tuesday 3/7	<p>THE INVENTION OF HOMOSEXUALITY</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] • 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]
Thursday 3/9	<p>(RE)CONSTRUCTING, CONSUMING IDENTITIES</p> <p><u>Class Preparation</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Leisa D. Meyer, "Strange Love: Searching for Sexual Subjectivities in 1950s Black Print Popular Culture," in <i>Connexions</i>, 256-281. • 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>DUE: Timeline update by 8 pm.</p>
WEEK 8	
Tuesday 3/14	<p>SEXPERTS</p> <p><u>Class Preparation</u></p> <p>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] • Joanne Meyerowitz, "Sex Research at the Borders of Gender: Transvestites, Transsexuals, and Alfred C. Kinsey," <i>Bulletin of the History of Medicine</i> 75.1 (2001), 72-90. [PROJECT MUSE] <p>Option C Due Date for Primary Source Analysis Paper, via Blackboard by 8 pm</p>
Thursday 3/16	<p>PROJECT WORKSHOP.</p> <p>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.</p>
Weeks 9-10	Spring break

WEEK 11	
Tuesday 4/4	Class will not meet today. Instead, each group will schedule a meeting with Professor Lewis to discuss their project proposal.
Thursday 4/6	<p>PODCAST WORKSHOP: STORYBOARDING Meet in DLAC Laboratory in the Forum</p> <p><u>Class Preparation:</u> Listen: 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>
WEEK 12	
Tuesday 4/11	<p>ALTERNATE SEXUAL VISIONS</p> <p><u>Class Preparation</u> Read:</p> <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]
Thursday 4/13	<p>POLICING SEX/UALITY</p> <p><u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • Leigh Ann Wheeler, "Rescuing Sex from Prudery and Prurience: American Women's Use of Sex Education as an Antidote to Obscenity, 1925-1932," <i>Journal of Women's History</i> 12.3 (Autumn 2000): 173-195. [PROJECT MUSE] • Courtney Q. Shah, "'Against Their Own Weakness': Policing Sexuality and Women in San Antonio, Texas, during World War I." <i>Journal of the History of Sexuality</i> 19.3 (2010), 458-482. [PROJECT MUSE] <p>DUE: Timeline update by 8 pm</p>

WEEK 13	
Tuesday 4/18	<p>SEX AS WORK <u>Class Preparation</u> Read:</p> <ul style="list-style-type: none"> • 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] • Gilian Frank, “Doing It With Food: Cooking and the History of Sexuality,” <i>Notches</i> (14 April 2015). http://notchesblog.com/2015/04/14/doing-it-with-food-cooking-and-the-history-of-sexuality/ <p>Option D Due Date for Primary Source Analysis Paper, via Blackboard by 8 pm</p>
Thursday 4/20	<p>Class will not meet today. Instead, each group will schedule a meeting with Professor Lewis to review the storyboard for their project.</p>
WEEK 14	
Tuesday 4/25	<p>WHAT IS THE HISTORY OF SEX/UALITY IN THE UNITED STATES? <u>Class Preparation</u> 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]
Thursday 4/27	<p>PODCAST WORKSHOP: BEGINNING TO EDIT Meet in DLAC Laboratory in the Forum</p> <p>Class Preparation: Each group should have thought about the musical and other additions to their podcast. They also should have finished recording</p>

WEEK 15	
Tuesday 5/2	Class will not meet today in order to give groups time to work on their podcasts.
Thursday 5/4	<p>PODCAST WORKSHOP: PEER REVIEW OF FIRST CUTS 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>
WEEK 16	
Tuesday 5/9	<p>TIMELINE PROJECT</p> <p>Class Preparation: Today you will be working in small groups (not your podcast group) to share, discuss, and polish your individual timelines. This is a chance to explain your rationale (the written form will be due in class in Thursday) and get feedback from your peers. Also, you get to give them feedback.</p>
Thursday 5/11	<p>CONCLUSIONS Class Preparation: TBA</p> <p>Due: rationale and final timeline</p>
WEEK 17	
	<p>Finals Week!</p> <p>The final group podcast project is due by NOON on Friday, May 19th.</p>