

322.01 Sex and Sexuality in American History

Spring 2016

MW 10-11:50

Mears 217

Professor Carolyn Herbst Lewis

My office is 211 Mears Cottage

You can reach me by email lewiscar@grinnell.edu

My office hours are Monday 1:15-2:45 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" (8 am to 5 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 mention in the message portion what time you want to meet. If your computer/Outlook is set to a time zone different than CST, the meeting time will not be correctly displayed.

This seminar explores the history of sex and sexuality in the 20th century United States. We will identify changes, contradictions, and continuities in sexual ideals as well as the even more complicated realities of Americans' sexual experiences. Topics will include desire, pleasure, violence, marriage, dating, identity, laws, cultures, and more. Students enrolled in this course will formulate an original research question, conduct the relevant primary and secondary source research, and write a coherent article-length paper on this topic.

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 listed here. If you have any questions or concerns, please do not hesitate to ask for help.

Course Policies :

- 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 college-documented accommodation, health issue, or emergency, your participation grade will suffer. If you have more than four unexcused absences, 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.
- This is not a lecture course. Students are expected to come to class having completed the assigned readings, thought about their content, and formulated ideas and questions for class discussion.
- Because this is a discussion-based course, the use of laptops, tablets, etc. during class time is prohibited. I will not make an exception to this policy unless you have a documented need on file with Academic Affairs.
- In order to pass the course, students must submit all of the written assignments on time or with an approved extension. 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.
- I ask that you remember that email is a form of 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.
- Students are expected to read and follow all instructions given for each assignment. Failure to do so will negatively affect your grade.
- All written work must conform to the Style Guide for the course. Questions beyond those articulated on the Style Guide should be answered by referencing 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](http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty%20in%20Academic%20Work)

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 documented accommodations, including 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. 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:

- Booth, Wayne C., Gregory Colomb, and Joseph Williams. *The Craft of Research*, 3rd edition. Chicago: University of Chicago Press, 2008.
 - Canaday, Margot. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton: Princeton University Press, 2009.
 - Littauer, Amanda. *Bad Girls: Young Women, Sex, and Rebellion before the Sixties*. Chapel Hill: University of North Carolina Press, 2015.
 - McGuire, Danielle L. *At the Dark End of the Street: Black Women, Rape, and Resistance – a New History of the Civil Rights Movement from Rosa Park to the Rise of Black Power*. New York: Vintage Books, 2011.
 - Mumford, Kevin J. *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century*. New York: Columbia University Press, 1997.
 - Stein, Marc. *City of Sisterly and Brotherly Loves: Lesbian and Gay Philadelphia, 1945-1972*. Temple University Press, 2004.
 - Additional readings are accessible via the hyperlinks embedded in this syllabus or via ERES.
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Grades will be assigned in the course according to the following formula:

- 5% Book Review Presentation
- 20% Class participation (includes submission of typed questions for each class period)
- 15% Weekly Reflections (must complete three, each worth 5%)
- 15% Research presentation (10-12 minutes, plus discussion)
- 45% Research article (must submit all components throughout the semester, plus the final paper)

Book Review Presentation: We are reading five monographs this semester. On the day we begin discussing each one, a student (or pair of students) will offer a brief overview of how the book has been received by other scholars. To prepare for this, you should find a minimum of five reviews of the book in academic venues. Your responsibility is to inform your peers about what other scholars have identified as the book's primary contributions to the field, the volume's strengths and limitations, the author's use of evidence and style, and what new questions it raises. You should provide your peers

with a worksheet that includes citations for the reviews, the main points of each, and a key quotation from each.

Class Participation: 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. Students should bring to each class discussion (of the monographs, not *The Craft of Research* days) two copies of 2-3 questions for consideration. One copy should be typed and submitted to the instructor. Plan to offer at least one of these questions for discussion at some point each class period.

Weekly Reflection: Students will complete 400-500 word reflections on the class discussion of THREE of the assigned monographs. The reflection should be focused on questions raised during class discussion of the monographs. Students might choose to write a response to one of the questions they submitted, but the "reflection" should include some evidence of reflecting on the group discussion – so, don't just answer your own question; think about how we as a group answered the question. Students can choose which 3 of the 5 reflections they want to write. Due dates: Canaday, Fri 2/5; Mumford, Fri 2/12; Stein, Thurs 2/25; Littauer, Thurs 3/3; McGuire, Thursday 3/17.

Research Presentation: We will conclude the semester with a research presentation from each member of the class. The presentation should be 10-12 minutes and include PowerPoint, Prezi, or some other formal presentation software. You might include handouts. Be prepared for questions and discussion after. Each presentation will be evaluated by the instructor as well as your peers. Dates and more details to come...

Research article: See separate Style Guide.

Schedule of Readings and Assignments:

Week 1: Introductions

Monday, 1/25 Introduction to the Course, Each Other, and the History of Sex.

Reading: The Syllabus

Wednesday, 1/27 Looking for Themes, Thinking about Sources

Reading: preface and introduction to Canaday, Mumford, Stein, Littauer, and McGuire.

Week 2: What is the relationship between sex, gender, and citizenship? What do we gain by taking a long view of the twentieth century? What do sources in national archives reveal?

Monday, 2/1

Reading: Canaday, *The Straight State*, Introduction and Part I

Wednesday, 2/3

Reading: Canaday, *The Straight State*, Part II and Conclusion

Week 3: How do historians move from sources to stories, from stories to sources? What do we gain by comparing sexual spaces in different cities? How do race, class, and space shape sexual experiences and identities?

Monday, 2/8 Research Methods Lab. Meet in the Basement of Burling.

Reading: *Craft of Research*, p. 1-40 [Why do we do research? Why do we write papers? How do we connect with our readers? How do we turn interests into topics?]

Assignment due in class: Come to the library with a list of potential topics that interest you about the history of sexuality. After the librarian has explained how to use the databases for primary source research, do some digging around. What sources can find that relate to your topic and that might help you formulate a research question around it? Choose two sources that represent a topic you might pursue for your research paper. You do not have to know what your research question or hypothesis is at this point. You are

looking for a source for inspiration to help you focus your interests. Also, make a list of at least three different online collections you could use to pursue your topic further. Bring the sources and the list of collections to class next Monday.

Wednesday, 2/10

Reading: Mumford, *Interzones*. [Since the book is less than 200 pages, we will be discussing all of it today.]

Week 4 and 5: Can local sources tell a national story? What is the relationship between culture, community, and identity in the history of sexuality? How do historians effectively use oral history? What is the difference between a good story and a good history?

Monday, 2/15 Class writing workshop: From topic to question to problem (Note: we will be writing during class time. Come prepared to do this.)

Reading: *Craft of Research*, 40-67

Assignment due in class: Bring to class the primary sources you chose after the Research Methods Lab. Be prepared to discuss this source in relation to the other assigned readings. Today we begin the process of moving from topic to question. In class we will craft a scaffolded topic/question/significance a la *Craft of Research*.

Wednesday, 2/17

Reading: Stein, *City of Sisterly and Brotherly Loves*, Preface through Part Two (vii-178)

Monday, 2/22

Reading Stein, *City of Sisterly and Brotherly Loves*, Part Three through Conclusion (179-388)

Wednesday, 2/24 Class writing workshop: How to write a topic proposal (Note: we will be writing during class time. Come prepared to do this.)

Reading: *Craft of Research*, p. 67-101.

Assignment due in class: Preliminary bibliography of 15 secondary sources and list of relevant archives/collections.

Week 6: Is there such a thing as a national sex culture? How do women navigate prescriptive ideals and the realities of their own desires?

Monday, 2/29 Documenting National Culture. ****Special Guest Star: Amanda Littauer.****

Reading: Littauer, *Bad Girls*. [Since the book is less than 200 pages, we will be discussing all of it today.]

Wednesday, 3/2 Class writing workshop: Peer review of topic proposal.

Reading: *Craft of Research*, p. 105-151. [What makes an argument interesting to readers? What makes an argument compelling and convincing? How do we use evidence to strengthen an argument? How do we anticipate and respond to counter-arguments?]

Assignment due in class: bring to class draft of topic proposal (3 copies). The finalized topic proposal should be 1.5-2 pages. You should identify your research question, indicate the historical context, relationship to the historiography, and your hypothesized thesis.

Week 7: How can the history of sex and sexuality be used to rewrite larger national narratives? How do you find sources for crimes and experiences that are “unspeakable”?

Monday, 3/7

Reading: McGuire, *At the Dark End of the Street*, prologue through chapter 4 (xv-159)

Wednesday, 3/9 Contemporary Discussions in the History of Sexuality. Special Guest Star: Gabe Rosenberg.

Reading: 1) Gabriel N. Rosenberg, “Introduction: Signs of the State,” in *The 4-H Harvest: Sexuality and the State in Rural America* (University of Pennsylvania Press, 2015) [ERES]; and 2) Gabriel Rosenberg, “Where are the Animals in the History of Sexuality?” *Notches* (2 September 2014) <http://notchesblog.com/2014/09/02/where-are-animals-in-the-history-of-sexuality/>

Week 8: Continue our discussion from last week.

Monday, 3/14

Reading: McGuire, *At the Dark End of the Street*, chapter 5 through epilogue (160-284)

During the second half of today's class we will be walking over to the Faulconer Gallery to view and discuss the Beverly Semmes exhibit, *Feminist Responsibility Project*.

Tuesday 3/15, Wednesday 3/16, or Thursday 3/17: Please schedule an individual meeting with Professor Lewis to discuss your topic proposal. Class will not meet on Wednesday.

Friday, 3/18: Assignment due via Blackboard by 5 pm: Revised topic proposal and final bibliography.

Weeks 9 and 10: Spring Break!

Week 11: Research and Writing Days. Class will not meet Monday 4/4 or Wednesday 4/6.

Week 12

Monday, 4/11 Research and Writing Day. Class will not meet today.

Wednesday 4/13 Class writing workshop: drafting an outline and introduction. (Note: we will be writing during class time. Come prepared to do this.)

Reading: *Craft of Research*, p. 173-186, 232-248.

Saturday 4/16: Assignment due by 5 pm via Pweb: introduction, outline, and research plan.

Your introduction should be 1-1.5 pages. Your outline should indicate your anticipated evidence. Your research plan should communicate how you plan to finish this project in the allotted time.

Week 13:

Monday, 4/18 Research and Writing Day. Class will not meet today.

Wednesday, 4/20 Class writing workshop: writing while you research, revising while you write. Bring to class a 1-2 page excerpt to peer workshop.

Reading: *Craft of Research*, p. 187-232, 249-269.

Week 14: Individual Meetings. Please schedule an individual meeting with Professor Lewis to discuss project status. Class will not meet Monday 4/25 or Wednesday 4/26.

Week 15: Research and Writing. Class will not meet Monday 5/2 or Wednesday 5/4.

Friday, 5/6: Rough draft due by 8 pm via Pweb. Send me whatever you've got!

Week 16: **Presentations!** You will know your assigned presentation date when we return from spring break (after I've seen the finalized topic proposals).

Week 17: *****FINAL PAPER DUE VIA PWEB BY 5 PM WEDNESDAY, MAY 18.***** (Please note there are absolutely no extensions granted or late papers accepted without documented support from Academic Advising)