

**HIST 7061/8061: Studies in Women's/Gender History:
History of Sexuality in the US
Fall 2013, Thursdays, 5:30-8:30 PM, MI 223**

Professor:

Dr. Sarah Potter

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Office hours: Tuesdays, 3:30-4:30, and by appointment

This course will cover the history of sexuality in the United States from the colonial era to the present. We will consider an array of topics, such as the history of marriage, reproduction, and GLBT communities. We will also read a number of different kinds of histories of sexuality, such as political, cultural, social, and legal histories, as well as a variety of primary sources. This course will be followed in the spring by a research seminar on women's and gender history, so we will spend a significant amount of class time discussing primary sources, general trends in the field of sexuality history, and directions for future research.

BOOKS:

The following required books are available at the university bookstore or you may order them online:

- John D'Emilio and Estelle B. Freedman, *Intimate Matters: A History of Sexuality in America*, 3rd Edition (Chicago, 2012)
- Sharon Block, *Rape and Sexual Power in Early America* (UNC, 2006)
- Jennifer Morgan, *Laboring Women: Reproduction and Gender in New World Slavery* (UPenn, 2004)
- Nancy Cott, *Public Vows: A History of Marriage and the Nation* (Harvard, 2002)
- Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America* (Oxford, 2010)
- George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (Basic Books, 1995)
- Elizabeth Alice Clement, *Love for Sale: Courting, Treating, and Prostitution in New York City, 1900-1945* (UNC, 2006)
- Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* (Harvard, 2004)
- Marc Stein, *Rethinking the Gay and Lesbian Movement* (Routledge, 2012)
- David Allyn, *Make Love, Not War: The Sexual Revolution: An Unfettered History* (Routledge, 2001)
- Robert Self, *All in the Family: The Realignment of American Democracy Since the 1960s* (Hill and Wang, 2012)

ASSIGNMENTS:

Class Participation

Being a professional historian means being able to speak critically and coherently about history and historiography, to listen carefully to the thoughts and ideas of others, and to pose thoughtful questions and new lines of thinking. Like it or not, your future in this field will require that you

spend a great deal of time discussing ideas with students and colleagues. There's no time like the present to work on this skill, so you must participate in this class. Good class participation reflects not only an energetic commitment to dialogue, but also an informed reading of the assigned material, an intellectual curiosity about historical and pedagogical implications, and a proper appreciation for class dynamics. In addition, you must attend class in order to participate in class. While I will work with you should a legitimate emergency cause you to miss class, I expect you to attend all class sessions and I will penalize your grade if you fail to do so.

Weekly Questions

You will submit to the online dropbox each week three questions that you think should be addressed in class. You should also bring a hard copy of your questions to class. They must be turned into the online dropbox by 9:00 AM on Thursday mornings before class. Late questions will not be accepted – you will receive a zero if you fail to hand in your questions on time.

Two of these questions should focus on substantive issues raised by the reading. They may be questions about the assigned secondary text(s) for the week or about the assigned primary source(s), but in either case they need to be meaty, substantial questions. You may certainly ask about aspects of the assigned reading or the history that you found perplexing, but try to avoid asking simple questions of fact that could be cleared up independently. Generally these two questions should be questions that could spark discussion among your peers – so if you found something confusing, you should ask about it because it is likely your peers found it confusing as well. But if you simply want to clarify a fact or detail, you should look it up yourself or come talk to me about it.

The third question should address the research design and use of evidence in the assigned book and/or article(s) for the week. Because I hope that many of you will go on to write research papers in the spring, we will always keep an eye on research methodologies as we move through this course.

Each question should be longer than a sentence, but may be shorter than a full paragraph. Together, they should be discursive enough to give me a sense of what you found exciting and new in the reading, and what you found troubling or confusing. The point of this exercise is threefold: 1) it gives you a chance to process the reading before coming to class; 2) it gives me a way to assess your comprehension of the reading and to get a sense of how you are responding to it; and 3) although these questions will not necessarily supersede other important issues that I think we need to discuss that week, they will give you input into what we cover in class.

Your questions will be graded on their clarity and thoughtfulness. While your questions need not be multiple pages in length, they should demonstrate that you did the reading and that you thought about it carefully in the context of the field. I will give you feedback as necessary to help you improve them. Your questions will receive the following grades: A (95), B (85), C (75), D (65), F (60), or a 0 for failing to hand them in. (In other words, I'm not going to fuss over whether a particular week's questions really deserve a B+ rather than a B. Everyone will be treated the same way in the grading, so it is likely that everyone will encounter some lower and higher grades across the term, but you will end up with a fair grade that accurately reflects the quality of your notes in the end. I will also take improvement on your questions during the semester into account in your final grade.)

Presentation/Book Review on Supplemental Reading

I have listed supplemental readings for each week of this course. You will each read one of these texts (or another related text, which must be approved by me) and do a five- to ten-minute presentation in which you explain to the class the book's main argument and contribution. You will also write a book review of the book, which will be distributed to your colleagues via ecourseware the day of your presentation. Examples of book reviews can be found in every issue of major historical journals, including the *Journal of American History* and *American Historical Review*.

Your review should be about 500-600 words. Book reviews answer three major related questions:

1. What is the historian's argument?
2. How does the historian make the argument?
3. Does the historian make the argument effectively? Why or why not?

You will sign up for a supplemental reading/presentation date during the first day of class. Presentations will be distributed as evenly as possible across the semester and you will present and turn in your review in the week in which your book is listed. Please come to the first class with several possible weeks/books in mind, as you might not get your first choice. You must submit your review to both the online dropbox and to the appropriate discussion page on ecourseware before the start of class on the day on which it is due. Reviews will be accepted late only under dire extenuating circumstances, and only with my prior approval.

For your presentation, you will be assessed on your ability to clearly explicate the main argument and contribution of the book, as well as to relate it to the material we have discussed/read in class. For your book review, you will be assessed on the organization and lucidity of your prose, as well as your ability explicate and analyze the book in relation to the field.

Final paper: Introduce a Substantial Primary Document

For your final paper, you will write a 15-20 page introduction to a substantial primary document on the history of sexuality in the US. In your paper, you will put the document into its historical context, analyze it in context, and suggest some of its implications for the scholarship. The final paper is **due to the online dropbox on Monday, Dec. 9, at 5:00 PM**. We will go over this assignment in more detail as it approaches.

As part of this assignment, you will also present your primary source to the class in week 6 of the semester. You must have communicated with me (either via email, during office hours, or before/after class) about your source prior to your presentation so that I can approve your plans. It should be of an appropriate significance and/or scope to warrant a 15-20 page paper. It can be a diary, a supreme court case, congressional testimony, a series of photographs, a series of letters or related set of archival documents, a work of social science/sociology, manifestos or other writings related to a social movement, a set of recordings or a film, a magazine issue, etc. If you plan to write a research paper in the spring, you should pick a document that relates to your possible research project. For the presentation, be prepared to describe why you chose this source, why you think it is significant or interesting, and how you might analyze it. We will discuss each source as a class.

EVALUATION

Final grades will be broken down as follows:

- Weekly questions: 20%

- Presentation on Supplemental Reading: 10%
- Book Review on Supplemental Reading: 15%
- Final Paper (grade will also reflect your performance on your presentation in week 6): 40%
- Class Participation: 15%

My grading scale follows the departmental standards for graduate students:

- A: Outstanding, excellent work. Approaches professional quality work.
- A-: Very good work. High quality performance, but falls short of excellence.
- B+: Good Work. Solid effort, shows potential for higher achievement.
- B: Needs improvement: Reflects serious effort, but raises doubts about the potential for achieving professional quality, so students should consult with professors about how to improve their work, especially if they are in the Ph.D. program or would like to be.
- B-: Marginal. A few positive qualities, but plagued by serious problems that must be immediately addressed.
- C+ and below: unacceptable.

Feel free to ask me if you have any questions about my evaluations of your work during the semester.

CONTRACT:

We both have rights and responsibilities in this course.

By taking this class you agree to:

- Always be respectful to your colleagues and to me in class. We are on this intellectual journey together, and we will treat each other fairly and kindly to make this a rewarding experience for everyone.
- Arrive for class and our individual meetings on time and prepared.
- Turn in all assignments on time. I will not accept late assignments unless you have specific permission from me prior to the due date.
- Turn off your cell phone and keep it out of sight during class. If you have children or other family members who might need to reach you due to an emergency during class, please put your phone on vibrate in your pocket and only consult it when necessary.
- Adhere to the University of Memphis Code of Student Conduct regarding academic misconduct, which “defines academic misconduct as all acts of cheating, plagiarism, forgery and falsification.” For the details of this policy, please see the “University of Memphis Code of Student Conduct – Academic Dishonesty” online at <http://saweb.memphis.edu/judicialaffairs/dishonesty/definitions.htm>. For more information and for guidelines on how to appropriately cite materials written by other authors in your work, please see the History Department’s policy on academic misconduct (http://history.memphis.edu/misconduct_policy.html) and the Department’s “Advice about plagiarism and using sources” (http://history.memphis.edu/misconduct_plagiarism.html). You should also feel free to talk to me if you have questions about my policies and expectations for the papers. If you commit academic dishonesty I will report the infraction.

By teaching this class, I agree to:

- Do my very best to make this course worth the time and energy you put into it. I will be organized, provide clear instructions, and make all of our class meetings as intellectually productive as possible.

- Pose interesting and meaningful questions that will challenge you to think critically and creatively about the material we are learning, and to teach you the skills of a professional historian.
- Respect your opinions and listen to your feedback.
- Be available to answer your questions, provide prompt and constructive feedback on your work, and address your concerns to the best of my ability. I want to help you succeed in this course, so please do not hesitate to contact me if you have any questions or concerns.

Any student who may need class or test accommodations based on the impact of a disability is encouraged to speak with me privately to discuss your specific needs. Students with disabilities should also contact Student Disability Services (SDS) at 110 Wilder Tower, 678-2880. SDS coordinates reasonable accommodations for students with documented disabilities.

University Statement on Turnitin.com: “Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

COURSE SCHEDULE:

(Readings with an *asterisk after them are on eCourseware)

Week 1: August 29: Theorizing and Historicizing Sexuality

No questions are due this week, but come to class having read these articles and be prepared to discuss them.

Kathy Peiss, ed., *Major Problems in the History of Sexuality* (Houghton Mifflin, 2002), 1-25.*
 Anne Fausto-Sterling, “The Bare Bones of Sex: Part 1- Sex and Gender” *Signs: The Journal of Women in Culture and Society* 30, no. 2 (2005): 1491-1527.*

John D’Emilio and Estelle Freedman, “Afterword: Recent Historical Literature” in *Intimate Matters: A History of Sexuality in America*, 3rd Edition (Chicago, 2012; 1988), 389-395.

Week 2: September 5: An Overview of the History of Sexuality in the US

John D’Emilio and Estelle B. Freedman, *Intimate Matters: A History of Sexuality in America*, 3rd Edition (Chicago, 2012)

Week 3: September 12: Sexuality and Power in Colonial and Early America

Sharon Block, *Rape and Sexual Power in Early America* (UNC, 2006)

Kathy Peiss, ed., *Major Problems in the History of Sexuality* (Houghton Mifflin, 2002), 71-80.*

Suggested:

Ramon Gutierrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Stanford, 1991)

Ann Marie Plane, *Colonial Intimacies: Indian Marriage in Early New England* (Cornell, 2000)

Clare Lyons, *Sex among the Rabble: An Intimate History of Gender and Power in the Age of Revolution, Philadelphia, 1730-1839* (UNC, 2006)
Jennifer Spear, *Race, Sex, and Social Order in Early New Orleans* (JHUP, 2009)
Elaine Forman Crane, *Witches, Wifebeaters, and Whores: Common Law and Common Folk in Early America* (Cornell, 2011)

Week 4: September 19: Sex and Slavery

Jennifer Morgan, *Laboring Women: Reproduction and Gender in New World Slavery* (UPenn, 2004)
Harriet Jacobs, *Incidents in the Life of a Slave Girl* (excerpt)*

Suggested:

Amy Dru Stanley, *From Bondage to Contract: Wage Labor, Marriage, and the Market in the Age of Slave Emancipation* (Cambridge, 1998)
Kathleen Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia* (UNC, 1996)
Kirsten Fischer, *Suspect Relations: Sex, Race, and Resistance in Colonial North Carolina* (Cornell, 2002)

Week 5: September 26: Changing Meanings of Marriage and Love

Nancy Cott, *Public Vows: A History of Marriage and the Nation* (Harvard, 2002)
Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America," *Signs* 1, no. 1 (Autumn, 1975): 1-29.*
E. Anthony Rotundo, "Romantic Friendship: Male Intimacy and Middle-Class Youth in the Northern United States, 1800-1900," *Journal of Social History* 23, no. 1 (Autumn, 1989): 1-25.*
Kathy Peiss, ed., *Major Problems in the History of Sexuality* (Houghton Mifflin, 2002), 187-201.*

Suggested:

Hendrik Hartog, *Man and Wife in America: A History* (Harvard, 2002)
Rebecca Davis, *More Perfect Unions: The American Search for Marital Bliss* (Harvard, 2010)
Christina Simmons, *Making Marriage Modern: Women's Sexuality from the Progressive Era to World War II* (Oxford, 2011)

Week 6: October 3: Interracial Sex

Peggy Pascoe, *What Comes Naturally: Miscegenation Law and the Making of Race in America* (Oxford, 2010)
You will each present your source this week and we will talk in more detail about your final paper projects.

Suggested

Martha Hodes, *White Women, Black Men: Illicit Sex in the Nineteenth-Century South* (Yale, 1999)
Wendy Kline, *Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the Century to the Baby Boom* (California, 2005)
Mary Ting Yi Lui, *The Chinatown Trunk Mystery: Murder, Miscegenation, and Other Dangerous Encounters in Turn-of-the-Century New York City* (Princeton, 2005)
Joshua Rothman, *Notorious in the Neighborhood: Sex and Families across the Color Line in Virginia, 1778-1861* (UNC, 2007)

Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality, and the Law in the North American West* (California, 2012)

Week 7: October 10: The Emergence of the Hetero-homo binary

George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (Basic Books, 1995)

Lisa Duggan, "The Trials of Alice Mitchell: Sensationalism, Sexology, and the Lesbian Subject in Turn-of-the-Century America," *Signs* 18 (1993): 791-814. *

Kathy Peiss, ed., *Major Problems in the History of Sexuality* (Houghton Mifflin, 2002), 337-348.*

Suggested:

Siobhan Somerville, *Queering the Color Line: Race and the Invention of Homosexuality in American Culture* (Duke, 2000)

Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America* (Princeton, 2009)

Regina Kunzel, *Criminal Intimacy: Prison and the Uneven History of Modern American Sexuality* (Chicago, 2010)

Week 8: October 17: Sex in the City

Elizabeth Alice Clement, *Love for Sale: Courting, Treating, and Prostitution in New York City, 1900-1945* (UNC, 2006)

John D'Emilio, "Capitalism and Gay Identity" in *Powers of Desire: The Politics of Sexuality*, Ann Snitow, Christine Stansell, and Sharan Thompson, eds., (Monthly Review Press, 1983): 100-113. *

Kathy Peiss, ed., *Major Problems in the History of Sexuality* (Houghton Mifflin, 2002), 273-287.*

Suggested:

Marc Stein, *City of Sisterly and Brotherly Loves: Lesbian and Gay Philadelphia, 1945-1972* (Temple, 2004)

Nan Boyd, *Wide Open Town: A History of Queer San Francisco to 1965* (California, 2005)

Lillian Faderman and Stuart Timmons, *Gay LA: A History of Sexual Outlaws, Power Politics, and Lipstick Lesbians* (Basic Books, 2006)

Chad Heap, *Slumming: Sexual and Racial Encounters in American Nightlife, 1885-1940* (Chicago, 2009)

And a couple of suggested books on sex *not* in the city:

John Howard, *Men Like That: A Southern Queer History* (Chicago, 2001)

Beth Bailey, *Sex in the Heartland* (Harvard, 2002)

Week 9: October 24: Sexuality and War: Opportunities and Limitations

John D'Emilio, "Forging a Group Identity: World War II and the Emergence of an Urban Gay Subculture," Chapter 2 in *Sexual Politics, Sexual Communities: The Making of a Homosexual Minority in the United States, 1940-1970*, (Chicago, 1998; 1983): 23-39.*

Leisa Meyer, "Creating GI Jane: The Regulation of Sexuality and Sexual Behavior in the Women's Army Core During World War II," *Feminist Studies* 18, no. 3 (Fall 1992): 581-601.*

Marilyn Hegarty, "Patriot or Prostitute?: Sexual Discourses, Print Media, and American Women during World War II," *Journal of Women's History* 10, no. 2 (Summer 1998): 112-136.*

Margot Canaday, "Building a Straight State: Sexuality and Social Citizenship under the 1944 GI Bill," *Journal of American History* 90, no. 3 (Dec., 2003): 935-957.*

- David K. Johnson, "‘Let’s Clean House’: The Eisenhower Security Program," Chapter 6 in *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government* (Chicago, 2006): 119-146.*
- Jennifer Terry, "'Momism' and the Making of Treasonous Homosexuals" in Molly Ladd-Taylor and Lauri Umansky, eds., *"Bad" Mothers: The Politics of Blame in Twentieth-Century America*, 169-190.*
- Kathy Peiss, ed., *Major Problems in the History of Sexuality* (Houghton Mifflin, 2002), 367-384.*

Suggested:

- Robert Dean, *Imperial Brotherhood: Gender and the Making of Cold War Foreign Policy* (UMass, 2001)
- Rachel Devlin, *Relative Intimacy: Fathers, Adolescent Daughters, and Postwar American Culture* (UNC, 2006)
- David K. Johnson, *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government* (Chicago, 2006)
- Carolyn Herbst Lewis, *Prescription for Heterosexuality: Sexual Citizenship in the Cold War Era* (UNC, 2010)

Week 10: October 31: Gender and Sexuality: Borders and Intersections

- Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* (Harvard, 2004)
- Betty Luther Hillman, "'The Most Profoundly Revolutionary Act a Homosexual can Engage In': Drag and the Politics of Gender Presentation in the San Francisco Gay Liberation Movement, 1964-1972," *Journal of the History of Sexuality* 20, no. 1 (Jan., 2011): 153-181.*
- Source TBA

Suggested:

- Esther Newton, *Mother Camp: Female Impersonators in America* (Chicago, 1979; 1972)
- Susan Stryker, *Transgender History* (Seal, 2008)
- Gunlog Fur, *A Nation of Women: Gender and Colonial Encounters Among the Delaware Indians* (UPenn, 2012)

Week 11: November 7: Sexuality and Activism

- Marc Stein, *Rethinking the Gay and Lesbian Movement* (Routledge, 2012)
- Bowers v. Hardwick*, available at http://www.law.cornell.edu/supct/html/historics/USSC_CR_0478_0186_ZS.html*

Suggested:

- Deborah Gould, *Moving Politics: Emotion and ACT UP's Fight against AIDS* (Chicago, 2009)
- Danielle McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance – A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power* (Vintage, 2011)
- Jennifer Brier, *Infectious Ideas: US Political Responses to the AIDS Crisis* (UNC, 2011)

Week 12: November 14: Feminism, Bodies, Birth Control, and Revolution

- David Allyn, *Make Love, Not War: The Sexual Revolution: An Unfettered History* (Routledge, 2001)

Radicalesbians, "Woman Identified Woman," 1970, available at <http://library.duke.edu/rubenstein/scriptorium/wlm/womid/>*

Summary of the "The Sex Wars": http://sitemaker.umich.edu/lesbian.history/the_sex_wars*

Suggested:

Andrea Tone, *Devices and Desires: A History of Contraceptives in America* (Hill and Wang, 2002)
Johanna Schoen, *Choice and Coercion: Birth Control, Sterilization, and Abortion in Public Health and Welfare* (UNC, 2005)

Wendy Kline, *Bodies of Knowledge: Sexuality, Reproduction, and the Women's Health in the Second Wave* (Chicago, 2010)

Elaine Tyler May, *America and the Pill: A History of Promise, Peril, and Liberation* (Basic Books, 2011)

Week 13: November 21: Sexuality and the New Right

Robert Self, *All in the Family: The Realignment of American Democracy Since the 1960s* (Hill and Wang, 2012)

ERA documents*

Check in during class about final papers – we will touch base about your ideas and discuss the papers as a group.

Suggested:

Janice Irvine, *Talk about Sex: The Battles over Sex Education in the United States* (California, 2004)

Natasha Zaretsky, *No Direction Home: The American Family and the Fear of National Decline, 1968-1980* (UNC, 2007)

Elizabeth Fraterrigo, *Playboy and the Making of the Good Life in Modern America* (Oxford, 2009)

Whitney Strub, *Perversion for Profit: The Politics of Pornography and the Rise of the New Right* (Columbia, 2010)

Michelle Nickerson, *Mothers of Conservatism: Women and the Postwar Right* (Princeton, 2012)

Week 14: November 28: Thanksgiving

No class this week, and we don't meet again after the holiday. I will be available to meet individually if you would like to discuss your final paper.

Final papers due: Monday, Dec. 9, 5:00 PM to the online dropbox.