

History 358: The History of American Sexualities

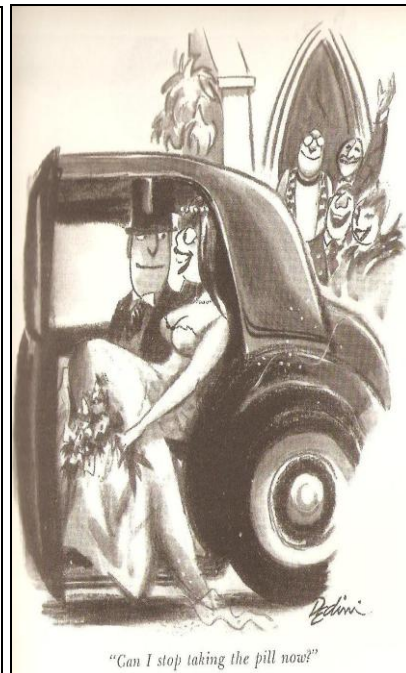
History 358.001

Spring 2013

The University of North Carolina at Chapel Hill

Tuesday and Thursday: 12:30 pm to 1:45 pm

Phillips 332



Instructor: Dr. David Palmer
Office Hours: Tuesday 5:00-7:00 p.m. (Hamilton 509)
and by appointment
Email: palm@email.unc.edu

Teacher Assistant: Elizabeth Sawyer
Office Hours: Thursday 2:00-3:00 p.m. (Hamilton 505)
Email: esawyer4@live.unc.edu

Course Description:

This course explores the history of sexuality in the United States from the earliest colonial encounters of Indians, Europeans, and Africans through the end of the twentieth-century. The class emphasizes the diversity of behaviors and modes of thought in the past and the importance of change over time in order to gain a better understanding of contemporary ideas of sex and sexuality. We will pay particular attention to the ways in which issues and ideas about sex and sexuality have shaped various arenas of public life—including scientific knowledge, education, party politics, legal and economic reform, racial justice, and demography, to name only a few.

Since we won't have time to cover everything, we will focus on four key themes:

- 1) Governance
- 2) Normalcy and deviance
- 3) Identity formation
- 4) Liberation and control

In thinking about these themes, we will ask these important questions:

- How have different societies in the past established sexual norms and defined deviance?

How have these norms changed (and remained the same) over time?

- How have the responses of ‘ordinary’ people compared to governing discourses on sexuality? Can the interests of the state in defining and regulating sexuality explain popular attitudes about sexuality?
- How do we interpret radical changes in sexual attitudes and behaviors? Are these radical changes primarily the product of shifts in public opinion or state interests?
- How have ideas about sex and sexuality shaped understandings about cultural difference—rooted in class, gender, and race?
- Have new sex-based identities (like heterosexual or homosexual) emerged in modern times, or were they always present in human societies? Have the formation of these sexual identities facilitated greater freedom or greater suppression?
- How have different people interpreted the meaning of sexual pleasure and its boundaries?

We will be read and analyze different types of primary and secondary sources in order to explore these questions. Primary sources are sources that were produced during the time period we are studying or by someone who lived through that time period. These sources will be found in *Major Problems in the History of American Sexuality*, on Sakai, on websites, and in the coursepack. When thinking about these sources we will ask:

- What is the point of view of the author/creator?
- Who is the intended audience?
- What is the author’s goal or argument?
- What new questions does this source raise in the context of the historical period we are studying? In other words, what is its historical significance?

Secondary sources are different interpretations of the past written by scholars. These will be found in short articles in *Major Problems in the History of American Sexuality* and on Sakai as well as the longer monographs *Sex in the Heartland*. When reading these sources we will ask:

- What argument is the historian making?
- How does the historian support her/his argument?
- What are other possible arguments could we make about this time period?
- What new questions does the historical interpretation raise?

Required Readings (in order of appearance):

- Kathy Peiss, ed., *Major Problems in the History of American Sexuality* (Boston and New York: Houghton Mifflin, 2002). (“MP” in schedule).
- Diane Wood Middlebrook, *Suits Me: The Double Life of Billy Tipton* (New York: Mariner Books, 1999). (“*Suits Me*” in schedule).
- Beth Bailey, *Sex in the Heartland* (Cambridge: Harvard University Press, 1999). (“*Sex in the Heartland*” in schedule).
- Various readings will also be on Sakai, online, or in the coursepack (designated as “CP” on the class and reading schedule). Use your ONYEN to sign onto Sakai or to the library website to access designated readings below. You will need to purchase your coursepack for the second half of the semester

Recommended Reading:

- John D’Emilio and Estelle Freedman, *Intimate Matters: A History of Sexuality in America* (Chicago: University of Chicago Press, 1988, 1998, 2012). (Designated as “*Intimate Matters*” in schedule; recommended, not required in all designated instances below).
 - I recommend the very recently released third edition, which is available at Student Stores. The first two editions are virtually identical to the third edition, but they do not contain updated prologues or epilogues—so you will miss out on discussions of history and historical research from the last 15-25 years.



COURSE ORGANIZATION:

Lectures: On most days, we will have a lecture on the topic listed on the syllabus. Lectures will be meant to contextualize the day's assigned readings. Lectures will not be "passive" learning experiences. You should be actively taking notes throughout the lecture on main themes and ideas we cover. Powerpoint slides for the day's lecture will be posted on Sakai as a tool to help you prepare for the writing of your papers. They are not a substitute for taking notes. If I find that students are not taking notes and not engaged in the lectures, I will remove this resource.

There will also be many opportunities for participation during lecture. These may include activities such as analyzing a visual source, talking about your reactions to a video clip, or brainstorming about the meaning of the subject. I also encourage you to ask relevant questions during lecture.

Discussion: Discussions will be integrated as part of the lecture. Due to the relatively large size of the class, we will sometimes break up into small groups. On other occasions, our discussions will involve the entire class. Because discussion will be based on the day's assigned readings, I expect everyone to have completed and thought critically about the assigned readings before the start of class, whether you have written a think piece (see below) for that session or not.

Films: Occasionally, we will watch parts or all of a film about a historical event or development. You should treat these films as lectures by actively taking notes on them and being prepared to discuss the film with your classmates in class discussion.

Writing Workshops and Review Sessions: Follow the instructions as indicated in the Class and Reading Schedule below.

CRITERIA FOR ASSESSMENT

- A. Think Pieces with Responses:** You are required to write a think piece, directed toward your classmates, seven times during the semester. I will read your think pieces, but more importantly, four of your classmates will, as well. They will comment on your work and you will comment on theirs.

Think pieces are typed responses in which you respond to, engage with, and even struggle with the assigned readings in any manner you see fit. I want you to do this for three reasons: (1) having to write about what you read will help stimulate you to closer reading—in other words, it will help you think more interestingly; (2) they will better prepare you for breakdown discussions (described above); (3) they will give you practice in a skill that should serve you in the rest of your life—effective communication through writing.

Think pieces should not simply summarize the readings, nor should they resemble book reports. Instead, they should represent how you think through and struggle with specific course readings. You should write about what you understand well and what you understand less fully. You should draw connections to other course readings and class material, where relevant. You can devote all of your writing energy and space to one point or to multiple observations. You can problematize or extend or overturn—anything, as long as

you direct your intellectual energy toward (that is, struggle with) the day's assigned reading(s).

Think pieces must be at least 450 words (about 1½ double spaced pages) each and must be posted on the indicated day by 11:59 p.m. If you did not write one before class, sorry. If you forgot to write it, sorry. If you don't post your think piece by the due date and time, sorry. Plan ahead. There will be no exceptions to this rule. Do not exceed 900 words (about 3 double spaced pages) per think piece.

I will read your think piece and I will keep track of the fact that you completed the assignment, but I will not grade, comment on, or return your think piece. In fact, I hope that you come to ignore me as a prospective reader of your think piece and instead focus on your classmates, who will give you considerable feedback (see below). Since individual entries will be neither graded nor commented on by me, you should feel free to offer trenchant criticism, describe your confusion, or raise new theories without worrying what I think. In other words, take intellectual risks.

At the end of the semester, your "final think piece grade" will be based on your body of writing as a whole rather than on individual entries. When I grade, I will look for three things: (1) the fact that you completed all of the assignments and that you have met length requirements; (2) whether your writing shows improvement over the course of the semester; and (3) whether your writing shows that your ideas are creative, interesting, informed, and/or sophisticated (again, improvement will be considered a plus). Grades will be translated according to the scale provided below. You will receive an interim evaluation and grade for your body of work in the think piece forum sometime before spring break. In-class participation will be included in this evaluation.

Responses: In addition to writing your own think pieces, you will respond to your peers' think pieces. I will place you into groups of five. Groups may be re-shuffled once early during the semester. **Before** the designated class session in which we will be discussing the assigned readings (as noted on the schedule below), each group member will post a response of at least 150 words (about a half of a page each) to the think pieces of their four other group members. As with the original post, the deadline is final.

In these responses, please don't respond like an instructor might on a traditional grading writing assignment—e.g., "Good idea but work on..." Instead, create an intellectual dialogue between yourself and the author of the think piece. If you think s/he makes an interesting point, tell her/him why, or describe what the point makes you think about. If you think your classmate is missing a crucial point in the reading, tell her/him that too. If you disagree with her/him, explain why you disagree. As with the original think piece, the point is intellectual engagement—the process of thinking through new ideas, or old ideas in new ways, and putting your thoughts into written words. Always be respectful and courteous. Critiques are fine, but critique the idea(s), not the person.

As with the original entries, I will read your responses and I will note that you did them, but I will not comment on them or assign individual grades. Again, the style and content of your writing should be directed to your students, not to me.

Evaluations of your responses will follow similar criteria as your original think piece posts. Here is how your think pieces and responses will translate into grades:

- If you consistently produce a sufficient quantity of prose in the manner required, then you will receive a C+.
 - If you fail to meet the basic expectations in the manner required, then you will receive a grade lower than a C+.
- If, in addition to producing the required work, you make concrete analytical connections to the assigned readings, and you demonstrate a general understanding of the argument(s) in the reading(s) and their implications, then you will receive a B-.

- If, in addition, to the above points, you are engaged, you struggle, you open up, and you deal with the difficult with respect to the readings' arguments and their implications, then you will receive a B.
- If, in addition, to the above points, you demonstrate significant improvement from the beginning of the semester to the end, then you will receive a B+.
- If, in addition to all the above points, you demonstrate intellectual imagination based on the day's assigned readings **and** draw broader connections to specific course themes, lecture material, and/or previously assigned readings in a cogent manner, then you will receive an A-
- If you want an A, do all the above in the extreme.

Your one exemption from writing a think piece and responding to your peers: Everyone is allowed **one** exemption from writing a think piece and responding to your peers. So, if you have a particularly pronounced work load for a given week or you missed the deadline(s) for posting your think piece or providing responses to your peers, then you may use your one exemption. In total you are responsible for seven out of eight think piece posts and responses. Sorry, but you will not be granted extra credit for completing all eight think pieces and responses.

B. Participation: You are expected to come to class each session prepared, engaged, and fully present. And, you are expected to participate in order to work through problems and assist in creating a thriving learning environment. To that end, you will be graded using the following criteria:

- If you are consistently engaged and present (i.e., someone could ask a question about what's going on and you'd be able to provide a clear accurate response), then you will receive a C+.
- If, in addition to the above, you offer comments occasionally that demonstrate comprehension of the readings (i.e., about once per week), then you will receive a B-.
- If, in addition to the above, your comments demonstrate analytical depth and critical reflection of the readings and course themes, then you will receive a B.
- If you do the above with more regularity (i.e., usually once or twice per class or more), then you will receive a B+.
- If, in addition to the preceding points, your comments regularly push the discussions in thoughtful, intriguing directions, then expect to receive an A-.
- If you want an A, do all the above in the extreme.

NOTE: Think pieces with responses and class participation constitute one combined grade. This format will hopefully ease the anxieties of students who might feel intimidated with the idea of speaking in front of a relatively large class. If you do not participate frequently during class discussions, then your think pieces and responses must be especially outstanding in order to receive a strong evaluation. Ultimately, two-thirds to all of this 30% portion of your final grade will derive from your think pieces and responses.

C. Midterm Essays: Two formal essays of 1000-1500 words each (about 3+ to 5 double-spaced pages) will be due this semester. The first essay ("**Midterm Essay I**") will be based on analysis of a rape case in late-eighteenth-century New York City and will be **Monday, February 11** during the windows of time indicated below. The second essay ("**Midterm Essay II**") will be based on the biography of a jazz performer born a biological woman who conducted her/his public and private as a man and is due **Monday, March 25** during the windows of time indicated below. You will be given the prompt for each essay about two weeks before their respective due dates. Details of each essay assignment will be discussed later in the semester.

- D. Final Essay:** You will write a 2000-2700 word (about 6+ to 9 doubled-spaced page) essay that focuses on course readings and asks you to think about change and continuity in the history of American sexualities. The essay must have a historical argument, which you write in the thesis statement in the introduction. Details for this assignment will be discussed later in the semester. **Your paper is due during our scheduled exam period—Monday, May 6 from 2:00-3:00 pm.**

Grading Criteria for Formal Essays (C and D):

Argument: Does the essay have a clear thesis stated in the introduction? Is this argued consistently throughout the paper?

Content: Does the essay show strong mastery of the content and subject matter?

Organization: Does the essay's structure serve to tie together the paper's sections and paragraphs? Is it always clear where the essay is going?

Clarity and Style: Are words employed precisely? Is the essay's language active and to the point?

Originality: Does the argument show creative thought? Does the essay suggest new ways to think about the topic at hand?

A: Excellent performance on all criteria

B: Above average on most of the criteria or excellent on some but flawed on others

C: Average across the board or above average in part but with significant flaws

D: Below average across the board

F: Plagiarism evident or fails entirely to address the paper's requirements

Late Work: Since you are receiving due dates at the beginning of the session, you are expected to plan for potential conflicts and to turn in all your work on time. Accordingly, late papers will be penalized significantly. Late midterm essays and final papers will be marked down a full letter grade for every day it is late. Extensions must be approved by me at least twenty-four hours before the designated due date and are granted on a case-by-case basis only.

- E. Attendance:** Active participation in all regular class meetings is a crucial part of this course. To help us meet this objective, attendance is mandatory. Because there are always issues that arise, everyone is automatically granted three absences without penalty. If you should exceed this allowance, the consequences are serious: for each class you miss after the third unexcused absence will result in a third of a letter grade deduction (thus, if you have attained four unexcused absences, the top grade you could receive if you received an A (95) on everything you turned in will be an A- (92)). No absences will be excused for any reason—except (a) if a serious illness prevents you from attending class and this condition is documented; or, (b) if you are prevented from attending class by a death in your immediate family.

You will be marked "absent" if you are more than ten minutes late. If you are found doing something that is clearly non-class related, such as texting, IMing, or being disruptive, you will also be asked to leave the classroom and I will reduce your overall grade by a third of a letter grade.

Summary of Evaluation:

Think pieces with responses and class participation:	30%
Midterm Essay I:	20%
Midterm Essay II:	20%
Final Essay:	30%

Grading Scale Numerical Conversion:

A:	96
A-:	92
B+/A-:	90
B+:	88
B:	85
B-:	82
C+/B-:	80
C+:	78
C:	75
C-:	72
D/C-:	70
D:	65
F:	50

Final Grade Scale:

A:	93.00-100.00
A-:	90.00-92.99
B+:	87.00-89.99
B:	83.00-86.99
B-:	80.00-82.99
C+:	77.00-79.99
C:	73.00-76.99
C-:	70.00-72.99
D+:	67.00-69.99
D:	60.00-66.99
F:	59.99 or below

The Fine Print:

Classroom Etiquette: Basic “rules of respect” will be observed at all times in this course. We will often discuss highly sensitive subject matters in this class including, but not limited to, issues of race, ethnicity, class, gender, sexuality, religion, and politics. Since history is open to multiple interpretations, disagreement is fine – but disagreements are to be grounded in historical interpretation and facts. They must be targeted at *ideas* and they must be delivered respectfully. Personal attacks against individuals will *not* be tolerated. You can expect the same respect from me that I expect from you.

Formatting Written Work: All written work other than your think pieces and responses should have one-inch margins on all sides. You should use 12 point, Times New Roman font and double space. You may use footnotes or parentheticals when you cite work that states the author’s last name and the page numbers, like this (Moody, 23). Failure to use correct formatting will result in a deduction in your grade.

Plagiarism: DON’T DO IT. Plagiarism is stealing the words, ideas, or thoughts of another person and passing them off as your own. It is a serious offense with serious consequences. As such, both students and the instructor will abide by the UNC Honor Code for all assignments. In all writing assignment, it is imperative that you provide proper citations not only for the use of direct quotations from your sources, but also if you use ideas and concepts of another person. Most cases of plagiarism result from poor time management. If you wait to the last minute to write an essay, not only does your work become sloppy, but you also put yourself at risk for inadvertently overlooking proper citation in your haste to finish on time. If you have any questions about what constitutes plagiarism and/or how to cite sources, I am happy to meet with you for further discussion. You might also wish to consult [the Writing Center’s helpful handout](#) about the definition of plagiarism and its consequences.

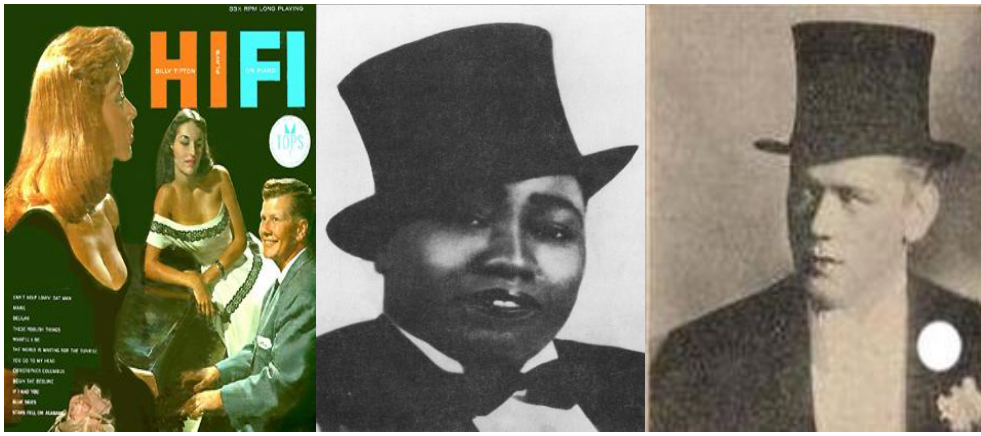
Tracking Grades: You could track your grades on Sakai.

HOW TO SUCCEED IN THIS CLASS

Show up. Come to class. Bring the readings for the day.

Keep up. Keep up with the readings and the writing assignments.

Speak up. If something is unclear (or troubling you), let me know!



Class and Reading Schedule

Week 1—Introduction

- 1.2 Thurs., Jan. 10. An Introduction to the History of American Sexualities

Week 2—Thinking Sexually, Thinking Historically

❖ *Intimate Matters*, Introduction.

- 2.1 Tues., Jan. 15. Theories of Sexuality: An Introduction and Toolkit
 ➤ **Tuesday Groups:** Think piece due by Sun., 1/13, 11:59 pm; responses due before class.
 ✓ Jeffrey Weeks, “The Social Construction of Sexuality,” 2-10, MP.
 ✓ Rictor Norton, “Essentialism and Queer History,” 10-16, MP.
- 2.2 Thurs., Jan. 17. Theorizing Change Over Time
 ➤ **Thursday Groups:** Think piece due by Tues., 1/15, 11:59 pm; responses due before class.
 ✓ [Gayle Rubin, “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality,” \(1984\), Online.](#)

Week 3—Sexual Regulation and Colonial Governance

❖ *Intimate Matters*, Chapters 1-2.

- 3.1 Tues., Jan. 22. Colonial Encounters & the Construction of Sexual Difference
 ➤ **Tuesday Groups:** Think piece due by Sun., 1/20, 11:59 pm; responses due before class.
 ✓ [Jennifer L. Morgan, “Some Could Suckle Over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology: 1500-1770,” Online via UNC Library; ONYEN sign-in required.](#)
 ✓ Jennifer Spear, “Interracial Unions in French Louisiana,” 56-68, MP.
 ✓ “Barton Lahontan Describes Love and Marriage Among the Hurons, 1703,” 27-31, MP.
 ✓ “English Trader John Lawson Describes Native Sexuality in the Carolinas, 1709,” 31-34, MP.
- 3.2 Thurs., Jan. 24. Acts, Identities, and Colonial Governance
 ➤ **Thursday Groups:** Think piece due by Tues., 1/22, 11:59 pm; responses due before class.
 ✓ Kathleen Brown, “‘Changed ... into the Fashion of Man’: The Politics of Sexual Difference in a Seventeenth-Century Anglo-American Settlement,” 80-92, MP.
 ✓ Richard Godbeer, “Sodomy in Colonial New England,” 92-105, MP.

- ✓ Consider Godbeer's conclusions in light of the Nicholas Sension trial records: Click [here](#), Online.

Week 4—Sexual Double Standards across Time

❖ *Intimate Matters*, Chapter 3.

- 4.1 Tues., Jan. 29. Sexual Scripts in 18th Century New England and Today
- No think pieces due.
 - ✓ [Emily Martin, "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles," \(1991\), Online via UNC Library; ONYEN sign-in required.](#)
 - ✓ [Cornelia Hughes Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village," \(1991\), Online via UNC Library; ONYEN sign-in required.](#)
 - ❖ Recommended: Consider Dayton's of the original legal records (depositions and indictments) on which Dayton's analysis is based: <http://www.richmond.edu/~aholton/Dayton/index.html>
- 4.2 Thurs., Jan. 31. Competing Narratives: Rape in the Early Republic
- No think pieces due.
 - ✓ William Wyche, *Report on the Trial of Henry Bedlow for Committing a Rape on Lanah Sawyer*, John Wood Sweet, ed. (New York: 1793), Sakai.
 - ✓ Selections from New York newspapers relating the Bedlow trial, Sakai.
 - ✓ Sharon Block, ["Bringing Rapes to Court," \(2003\), Online \(click on link\).](#)
 - ✓ Select **one** of the three selected narratives of romance and seduction from the Early Republic popular press:
 - "Melancholy Tale of Seduction," (1795) Sakai.
 - "The Ruin'd Mary," (1812), Sakai.
 - "Coroner's Reports," (1810), Sakai.

Week 5—Sexuality in the Antebellum North

❖ *Intimate Matters*, Chapters 4, 7.

*** **Mon. Feb. 4.**

- **Extra Credit Opportunity #1:** Talk/performance 12:00-1:30 pm at the *Love House and Hutchins Forum (410 East Franklin Street)* by E. Patrick Johnson, scholar, performance artist and author of *Sweet Tea: Black Gay Men of the South – An Oral History* (University of North Carolina Press, 2008). Johnson, the Carlos Montezuma Professor of Performance Studies and African American Studies at Northwestern University, discusses and performs narratives from his current research on black lesbians of the south, tentatively titled *Honey Pot*. You will receive extra credit of one-half point to your final grade for attending the entire talk. **Event is Free, Lunch Included, But Space Is Limited. PLEASE RSVP by Friday, February 1st at RSVPforSOHP@gmail.com.** For more information, click [here](#).
- **Extra Credit Opportunity #2:** Talk by Henry Abelove, F.O. Matthlessen Visiting Professor of Gender and Sexuality at Harvard University. Begins at 4:00 p.m. at the University Room at Hyde Hall. Central questions of the talk: What was the Gay Lib movement? And what could we learn from it now? You will receive extra credit of one-half point to your final grade for attending the entire talk. For more information, click [here](#).

- 5.1 Tues., Feb. 5. Class Politics, Sexuality, and Moral Reform
- **Tuesday Groups:** Think piece due by Sun., 2/3, 11:59 pm; responses due before class.
 - **Guest lecturer:** Megan Goodwin, UNC Chapel Hill, Religious Studies.
 - ✓ “Boston Female Moral Reformers Condemn Licentious Men, 1838,” 112-13, MP.
 - ✓ “Health Reformer William Alcott Discusses Nymphomania, 1855,” 113-15, MP.
 - ✓ “Sylvester Graham Lectures Young Men on Self-Restraint,” 115-17, MP.
 - ✓ Christine Stansell, “Male License and Working Class Female Sexuality,” 120-31, MP.
 - ✓ Nancy F. Cott, “Passionlessness: An Interpretation of Victorian Sexual Ideology, 1790-1850,” 131-41, MP.
- 5.2 Thurs., Feb. 7. Writing Workshop and Review for Midterm Essay #1
- **Rough Draft of Midterm Essay #1 Due** (REQUIRED FROM EVERYONE)
 - Bring one hard copy of a complete rough of midterm essay #1. By “complete,” it is okay to have gaps in your draft as long as the trajectory of your argument is clear and sustained throughout. At the very least, be sure to include a full introduction and a full conclusion, topic sentences, specific course readings you plan to consult, and references to any lecture you intend to consult in the body of your essay. Literally highlight your thesis statement and topic sentences. **Failure to complete this assignment will result in an automatic ten-point deduction from your final essay grade.**
 - No think piece due.

Week 6—Sexuality in the Nineteenth Century South

❖ *Intimate Matters*, Chapter 5.

- *** **Mon. Feb. 11. Midterm Essay #1 due in my office in Hamilton 509.**
- Submit a hard copy of your paper from 8:30 am to 10:00 am or 11:00 am to 12:30 pm.

- 6.1 Tues., Feb. 12. Sexuality, Race, and Violence in Slavery
- No think pieces due.
 - ✓ “Harriet Jacobs Relates Incidents in the Life of a Slave Girl,” 147-54, MP.
 - ✓ Nell Irvin Painter, “Soul Murder and Slavery,” 173-85, MP.
- 6.2 Thurs., Feb. 14. Sexuality, Race, and Violence in Freedom
- **Thursday Groups:** Think piece due by Tues., 2/12, 11:59 pm; responses due before class.
 - ✓ [Martha Hodes, “The Sexualization of Reconstruction Politics: White Women and Black Men After the Civil War,” \(1993\), Online.](#)
 - ✓ “Ida B. Wells-Barnett Exposes the Myth of Black Rapist, 1892,” 155-59, MP.
 - ✓ **IN CLASS:* Summary of Part I and characters from *Birth of a Nation*, Sakai.
 - ✓ **IN CLASS SCREENING:* Excerpts from the second half of *Birth of a Nation*, directed by D.W. Griffith (1915).

Week 7—Female Same Sex Love in Victorian and Modern America

❖ *Intimate Matters*, Chapter 6.

- 7.1 Tues., Feb. 19. Female Same Sex Love Before Lesbianism
- **Tuesday Groups:** Think piece due by Sun., 2/17, 11:59 pm; responses due before class.
 - ✓ Carroll Smith-Rosenberg, “The Female World of Love and Ritual,” (1975), 201-14, MP.
 - ✓ Karen Hansen, “An Erotic Friendship between Two African-American Women,” (1998), 215-28, MP.
 - ✓ “Julia Deane Freeman Praises ‘Female Friendship,’” (1861), 188-90, MP.
 - ✓ “A Smith College Student Discusses Her ‘Crush,’” (1881), 194-96, MP.
- 7.2 Thurs., Feb. 21. Science, Law, and Sexuality

- **Thursday Groups:** Think piece due by Tues., 2/19, 11:59 pm; responses due before class.
- ✓ “Alice Mitchell as a ‘Case of Sexual Inversion,’” (1892), 197-201, MP.
- ✓ [Lisa Duggan, “The Trials of Alice Mitchell: Sensationalism, Sexology and the Lesbian Subject in Turn-of-the-Century America,” \(1993\), Online via UNC Library; ONYEN sign-in required.](#)
- ✓ [Sibohan Somerville, “Scientific Racism and the Emergence of the Homosexual Body,” \(1994\), Online.](#)

Week 8—Female Sexual Politics and Communities in Early 20th Century America

❖ *Intimate Matters*, Chapters 8-9, 11.

- 8.1 Tues., Feb. 26. Female Sexualities in Public
- **Tuesday Groups:** Think piece due by Sun., 2/24, 11:59 pm; responses due before class.
 - ✓ Kathy Peiss, “Charity Girls’ and City Pleasures,” 299-307, MP.
 - ✓ “Reformers Condemn Tough Dancing,” 282-83, MP.
 - ✓ “An Immigrant Newspaper Defends Czech Dance Halls,” 283-85, MP.
 - ✓ “Emma Goldman Analyzes ‘the Traffic in Women,’” 285-87, MP.
 - ✓ [Hazel Carby, “It Jus Be’s Dat Way Sometime: The Sexual Politics of Women’s Blues,” \(1986, 1998\), Online.](#)
- 8.2 Thurs., Feb. 28. Eugenics, Birth Control, and the Politics of Reproduction
- **Thursday Groups:** Think piece due by Tues., 2/26, 11:59 pm; responses due before class.
 - ✓ Linda Gordon, “Birth Control and Social Revolution,” (1976), 320-27. MP.
 - ✓ Molly Ladd-Taylor, “Eugenics, Sterilization, and Social Welfare,” (1997), 327-36, MP.
 - ✓ “Margaret Sanger Argues ‘The Case for Birth Control,’” 311-14, MP.
 - ✓ “The Supreme Court Upholds Forced Sterilization, 1927,” 314-16, MP.

Week 9—The Making of the Sexual Binary, 1900-1960

❖ *Intimate Matters*, Chapter 10, 12.

- 9.1 Tues., Mar. 5. Gay Male Worlds, Gay Male Identities
- No think pieces due.
 - ✓ George Chauncey, *Gay New York*, pp. 46-127.
- 9.2 Thurs., Mar. 7. Defining Deviance, Defining Normalcy, 1930s-1950s
- No think pieces due.
 - ✓ [Estelle B. Freedman, “‘Uncontrolled Desires’: The Response to the Sexual Psychopath, 1920-1960,” \(1987\), Online via UNC Library; ONYEN sign-in required.](#)
 - ✓ David Harley Serlin, “Christine Jorgensen and the Cold War Closet,” (1995), 384-94, MP.
 - ✓ “*Time* Covers the Transformation of Transsexual Christine Jorgensen, 1952-1953,” 374-76, MP.

Week 10—Spring Break

- 10.1 Tues., Mar. 12. NO CLASS: Spring break
- ✓ Middlebrook, *Suits Me*, 3-155.
- 10.2 Thurs., Mar. 14. NO CLASS: Spring break
- ✓ Middlebrook, *Suits Me*, 158-281.

Week 11—The Problems with the Sexual Binary, 1930-1975

❖ *Intimate Matters*, Chapter 12 (Revisit).

- 11.1 Tues., Mar. 19. Sexual Categorization & Its Limitations in Cold War America
- No think pieces due.
 - ✓ [Regina G. Kunzel, "Situating Sex: Prison Sexual Culture in the Mid-Twentieth Century United States," \(2002\), Online via UNC Libraries; ONYEN sign-in required; click on first article in the list.](#)
 - ✓ [Lauren Jae Gutterman, "The House on the Borderland': Lesbian Desire, Marriage, and the Household, 1950-1979," \(2012\), Online via UNC Libraries; ONYEN sign-in required.](#)
 - ✓ "Alfred Kinsey Reports on Americans' Sexual Behaviors, 1948-1953," 368-73, MP.
- 11.2 Thurs., Mar. 21. Writing Workshop and Review for Midterm Essay #2
- No think pieces due.
 - ✓ **Rough Draft of Midterm Essay #2 Due** (REQUIRED FROM EVERYONE)
Bring one hard copy of a complete rough of midterm essay #2. By "complete," it is okay to have gaps in your draft as long as the trajectory of your argument is clear and sustained throughout. At the very least, be sure to include a full introduction and a full conclusion, topic sentences, specific course readings you plan to consult, and references to any lecture you intend to consult in the body of your essay. Literally highlight your thesis statement and topic sentences. **Failure to complete this assignment will result in an automatic ten-point deduction from your final essay grade.**
 - **Extra Credit Opportunity #3:** Elizabeth Reis, Professor of Women's and Gender Studies and Adjunct Professor of History, will deliver a talk entitled, "Bodies in Doubt: An American History of Intersex" from 4:00-6:00 p.m. at a location TBA. Reis asks: What does it mean to be human? To be human is, in part, to be physically sexed and culturally gendered. Yet not all bodies are clearly male or female. Reis's presentation traces the changing definitions, perceptions, and medical management of intersex (atypical sex development) in America from the colonial period to the present day. You will receive extra credit of one-half point to your final grade for attending the entire talk. For more information, click [here](#).

Week 12—Women, Choice, and Sexual Pleasure, 1960-1975

❖ *Intimate Matters*, Chapter 13.

- *** **Mon. Mar 25. Midterm Essay #2 due in my office in Hamilton 509.**
- Stop by to drop off a hard copy of your paper from 8:30 am to 10:00 am or 11:00 am to 12:30 pm.
- 12.1 Tues., Mar. 26. Birth Control, Abortion, and Choice
- No think pieces due.
 - ✓ "A Memoir of 'Jane', an Illegal Abortion Service from 1969 to 1973," 414-17, MP.
 - ✓ Bailey, *Sex in the Heartland*, 105-135.
 - ✓ * *IN CLASS SCREENING*: PBS, "The Pill" (2003) [53 Minutes].
- 12.2 Thurs., Mar. 28. Women's Liberation and the Question of Sexual Freedom
- **Thursday Groups:** Think piece due by Tues., 3/26, 11:59 pm; responses due before class.
 - ✓ Bailey, *Sex in the Heartland*, 175-220.
 - ✓ Helen Gurley Brown, "How to be Sexy," in *Sex and the Single Woman* (1962), 65-88, CP.
 - ✓ [Anne Koedt, "The Myth of the Vaginal Orgasm" \(1970\), Online.](#)
 - ✓ "Feminist Anselma Dell'Orgo Argues That the Sexual Revolution Wasn't Our War, 1971," 417-19, MP.
 - ✓ [The Furies, \(January 1972\) 1:1](#), read at least two articles and browse the rest, Online.
 - ✓ Erica Jong, "The Zipless Fuck (1973)," 143-47, CP.

Week 13—Sexual Freedom and Its Discontents, 1970-1985

❖ *Intimate Matters*, Chapters 13 (Revisit), 14.

- 13.1 Tues., Apr. 2. Gay Male Liberation and the Question of Sexual Freedom
- **Tuesday Groups:** Think piece due by Sun., 3/31, 11:59 pm; responses due before class.
 - ✓ REVISIT: Bailey, *Sex in the Heartland*, 175-220.
 - ✓ “Carl Wittman Issues a Gay Manifesto, 1969-1970,” 419-23, MP.
 - ✓ Charles Shively, “Indiscriminate Promiscuity as an Act of Revolution (1972),” 516-26, CP.
 - ✓ Steve Wolf, “The Forgotten Gay: He Refuses to Be Oppressed,” *Advocate* (June 3, 1973), Sakai.
- 13.2 Thurs., Apr. 4. Sex Wars: Feminist Debates over Pornography
- No think pieces due.
 - ✓ [Ann Ferguson, “Sex War: The Debate between Radical and Libertarian Feminists,” \(1984\); Carol S. Vance and Ann Barr Snitow, “Toward a Conversation about Sex in Feminism: A Modest Approach,” \(1984\), Online via UNC Libraries; ONYEN sign-in required; Read/Print pp.106-112, 126-135 only.](#)
 - ✓ Kathleen Barry, “Beyond Pornography: From Defensive Politics to Creating a Vision,” (1978), 307-312, CP.
 - ✓ Ellen Willis, “Feminism, Morality, and Pornography,” (1979), 460-467, CP.
 - ❖ **SCREENING:** Documentary Film *Sex Positive* directed by Daryl Wein (2008) (75 minutes). **SHOWN IN CLASS**

Week 14—AIDS, Gay Sex, and Activism in 1980s America

❖ *Intimate Matters*, Chapter 15.

- 14.1 Tues., Apr. 9. AIDS and the Politics of Sexuality
- **Tuesday Groups:** Think piece due by Sun., 4/7, 11:59 pm; responses due before class.
 - ✓ [Paula A. Treichler, “AIDS, Homophobia, and Biomedical Discourse: An Epidemic of Signification,” \(1987\), Online via UNC Libraries; ONYEN sign-in required.](#)
 - ✓ Jennifer Brier, “Affection is Our Best Protection: Early AIDS Activism and the Legacy of Gay Liberation,” (2009), 11-44, CP.
 - ✓ [AIDS in the Media, 1983-1984](#), Online (Video).
 - ❖ **SCREENING:** Documentary Film *Sex Positive* directed by Daryl Wein (2008) (75 minutes). **SHOWN IN CLASS—Continued**
- 14.2 Thurs., Apr. 11. AIDS and the Politics of Privilege
- **Thursday Groups:** Think piece due by Sun., 4/9, 11:59 pm; responses due before class.
 - ✓ [Peter F. Cohen, “All They Needed: AIDS, Consumption, and the Politics of Class,” \(1997\), Online via UNC Libraries; ONYEN sign-in required.](#)
 - ✓ Jennifer Brier, “Marketing Safe Sex: The Politics of Sex, Race, and Class in San Francisco, 1983-1991,” (2009), 45-77, CP.

Week 15—The Politics of Sexuality in Our Lifetimes

❖ *Intimate Matters*, Chapter 16.

- 15.1 Tues., Apr. 16. Black Sexual Politics
- **Tuesday Groups:** Think piece due by Sun., 4/14, 11:59 pm; responses due before class.
 - ✓ Patricia Hill Collins, “Prisons for Our Bodies, Closets for Our Minds,” (2004), CP.

- ✓ Cathy Cohen, "Contested Boundaries: Black Gay Identities and the Politics of AIDS," (1996), CP.

- 15.2 Thurs., Apr. 18. Same-Sex Marriage and Its Discontents
- **Thursday Groups:** Think piece due by Tues., 4/16, 11:59 pm; responses due before class.
 - ✓ [Patrick McCreery, "Save Our Children/Let Us Marry: Gay Activists Appropriate the Rhetoric of Child Protectionism," \(2008\), Online via UNC Libraries; ONYEN sign-in required; Access "PDF Full Text" by clicking on the icon on the left.](#)
 - ✓ [Jonathan Rauch. "For Better or Worse? The Case for Gay \(and Straight\) Marriage," \(1996\), Online.](#)
 - ✓ [Lisa Duggan, "Holy Matrimony!" The Nation \(2004\), Online.](#)

Week 16—Taking Stock

- ❖ *Intimate Matters*, Epilogues.

- 16.1 Tues., Apr. 23. Queer: A New Type of Identity? A New Form of Politics?
- No think pieces due.
 - ✓ [Donna Penn, "Queer: Theorizing Politics and History," \(1995\), Online via UNC Libraries; ONYEN sign-in required.](#)
- 16.2 Thurs., Apr. 25. Writing Workshop and Review for Final Essay
- No think piece due.
 - ✓ **Rough Draft of Final Essay Due (REQUIRED FROM EVERYONE):** Bring one hard copy of a complete rough of your final essay. By "complete," it is okay to have gaps in your draft as long as the trajectory of your argument is clear and sustained throughout. At the very least, be sure to include a full introduction and a full conclusion, topic sentences, specific course readings you plan to consult, and references to any lecture you intend to consult in the body of your essay. Literally highlight your thesis statement and topic sentences. **Failure to complete this assignment will result in an automatic ten-point deduction from your final essay grade.**

Final Paper Due

*** Mon., May 6.

Final Essay due 2:00-3:00 pm in Phillips 332

