This course introduces M.A. students to the history of sexuality in the United States. Among the topics discussed are:

- definitions and conceptions of sex, gender, and sexuality;
- sexual desires, behaviors, identities, communities, and movements;
- relationships between sexual discourses and practices;
- intersections of sexuality with age, class, (dis)ability, gender, ethnicity, nationality, race, religion, and sex;
- links between sexuality and capitalism, colonialism, nationalism, and imperialism;
- connections between sexuality and culture, economics, law, politics, and society.

The readings focus on same-sex and cross-sex sexualities; monoracial and interracial sex; abortion, birth control, fertility, marriage, reproduction, and sterilization; commercial sex, obscenity, pornography, prostitution, and sex work; sexual health and disease; sexual exploitation and violence; and sex and gender change. Most of the assigned texts were authored by historians, but works by scholars in other disciplinary and interdisciplinary fields are also considered. Readings and discussions are informed by feminism, Marxism, psychoanalysis, poststructuralism, postcolonialism, critical race theory, queer theory, trans theory, crip theory, affect theory, and other theoretical frameworks.

After an introductory week that addresses key concepts and theories, the course is organized historiographically, moving through key themes and major works in the field from the 1970s, 1980s, and 1990s before turning to more recent scholarship. This is meant to highlight the ways in which scholarship on the history of sexuality has been influenced by recent historical developments, the extent to which older works have influenced newer ones, and the degree to which newer works have effectively characterized their relationships to older scholarship. The historiographic organization is also meant to encourage students to conceptualize scholarly debates and discussions as conversations that develop over time.

Readings

All of the assigned readings are available via the SFSU library, the course website, and/or internet links. Students are responsible for making sure that they have the assigned readings available in class, either in printed or electronic format. The readings will serve as the basis for class discussion, so they must be accessible during seminar discussions.

Grading

Grades will be based on the following:

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Seminar Participation</td>
<td>30%</td>
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<tr>
<td>Seminar Presentations (2)</td>
<td>10%</td>
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Class participation is critically important since the seminar will not feature lectures and much of the learning will happen in discussion and dialogue. Students are expected to attend every class meeting (except in cases of serious illnesses and emergencies), make up missed work, come to class on time, remain present until the end of class, complete all readings assigned before class, come to class prepared to discuss the readings, respond constructively and respectfully to the comments and presentations of other seminar participants, and help create a positive learning environment for the class as a whole.

Seminar Presentations: Over the course of the semester, each student will have two opportunities to introduce a reading. Reading selections will be made in the first two weeks of the semester (April 12 is excluded). Students may not select a reading for the two weeks when they are submitting short essays. Each presentation should be approximately ten minutes. The presentation should provide a summary of the essay (covering at minimum the topic, period, sources, approach, and argument), highlight its major contributions, and introduce critical questions or comments.

Short Essays: Over the course of the semester, each student will prepare two five-page (1250 word) essays that summarize, assess, compare, and contrast two or more of the assigned readings for that week. Papers must be submitted at the beginning of the class that addresses the readings. Students may not select readings that are assigned for the weeks when they are doing seminar presentations.

Paper Proposal: By the middle of April students should submit a 750-word proposal for a historiography paper on a specific topic, period, or approach in the history of sexuality. Footnotes should be used but not counted for the word limit. The proposal should indicate the topic of the paper, the importance/significance of the subject, the historiographic questions that will be addressed, and the key works that will be discussed. Students should focus primarily or exclusively on assigned course readings; additional readings may be added with the permission of the instructor. Students are encouraged to discuss their paper topics with the instructor in advance.

Major Paper: In May, students will submit a major historiography paper. The length of the paper should be approximately 15-20 pages (3750 to 5000 words), not counting footnotes. The paper should discuss or reference a minimum of 15 assigned readings (up to 5 out of the 15 may be referenced in passing or in footnotes). The papers should address how major works in the history of sexuality have addressed (or not addressed) a particular topic or period (or how they have adopted (or not adopted) a particular approach, how the scholarship has (or has not) changed over time, what the contributions (and limitations) of these works have been, and what scholarship on this topic could or should address in the future.

In preparing your written work, students are expected to read and follow the guidelines set forth in Marc Stein, “Writing History,” which will be distributed in class.

Academic Honesty

Academic integrity is a fundamental principle of the university. Academic dishonesty, in the form of cheating or plagiarism, represents an attempt to gain an unfair advantage and it is expressly
prohibited by the SFSU Student Code of Conduct. Cheating includes, but is not limited to, gaining unfair access to answers to exams, fabrication of work, helping other students to cheat, etc. Plagiarism can be defined as using another person’s words or work without proper acknowledgment (see also http://conduct.sfsu.edu/plagiarism for more information on avoiding plagiarism). Students who are found to have cheated or plagiarized will be subject to discipline ranging from receiving a failing grade for the specific assignment to referral to the Office of Judicial Affairs and Student Discipline to possible suspension or expulsion. All instances of academic dishonesty are reported to the Department Chair and College Dean. Students are responsible for knowing the SFSU regulations concerning cheating and plagiarism, found in the University Bulletin and online at: http://conduct.sfsu.edu/standards.

Accommodations

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email dprc@sfsu.edu.

Sexual Violence, Sex Discrimination, and Gender Discrimination

SFSU fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact: The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/ Counseling and Psychological Services Center - (415) 338-2208; http://psyservs.sfsu.edu/ For more information on your rights and available resources: http://titleix.sfsu.edu.

Student Learning Objectives

This course is designed to promote various student learning objectives. After successfully completing the course, students should be able to:

--demonstrate an advanced understanding of historical ways of knowing, historical methods of research and writing, and the concept of historiography
--be familiar with major theories and methodologies that have influenced and been influenced by scholarship on the history of sexuality
--understand the major contributions and limitations of key works on the history of sexuality in the United States
--identify, read, interpret, and discuss secondary scholarship on the history of sexuality
--present strong and original arguments about the history of sexuality in oral and written formats
--have a broad understanding of the history of sexuality in the United States and its relationship to the histories of class, gender, race, and (dis)ability
--think critically about the history of sexuality as it relates to U.S. social, cultural, and political history

2 Feb.: Introduction

Note: The following readings are taken from the Encyclopedia of Lesbian, Gay, Bisexual, and Transgender History in America, ed. Marc Stein (New York: Scribners, 2003). Electronic access to the
encyclopedia is available through the SFSU Library. Please also spend a little time familiarizing yourself with the Journal of the History of Sexuality, the Notches blog (http://notchesblog.com/), the website of the Committee on LGBT History (http://clgbthistory.org/), and the website Outhistory (http://outhistory.org/).

Nichole Prescott, "Essentialism and Constructionism," ELGBT
Bruce Freeman, "Gender and Sex," ELGBT
Kevin White, "Homosexuality and Heterosexuality," ELGBT
Lisa Duggan, "Sexual Orientation and Preference," ELGBT

9 Feb.: Marxist, Feminist, and Psychoanalytic Histories of Sexuality in the 1970s


16 Feb.: Foucault's History of Sexuality


23 Feb.: Histories of Abortion, Birth Control, and Reproduction in the 1970s and 1980s


1 Mar.: Histories of Sexuality in the 1980s: Sex Wars and Race Politics


8 Mar.: Gay History in the 1980s and 1990s


15 Mar.: Lesbian History in the 1980s and 1990s


29 Mar.: The Queer Turn of the 1990s


5 Apr.: Histories of Heterosexuality in the 1990s and 2000s


12 Apr.: Emma Goldman, Sexual Radicalism, and Archival Politics

Emma Goldman, Marriage and Love (New York: Mother Earth, 1911).


19 Apr.: New Histories of Same-Sex Sexuality in the 1990s and 2000s


26 Apr.: New Histories of Sexually-Transmitted Diseases in the 2000s


3 May: Transgender and Intersex Histories

Kathleen Brown, "'Changed...into the Fashion of Man': The Politics of Sexual Difference in a


Option 1 - 10 May: New Histories of Western Genders and Sexualities

Peter Boag, “Go West Young Man, Go East Young Woman: Searching for the Trans in Western Gender History,” *Western Historical Quarterly* (2005): 477-497.


Option 2 - 10 May: New Histories of Sexuality, Marriage, Family, and Domesticity


Option 3 - 10 May: New Histories of Sexual Representations


