



HIS471 FALL 2022

GENDER IN
HISTORY:
SEXUALITY IN
AMERICA

HUM128
MW 3:00-4:15

Dr. Jacqueline Beatty
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HUM215
Office Hours: MW 1:00-2:30;
T/Th 11-12

Course Description:

This course will provide an analysis of the past from a gender perspective, facilitate an understanding of how gender and sexuality shape the historical experience, and provide an interdisciplinary examination of how gender is understood in different historical contexts. This specific course will focus on the history of sexuality in America, from the period before European contact and conquest with Indigenous peoples and continue through to the present day. We will investigate how Americans' ideas about intimacy, sexual behavior, sexual identity, and gender have changed and evolved over time. Ultimately, we will discover the ways in which sexuality is itself a social and historical construct.

Course Objectives:

- Students will make connections between two or more disciplines to address the course topic, and consider and articulate how integration of multiple disciplines contributes to students' understanding of the course topic.
- Students will demonstrate an understanding about how Americans' understanding of sexuality, gender, and identity have changed over time.
- Students will apply ideas about intersectionality to this history, and be able to explain the ways in which race, class, gender, and sexuality are intertwined, interdependent, and overlapping markers of identity; likewise, students will be able to explain the ways in which these concepts have structured power relations throughout American history.
- Through the use of primary and secondary sources, students will develop a fuller understanding of and appreciation for the complex history of sexuality in America and the interpretative and analytical skills employed when doing this history.
- Students will develop reading, writing, communication, and critical thinking skills.
- Students will be able to situate contemporary ideas, issues, and problems about American sexuality in historical context by articulating the ways in which current issues about sexuality are deeply grounded in the past.

Course Policies:

Students will, above all, be respectful to each other and to the instructor. An additional note for this class: students, along with the instructor, agree to employ inclusive language in this course, regarding especially their peers but also the historical subjects we evaluate (insofar as the latter is possible and historically accurate). Students will come to class with an open mind, ready to listen to and discuss with their peers ideas with which they may disagree. Students may have a level of discomfort with often difficult or upsetting materials, but should come to class prepared to work through that discomfort together. Whenever applicable, the instructor will make every effort to provide content and/or trigger warnings for readings or discussions, and, if necessary, provide replacement assignments for students who do not feel comfortable reading about or discussing particular topics. This course syllabus is subject to revision by the instructor.

Required Text:

Kathy Peiss, ed., *Major Problems in the History of American Sexuality*, 2002.

I recommend that you purchase or rent the textbook used and online; the bookstore price is very expensive!

All other required reading materials are available online, for free, via the learning platform Perusall (accessible through the course Canvas page)

Technology:

While York College recognizes students' need for educational and emergency-related technological devices such as laptops, mobile devices, cellular phones, etc., using them unethically or recreationally during class time is never appropriate. The College recognizes and supports faculty members' authority to regulate in their classrooms student use of all electronic devices.

Because our reading assignments are exclusively online, students are strongly encouraged to bring a laptop or tablet for in-class work every day that there is required reading. However, the use of laptops or tablets for inappropriate purposes (i.e., email, messaging, other coursework, internet browsing unrelated to the course) is not acceptable. During class, all cell phone use is prohibited (unless otherwise permitted explicitly by the instructor for classroom use or unless student has extenuating circumstances and is given express permission by the instructor to use phone). These devices should be put away, silenced, and out of sight. Violation of this technology policy by use of laptops/tablets for non-classroom activity or any use of phone will adversely affect students' participation and, if egregious, attendance grades.

Communication:

York College recognizes the importance of effective communication in all disciplines and careers. Therefore, students are expected to competently analyze, synthesize, organize, and articulate course material in papers, examinations and presentations. In addition, students should know and use communication skills current to their field of study, recognize the need for revision as part of their writing process, and employ standard conventions of English usage in both writing and speaking. Students may be asked to further revise assignments that do not demonstrate effective use of these communication skills.

Students are responsible for checking their YCP email accounts, the Canvas site, and Perusall regularly. The instructor will communicate with students via email and announcements on the course website; it is imperative that students set up notifications and/or alerts (either via email or an app alert on your devices) of messages from Canvas. Please do not use your personal email account to email the instructor; instead, use your YCP email account when corresponding with the instructor. It is also advisable to email the instructor via the email client you use (Gmail in browser, Outlook, etc.) and do not send a message through Canvas—these messages do not directly forward to the instructor's email account.

Instructor Feedback:

Unless otherwise notified by the instructor, students should expect feedback on all assignments within one week of handing in these assignments. Students should generally allow additional time when late work is submitted, though the instructor will make every attempt to provide feedback within the week. Feedback will be made available online (including comments and grades).

Late Work Policy:

All due dates are timestamped on Canvas, and are expected to be submitted at that particular date and time. Unexcused late work that has not been pre-arranged with the instructor can only receive up to half credit within 48 hours of the due date. One minute to 24 hours is the first day, and so on, after that. Extensions can be arranged for specific purposes on all assignments, but this must be done ahead of time. If there are extenuating circumstances (personal, health, etc.), these can be arranged as well. Above all, be communicative with me if an issue arises which inhibits you from completing your class work on time; we can work for a solution that makes accommodations, allows you to complete your work, and will not burden you.

Learning and Testing Accommodations:

York College of Pennsylvania offers a variety of academic accommodations to students with documented disabilities to ensure their success. To request accommodations, please contact Student Accessibility Services at (717) 815.1717 or sas@ycp.edu. Student Accessibility Services will discuss the confidential process of requesting accessibility services and establish the accommodations for which the student is eligible.

Academic Integrity Policy:

York College's mission statement stipulates that strict adherence to principles of academic honesty is expected of all students. Therefore, academic dishonesty will not be tolerated at York College. Academic dishonesty refers to actions such as, but not limited to, cheating, plagiarism, fabricating research, falsifying academic documents, etc., and includes all situations where students make use of the work of others and claim such work as their own. Detailed information about YCP's policies and procedures regarding academic integrity and materials about how to define and avoid plagiarism are available on the Canvas page.

Course Work:

Attendance (25 Points)

Students' attendance in class is mandatory, and is essential to success in this course. Attendance includes not just your physical presence in class, but also your mental presence as well; being focused on the class discussion, listening to your peers and to the instructor, and being actively engaged in each class session is necessary for a strong attendance grade. Students who are regularly late, absent, or otherwise distracted (on phone, etc.) will receive attendance penalties, even when they are physically attending class. Students are permitted two absences (no questions asked) without penalty to their grade; after that, students will begin to incur a grade penalty.

Participation (75 Points):

In-class participation is even more essential to success in this course, especially since this class will be student-focused (if not student-led!), and will require significant engagement in discussion with your peers. Often, the instructor will provide worksheets for individual and small group work; that work contributes to students' participation grade. Students will earn their discussion grade by thinking critically about the reading, coming to class with ideas and questions for discussion, and participating actively in the conversation. Participation grade scale is posted on Canvas.

Evaluation of Reading Materials (100 points total; 50 for Quizzes, 50 for Perusall):

This semester, your reading will be evaluated two ways: reading quizzes and Perusall algorithmic grading. When you have readings assigned from the Major Problems textbook, that work will not be graded on Perusall; instead, you may have an unannounced quiz with questions based on those readings. Though the quizzes will be unannounced, the questions will not. Each assigned reading from Major Problems will have a corresponding list of discussion questions posted on Canvas. Quiz questions will only come from this list (i.e. there will be NO surprise questions); generally, quizzes are 2-3 questions in length. Students are welcome to complete answers to the questions ahead of time while they are reading and hand in their work to replace a pop quiz; in these cases, students must answer all of the questions provided for the assigned reading. Quizzes are worth 10 points each; there will be 6 quizzes across the semester, and the lowest grade will be dropped.

In addition to the textbook, required readings will occasionally be posted on the online platform Perusall (linked through the course Canvas page). Perusall enables conversations on the readings themselves. Therefore, your reading and engagement from Perusall will be graded on that platform; reading that is assigned on Perusall will not appear on quizzes. Perusall grades include the time spent engaged with the reading, your comments and questions on the content, your conversations with each other, your reactions, and any other links you may see between the history, our current world, or other classes you are taking. In general, I will try to post a few questions on the online reading to provoke discussion. Detailed information regarding how Perusall grades and how I alter that system for grading in my class is provided on Canvas. Reading and comments are due by midnight the night before they are listed on the course schedule; students can earn partial credit for late readings up to 48 hours after the due date of each assignment.

Final Project, "Made By History" (125 points total with all components):

Students will complete a final project through which they will situate a contemporary issue relevant to American sexuality in historical context. This project is meant to reinforce the importance of understanding history as the foundation of our current historical moment, and how we can use history to better understand the issues we face today. Students should use The Washington Post's "Made By History" Opinion pieces as a model for their projects; you can subscribe to these to see them regularly.

(See <https://www.washingtonpost.com/made-by-history/> for examples).

Students will select one relevant contemporary issue (related explicitly to the course topic) that interests them, complete research, and write a 7-10 page essay that makes an argument about the issue in historical context. Students will complete major steps toward the project throughout the semester, including a topic proposal, source list, 2-3 page draft, and peer reviews before completing the final project; each of these provides credit toward the final essay. Additionally, students will give a Pecha Kucha-style presentation of their projects to the class during the last week of the semester. The topic proposal is worth 10 points; the source list 15 points; the 2-3 page draft 15 points; and the peer reviews 15 points (3 total, 5 pts each). Presentations are worth 20 points and the final essay is worth 50 points. The details for each component of the final project are on the Canvas page.

Grade Scale (out of 325 points):

4: 90%+ (301-325 points)

3.5: 85-89.9% (276-300 points)

3: 80-84.9% (260-275 points)

2.5: 75-79.9% (244-259 points)

2: 70-74.9% (228-243 points)

1: 60-69.9% (195-227 points)

0: below 60% (less than 195 points)

Course Schedule:

Monday, August 22, 2022: Course Introduction

Pre-class work: Add your own slide (following the template) to the Google Slides presentation for group intros; log in to Canvas/Perusall; set up Perusall account

Reading (due before class starts at 3:00): Syllabus; Ladd-Taylor, "How to Analyze a Primary Source"; McDaniel, "How to Read for History"

Wednesday, August 24, 2022: Sex, Gender, and Sexuality: Defining Terms

Reading: *Major Problems* Ch 1 all

Monday, August 29, 2022: Encountering Sexualities

Reading: *Major Problems* Ch 2 all (except Castañeda essay)

Wednesday, August 31, 2022: Interpreting Trans, Nonbinary, and Intersex Identities in Early America

Reading: Norton, "Searchers Again Assembled" in *Founding Mothers and Fathers*, 183-197; *Major Problems* Ch 3, Brown essay and Source #4; Reis, "Bodies in Doubt"; Manion, "May we all be so brave"

Note: Today is the last day for Drop/Add

Monday, September 5, 2022: NO CLASS (Labor Day)

Wednesday, September 7, 2022: Abortion Practices in Early America

Reading: Dayton, "Taking the Trade"; Klepp, "Potions, Pills and Jumping Ropes" in *Revolutionary Conceptions*

Monday, September 12, 2022: Sex and the Puritans

Reading: *Major Problems* Ch 3, Godbeer essay, Source 1 and 3; "Bestiality Cases in New Haven, CT"

Wednesday, September 14, 2022: War, Sexual Assault, and Power in the Revolutionary Era

Reading: Duval, "A Shocking thing to tell of"; Block, "Bringing Rapes to Court"

Guest Speaker: Dr. Lauren Duval, University of Oklahoma

****Please arrive to class five minutes early****

Monday, September 19, 2022: Race, Sex, and Slavery

Reading: *Major Problems* Ch 3 Source 2; Ch 5 both essays, Sources #1-5

Wednesday, September 21, 2022: The Sexual Exploitation of Black Women's Bodies

Reading: Morgan, "Some Could Suckle"; Cooper Owens, "The Birth of American Gynecology" in *Medical Bondage*

Due: Final Project Proposals

Monday, September 26, 2022: Sex and Politics in the Early Republic

Reading: Allgor, "The Fall of Andrew Jackson's Cabinet," in *Parlor Politics*; Gordon Reed, *The Hemingses of Monticello*, 312-320; 329-332; 360-364

Wednesday, September 28, 2022: Policing and Selling Sex in the Early Nineteenth Century

Reading: *Major Problems*, Ch 4, Stansell essay and all sources; Hemphill, "Note on Terminology" and "Selling Sex in the Early Republic" in *Bawdy City*

Monday, October 3, 2022: Victorians and Sex

Reading: *Major Problems*, Ch 4, Cott Essay, Sources #2-5; Ch 6, Lystra essay, Sources #3, 5

Final Project Preliminary Source List Due

Wednesday, October 5, 2022: Same-Sex Intimacy in the 19th Century

Reading: *Major Problems* Ch 6, Smith-Rosenberg and Hansen essays and all sources

Monday, October 10, 2022: NO CLASS (Fall Break)

Wednesday, October 12, 2022: Sex and the Civil War

Reading: Hemphill, "'Our Patriotic Friends'" in *Bawdy City*; Giesberg, "Lewd, Wicked, Scandalous" in *Sex and the Civil War*

Guest Speaker: Dr. Judith Giesberg, Villanova University

****Please arrive to class five minutes early****

Monday, October 17, 2022: Sexual Battlegrounds in the Late 19th Century

Reading: Major Problems, Ch 7, all

Due: Final Project Source List

Wednesday, October 19, 2022: Racial Violence, Sexual Violence

Reading: Ida B. Wells, *Southern Horrors*; Angela Davis, "Rape, Racism, and the Myth of the Black Rapist" in *Women, Race, and Class*

Monday, October 24, 2022: Sex and Sex Work at the Turn of the Twentieth Century

Reading: Major Problems, Ch 8, all

Wednesday, October 26, 2022: Birth Control and Reproductive Restrictions

Reading: Major Problems, Ch 9, all

Monday, October 31, 2022: Sex and the Salem Witch Trials

Reading: Karlsen, "Handmaidens of the Devil" in *Devil in the Shape of a Woman*

Show up in historical costume for extra credit!

Wednesday, November 2, 2022: Reproductive Rights Before Roe

Reading: Reagan, "An Open Secret" in *When Abortion Was a Crime*

Monday, November 7, 2022: Heteronormative Sexuality in the Mid-Twentieth Century

Reading: Major Problems, Ch 10, all

Due: Final Project, 2-3 page drafts

Wednesday, November 9, 2022: Sex and the Cold War

Reading: Major Problems, Ch 11, all; May, "Brinkmanship" in *Homeward Bound*

Monday, November 14, 2022: Sexual Revolution(s)

Reading: Major Problems, Ch 12, all

Wednesday, November 16, 2022: SCOTUS and Reproductive Rights

Reading: Sanger, "The Law from Roe Forward" in *About Abortion*; Dissent of Justices Breyer, Kagan, and Sotomayor in *Dobbs v. Jackson Women's Health Organization*, 1-6; Bruder, "The Future of Abortion in a Post-Roe America"; Ziegler, "If the Supreme Court Can Reverse Roe, It Can Reverse Anything"

Monday, November 21, 2022: The Politics of STIs and the AIDS Crisis

Reading: Major Problems, Ch 13, all sources; Royles, "Love and Rage"; Brier, "What Should the Federal Government Do to Deal with the Problem of AIDS?" in *Infectious Ideas*

Explore: *Wearing Gay History* and *Mapping the Gay Guides* (linked on Canvas)

Guest Speaker: Dr. Eric Gonzaba, California State University, Fullerton

****Please arrive to class five minutes early****

Due: Peer Reviews

Wednesday, November 23, 2022: NO CLASS (Thanksgiving)

Monday, November 28, 2022: Sexual Politics in the Nineties Before #MeToo

Reading: Anita Hill's Full Opening Statement on Clarence Thomas' nomination to the Supreme Court; PBS Newshour, "Supreme Court Moments in History: Clarence Thomas and Anita Hill"; *Slow Burn* Season 2, Episode 4, "Alone, Together" (transcript and audio linked on Canvas)

Wednesday, November 30, 2022: The Long Road to Marriage Equality

Reading: *Major Problems*, Ch 14, Source #2, 3; SCOTUS Decision in Obergefell et al. v. Hodges, 1-28; Phelps, "The Fall of Roe forecasts trouble ahead for key LGBTQ rights"

Monday, December 5, 2022: Final Project Pecha Kucha Presentations

Final Papers due Thursday, December 8 at noon.