

HISTORY 383 1583
Sexuality in American History
Spring 2017
2:00-3:15 T, R in 224 CCC

Professor Kaminski
Office: 466 CCC
Phone: 346-4695
Email: tkaminsk@uwsp.edu
Office Hours: 1:00 T, 10:00 W, and by appointment

This course is a historical examination of the construction of sexuality in American society, beginning with New World encounters and extending through the late 20th century. Its purpose is to investigate the ways in which politics, society, and culture have constructed sexuality, and it explores how gender, race, and class affected meanings, perceptions, and definitions of sexuality.

By the end of the course, students will have learned the major theories and themes associated with the history of sexuality. They will also have improved their ability to comprehend the arguments and content material presented in secondary sources and improved their ability to analyze primary sources.

REQUIRED READING

Kathy Peiss, *Major Problems in the History of American Sexuality*
Available at text rental.

John Ruston Pagan, *Anne Orthwood's Bastard*

Amanda Littauer, *Bad Girls: Young Women, Sex, and Rebellion before the Sixties*

Both are available for purchase at the bookstore.

Additional materials listed on the syllabus will be available electronically.

Make sure to consult Desire2Learn (D2L) on a regular basis for updated information concerning the course.

COURSE REQUIREMENTS

Any uncompleted exams and/or papers will result in a failing grade for the course.

1. Reviews

A 5-page review of both Pagan's book and Littauer's book are required. Assignment guidelines are available on D2L.

2. Exams

There are two essay exams based on lecture/classroom materials and the assigned readings.

3. Research Paper

A 12-15-page paper based on a combination of primary and secondary sources. Consult the handout on D2L for details on this assignment.

The graded reviews and midterm will be returned two weeks after their due dates. The graded research paper will be returned at the end of the semester.

I do not keep an electronic grade book or otherwise post grades, so make sure to hold on to your graded work and use it to track your progress in the course.

Grading criteria for written assignments:

A (90-100): demonstrates both a fine command of historical knowledge (ideas, names, places, dates, etc.) and an informed interpretation of that information.

B (80-89): demonstrates a command of historical knowledge but contains a weak interpretation.

C (70-79): demonstrates a command of historical knowledge but completely lacks an interpretation.

D (60-69): shows weakness of historical knowledge and lacks an interpretation.

F (59-1): shows inaccurate historical knowledge and lacks an interpretation, and/or is incomplete.

0: a portion or portions are plagiarized from internet or published sources and/or are copied from another student's work; the work has no historical or intellectual value.

4. Attendance

Attendance is required, as is attentiveness and proper classroom etiquette.

If you have more than three unexcused absences, your final grade will be lowered by 1/3 of a grade. An additional 1/3 of a letter grade will be assessed for every three unexcused absences after that.

Absences that do not carry any penalty when accompanied by documentation are limited to a serious illness, death of an immediate family member, field trip for another class, and military service.

Proper classroom etiquette facilitates attentiveness, and this means:

Arrive on time. If you have to leave early for a reason that counts as one of the excused absences listed above, you must notify me in advance and sit in one of the aisle seats so that your departure is not distracting. If you miss too much of a single class period for any reason, I will count it as an unexcused absence. This includes either surreptitious or blatant use of cell phones, especially because:

All electronic devices are forbidden in the classroom except during discussions if you need to access readings posted on D2L.

Only one person talks at a time. Outside of the small group discussions, when you have a question or comment, raise your hand and wait to be called on.

E-mails are a form of professional communication and therefore must conform to high standards of politeness and respect. I will answer questions about the class via e-mail, except in instances where the answer is available from the syllabus. If you do not receive a response from me within about 24 hours, Monday through Friday, it means either that you already have access to the information in this syllabus or on D2L, or that I haven't received the message.

5. Participation/Class Discussion

A portion of each class has been set aside for discussion, much of it in small groups, and your performance in those discussions is part of your final grade.

To receive an A for participation, you must consistently engage in class discussions, both large and small, in a way that contributes to an **intellectual** discussion of the subject matter.

Therefore, I expect each of you will have something to say in every class meeting about the course materials, and that your in-class conversations will remain focused on those materials. All discussions in small groups will be centered on the assigned readings.

Anyone using rude language and/or engaging in disruptive behavior will be asked to leave.

Please review this link for additional information on rights and responsibilities:

<http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>

GRADE DISTRIBUTION

Reviews: 20% (10% each)

Exams: 40% (20% each)

Research Paper: 25%

Participation: 15%

LECTURES, READINGS, and DISCUSSIONS

Week 1: Jan. 23-27

Introduction

Sexuality in History

Reading: Peiss, Ch. 1

Week 2: Jan. 30-Feb. 3

Sexual Culture and Encounters in the New World

Reading: Peiss, Ch. 2; begin Pagan, *Anne Orthwood's Bastard*

Week 3: Feb. 6-10

Regulating Sexuality in the Anglo-American Colonies

Reading: Peiss, Ch. 3; continue Pagan, *Anne Orthwood's Bastard*

Week 4: Feb. 13-17

Gender Conflict and Sex Reform in the Early 19th Century

Reading: Peiss, Ch. 4

Thursday, Feb. 16: research paper topic due

Week 5: Feb. 20-24

Sexuality, Race, and Violence in Slavery and Freedom

Reading: Peiss, Ch. 5

Thursday, Feb. 23: book review on Pagan, *Anne Orthwood's Bastard* due

Week 6: Feb. 27-March 3

Love and Intimacy in 19th-Century America

Reading: Peiss, Ch. 6; Lisa Duggan, "The Trials of Alice Mitchell"

Week 7: March 6-10

Free Love, Free Speech, and Sex Censorship

Reading: Peiss, Ch. 7

Thursday, March 9: preliminary list of research sources due

Week 8: March 13-17

Tuesday, March 14: Midterm Exam

Prostitution and Working-Class Sexuality in the Early 20th Century

Reading: Peiss, Ch. 8

Spring Break: March 20-24

Week 9: March 27-31

The Politics of Reproduction

Reading: Peiss, Ch. 9; Manon Parry, "Pictures With a Purpose"

Week 10: April 3-7

Heterosexual Norms and Homosexual Identities

Reading: Peiss, Ch. 10; George Custen, "Too Darn Hot"; begin Littauer, *Bad Girls*

Thursday, April 6: research paper first draft due

Week 11: April 10-14

Open Secrets in Cold War America

Reading: Peiss, Ch. 11; Regina Kunzel, "Pulp Fictions and Problem Girls"; continue Littauer, *Bad Girls*

Week 12: April 17-21

Sexual Revolution(s)

Reading: Peiss, Ch. 12

Week 13: April 24-28

Sexually Transmitted Diseases

Reading: Peiss, Ch. 13

Thursday, April 27: book review on Littauer, *Bad Girls* due

Week 14: May 1-5

Sexual Identities, Family Matters, and Border Crossings

Reading: Peiss, Ch. 14

Week 15: May 8-12

Monday, May 8 by noon: hard copy of research paper due

Research Paper Presentations

Tuesday, May 16 at 12:30-1:45 p.m.: Exam #2

Graded research papers will be returned.