



Why is the historical study of sexuality vital to our understanding of the American past?

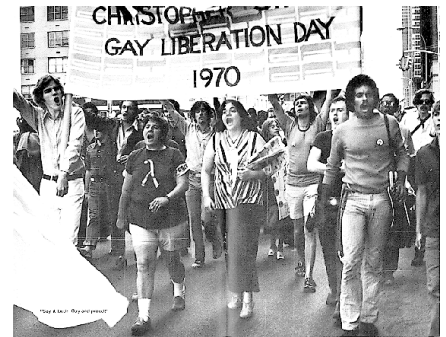
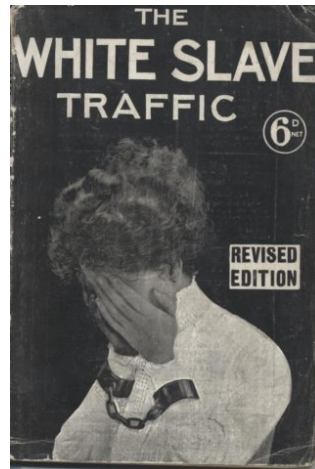


Dr. Catherine Jacquet

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Office hours
Mon and Wed, 2-3
and by appointment

Class meetings
M, W, F 3:30-4:30
Old Main 002



Course texts

- D'Emilio and Freedman, *Intimate Matters: A History of Sexuality in America*
- Jacqueline Jones Royster, ed. *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900*
- Brian Donovan, *White Slave Crusades: Race, Gender, and Anti-Vice Activism, 1887-1917*
- Additional readings posted to Moodle

Sexuality has a history.

Over the last three decades, historians have produced an exciting body of scholarship that looks at sexuality as a historical topic – that is, something embedded in time, place, culture, and social arrangements. This scholarship has shown us that sex and sexuality are constructed, defined, and regulated – and those constructions, definitions, and regulations change over time and within varying historical contexts.

In this course, we will use a combination of primary and secondary sources to study that history and learn about the centrality of sexuality to American identities, cultures, and politics over the past 250 years.

Course description

This course is designed to give students an overview of the history of sexuality in the US from the contact period to the 1970s. The course will introduce students to the major topics within this complex history. We will explore how and why sexuality historically became so central to American identities, cultures, and politics. We will examine how dominant institutions (medicine, media, and the law) have intersected and interacted with this history. Course readings and discussions will include historical analyses of public concerns such as: abortion, prostitution, sexual violence, and GLBT sexualities. The course employs an intersectional approach and will examine the relationship between sexuality and social categories such as race, gender, class, ability, ethnicity, etc. Over the course of the semester, students will not only gain a sense of historical events, people, and places, but also be introduced to the discipline of history itself, and learn about how historians interpret the past. Course readings include many primary documents and students will learn how to read and evaluate these sources. Students will also gain a sense of the history of sexuality as a distinct field and how that scholarship has changed over time.

How do the intersections of race, sex, and sexuality inform and determine relationships of power?

Who has defined and regulated different forms of sexual “deviance” and why?

Assignments and grade composition

Key Concept Papers (4 total)	40%	Key Concept Papers – Over the course of the semester, students will write 4 Key Concept Papers (KCPs). These papers will be 2-3 pages in length and will cover the major themes in the readings.
Weekly “ah-ha” reflections (10 total)	10%	Weekly “ah-ha” reflections —Students will turn in 10 reflections over the course of the semester. These will be typed, substantial paragraphs about something new that you learned or a connection you made based on the weekly readings.
Research project and presentation	50%	Research Project and Presentation – This project will give students the opportunity to research the history of a topic of their choosing in the Twin Cities. Students will maintain a research and reflection log. They will write-up their research findings and also present their findings to their classmates at the end of the semester.

Who has defined and regulated sexual expression, sexual practice, and sexual identities? And why?

How are our own sexual identities, practices, and understandings a product of this history?

Detailed assignment sheets are posted on Moodle.

All assignments are due typed, in class on the day they are listed in the syllabus, unless otherwise noted. The instructor will *not* accept emailed assignments. Late assignments will be penalized.

Grade values are as follows:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 and below
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

Course policies

Attendance and participation

Your attendance is crucial to the success of this course. Attendance will be taken in every class and is required. More than three absences will result in the lowering of your final grade. You may not make up work from a missed class. You are responsible for notes, films, and any announcements you missed in class. You should exchange emails with a classmate to make sure you get all the necessary information you may have missed. Do not email the instructor and ask her to tell you what you missed!

How to attend class

This class will be mostly discussion-based, so all of us must come to class ready to engage the texts and each other critically. “Critically” means being able to point out and discuss strengths and weaknesses in texts and conversations, thinking about what arguments an author makes, what evidence the author uses to support that claim (as well as what historical facts the author might ignore in making their claims), being able to compare and contrast texts, and being able to take a stand and support it with reason and reference to the texts. Comments about whether or not you liked something are not “critical” unless you are also able to explain why. “Critically” does not mean jumping to conclusions, avoiding reasoned thinking, or assuming that your point of view is the only or best point of view.

When a reading assignment is listed for a particular date, you should read it **before** the class period and be prepared to discuss the reading – that means more than simply ‘reading’ the way you would read a novel at the beach. “Reading” at a liberal arts college like Macalester means reading closely (and even more than once!), taking notes and/or underscoring/highlighting key parts of the reading, puzzling through terms or passages that are confusing, and considering whether you agree with the reading or not (and why!).

All students are welcome in this class.

I am committed to providing assistance to help you be successful in this course. Accommodations are available for students with documented disabilities. Contact the Associate Dean of Students, Lise Landremann, at 696-6220 to make an appointment. It is important to meet early in the semester to ensure that your accommodations are approved and that you begin the semester successfully.

Plagiarism

Students are expected to maintain the highest standards of honesty in their college work. Plagiarism is a violation of academic integrity, and I take this problem very seriously. Please review Macalester's policy on academic integrity at:

<http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>

Computers and Cell Phones

You may not use laptops in class. If for reasons of disability and accessibility you need one to fully participate, let me know. You may use tablets on days when articles are assigned. Cell phones should be ON SILENT and put away. The use of cell phones is unacceptable during class time. Texting is rude and disruptive of the learning process. Except in emergency situations, cell phones should be kept away.

Religious holidays

I respect the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform me in writing within the first two weeks of the semester of their intent to observe the holiday so that alternative arrangements convenient to both the student and myself can be made at the earliest opportunity.

A final note

This class is rigorous and I hope it will challenge you. Hopefully many of the readings will make you think in ways you hadn't thought before and ask more questions about how you think about gender and sexuality historically and currently. I have also designed this class to be fun. I hope you will especially enjoy the assignments which call for your creativity. I am excited to work with you this semester and begin to untangle the complexities of the history of sexuality!

What will you do to ensure your success in this course?

What study skills and habits work best for you?

How do you manage your time?

Schedule of readings and due dates

Note: readings are subject to change.

Week 1 – Course Introduction

M, Sept 4
First day of class

W, Sept 6
Intimate Matters, Introduction

Week 2 – New World Encounters

M, Sept 9

Intimate Matters, Chap 1

Read European descriptions of Indigenous Americans (Moodle) :

http://outhistory.org/wiki/Native_Americans/Gay_Americans_1528-1976

Skim through the primary sources listed between 1500s and 1800s. Pick and print five for class discussion.

W, Sept 11

Andrea Smith, Ch 1 of *Conquest: Sexual Violence and American Indian Genocide* (Moodle)

KCP #1 due in class (writing prompt posted to Moodle)

F, Sept 13

No reading.

* “Ah-ha” reflection due (#1)

Week 3 – Memphis Riots and Reconstruction

M, Sept 16

Intimate Matters, Chap 5

W, Sept 18

Hannah Rosen, “ ‘Not That Sort of Women’: Race, Gender, and Sexual Violence during the Memphis Riot of 1866” (Moodle)

F, Sept 20

Gerda Lerner, ed. *Black Women in White America*, “The Rape of Black Women as a Weapon of Terror” pgs. 172-193 (Moodle)

* “Ah-ha” reflection due (#2)

Week 4 – Marriage and the State

M, Sept 23

Intimate Matters, Chap 6 (focus on Mormons and polygamy)

W, Sept 25

Nancy Cott, *Public Vows*, Chapter 5: Monogamy as the law of social life (Moodle)

F, Sept 27

No reading

* “Ah-ha” reflection due (#3)

Research project topic due

Week 5 – Ida B. Wells and the anti-lynching movement

M, Sept 30

Royster, *Southern Horrors and Other Writings*, pgs 1-45.

W, Oct 2 – meet at the library!!

F, Oct 4

Wells, *Southern Horrors* (in Royster, pgs 49-72)

* “Ah-ha” reflection due (#4)

Week 6 – Social Purity & Crusades for Sexual Order

M, Oct 7

No reading.

KCP #2 due in class (writing prompt posted to Moodle)

W, Oct 9

Intimate Matters, Chap 9

F, Oct 11

Donovan, *White Slave Crusades*, ch. 1 & 2

* “Ah-ha” reflection due (#5)

Week 7 – White Slave Crusades

M, Oct 14

Donovan, *White Slave Crusades*, ch 3-4

W, Oct 16

Donovan, *White Slave Crusades*, ch 5

F, Oct 18

No reading

* “Ah-ha” reflection due (#6)

Research and reflection log (so far) due

Week 8 (Fall break) – White Slave Crusades

M, Oct 21

Donovan, *White Slave Crusades*, Ch 6 and Conclusion

Skype with Brian Donovan in class

W, Oct 23 – meet at the library!!

Week 9 – Emergence of the homosexual

M, Oct 28

Review *Intimate Matters*, Chap 6, pgs 121-130*Intimate Matters*, Chap 10 (focus on section titled *Ideas and Identities*)

John D’Emilio, “Capitalism and Gay Identity” (Moodle)

W, Oct 30

Skype with John D’Emilio in class

F, Nov 1

Lillian Faderman, “The Loves and Living Arrangements of 19th century suffrage leaders” (Moodle)

KCP #3 due in class (writing prompt posted to Moodle)

* “Ah-ha” reflection due (#7)



Week 10 - The Contraceptive Revolution

M, Nov 4

Intimate Matters, ch. 11

"Letters to Margaret Sanger" (Moodle)

Sanger, "I resolved that women should have knowledge of reproduction" (Moodle)

W, Nov 6

Jesse Rodrique, "The Black Community and the Birth Control Movement" (Moodle)

* "Ah-ha" reflection due (#8)

F, Nov 8

Class cancelled.

Week 11 – Cold War Conformity & Sexuality

M, Nov 11

Intimate Matters, Chap 12

Research and reflection log (so far) due

W, Nov 13

David Johnson, Introduction and Chapter 1 of *The Lavender Scare* (Moodle)

F, Nov 15

No reading.

KCP #4 due in class (writing prompt posted to Moodle)

* "Ah-ha" reflection due (#9)

Week 12 – Sexual Revolutions

M, Nov 18

Intimate Matters, Chap 13

W, Nov 20

Topic and readings TBD. Students pick!

F, Nov 22

Topic and readings TBD. Students pick!

* "Ah-ha" reflection due (#10)

Week 13 (Thanksgiving) – Sexual Revolutions, cont.

M, Nov 25

Reading TBD (Students pick)

Research write-up due

W, Nov 27

TBD

Week 14 – STUDENT RESEARCH PRESENTATIONS

M, Dec 2

W, Dec 4

F, Dec 6

Students will be assigned a date and will present their research findings to the class.

Students final research and reflection log is due on the day of their presentation.

Week 15 – Course Conclusion

M, Dec 9

Last day of class

Course conclusion and class pot luck

