HIST 215: History of Sexuality in the United States
T/Th 11:00am-12:15pm • MSS 242 • Spring 2015 • University of Nevada, Reno

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This course examines how sexuality has been socially constructed in the United States and how it has been shaped by and has informed the larger history of the U.S. We will address both heterosexual and LGBT/queer experiences from the mid 19th through late 20th centuries. Further, we will emphasize an intersectional analysis of sexuality, meaning that we will investigate sexuality’s interaction with structures of race, class, and gender. Topics addressed include the impacts of slavery, segregation, immigration, urbanization, and state regulation on sexual norms, laws, and identities; histories of sexual violence and of reproductive politics; the formation of lesbian and gay communities and transgender identities; and social movements related to sexuality, particularly feminist and LGBT/queer activism. Most of these topics will be address across multiple weeks, and throughout the course we will consider how differing developments in the history of sexuality shape each other. Readings and sources will include both secondary scholarship and primary sources (such as newspaper articles, government documents, political statements, and more).

As typical of a history course, HIST 215 is grounded in substantial reading, writing, and discussion and explores a wide range of material. Be prepared for extensive work and to use and develop critical thinking skills. Approximately 40-50 pages of readings are assigned each week; I will guide you through these readings by providing key terms to look for each week. In addition, assignments include formulating discussion questions, two essays, and two exams.

Major/Minor Credit: HIST 215 meets elective credit for History and Women’s Studies.

WebCampus: This class uses WebCampus; please be sure to check the page regularly for key terms, essay prompts, announcements, and materials.

This class satisfies Core Objective 10 of the Silver Core Curriculum:

CO10. Diversity and Equity. Students will develop a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate attentiveness to and analysis of diversity and equity.¹

In addition, GRI 257 helps students to develop skills in Core Objectives 1 and 3, reinforced throughout the curriculum in courses students take to fulfill core and major requirements:

CO1. Effective Composition & Communications. Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

CO3. Critical Analysis and Use of Information. Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

¹ Language subject to change per Fall 2014 revision by Core Diversity Committee, Core Board, and Provost.
Skills-Based Curriculum

The history program at UNR helps students to develop proficiency in broadly applicable skills while mastering specific subject areas. In addition to learning about the history of sexuality in the United States, students in this course will have opportunities to practice and improve the following skills:

- **critical thinking** – through reading and analyzing written sources, formulating arguments supported by evidence, and organizing information in a clear and logical manner
- **written communication** – through exams and written essays
- **primary source analysis** – through reading and identifying the key points and significance of arguments and ideas in historical documents
- **secondary source analysis** – through reading and identifying the key points and significance of arguments in books and articles written by scholars
- **oral expression** – through small group and class discussions and student presentations

Student Learning Outcomes (SLOs) and Correlation to Core Objectives (COs)

Students successfully completing this course will be able to:

1. Explain and critically apply the concept of the social construction of sexuality (CO3, CO10)
2. Explain and critically apply the concept of the intersectional analysis of sexuality (CO3, CO10)
3. Identify examples of the state regulation of sexuality (CO3, CO10)
4. Identify examples of how sexual identities, communities, and politics have responded to state regulation (CO3, CO10)
5. Use scholarship, historical evidence, and the concepts of social construction and intersectional analysis to evaluate how the history of sexuality can enrich broader understandings of U.S. history (CO1, CO3, CO10)
6. Analyze and synthesize primary and secondary sources both orally and in writing (CO1, CO3)

You may notice that the abbreviation SLO followed by numbers on some course materials. This means that the lecture, discussion, assignment, or other activity offers opportunities for students to practice skills related to the learning outcomes listed above. For example, “SLO 1, 6” means the activity builds your knowledge of the concept of intersectional analysis (SLO 1) and requires you to present ideas orally or in writing (SLO 6).
REQUIRED READINGS

Book

Scholarly Articles – on WebCampus/eReserves

Primary Sources – on WebCampus
“Declaration of the Universal Rights and Needs of People Living with HIV Disease” (1989)
Daughters of Bilitis, “Statement of Purpose” (1955) and “What About the DOB?” (1959)
Harriet Jacobs, Excerpt from *Incidents in the Life of Harriet Jacobs* (1861)
Dale Jennings, “To Be Accused, Is To Be Guilty” (*ONE Magazine*, 1953)
Denise Oliver, “The Young Lords Party” (1971)
U.S. Senate, “Employment of Homosexuals and Other Sex Pervers” (Senate Document, 1950)
Third World Gay Revolution, “What We Want, What We Believe” (1971)
Transvestite and Transsexual Liberation (1971)
Interview with Ron Vernon, “Sissy in Prison” (1971)
Ida B. Wells, *Red Record* (excerpt, 1895)
COURSE REQUIREMENTS

Participation (SLOs 1, 2, 3, 4, 5, 6) – 10% of course grade
• This course relies heavily on discussion. Your attendance and participation are vital.

Discussion Questions (SLOs 1, 2, 3, 4, 6) – 15% of course grade
• Working in small groups, you will develop discussion questions on assigned readings twice in the semester. You will present these questions as a group and lead class discussion on them.

In-Class Exams (SLOs 2, 3, 4, 6) – 40% of course grade
• There will be two in-class exams focused on defining and analyzing key terms or events discussed in readings and lecture. Held in Weeks 8 and 15.

Short Essay (SLOs 1, 2, 3, 4, 6) – 10% of course grade
• Analyze 2 primary sources using ideas from secondary readings. 3-4 pages, due Week 6.

Final Essay (SLOs 2, 3, 4, 5, 6) – 25% of course grade
• Select 4 primary sources discussed in this class and explain how you would use these sources to enrich a museum of U.S. history or a high school U.S. history class. 7-8 pages, due in Week 16.

GRADING CRITERIA

F (less than 60%): F is for work that is not acceptable. It demonstrates that the student has no idea what the course material is about, suggesting a lack of interest or effort and possibly some absences from class. Students who do the reading and come to class regularly rarely receive an F. If you think you have been trying hard and you get an F on an assignment, I encourage you to come to me for help.

D– (60–62%), D (63–66%), D+ (67–69%): D is given for work that is inadequate. It omits important points, contains more than a few inaccuracies, and is badly organized. It suggests that the student has not been paying much attention to the course or is having problems understanding the material. As in the case of an F grade, if you think you have been trying hard and receive a D grade for a writing assignment, come and see me for help. I will do everything I can to assist students who want to work to improve their grades.

C– (70–72%), C (73–76%), C+ (77–79%): C is given for work that is average. The student shows familiarity with the material and is mostly accurate, but the paper lacks detail or effective organization. The C essay might make general points but fail to support them with specific evidence, or it might be merely a collection of facts, with no coherent theme or thesis. You can pass the course with this kind of work, but you should aim higher.

B– (80–82%), B (83–86%), B+ (87–89%): B denotes work that is above average in quality. It demonstrates that the student knows and understands the material covered in class, and that s/he is capable of synthesizing it into a competent essay. It is accurate, detailed, and well organized, with an introduction, a thesis, and a conclusion.

A– (90–94%), A (95–100%): A is for work of exceptional quality. This grade is for essays that present a clear thesis supported by persuasive evidence and analysis, logically organized, and free from typing or grammatical errors. The A essay does more than just competently summarize material from the readings or lectures. It shows the student has thought things through on a deeper level and offers his or her own perspective on the topics under consideration.
ACADEMIC RESOURCES
I strongly encourage you to take advantage of these resources, especially the History Writing Center. I also welcome you to visit my office hours for guidance.

History Writing Center: Mack Social Science (MSS) 109 – Mon.-Weds. 9am-1pm, Thurs. 1pm-5pm, and by appointment. Tim Smith, tpsmith@unr.edu

University Writing Center: Mackay Science (MS) 108 – Mondays-Thursdays 9am-4pm, Fridays 9am-2pm and Knowledge Center (MIKC) – Sundays-Thursdays 4pm-9pm. Appointments also available online. 784-6030 or http://www.unr.edu/writing_center/

Tutoring Center: Thompson Building (TB) 101M – Mondays-Thursdays 8am-8pm, Fridays 8am-4pm. 784-6801 or www.unr.edu/tutoring/

Disability Resource Center (DRC): Thompson Building (TB) 100 – Mon., Tues., and Fri. 7am-5pm, Weds.-Thurs. 7am-7pm. 784-6000, http://www.unr.edu/drc

• I am committed to equal opportunity in education for all students, including those with documented physical or learning disabilities. If you have a documented disability and will be requiring assistance, please contact me or the Disability Resource Center as soon as possible to arrange for appropriate accommodations.

CLASS POLICIES
Readings: Complete readings by the days listed and bring them to class for discussion.

Technology: Multiple studies and my own personal experiences as a student and a professor have shown that laptops/tablets in class seriously inhibit learning. I discourage such devices and encourage pen/pencil and paper instead. If you must use a laptop/tablet, you must sit at the front of the class and access your device only for notes or readings; I will call on you frequently. Phones must always be put away and silenced. Students who use phones, whose phones make noise, or who use any device inappropriately will be asked to leave class and will see their participation grade affected.

Gender Pronouns: In order to enable the inclusion of people of all sexual and gender identities, please be sure to refer to people in this class by their preferred gender pronouns. I will facilitate discussion of preferred gender pronouns within the first two weeks of class. If you encounter challenges on campus regarding issues of gender recognition, please feel free to talk with me.

Email Communication: I use email to schedule meetings but not to respond to questions already answered in the syllabus or to essay drafts. Please follow professional standards for email. I make every attempt to respond in 24 hours or in 48 hours on weekends.

Late Penalties/Extensions: Essays will be penalized one letter grade for every 24-hour period late, beginning 15 minutes after the time due. If you want to request an extension for an essay, email me 48 hours before the due date.

Absences: UNR does not allow any official absences and, effective Fall 2014, the Student Health Center does not provide medical excuses for missed classes, exams, or assignments. Work missed due to routine illness, work conflicts, or other ordinary problems cannot be made up. I do offer makeup work to students who must miss class for a religious holiday or to represent UNR at an official event; contact me
two weeks in advance. If you have a medical or personal crisis, the Student Health Center or Vice President for Student Services will inform me.

**UNR Policy on Video and Audio Recording:** “Surreptitious or covert videotaping or unauthorized audio recording of class is prohibited by law and Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

**ACADEMIC HONESTY**

I have no tolerance for plagiarism, cheating, or any academic dishonesty. I expect all students to do their own work in this course unless I have specifically assigned a group activity or project. Copying someone else’s work, or allowing your own work to be copied, is dishonest and unfair to other students who are striving to complete assignments and essays on their own. It is your responsibility to understand and follow all academic honesty standards.

Academic Standards are defined in the University Administrative Manual, 6,502 and state:

- Academic dishonesty is against university as well as community standards. Academic dishonesty includes, but is not limited to, the following:
  - **Plagiarism:** defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one’s work to be used in this fashion.
  - **Cheating:** defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.
  - **Sanctions for violations of university academic standards may include the following:** (1) filing a final grade of “F”; (2) reducing the student’s final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

**Important Information on Plagiarism:** Copying someone else’s entire paper or article is a clear example of academic dishonesty, but note that plagiarism can take other, less obvious forms as well. “Language, ideas, thoughts or work of another” includes any material from assigned reading as well as any other work written or produced by others. Using phrases, sentences, or ideas from books, articles, internet sites, documents, or other sources without letting your reader know that they are direct quotes (by placing them in quote marks) or where they came from (by citing the page number and source) is a form of plagiarism. You must properly acknowledge your use of all other people’s words by placing those words in quotation marks and citing all sources used in your paper. If you draw on another person’s ideas without quoting them directly, you must still indicate where those ideas came from. Citations should also be given for little-known facts and statistics.

Any student found violating academic standards in this course will receive a zero for the assignment in question. A serious first offense, and any second offense, will produce an automatic F in this course. I report all cases of academic dishonesty to the Office of Student Conduct, where they become part of the a student’s academic record and available to employers and directors of graduate/professional programs.
SCHEDULE

Read items listed under T by Tuesday and items under Th by Thursday of the week. Note that ASH = American Sexual Histories. Full listing of other items is under “Readings” above.

**Week 1: Introduction** (SLOs 1, 2, 6)
This week will be devoted to introducing the course, getting to know each other, and discussing contemporary events that open up questions about the shifting history of sexuality in the U.S.

**Week 2: Key Terms and Approaches** (SLOs 1, 2, 6)
*T:* Handout of key terms
*Th:* Reis, “Introduction,” ASH (pages 1-8)

**Part I: Histories of Heterosexuality**

**Week 3: Power and Violence in Slavery** (SLOs 1, 2, 3, 4, 6)
*T:* Jacobs, Excerpt from *Incidents in the Life of Harriet Jacobs*
*Th:* Hodes, “White Women, Black Men, and Adultery in the Antebellum South” & documents (*ASH* Chapter 7, pages 147-164)

**Week 4: Immigration and Anti-Miscegenation Law** (SLOs 1, 2, 3, 4, 6)
*T:* Pascoe, “Miscegenation Law and the Making of Race in America” & documents (*ASH* Ch. 9, 189-210)
*Th:* Film excerpts in class: *The Loving Story* (dir. Nancy Buiriski, 2011)

**Week 5: Sexual Violence, Lynching, and Civil Rights** (SLOs 1, 2, 3, 4, 6)
*T:* Bederman, “‘The White Man’s Civilization on Trial’”
*Th:* McGuire, “‘It Was Like All of Us Had Been Raped’”

**Week 6: Birth Control, Abortion, and Class** (SLOs 1, 2, 3, 4, 6)
*T:* Reagan, “When Abortion Was Illegal” & documents (*ASH* Ch. 11, 230-246)
*Th:* Tone, “Contraceptive Consumers” & documents (*ASH* Ch, 12, 247-269)

*Essay #2 due Friday by 5:00pm*

**Week 7: Birth Control and 1960s Feminism** (SLOs 1, 2, 3, 4, 6)
*T:* Solinger, “The Population Bomb and the Sexual Revolution” & documents (*ASH* Ch. 15, 320-344)
*Th:* Nelson, “‘Abortions Under Community Control’”
Oliver, “The Young Lords Party” (1971)

**Part II: LGBT/Queer Histories**

**Week 8: Locating the Queer Past** (SLOs 1, 2, 3, 4, 6)
*T:* Exam #1 held in class
*Th:* D’Emilio, “Capitalism and Gay Identity”
Week 9: Lesbian and Gay Geographies (SLOs 1, 2, 3, 4, 6)
T: Chauncey, “The Policed”
Th: Boyd, “Lesbian Space, Lesbian Territory”

Week 10: World War II and the Lavender Scare (SLOs 1, 2, 3, 4, 6)
T: Bérubé, “Marching…” and “The Military and Lesbians…”
Th: “Employment of Homosexuals and Other Sex Perverts” (Senate Document, 1950)
Film excerpts in class: The Lavender Scare (dir. Josh Howard, 2015)

Week 11: Racial and Class Divides in the Homophile Movement (SLOs 1, 2, 3, 4, 6)
T: Hobson, “Policing Gay L.A”
Th: Jennings, “To Be Accused, Is To Be Guilty” (ONE Magazine, 1953)
Daughters of Bilitis, “Statement of Purpose” (1955) and “What About the DOB?” (1959)

Week 12: Forming Transgender Identities (SLOs 1, 2, 3, 4, 6)
T: Meyerowitz, “Sex Change and the Popular Press” & documents (ASH Ch. 14, 294-319)
“Transvestite and Transsexual Liberation” (1971)
Th: Film in class: Screaming Queens (dir. Susan Stryker, 2005)

Week 13: The Politics of Gay Liberation (SLOs 1, 2, 3, 4, 6)
T: Kissack, “Freaking Fag Revolutionaries”
Third World Gay Revolution, “What We Want, What We Believe” (1971)
“Sissy in Prison” (1971)

Week 14: Intersectional Responses to the AIDS Epidemic (SLOs 1, 2, 3, 4, 6)
T: Brier, “Marketing Safe Sex” & documents (ASH Ch. 16, 345-367)
Th: Brier, “Drugs Into Bodies, Bodies Into Health Care”
“Declaration of the Universal Rights and Needs of People Living with HIV Disease” (1989)

Week 15: Course Review and Exam (SLOs 2, 3, 4, 6)
T: Course Review
Th: Exam #2 held in class

Week 16 and Finals (SLOs 1, 2, 3, 4, 5, 6)
T: Essay Preparation and Course Conclusion

Essay #2 due at date/time assigned by UNR finals schedule