

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Cola Dept/Division: History Alpha Designator/Number: 507 Graded CR/NC

Contact Person: Greta Rensenbrink Phone: 696 2955

NEW COURSE DATA:

New Course Title: History of Sexuality _____

Alpha Designator/Number:

H	S	T	5	0	7				
---	---	---	---	---	---	--	--	--	--

Title Abbreviation:

H	I	S	T	O	R	Y		O	F		S	E	X	U	A	L	I	T	Y				
---	---	---	---	---	---	---	--	---	---	--	---	---	---	---	---	---	---	---	---	--	--	--	--

(Limit of 25 characters and spaces)

Course Catalog Description:

Examines the history of sexuality in North America in the context of cultural, legal, economic, political and social history from the 16th century to the present.
--

(Limit of 30 words)

Co-requisite(s): _____ First Term to be Offered: SPRING 2017 _____

Prerequisite(s): _____ Credit Hours: 3 _____

Course(s) being deleted in place of this addition (*must submit course deletion form*): _____

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _____	Date _____
Registrar _____	Date _____
College Curriculum Chair _____	Date _____
Graduate Council Chair _____	Date _____

Request for Graduate Course Addition - Page 2

College: COLA

Department/Division: HISTORY

Alpha Designator/Number: HST 507

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Greta Rensenbrink.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable.

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable.

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable.

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached.

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See attached.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

This course is primarily discussion based, although there are a couple of lecture.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: History
Course Number and Title: HST 507
Catalog Description: Examines the history of sexuality in North America in the context of cultural, legal, economic, political and social history from the 16th century to the present.
Prerequisites: NONE
First Term Offered: SPRING 2017
Credit Hours: 3

History 407/507: History of Sexuality

Syllabus and Schedule

Spring 2017, MW 1 to 2:15, 3 Credits
Dr. Greta Rensenbrink, Harris Hall 108

Office Hours: Mondays 4 to 5, Wednesdays 10-11:30, and by appointment.

If you can't meet during these times, please email me with a couple of possible times you could meet and I will get back to you. And please do not hesitate to make an appointment.

Office Phone: 696-2955.

Email: rensenbrink@marshall.edu.

Course Description:

Sex and sexuality are inherently fascinating. In the United States, sex has a rich history as a subject both of longing and of fear and anxiety. We tend to think of our history of one of increasing sexual freedom and liberation, perhaps accompanied by growing social and psychological problems. This course will challenge and complicate that understanding of our sexual history.

This course will explore the construction of sex and sexuality in the United States, beginning with the colonial period and ending with the late 20th century. We will be concerned both with changing understandings and experiences of sex itself, and with the ways that sexuality has worked as an aspect of relations of power and a force shaping historical change. That is, we will look at what sex *was* and how sex was *used*.

Some themes and topics (in the form of questions!): How has sex been regulated, and by whom? When did sexual identities get "invented" and why? How has scientific knowledge affected sexual behavior? How have people understood the connection between reproduction and sex? Were the Puritans and Victorians really sexually repressed? Why has sex been such a central facet of our understandings of racial difference? What does economics have to do with sex? What is sex, anyway? And how do we know?

The course will include a mixture of lecture, discussion, and writing exercises. Students should be prepared to do a significant amount of reading, and to contribute regularly to class discussions.

Required Texts:

- ❖ Kathy Peiss, ed. *Major Problems in the History of American Sexuality* (Houghton Mifflin, 2002).
- ❖ Other readings will be available on MuOnline. You will be required to print these out and bring the hard copy with you to class.

Additional Required Text for Graduate Students

- ❖ Helen Lefkowitz Horowitz, *Rereading Sex: Battles over Sexual Knowledge in Nineteenth-Century America* (New York: Knopf: 2002).

Desired Learner Outcomes and Objectives:

Do the box.

<i>Course Student Learning Outcomes</i>	<i>How students will practice each outcome in this Course</i>	<i>How student achievement of each outcome will be assessed in this Course</i>
Students will develop their understanding of the central problems in the history of sexuality	Cortical reading and discussion. (Grads: intellectual journals)	Writing assignments and essay exams
They will be able to discuss sexuality as a category of historical analysis	Discussions	Exams and presentations
Increase ability to think analytically	Discussions	Exams and short papers
Improve their critical approach to reading	Discussions	
Develop ability to express themselves through writing	Short writing assignments (Grads: intellectual journals)	Final papers and exams.
Develop their ability to express themselves orally	Discussions	Presentations
Develop their ability to work in teams	Small group discussions	Presentations (undergrad)

Requirements and Grading, Undergraduates:

- ❖ Short Papers (25%) There will be two short (5 page) papers due during the semester. Each is worth 12.5%. These assignments are designed to develop your critical reading and analytic ability. That is, they will encourage you to develop your own voice as a historian. You will have clear written instructions for each of these papers. They will be drawn from class materials and will require no outside reading. Late papers will not be accepted.
- ❖ Class Participation (30%). Includes discussion, (brief) in-class writing exercises, and general good citizenship. I will weight each of these three evenly and you will receive a midterm grade.
 - Discussion. This course will be discussion-driven and your active engagement in discussions is required. After each discussion day I record who spoke up and note which students were especially engaged contributors. Your discussion grade will be based on those records. In other words, not on if you are “right” when you speak up, but if you are speaking and are on topic.

- Writing exercises. I may ask you to write on a question relating to readings, or to respond to lecture material. You may use any notes you have taken on the readings or lecture, but not the readings themselves. These brief (10 minute) assignments will not be announced in advance. You cannot make these up, but may miss one without penalty. They will be graded on a check system. Pluses and minuses cancel each other out. If you have more check pluses than checks, you will get an A, fewer pluses or straight checks gets you a B, and check minuses pull your grade down.
- Good citizenship includes showing up, paying attention, and taking notes.
- ❖ Book Presentation (10%). You will choose a book from a list to read and present to the class. These presentations will be short and to the point—5 minutes with specific questions you must answer. You will also submit a short written summation of your presentation which is due on the day you present.
- ❖ Midterm (15%) and Final (20%). These will be take home exams. They must be typed. The point of the exams is to give you a chance to synthesize course readings and lectures and the thinking you have done for this course. You will write three short essays for which you will not need to do outside reading. You will need notes from lectures, discussions and readings in order to do what is required for the exams. Each essay will be 2-3 pages.

Requirements and Grading, Graduate Students:

- ❖ Class Participation (25%), including discussion and good citizenship.
- ❖ Intellectual Journal (50%). You will not write the short papers or do the book presentation. Instead I will collect weekly journals from you. Please acquire a 3-ring binder. You will submit it to me on Wednesday, and I will return it the following Monday. You must do 8 of them. No late journals will be accepted. They will be graded on a check system. Pluses and minuses cancel each other out. If you have more check pluses than checks, you will get an A, fewer pluses or straight checks gets you a B, and check minuses pull your grade down.

Journal entries will include (these are minimal numbers, students often write longer and that is fine):

- 1 page reflection on the discussions or lectures in the previous two classes (Wednesday of the previous week and Monday of the current week) and the readings from Monday (which we will have discussed).
- 1 page commenting on the readings for Wednesday—the day you are handing in your journal. You may want to look at the study questions I gave the undergrads as a jumping-off place. This will give you a chance to write about material we have not already discussed.
- ½ to 1 page putting all of the above in a larger context. You may want to relate this material to readings and discussion from previous weeks, think about how it ties to larger themes of the course, or connect it to ideas you have encountered elsewhere in your studies.
- ❖ Final Research Project (25%). You will find 15 sources, at least four of them primary sources, and write a 15-page paper on your topic. You will also give a short presentation to the class.

Grading Policy:

Grades for assignments will be posted on MuOnline as I do the grading.

Grades for major assignments will be on a 100 point scale.

Grading for this course will be determined as follows: 90-100% of all possible points is an A; 80-89% of all possible points is a B; 70-79% of all possible points is a C; 60-69% of all possible points is a D; 59% or below is an F. I round up on fractions—thus a 79.5 is counted as an 80.

Academic Honesty:

Plagiarism on any assignment will result in failure of the course. No exceptions. Make sure everything you write is your own work. Even a phrase taken unaccredited from another source is unethical. I will report plagiarism to the Dean of Students office.

Policy Statement on Late Assignments:

The two short papers must be turned in on the day they are due. There are no exceptions, barring hospitalization or other extremity. For Grads, journals are also not accepted late.

In-class assignments are also not makeupable (new word!). But you will be able to skip one without penalty.

The midterm and final exam will be accepted late without penalty as long as I hear from you by the due date and you can make a reasonable case. If I get it late without having heard from you by the due date they will depreciate in value at the rate of 1 full grade a day.

If you miss your presentation day and there are other times available, you may reschedule, but you will lose ½ the points for the presentation. In other words, don't miss your turn!

Attendance Policy:

Please be sure you understand this policy, as it might seem counterintuitive! You can miss two classes without me asking why. More than that and your grade will suffer. The ONLY TIME I need to hear reasons or see excuses is if you have documented reasons for missing more than two classes. Otherwise, two classes is generally enough to cover the usual reasons you might need to miss.

Warning—if you skip two days at the beginning of the semester without good cause then later have to miss because you are sick, your grade will be affected. Please save your free skips for when you need them.

Policy for Students with Disabilities:

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit

<http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271

University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/Academic Forgiveness/ Academic Probation and Suspension/Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment.

Schedule

Any readings with page numbers but without citations are from Peiss. Other readings will be on MuOnline.

Introduction, Theory, and Context

Week 1

January 9. Course Introduction

January 11. What is Sexuality and Why Does it Have a History?

Week 2

January 16: Martin Luther King, Jr. day (class does not meet)

January 18. Theorizing Sex, Sexuality and Their Relationship to Gender

Reading: Jeffrey Weeks, "Social Construction of Sexuality," (Peiss, 2-10).

Grad students read the whole theory section.

Week 3

January 23. Sex and Christianity: European Inheritances

Readings: "List of Christian Sexual Sins from the 7th or 8th century," in Matthew Kuefler, *The History of Sexuality Sourcebook*, 165-167 (online reading).

"Martin Luther on Sex and Marriage" and Bernard Mandeville, "Defense of Prostitution," in Kuefler, 205-209, (online reading).

Early Modern Sexualities

January 25. "Native" Sexualities

Readings: Baron Lahotan Describes Love and Marriage among the Huron, 1703. English Trader John Lawson Describes Native Sexuality in North Carolina, 1709. Father Joseph-Francoise Lafitau Praises Native Male Friendships, 1733 (Peiss, 27-36).

Week 4

January 30. Sex and Conquest

Readings: Antonia I. Castaneda, "Sexual Violence in the Spanish Conquest of California" (Peiss 47-56).

Father Luis Jayme Attacks Sexual Abuse of Indigenous Women, 1772 (Peiss, 36-38).

February 1. Sexual Interactions and the Founding of the English Colonies

First Short Paper Due in Class.

Reading: Theda Perdue, "Columbus Meets Pocahontas in the American South."

Week 5

February 6: Regulating Sex in the Colonies

Readings: John D'Emilio and Estelle Freedman, "Family Life and the Regulation of Deviance," in Phillips and Reay (online reading).

Grad Students also read: Richard Godbeer, "Sodomy in Colonial New England."

The 19th Century: Sex and the Rise & Fall of the Victorians

February 8. Lecture on Sex, Liberalism and Science

Grad students read: Thomas Laqueur, "Orgasm, Generation, and the Politics of the Reproductive Body," in Lancaster (online reading).

Week 6

February 13. Self-Control and Passionlessness: Gender and the Repressive Hypothesis

Readings: Nancy F. Cott, "Female Passionlessness: An Interpretation of Victorian Sexual Ideology, 1790-1850" (131-140).

Sylvester Graham Lectures Young Men on Self-Restraint, 1839 (Peiss, 115-117).

February 15. Sexuality, Race, and Violence in Slavery

Midterm essay questions will be handed out in class.

Readings: Brenda Stevenson, "Slave Marriage and Family Relations" (Peiss, 159-173).

Fugitive Slave Lewis Clarke Explains why "A Slave Can't Be a Man," 1842; J. W. Lindsay Describes Sexual and Family Relations Under Slavery, 1863; Dr. Esther Hill Hawks Recounts the Rape of "Susan Black," 1865; Harriet Jacobs Relates Incidents in the Life of a Slave Girl, 1861; Chaplain A. B. Randall Writes About the Freedpeople's Ideal of Marriage, 1865 (Peiss, 143-153).

Graduate Students also read: Martha Hodes, "Adultery: Dorothea Bourne and Edmond," in Elizabeth Reis, ed., *American Sexual Histories*, 146-164.

Week 7

February 20. Free Love and Obscenity

Readings: Jesse Battan, "'The World Made Flesh': Language, Authority, and Sexual Desire in Late 19th Century America" (Peiss, 252-264).

Anthony Comstock Condemns Obscene Literature (Peiss 243-44).

February 22. Midterms Due. Class will not otherwise meet

Week 8

February 27. Challenging the Repressive Hypothesis

Readings: Karen Lystra, "Sexuality in Victorian Courtship and Marriage," 229-237.

A Woman Writes Her Lover During the Civil War, 1865.

Michel Foucault, excerpt from the *History of Sexuality*.

February 29. Sexology and the Construction of Sexual Identities

Readings: Carroll Smith-Rosenberg, "The Female World of Love and Ritual" (201-213).

Jonathan Ned Katz, *The Invention of Heterosexuality* (348-356).

George Chauncey, "From Sexual Inversion to Homosexuality: Medicine and the Changing Conception of Female Deviance," in *Salmagundi* 58-59 (fall 1982-winter 1983): 114-46 (online reading).

Week 9

March 6. Lynching, Eugenics and the Racial Politics of “Civilization”

Readings: William H. Stallings Testifies about Ku Klux Klan Lynchings, 1871; Ida B. Wells-Barnett Exposes the Myth of the Black Rapist, 1892 (Peiss, 153-159).

Grad students also read: Molly Ladd-Taylor, “Eugenics, Sterilization and Social Welfare” (Peiss, 327-336).

March 8. Grad only discussion/undergrad film

Grad students read: Helen Lefkowitz Horowitz, *Rereading Sex: Battles over Sexual Knowledge in Nineteenth-Century America* (New York: Knopf: 2002).

Undergrads will watch *A Florida Enchantment* (1914).

Sex and Modernity in the 20th Century

Week 10

March 13. Pleasure and Pain: Working-Class Sexuality in the Early 20th Century

Linda Gordon, “Birth Control and Sexual Revolution” (Peiss, 320-327). Kathy Peiss, “Charity Girls and City Pleasures” (Peiss, 299-307). Wong Ah So Describes her Experiences as a Prostitute in the Early 1920s (278-279). Emma Goldman Analyzes “The Traffic in Women,” 1911 (285-287). Eugene Caves Reports a Death from Illegal Abortion in Rural Wisconsin, 1896; Margaret Sanger Argues “The Case for Birth Control,” 1817; Women Write Margaret Sanger for Birth Control Advice, 1924, 1930, 1935, 1936; Women’s Use of a Baltimore Birth Control Clinic, 1929 (Peiss, 309-320).

March 15. Courtship and Dating in Modern America

Reading: Beth Bailey, “Sex Control,” in *From Front Porch to Back Seat: Courtship in 20th Century America*.

Week 11

March 27. Sex, Race and Youth in the South

Second short paper due in class.

Reading: Susan Cahn, “Spirited Youth or Fiends Incarnate?: The Samarcand Arson Case and Female Adolescence in the American South,” in Pippa Holloway, ed., *Other Souths* (online reading).

March 29. Kinsey and Cold War America

Readings: Alfred Kinsey Reports on Americans’ Sexual Behavior, 1948-1953 (368-372).

Marge McDonald Enters the Lesbian Community of Columbus, Ohio, 1955; Del Martin Explains Why Lesbians Need the Daughters of Bilitis, 1956 (381-384).

Sex and Postmodernity

Week 12

April 3. Transsexuality

Readings: Joanne Meyerowitz, “Sex Change and the Popular Press: Historical Notes on Transsexuality in the United States, 1930-1955” (online reading).

Primary Sources: Girl Changes into Man; Psychopathia Transexualis; New Sex Switches: Behind the Sensational Headlines Loom Unpleasant Medical Facts; I Want to Become a Woman (online readings), all from Reis, *American Sexual Histories*.

April 5. Graduate student research paper discussion/Undergrads work on presentations

Week 13

April 10. Sexual Revolutions

Readings: Beth Bailey, "Sexual Revolution(s)," in David Farber, ed., *The Sixties: From Memory to History* (University of North Carolina Press, 1994).

April 12. Sex in the 1970's

Readings TBA

Week 14

April 17. Sex, Fear, and Politics: The AIDS Pandemic in the 1980's

Discussion of the film: *We Were Here*. Watch on the course website before class.

April 19. Presentations

Week 15

April 24. Presentations

April 26. Presentations, finishing up

Exam questions will be handed out in class; you will have one week to complete the exam.