

HIST 48800: The History of Sexual Regulation in the United States

Professor: Yvonne M. Pitts
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Classroom: 301UNIV
Time: 12 -1:15PM

Sex is never just a physical act. Since settlement, Americans have imposed judgments, ideologies, and criminal sanctions on sexual acts, sexual identities, reproduction, and the very act of speaking publicly about sex. Rather than human behavior hidden in private homes, sexuality and the constellation of values around it has been a central part of how Americans understand themselves, differentiate themselves from others, and determine the boundaries of inclusion and exclusion, criminality and deviance, virtue and licentiousness. Our task will be to understand how Americans have defined sexual deviance and attempted to control it throughout American history. This course is designed to illuminate broad themes in the history of sexual regulation, sexual violence, consensual sex, sexual economies, and family formation.

Course Texts

These texts are available at the University Bookstore and can be found at various online retailers. Readings preceded by (BB) are posted on the course Blackboard website.

George Chauncey, *Gay New York: Gender, Urban Culture and the Making of a Gay World* (New York: Basic Books, 1994).

Alexandra Lord, *Condom Nation: The U.S. Government's Sex Education Campaign from World War I to the Internet* (Baltimore: Johns Hopkins Press, 2009).

Richards, David A., *The Sodomy Cases: Bowers v. Hardwick and Lawrence v. Texas* (University Press of Kansas, 2009).

Blackboard Readings – case law, articles, and other course texts. These are required – please print them off and bring them to class. You may also bring them to class on an electronic reader but you must bring the readings to class on the assigned day.

Student Learning Outcomes: Students will be able to articulate verbally and in writing what they have learned about the nineteenth and twentieth century history of sexual regulation. Additionally, they will be able to identify and analyze the cultural and religious values which informed sexual regulation. Students will develop a deeper understanding of how regulation and reform worked by conducting primary source research and synthesizing it into written arguments. Students will also become acquainted with historiography, or what other historians have written about sexual regulation. Finally, students will gain an understanding of the craft and practice of professional historians.

Questions we will consider throughout the course will be:

What is regulation?

Who imposes it?

How is it imposed?

How are categories (race, gender, deviance, sexual orientation) created and then regulated?

How do medical and religious knowledge affect the regulation of sexuality?

Course Expectations and Evaluation

You are expected to attend class regularly. You should complete the reading for each day before class and be prepared to ask questions about the issues it raises. I encourage you to take a

critical approach to the readings, to ask questions, and to probe issues. It is imperative to maintain an open environment and respect each others' ideas, comments, and concerns, even if you do not agree with your colleagues or me. Please remain respectful.

Grade Breakdown:

Class discussion/participation15%
2 Primary Source Analysis.....15%/ea (30% total)
2 Historical Topic Papers.....15% ea (30% total)
Take Home Final Exam25%

There will be no extra credit. Please do not ask. You have enough to do without worrying about extra credit.

Class Discussion/Participation:

This is an advanced history course. Participation is essential. Your participation grade will suffer if you do not actively contribute to and engage in class discussions on a regular basis. I expect you to attend every class and to arrive to class on time having done the assigned reading and with prepared questions and discussion points. Irregular attendance will be penalized. The course attendance policy will be altered only for documented situations and university sponsored events.

Late Papers:

Late papers will be accepted at my discretion and may not be accepted at all. If you know you cannot make a due date, it is imperative that you contact me **before** the missed due date to ensure the most favorable outcome for your grade. As standard practice, I deduct five points from late papers for every class period in which you do not turn in the paper after missed due date. If you have a medical or other emergency, I may require documentation.

Grading Scale

I use a straight grading scale with pluses and minuses. I do not use a curve. There is no predetermined grade distribution.

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

Historical Topic Papers:

Students will write two essays (6-8 pages) focused on specific topics or themes. Student essays should directly address key interpretive, historical, and analytical issues and effectively use secondary sources in support of a cogent thesis. Essays should be turned in during class on the assigned due date. In addition to content, style and grammar will affect the overall essay grade.

Primary Source Analysis:

Students will write two 6-8pg essays analyzing a set of primary sources, either assigned or which the student has located as part of the project. In addition to content, style and grammar will affect the overall essay grade.

Students with Disabilities

If you have a disability that may require modification of seating, class requirements or whatever, please see me as soon as possible, so we can make appropriate arrangements. I will keep all discussions confidential as long as the situation permits. Please note that, in order for Purdue University to accommodate your needs, you will need to provide appropriate written documentation for your disability and have it on file with Adaptive Services.

Cheating and Plagiarism (HINT- DO NOT DO IT)

Cheating or plagiarism will not be tolerated. Plagiarism refers to the reproduction of another's words or ideas without proper attribution. Anytime you use another person’s words or ideas, you MUST cite them. This includes online sources. If you fail to cite someone else’s words or ideas, you have committed academic theft. University Regulations contains further information on dishonesty. At the very least it will earn a failing grade on the assignment and depending on my judgment of the level of severity, failure of the entire class. Instances of plagiarism may be pursued through higher academic and administrative channels. Do not test my tolerance on this issue.

For information on what constitutes plagiarism see and how to avoid it, see:

<http://owl.english.purdue.edu/owl/resource/589/01/>

Major Campus Emergencies:

In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on the University website, Blackboard or can be obtained by contacting the professor via email. Also, check the university website at purdue.edu.

Reading and Assignment Schedule

You must read thoroughly the assignment before class and be prepared to discuss it on the date that the reading appears. Readings available on the class Blackboard website are designated with (BB) preceding them. YOU are responsible for locating the assigned readings. Assignments are due at the beginning of class.

** I reserve the right to make additions, deletions, or changes to this syllabus.

Date	Reading	Assignment
Week One		
8/21/12	NARA Doc – Civil War Prostitution Charge (1865)	Introduction
8/22/12	<i>Disharoon v. State</i> (GA, 1894); (BB) <i>State v. Potter</i> (IA, 1952); (BB) <i>Kizer v. VA</i> (1984) marital rape	Reading Case Law
Week Two		
8/28/12	(BB) Richard Godbeer, ““The Cry of Sodom”: Discourse, Intercourse, and Desire in Colonial New England” <i>William and Mary Quarterly</i> , 52, No. 2 (Apr., 1995): 259-286; AND Kathleen Brown, ““Changed... into the Fashion of Man”: The Politics of Sexual Difference in a Seventeenth-Century Anglo-American Settlement,” <i>Journal of the History of Sexuality</i> , 6, No. 2 (Oct., 1995): 171-193.	
8/30/12	(BB) Joshua Rothman, “Notorious in the Neighborhood: An Interracial Family in Early National and Antebellum Virginia,” <i>The Journal of Southern History</i> , 67, no. 1 (Feb., 2001):73-114; AND (BB) Colonial Virginia Laws on Sexual Regulation	1st Historical Topic Paper assignment
Week Three		
9/4/12	(BB) Stephen Robertson, “What’s Law Got to Do with It? Legal Records and Sexual Histories” <i>Journal of the History of Sexuality</i> 14 Nos. 1/2 (Jan/Apr 2005):161-185; AND Timothy Gilfoyle, “Archaeologists in the Brothel: “Sin City,” Historical Archaeology and Prostitution” <i>Historical</i>	

	<i>Archaeology</i> , 39, No. 1 (2005): 133-141.	
9/6/12	Jesse Battan, "The 'rights' of husbands and the 'duties' of wives: Power and desire in the American bedroom, 1850-1910," <i>Journal of Family History</i> 24 no. 2 (Apr. 1999): 165-187; AND Timothy Gilfoyle, "The Moral Origins of Political Surveillance: The Preventive Society in New York City, 1867-1918," <i>American Quarterly</i> 38 No. 4 (Autumn, 1986): 637-652	
Week Four		
9/11/12	No Class – Writing Day	No Class
9/14/12	(BB) <i>Fahnestock v. Indiana</i> (1885); (BB) Docs – Prostitution, disease, and sexuality in the late 19 th century	First Paper Due
Week Five		
9/18/12	(BB) Age of Consent Laws and the Progressives	Primary Source Paper #1 Assigned
9/20/12	Chauncey, <i>Gay New York</i> , 1-99.	
Week Six		
9/25/12	Chauncey, <i>Gay New York</i> , 100-178 In class discussion of databases and digital archives	
9/27/12	Chauncey, <i>Gay New York</i> , 179 – 270; (BB) Newspapers and sexual regulation	
Week Seven		
10/2/12	Chauncey, <i>Gay New York</i> , 271 – 364. Excerpts from "The Celluloid Closet" DVD	
10/4/12	No Class Meeting	No Class
Week Eight		
10/9/12	October Break	No Class
10/11/12	(BB) Havelock Ellis, Richard von Krafft-Ebing and <i>Psychopathia Sexualis</i>	Primary Source Paper #1 Due
Week Nine		
10/16/12	(BB) VD Quarantine- <i>Ex Parte Mason</i> (1919); (BB) Docs - Medicalization of sexuality at the turn of the twentieth century	Historical Topics Paper #2 Assigned
10/18/12	Lisa Duggan, "The Trials of Alice Mitchell: Sensationalism, Sexology and the Lesbian Subject in Turn-of-the-Century America," <i>Signs</i> 18 (1993): 791-814	
Week Ten		
10/23/12	<i>Buck v. Bell</i> (1927) Sterilization; (BB) <i>Camenetti v. US</i> (1917) Mann Act (BB) The Progressives and sexual regulation	
10/25/12	(BB) Kinsey Report and the sexual revolution: (BB) The rise of the sexual predator	
Week Eleven		
10/30/12	Research Day	No Class
11/1/12	(BB) Obscenity – <i>Paris Theater v. Slaton</i> (1972); <i>Hustler v. Falwell</i> (1988); <i>U.S. v. Extreme Associates</i> (2005)	Historical Topics Paper #2 Due
Week Twelve		
11/6/12	Terence Kissak, "Freaking Fag Revolutionaries: New York's Gay Liberation Front, 1969 – 1971," <i>Radical History Review</i> 62 (1995): 104 – 134;	Primary Source Paper #2 Assigned

	(BB) Documents on the AIDS Crisis	
11/8/12	No Class – Research Day	No Class
Week Thirteen		
11/13/12	Lord, <i>Condom Nation</i> , 1 – 137	
11/15/12	Lord, <i>Condom Nation</i> , 138 - 190	
Week Fourteen		
11/20/12	(BB) Docs TBA	
11/22/12	Thanksgiving Break	
Week Fifteen		
11/27/12	Richards, <i>Sodomy Laws</i> , 1-71	Primary Source Paper #2 Due
11/29/12	Richards, <i>Sodomy Laws</i> , 72 – 146 (BB) Case briefs on sodomy cases	Final Exam Assigned
Week Sixteen		
12/4/12	Richards, <i>Sodomy Laws</i> , 147 - 184	
12/6/12	Wrap-Up – in class	

Final Exam due on date of scheduled final exam by close of exam time.