Sex in Modern History

Fall 2020

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Student Hours: Wednesdays 9am-1pm, Fridays 9-11 via Zoom, or by appointment



(Henri Gervex, "Rolla")

Course Information

Everything has a history, and sex is no exception. By exploring social, cultural, and medical ideas about human sexuality as well as sexual cultures and practices in both Europe and North America, we will examine how the study of sexuality alters our understanding of history and the human experience. Sex is more than the sum of its parts. It is pleasure and pain, but it is also a language for categorization, a tool for control, and a site of fear and anxiety. Experiences and ideas about sex were shaped by systemic racism and white supremacy, redefined gender roles, imperialism, institutional and domestic violence, and political upheaval. While there will be some levity in this class - sometimes sex can be funny or awkward - we will also have some challenging and uncomfortable conversations. It is important to interrogate the past, so that we can better understand our present. That's as true - perhaps moreso - for the history of sex and sexuality as anything.

Navigating the Syllabus

Course Information
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    - Unit 2 Assessment: Book Response
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Resources

Important University and Course Policies

Course Schedule
- Week 1 (Thu Aug 20)—Does Sex Have a History? The Evolution of a Field
- Unit 1: The Birth of the "Modern" World
  - Week 2 (Tue Aug 25 & Thu Aug 27) —Race & Imperialism
  - Week 3 (Tue Sep 1 & Thu Sep 3)—Dangerous Desires
  - Week 4 (Tue Sep 8 & Thu Sep 10)—Gender, Violence & Citizenship
  - Week 5 (Tue Sep 15 & Thu Sep 17)—Fin-de-Siecle & Secondary Sources
- Unit 2: Love, Sex, and Repression? in the Victorian Era
  - Week 6 (Tue Sep 22 & Thu Sep 24)—The Victorian Era
  - Week 7 (Tue Sep 29 & Thu Oct 1)—Bodies & Laws
  - Week 8 (Tue Oct 6 & Thu Oct 8)—Between Men and Women
  - Week 9 (Tue Oct 13 & Thu Oct 15)—Teach Your Book
- Unit 3: Identity Politics & Political Bodies in the Twentieth Century
  - Week 10 (Tue Oct 20 & Thu Oct 22)—Prostitution & the 20th Century
  - Week 11 (Tue Oct 27 & Thu Oct 29)—Sexology
  - Week 12 (Tue Nov 3 & Thu Nov 5)—Bodies
  - Week 13 (Tue Nov 10 & Thu Nov 12)—Invention of Heterosexuality
  - Week 14 (Tue Nov 17 & Thur Nov 19)—Body Politics and Political Bodies
  - Week 15 (Tue Nov 24)—Scares and Pandemics
- Unit 4: Now What?
  - Week 16 (Our Final Exam Period)—Millennial Sex, Marriage Equality, and More

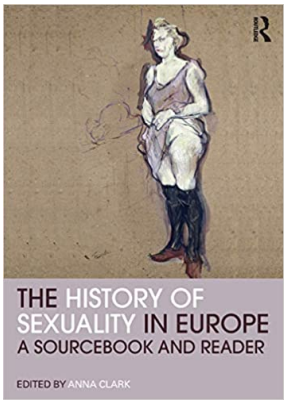
Learning Objectives

At the end of this course, you will have gained:

- Broad **Historical Knowledge** of major trends, theories, and methodological approaches in the history of sexuality in Europe and North America.
- Deep **Historical Knowledge** in the ways that sex shaped experiences of race, citizenship, and gender in the 18th century, and vice versa; the ways that "Victorian" sensibilities and imperialist notions shaped and redefnished sex and sexuality in the 19th century; and the ways that sex, sexuality, politics, and identities were reframed and reforged in the 20th century.
- **Critical Thinking** about the ways that sex, sexuality, gender identity and/or expression, race, ethnicity, class, religion, and age intersect, cultivated through weekly discussions, in-class learning activities, and interrogative historical research and writing projects.
- **Information Literacy** first in the assessment of academic secondary sources, (Book Response and Teach Your Book project); second in the analysis of primary sources and utilization of those sources to make a clear historical argument (Guided Research Project); and finally seeking out primary and secondary sources to conduct an independent research project in a topic of your choosing.
- **Communication** skills, including crafting strong central theses and supporting your historical arguments with peer-reviewed secondary sources using Chicago-style citations; these skills will be cultivated through historical writing, weekly discussions, and oral presentations. You will also be challenged to communicate historical learning creatively in the UnPaper, thinking outside the box - as so many pioneers in the history of sex and sexuality did!
- **Cultural Knowledge and Citizenship**. You will be exposed to different experiences of the world through the investigation and discussion of how ideas about gender, sex, race, class, bodies, medicine, and politics have intersected and changed over time; as a citizen of a world that is a product of identity politics, protest and revolution, and myriad manifestations of human experiences, you will exit the classroom better equipped to empathize with people who are different from you. You will engage these concepts in our discussions, in-class activities, writing assignments, and assigned course materials.

Requirements

What books do I need for this class?



Please purchase, borrow, or rent the following:

- Anna Clark, *History of Sexuality in Europe: A Sourcebook and Reader* (ISBN 9780415781404)
- Jonathan Ames, *Sexual Metamorphosis: An Anthology of Transsexual Memoirs* (ISBN 978-1400030149)

Also, choose one for your Unit 2 Book Response:

- Mary Anne Poutanen, *Beyond Brutal Passions: Prostitution in Early Nineteenth-Century Montreal* (ISBN 9780773545342)
- Geertje Mak, *Doubting Sex: Inscriptions, Bodies and Selves in Nineteenth-Century Hermaphrodite Case Histories* (ISBN 978-0719086908)
- Amy Sueyoshi, *Discriminating Sex: White Leisure and the Making of the American "Oriental"* (ISBN 9780252083259)

All other readings and other assignments will be linked to in the Syllabus.

What are A/B days, and when will our class actually meet?

Important: If you have a fever, shortness of breath, or feel sick at all, please do not come to the Hirt classroom. Send me a message via Teams at the start of class if you want to participate in the "in-class" activities and I will connect you with an in-class buddy. In order to reduce the density of students sitting in our classroom at any given time, we are going to divide the class in half, into an A Group and a B Group. **Group A** will be in Hirt on Tuesdays, and on Teams on Thursdays. **Group B** will be on Teams on Tuesday, and in Hirt on Thursdays. Once you are assigned a section (A or B), that is the only day you'll be able to be in the classroom. If you are an A student and miss class in Hirt on Tuesday, you cannot show up on Thursday in Hirt - that would exceed the new classroom capacity. We will start **every** Tuesday and Thursday together - if you are on your Teams day, you'll tune into a Zoom livestream of the classroom. Tuesday mornings will go over the topics for the week; Thursday morning will be for a Sex Q&A--where you can ask your questions about sex or course material. After these full-class meetings, the Teams students will go to their group private channels on Teams, where you will start a video chat of your weekly discussion & activity. When you are in the classroom, we will have short lectures, large group discussions, debates, or activities. See Weekly Discussion Online for more information about the expectations for when you are scheduled to be on Teams.

- Bingo's Club, Carousel, & Cave of the Golden Calf = A Groups in the 2pm class: Meeting Tuesdays in Hirt L118 , Thursdays on Teams, always at 2pm
- Pink Pony, Admiral Duncan, The Dragon = A Groups in the 3:30pm class: Meeting Tuesdays in Hirt L118, Thursdays on Teams, always at 3:30pm
- Marlborough Club, Mother Claps, Pink Elephant = B Groups in the 2pm class: Meeting Tuesdays on Teams, Thursdays in Hirt L118, always at 2pm
- The George, The Prince Albert, Zanzibar Lounge = B Groups in the 3:30pm class: Meeting Tuesdays on Teams, Thursdays in Hirt L118, always at 3:30pm

What apps and technology will I need for this class?

We will use four key tools for learning in this course: **Blackboard**, of course, where the syllabus, assignment dropboxes, the gradebook, and course policies are located; a **Teams** workspace, where you will have a private channel for your small group (**each small group is named after one of my favorite gay or lesbian bars**), as well as a general channel where you can ask questions and get in touch with me for virtual Student Hours, and where I will share handouts and other relevant materials; **Google Docs**, where you will work on weekly group activities collaboratively; and **Zoom**, for class periods when we need to meet all together, as on the first and last days of the semester, and during the Final Exam period.

**Pro Tip!* You can download Teams, Google Docs, and Zoom as apps on your smartphone, and on your computer. You can also access Teams and Google Docs from any web browser. Blackboard technically has an app, but don't use it... it really sucks.

What are the attendance and participation expectations for this class?

It is of course important that you be present in class - otherwise we'd forgo the synchronous sessions and just all take online classes, right? But we're also living in a pandemic, so people will get sick. If you are sick, stay home. Get the class notes from one of your group members. Rely on each other to get the most out of this semester. We'll also be having some challenging conversations in class. I want you to always be ready to listen, be thoughtful when you respond to each other, and be patient. We're not all going to be at the same level of comfort with frank discussions of sex and sexuality. But also, be bold! This is going to be weird and confusing at first, but the more you talk about sex, the easier it gets. Challenge yourself, be kind to one another, and let's have fun with sex history!

What are the graded assignments in the class?

- **Hirt Activities & Group Projects (Weekly, Large Group In-Class)**

In addition to larger group discussions when we are together in Hirt, which I expect you to come prepared to participate in, there will be regular in-class projects and activities that we will work on together in the classroom (or over Zoom, as needed). These will include debates, digital history projects, and more. If you have to join us from afar because you are sick or living in another country, you will be able to participate in these projects, including the two larger group projects, virtually.

➢ Teach the Article Project (due Fri Sep 16)
➢ Teach the Book Project (due Fri Oct 16)

- **Teams Discussions (Weekly, Small Group)**

Because small group work is not safe, we'll be moving peer-to-peer learning online. You'll join a small group (all the small groups are named after my favorite historical gay and lesbian bars), and you'll have a private channel on Teams. Each week you will listen to select podcasts, which serve as both "lectures" and as supplements to the textbook/reader. As you can see in the Course Schedule, there are Discussion & Activity instructions for each week. Ideally, these discussions will take place synchronously, during regular classtime, on Teams.

- Group B: Teams discussions on Tuesday during our regularly scheduled class time, after streamed Teams Q&A and announcements.
- Group A: Teams discussion on Thursdays during our regularly scheduled class time, after streamed Teams Q&A and announcements

When run efficiently, your discussions/activities should last between 45-60 mins. These small groups will be made up of 4-5 students, and on your Teams days you will have one of three roles, which you will rotate each week:

❖ The **Queen**: responsible for leading the discussion, keeping the group on task, and providing at least **two additional** discussion questions based on course material, which should be recorded in the weekly notes Google doc;

- ❖ The **Iron**: takes notes on the discussion in the provided Google doc, and posts a link with editing rights to the group's private channel in Teams (see Weekly Group Discussion Notes for clarification);
- ❖ All other group members will be **Mollies** for that week, prepared for whatever the discussion & activities may throw at them.

For groups that would prefer to conduct the Discussion & Activity asynchronously throughout the week, please consult with me directly; while this is not preferred, I want to be flexible and make sure the virtual learning environment is as conducive for you as possible.

Discussion Notes

The **Iron** should locate the Activity and Discussion Instructions in the syllabus each week. They will need to 1) **open the document (it will prompt you to make a copy; do that); 2) give editing rights to all group members, by going to the SHARE button in the upper right, and under "Get Link," click "Change to Anyone with link," and change "View" to Edit; 3) finally copy the link, and post it in your private group channel on Teams.** The **Iron** should also take notes on the discussion in this Google doc, and it is where the group should complete any written component of the weekly activity. ****There is a new Google doc for every week's discussion****

A good set of notes will include:

- ★ Who is fulfilling the three roles this week
- ★ The discussion questions discussed - including additional questions provided by the Queen
- ★ A sketch of comments made by each group member
- ★ Questions for Dr. Earls that any group members might have about course material, life, etc.
- ★ The results of a group activity (ie, annotating a primary source or a creative writing narrative, even if worked on collaboratively - the Iron should edit and clean up the product before submission)
- ★ **A statement from each group member** at the end of a discussion identifying something that they were surprised by, still have questions about, or enjoyed learning about this week

The **Iron** will submit the Weekly Notes by posting the link to your Google Doc in your private group channel in Teams. I (Dr. Earls) will read through your notes and address questions in the Q&A session the following class period.

- **Unit 1 Assessment: Guided Primary Source Analysis**
  Instructions. You should submit your Guided Primary Source Analysis to Blackboard by **Friday, September 18.**

- **Unit 2 Assessment: Book Response**
  Instructions. You should submit your Book Response on Blackboard no later than **Friday October 16**.

- **Unit 3 Assessment: Independent Research Project**
  Instructions. **A topic statement** (a 2-3 sentence identifying your topic) + bibliography must be submitted to Blackboard by **Friday, Nov 6.** You should submit the **final written** product to Blackboard **by Friday Nov 27.**

- **EXTRA CREDIT: The UnPaper**
  Instructions. **All UnPapers will be due during the Final Exam Period.** I cannot take them from you because of COVID19, so if it is not something that can be turned in digitally, you will have to photograph it (from several angles, I hope!) and turn the images in.

How many points are each graded component of the course worth?

- Teach the Article Group Project - up to 100 points
- Unit 1 Hirt Activities - up to 60 points
- Unit 1 Assessment: Primary Source Analysis - up to 300 points
- Unit 1 Teams Discussions - up to 160 points
- Teach the Book Group Project - up to 100 points
- Unit 2 Hirt Activities - up to 80 points
- Unit 2 Teams Discussions - up to 200 points
- Unit 2 Assessment: Book Response - up to 300 points
- Unit 3 Hirt Activities - up to 150 points
- Unit 3 Teams Discussions - up to 360 points
- Unit 3 Assessment: Independent Research Project - up to 300 points
- The UnPaper - up to 200 points (extra credit)

What is the course grading scale?

94-100% A
88-93% B+
82-87% B
77-81% C+
70-76% C
67-69% D+
60-66% D
59% or lower F

Resources

Where do I go to get help with my writing?
The Writing Center is a place for all students to get feedback on any writing project at any stage of the writing process. The Writing Center is located on the main floor of the library, and has an online submission platform where you receive feedback within 48 hours. Find the Writing Center on Facebook and Twitter @writingcentermu. Email us at writingcenter@mercyhurst.edu.

What do I do if I need accommodations?

Mercyhurst University is committed to making reasonable accommodations for qualified students, and employees with disabilities as required by law. Individuals seeking an accommodation for a disability must submit a written request outlining the specific accommodation request being made. Supporting documentation may also be required. To request an accommodation, contact Alice Agnew, Director of Equal Opportunity Programs, 311 Egan Hall, aagnew@mercyhurst.edu, 814-824-2362.

Who do I do if I have been sexually harassed, assaulted, stalked, or the victim of domestic/relationship violence?
The Counseling Center (814-824-3650) and the Student Health Center (814-824-2431) are both confidential resources where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. These confidential resources can help you without having to report your situation (unless you request that they make a report). Mercyhurst is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence. Please refer to the Title IX – Sexual Respect button on the HUB for more information. If you would like to file a sexual misconduct complaint, please contact Mercyhurst Title IX Coordinator Alice Agnew, 311 Egan Hall, aagnew@mercyhurst.edu, 814-824-2362. Please be aware that in compliance with Title IX educators must report incidents of sexual assault/harassment, stalking, and domestic/dating violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to the Title IX Coordinator (or any of the Deputy Title IX Coordinators).

Additional Resources:
Res Life On Call Professional: 814-824-3889
Police & Safety: 814-824-2304
Crime Victim Center: 814-455-9414
Counseling Center: 814-824-3650 (Provides Confidentiality)
Student Health Center: 814-824-2431 (Provides Confidentiality)

Important University and Course Policies

Do I need to wear a mask?

Yes. As per the COVID-19 Prevention, Mitigation, and Response Policy, Mercyhurst University is requiring that all members of the campus community wear a cloth or disposable face covering over their nose and mouth when on campus. Please refer to the policy for specific details as to where and when face coverings are required. Students may use their own face coverings or those provided by the University. A student in need of a face covering should email covid19@mercyhurst.edu or call 814-824-3600 to find the nearest location where face coverings are available. The University's Mask/Face Coverings Policy will be enforced in this class.

What is Academic Honesty?
Students are required to uphold academic integrity throughout the course. In particular, plagiarism of any sort, unauthorized collaboration on exams, quizzes and other assignments, and other incidences of academic dishonesty will be handled according to the policies set forth in the Student Handbook. Please see the official Mercyhurst definition of and policies surrounding Academic Honesty.

Another Opportunity: If you're reading this, post a song that's definitely about sex in the General channel of Teams for 10 bonus points.

Student Ratings of Instruction: Near the end of the semester, you'll be asked to complete an online course evaluation. The evaluation will be completed in class during the last two weeks of the semester using any laptop, tablet, or mobile device. The response tool allows you to note aspects of the course that helped you learn, as well as aspects that might be modified to help future students learn more effectively. You will receive an email letting you know when the evaluation window for our class is open. Please note that these course evaluations are anonymous and instructors do not see the results until after the grades for the course are submitted.

Statement on Diversity: I strive to create a classroom environment where all viewpoints and expressions of identity are welcome. You are going to have questions - ask them! And while we will work toward making our community as inclusive as possible, I will make mistakes, you will make mistakes, and that's ok. Of course I expect all participants to be respectful; but I also expect you to come to our classroom and seek to learn from one another. Our learning community is made better by diverse perspectives, experiences, and identities. Disparaging remarks or anything bordering on hate speech regarding someone's race, ethnicity, gender, age, religion, sexuality, gender identity/expression, national origin, or ability will not be tolerated. If you are unused to a classroom that celebrates diversity, I encourage you to embrace the golden rule: treat others as you want others to treat you. In short, be kind to one another, think before and after you speak, and together we can build a true community of learning.

Course Schedule

Note: You should complete Assignments **before** you come to Hirt or meet on Teams.



Fragment of a black-figure Attic cup, 550 BC–525 BC (Louvre)

Week 1 (Thu Aug 20)—Does Sex Have a History? The Evolution of a Field

*****NOTE: We will be meeting over Zoom for this first class.*****
2pm Zoom /////// 3:30pm Zoom

- Let's Talk About Sex; A & B Days, small groups/gay bars, what to expect from this course, a meme about Puritans.

Assignments:

- **Read: The Syllabus, "Course Information" through "Important University and Course Policies"**
- Listen: Sarah Handley-Cousins, "Puritan Sex," *Dig: A History Podcast*
- Create a meme about what you learned from the podcast episode and post it to you Teams channel

Unit 1: The Birth of the "Modern" World

Unit Goal: Articulate and analyze how sexuality, citizenship, gender, imperialism, and violence interacted in the eighteenth century.



Enslaved men and women dancing on a South Carolina plantation. (Abby Aldrich Rockefeller Folk Art Museum)

Week 2 (Tue Aug 25 & Thu Aug 27) —Race & Imperialism

Teams: Discussion and Activity Instructions.
Assignments:

- Listen: Averill Earls, "Syphilis: Origin Story"; and Marissa Rhodes, "Eugenics in the Making: Human Typologies, Population Hygiene, and Racial Science in the 18th Century"

Hirt: Magnetic Poetry Kit of Sex;Also, what is a primary source, and what can we learn about the history of sex, gender, and sexuality from a primary source?
Assignments:

- Read: Anna Clark, "Introduction: The Magnetic Poetry Kit of Sex," in *History of Sexuality in Europe*, pgs. 1-12; and Clark, "Part Four: Are sexual morality and sexual prohibitions universal, or should they vary by culture?" in *History of Sexuality in Europe*, pgs. 95-113.

Week 3 (Tue Sep 1 & Thu Sep 3)—Dangerous Desires

Teams: Discussion and Activity Instructions.
Assignments:

- Listen: Marissa Rhodes, "Secret Societies of Sapphos"; and Marissa Rhodes, "Seduction, Prostitution, Bastardy, and Child Abandonment in Georgian London"

Hirt: Race & Imperialism discussion. No new assignments, just re-read (or finish reading) Clark, "Part Four: Are sexual morality and sexual prohibitions universal, or should they vary by culture?" in *History of Sexuality in Europe*, pgs. 95-113 & finish your Primary Source worksheet from last week's in-class activity. If time in class: Old Bailey investigation.

Week 4 (Tue Sep 8 & Thu Sep 10)—Gender, Violence & Citizenship

Teams: Activity and Discussion Instructions.
Assignments:

- Listen: Marissa Rhodes, "The Marquis de Sade"; and Sarah Handley-Cousins, "Rape and Race in Early America"

Hirt: Debate: Women should exert political power through sex strikes.
Assignments:

- Listen: Marissa Rhodes, "No Peace, No P*ssy"
- Read: excerpts from J.J. Rousseau, *Sophy*; Olympe de Gouges, "Declaration of Rights of Woman and Citizen"; and Mary Wollstonecraft, *Vindication of the Rights of Woman*

Note to debaters: You should use the provided podcast episode and short readings to support your position, but you can also do outside research. You should assign roles and be prepared to debate according to our Debate Schedule.

Debaters

- Tuesday 2pm→ Bingos (for) vs Carousel (against), Cave scoring
- Tuesday 3:30pm→ Admiral (for) vs Dragon (against), Pony scoring
- Thursday 2pm→ Elephant (for) vs Marlborough (against), Claps scoring
- Thursday 3:30pm→ George (for) vs Albert (against~~), Zanzibar scoring~~

Week 5 (Tue Sep 15 & Thu Sep 17)—Fin-de-Siecle & Secondary Sources

Assignments:

- Read your assigned article (check your group channel in Teams)
- Work on Teach Your Article Project (click for instructions)

Tuesday Sep 15: Everyone tune in to the live stream for a 30 minute Q&A about the Primary Source Analysis; the remainder of class will be given over to Teach Your Article preparation.

Thursday Sep 17: Everyone tune in to the live stream for a 30 minute Q&A about the Teach Your Article videos; the remainder of class will be given over to Teach Your Article preparation.

Due Friday Sep 18: Primary Source Analysis (submitted through Blackboard), and Post Teach Your Article video to your class (2pm or 330pm) Channel on Teams

Unit 2: Love, Sex, and Repression? in the Victorian Era

Unit Goal: Assess whether the Victorians were "repressed" sexually, and identify changes and continuities in the experiences of love, sex, and bodily autonomy.



"A Morning Frolic, or a Transmutation of the Sexes" (Yale Center for British Art)

Week 6 (Tue Sep 22 & Thu Sep 24)—The Victorian Era

Teams:

- Discussion and Activity instructions.

Assignments:

- Watch: The Teach Your Article presentations on the articles that you didn't read, and complete a Presentation Assessment for each presentation.

Hirt: The Laws That Governed 19th-Century Sex in Europe (Old Bailey Online!); Your Primary Source Analyses; Also, were they?

Assignments:

- Read: Anna Clark, "Part Five: Were Victorians sexually repressed?" in *History of Sexuality in Europe.*

Week 7 (Tue Sep 29 & Thu Oct 1)—Bodies & Laws

Teams: Activity and Discussion Instructions.

Assignments:

- Listen: Marissa Rhodes, "Coverture," and Sarah Handley-Cousins, "Celia: A Slave"

Hirt: Debate: Regulating sex workers is the only safe way to end STD outbreaks.

Assignments:

- Listen: Averill Earls, "Locked up and Poxxed"
- Read: Sophie Day and Helen Ward, "Sex Workers and the Control of STD"; Anna Clark, "Part Thirteen, Does regulating prostitution protect or punish women who sell sex?" in *History of Sexuality in Europe*. "Part Seven, How were definitions of prostitution influenced by race, and were experts able to control prostitution?" may also be useful.

Note to debaters: You should use the provided podcast episode and short readings to support your position, but you can also do outside research. You should assign roles and be prepared to debate according to our Debate Schedule.

Debaters

- Tuesday 2pm → Carousel (for) vs Cave (against), Bingos scoring
- Tuesday 3:30pm→ Dragon (for) vs Pony (against), Admiral scoring
- Thursday 2pm→ Claps (for) vs Elephant(against), Marlborough scoring
- Thursday 3:30pm→ Albert (for) vs George (against)

Week 8 (Tue Oct 6 & Thu Oct 8)—Between Men and Women

Note: You should have read at least the entire introduction and conclusion of your chosen book (*Beyond Brutal Passions*; *Doubting Sex*; or *Discriminating Sex*) by Monday, Oct 5. Everyone should look over the requirements for the Teach Your Book Project. I will give you 20 minutes at the beginning of each class to meet with your Teach the Book group to distribute tasks/make a game plan, so if you are in the classroom PLEASE BRING HEADPHONES!

Teams: Activity and Discussion Instructions
Assignments**:**

- Listen: Averill Earls, "Queer Politics"; and Averill Earls, "Steaming the Nefarious Sin"
- Read: Each group member should choose one of the four chapters from George Chauncey, *Gay New York* (all chapters must have coverage, and ideally "The Village" will have 2 readers).

Hirt: Anne Lister
Assignments:

- Read: Anna Clark, "Part Six: Was women's desire for each other compatible with Victorian marriage?" in *History of Sexuality in Europe*
- Listen to Kali Beutler's podcast episode on Anne Lister

Week 9 (Tue Oct 13 & Thu Oct 15)—Teach Your Book

NOTE: We will not meet in the classroom this week; instead, everyone can join class remotely on Tues & Thur this week. Tuesday we will all start out on Zoom together; Thursday you can go straight to your Teach the Book group channel on Teams. If any groups would prefer to work in the classroom, please petition me ahead of time so we maintain our under-18 room limit.

Tuesday: Join via Zoom for the first 30 minutes of class for a Q&A about the Teach Your Book Project. The remainder of class will be given over to work on the Teach Your Book Project (click for instructions). Join

your Teach the Book group via Teams (your group channel is the first word of your book title - Beyond, Doubting, or Discriminating).

Assignments:

- You should be done reading your book.

Thursday: You will have the entire class period to work on your Teach the Book presentation. Go straight to your Teach the Book group channel on Teams. Work on Teach Your Book Project.

Due Friday Oct 16: Unit 2 Assessment - The Book Response & Post Teach Your Book Presentation to the General Channel on Teams

Unit 3: Identity Politics & Political Bodies in the Twentieth Century

Unit Goals: Identify and assess the ways that identity politics and politicized bodies were forged and cemented in medico-legal discourses and resistance movements in the twentieth century.



White House Picket for Gay Rights, 1965. (Washington Area *Spark*)

Week 10 (Tue Oct 20 & Thu Oct 22)—Prostitution & the 20th Century

Teams: Activity and Discussion Instructions.
Assignments:

- Listen: Elizabeth Garner Masarik, "Anthony Comstock"
- Read: Averill Earls, "Explicit," *Nursing Clio*; and the full text of Comstock's law.

Hirt: Debate: Sex work should be decriminalized.
Assignments:

- Listen: Elizabeth Garner Masarik, "Selling Sex"
- Read: German Lopez, "The Case for Decriminalizing Sex Work," *Vox*; and "Why Prostitution Should Be Illegal," *Demand Abolition*

Note to debaters: You should use the provided podcast episode and short readings to support your position, but you can also do outside research. You should assign roles and be prepared to debate according to our Debate Schedule.

Debaters

- Tuesday 2pm→ Cave (for) vs Bingos (against), Carousel scoring
- Tuesday 3:30pm → Pony (for) vs Admiral (against), Dragon scoring
- Thursday 2pm → Marlborough (for) vs Claps (against), Elephant scoring
- Thursday 3:30pm → George (for) vs Alberts (against)

Week 11 (Tue Oct 27 & Thu Oct 29)—Sexology

Teams: Activity and Discussion Instructions.
Assignments:

- Complete a Presentation Assessment for each presentation video that you watch.
- Watch **at least** two Teach Your Book Presentations (there will be multiple videos posted to our Teams channel - from the groups across AB days in 2 sections of the class) for each of the books (Mary Anne Poutanen, *Beyond Brutal Passions: Prostitution in Early Nineteenth-Century Montreal*; Geertje Mak, *Doubting Sex: Inscriptions, Bodies and Selves in Nineteenth-Century Hermaphrodite Case Histories*; and Amy Sueyoshi, *Discriminating Sex: White Leisure and the Making of the American "Oriental")* that you didn't read. All Teach Your Book Presentations should be in the General Channel of our class Team.

Hirt: Sexology & the City; Norma & Norman; plus, your research projects.
Assignments:

- Listen: Trey Catalano, "Krafft-Ebing, Ellis, and *The Well of Loneliness*"
- Read: Anna Clark, "Part Eight: Did sexologists impose definitions of homosexuality on men and women who desired those of the same sex?" in *History of Sexuality in Europe*

Week 12 (Tue Nov 3 & Thu Nov 5)—Bodies

Teams: Activity and Discussion Instructions.
Assignments:

- Listen: Sarah Handley-Cousins, "Sex and Soldiers"; if you need a refresher, relisten to Averill Earls, "Locked up and Poxxed"

Hirt: Eugenics & Norma/Normman video lecture
No additional assignments, just watch the lecture

Week 13 (Tue Nov 10 & Thu Nov 12)—Invention of Heterosexuality

Teams: Activity and Discussion Instructions.
Assignments:

- Read: Anna Clark, "Part Nine: The problem of heterosexuality. Could men and women find happiness together?" in *History of Sexuality in Europe*;
- Listen: Listen to Averill Earls, "Marie Stopes"; and Elizabeth Garner Masarik, "Honeymoon in Niagara Falls: Heterosexuality and Place"

Hirt: Independent Research Papers check-in; Discussion of *Sexual Metamorphosis.*
Assignments:

- Read: Jonathan Ames, *Sexual Metamorphosis: An Anthology of Transsexual Memoirs* (all)

- Bring at least three questions you had while reading the memoirs in the collection.

Week 14 (Tue Nov 17 & Thur Nov 19)—Body Politics and Political Bodies

Teams: Activity and Discussion Instructions.
Assignments:
- Watch: Communism & Uteruses video; (Script is here)
- Read: Anna Clark, "Part Eleven, The politics of birth control and abortion," in *History of Sexuality in Europe*

Hirt: The Mattachine Society & Gay Liberation magazines; Decriminalization of Homosexuality
Assignments:
- Read: Judith Adkins, "These People are Frightened to Death," National Archives

Week 15 (Tue Nov 24)—Pandemic

Tuesday >> EVERYONE on Zoom: AIDS education campaigns. IDEA Surveys.
Assignments:
- Listen: "Tinderbox: How the West Fueled the AIDS Epidemic," NPR. For those of you looking for a transcript, NPR has one!

Due Friday Nov 27: Unit 3 Assessment - The Independent Research Project

Unit 4: Now What?

Unit Goal: Examine how sex and sexuality today have been shaped by the experiences, policies, and movements of the previous 250 years.



Pride flag. (Pixabay)

Week 16 (Our Final Exam Period)—Millennial Sex, Marriage Equality, and More

2pm Class: Thursday Dec 3 at 1pm
3:30pm Class: Thu Dec 3 at 3:30

We will again meet on **Zoom,** during our regularly scheduled exam period.

Please submit your UnPaper to Blackboard before the Final Exam period; if your project is a physical object, please take photos of it from several angles to submit.

Activities: Final sex questions; UnPaper presentations; Discussion: How have ideas about sex and sexuality today been shaped by the experiences, policies, and movements of the previous 250 years?