

The University of Western Ontario

Department of History

F/W 2014-15

HIST 2185

INTIMATE MATTERS:

A HISTORY OF SEX AND SEXUALITY IN THE WESTERN WORLD

Professor Monda Halpern

Mondays, 12:30-2:30 pm

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and by appointment

COURSE DESCRIPTION:

Not solely a biological expression that is static and fixed, sexuality is ever-changing, and has a dynamic and vibrant history. This full-credit lecture course will examine the history of sexuality across time and cultures, emphasizing the nineteenth and twentieth century. It will investigate sexual desire and behavior, and sexual and gender ideologies, and will explore how they relate to a variety of topics, including perceptions of the body, marriage, reproduction, prostitution, same-sex relations, pornography, disease, and religious, medical and psychiatric intervention. All of these issues will be studied to underscore the concept that sexuality, along with connected notions of masculinity and femininity, are largely social constructions, and have been the object of intense social scrutiny and political regulation.

REQUIRED READINGS:

(available for purchase in the university bookstore; also available on two-hour reserve in Weldon Library)

Clark, Anna, ed. *The History of Sexuality in Europe: A Sourcebook and Reader*. New York: Routledge, 2011.

Pagels, Elaine. *Adam, Eve, and the Serpent: Sex and Politics in Early Christianity*. New York: Random House, 1988.

Peiss, Kathy, ed. *Major Problems in the History of American Sexuality: Documents and Essays*. Boston: Houghton Mifflin, 2002.

The online articles cited below.

COURSE REQUIREMENTS:

First-Term Quiz	October 6, 2014	15%
Mid-Term Exam:	November 17, 2014	30%
Second-Term Document Review (4 pages)	February 9, 2015	20%
Final Exam:	TBA (April 2015)	35%

DOCUMENT REVIEW:

In addition to incorporating scholarly articles, your required books (Clark and Peiss) include reprints of historical documents (documents written during the historical time periods that we are studying). From the three choices below, select one document, and write a brief review:

1. "A Smith College Student Discusses Her 'Crush,' 1881," in Peiss, 194-97
2. "Anthony Comstock Condemns Obscene Literature, 1883," in Peiss, 243-44

3. "Margaret Sanger Argues 'The Case for Birth Control,' 1917," in Peiss, 311-14

Using the bolded headings below to organize your paper, you will

- A. Explain the "norm," trend, event, or movement to which the author was reacting
(one page)
- B. Outline the main ideas that the author expressed (one page)
- C. Assess the strengths and weakness of the document in terms of its content, style, and/or impact (two pages)

LEARNING OUTCOMES:

Students should be able to:

analyze the ways in which gender and sexuality are socially constructed, and thus vary over time, place, class, and cultures.

examine the ways in which the history of sex and sexuality intersect with other historical trends and movements.

explore the ways in which discourses about sex and sexuality have often been used as a tool of oppression, and as a way to promote the status quo.

PLEASE NOTE:

During all lectures, videos, and class breaks, the recreational use of lap-tops (web browsing, emailing, etc.), as well as the use of all wireless handheld devices (cell phones, etc.), is not permitted in the classroom.

REMINDER:

Students are reminded that academic accommodation on medical grounds can in most instances **only** be granted if supported by a **University of Western Ontario Student Medical Certificate**. This form can be accessed at the following website: https://studentservices.uwo.ca/secure/medical_document.pdf or be picked up at the Academic Counselling Office in the student's home faculty (For Social Science students 2105 SSC).

Further details on this policy can be found at the following website:
<http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

A copy of the Faculty of Social Science policy on plagiarism has been attached to this syllabus. Students who violate these guidelines can expect to incur the full weight of the penalties outlined therein. The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.

LECTURE SCHEDULE:

September 8 - Introduction

September 15 - Theories of Sexuality

Clark: "Introduction," 1-12

Peiss: Jeffrey Weeks, "The Social Construction of Sexuality," 2-9

September 22 - The Classical Period (QUIZ PREPARATION)

Clark: 13-15

Clark: Giulia Sissa, "Sex and Sensuality in the Ancient World," 16-28

September 29 - The Christian Foundations of Sexuality

Pagels, "The Book of Genesis," xi-xiv

Pagels: "The Kingdom of God Is at Hand," 3-31

Pagels: "The 'Paradise of Virginitv' Regained," 78-97

October 6 - The Middle Ages (QUIZ, 30 minutes)

Rüdiger Schnell and Andrew Shields, "The Discourse on Marriage in the Middle Ages,"

Speculum, 73, 3 (July 1998): 771-786

<http://www.jstor.org/stable/2887497>

Vern L. Bullough, "Sex Education in Medieval Christianity," *The Journal of Sex Research*, 13, 3 (August 1977), 185-196

<http://www.jstor.org/stable/3811777>

October 13 - Thanksgiving: No Class

October 20 - The Renaissance (and Reformation)

Charles R. Forker, "Sexuality and Eroticism on the Renaissance Stage," *South Central Review*, 7, 4 (Winter 1990): 1-22

<http://www.jstor.org/stable/3189091>

Mary E. Fissell, "The Politics of Reproduction in the English Reformation," *Representations*, 87, 1 (Summer 2004): 43-81

<http://www.jstor.org/stable/10.1525/rep.2004.87.1.43>

October 27 - The Enlightenment (EXAM PREPARATION)

Clark: 95-97

Karen Harvey, "The Century of Sex? Gender, Bodies, and Sexuality in the Long Eighteenth Century," *The Historical Journal*, 45, 4 (December 2002): 899-916

<http://www.jstor.org/stable/3133533>

Randolph Trumbach, "Sex, Gender, and Sexual Identity in Modern Culture: Male Sodomy and Female Prostitution in Enlightenment London," *Journal of the History of Sexuality*, 2, 2 (October 1991): 186-203

<http://www.jstor.org/stable/3704033>

November 3 - European and Native Contact in the "New World"

Peiss: 26-27

Peiss: Theda Perdue, "Columbus Meets Pocahontas in the American South," 39-46

Peiss: Jennifer M. Spear, "Interracial Unions in French Louisiana," 56-68

November 10 - Carnal in the Colonies

Peiss: 70

Peiss: Kathleen Brown, "‘Changed...into the Fashion of Man’: The Politics of Sexual Difference in a Seventeenth-Century Anglo-American Settlement," 80-92

Peiss: Richard Godbeer, "Sodomy in Colonial New England," 92-105

November 17 - IN-CLASS MID-TERM EXAM

November 24 - Victorian Ideology: Female Passionless?

Clark: 115-17

Clark: "The Long Sexual Revolution: English Women, Sex, and Contraception 1800-1975," 118-29

Peiss: Nancy F. Cott, "Passionless: An Interpretation of Victorian Sexual Ideology, 1790-1850," 131-41

December 1 - Rape and Violence in the American Slave South

Peiss: 142-43

Peiss: Brenda E. Stevenson, "Slave Marriage and Family Relations," 159-73

Peiss: Nell Irvin Painter, "Soul Murder and Slavery," 173-85

WINTER BREAK

January 5 - It's a Girl Thing: The Popularity of "Female Friendships"

Clark: 141-43

Clark: Sharon Marcus, "Between Women: Friendship, Desire, and Marriage in Victorian England," 144-55

Peiss: 187-88

Peiss: Carroll Smith-Rosenberg, "The Female World of Love and Ritual," 201-14

Peiss: Karen Hansen, "An Erotic Friendship Between Two African-American Women," 214-37

The Causes of Urban, Middle-Class Reformers (three weeks):

January 12 - 1. Obscenity and Censorship

Peiss: 238-39

Peiss: Jesse F. Battan, "The Word Made Flesh': Language, Authority, and Sexual Desire in Late Nineteenth-Century America," 252-64

Peiss: Shirley J. Burton, "The Criminally Obscene Women of Chicago," 264- 71

January 19 - 2. Prostitution and Venereal Disease

Clark: 161-63

Clark: Philippa Levine, "Prostitution, Race and Politics: Venereal Disease and the British Empire," 164-75

Peiss: Peggy Pascoe, "The Marriages of Mission-Educated Chinese-American Women," 288-99

January 26 - 3. Eugenics and Reproduction

Peiss: 308-09

Peiss: Linda Gordon, "Birth Control and Social Revolution," 320-27

Peiss: Molly Ladd-Taylor, "Eugenics, Sterilization, and Social Welfare," 327-36

February 2 - Gay and Lesbian Communities

Peiss, 337-38

Peiss: George Chauncey, Jr. "Gay Men's Strategies of Everyday Resistance," 357-65

Madeline Davis and Elizabeth Lapovsky Kennedy, "Oral History and the Study of Sexuality in the Lesbian Community: Buffalo, New York, 1940-1960," *Feminist Studies*, 12 (Spring 1986): 7-26

<http://www.jstor.org/stable/pdfplus/3177981.pdf>

February 9 - Sexologists, Psychiatrists, and "Deviance" (DOCUMENT REVIEW DUE)

Clark: 183-85

Clark: Harry Oosterhuis, "Stepchildren of Nature: Krafft-Ebing, Psychiatry, and the Making of Sexual Identity," 186-97

Peiss: Jonathan Ned Katz, "The Invention of Heterosexuality," 348-56

READING WEEK

February 23 - Sexuality and Nationalism

Jeff Vacante, "Writing the History of Sexuality and "National" History in Quebec," *Journal of Canadian Studies*, 39 (2005): 31-55

http://muse.jhu.edu/journals/journal_of_canadian_studies/v039/39.2vacante.html

Robert G. Waite, "Teenage Sexuality in Nazi Germany," *Journal of the History of Sexuality*, 8 (January 1998): 434-76

<http://www.jstor.org/stable/3704872>

March 2 - Conformity and Coercion in the 1950s and 60s

Peiss: 367

Peiss: David Harley Serlin, "Christine Jorgensen and the Cold War Closet," 384-93

Peiss: Jeffrey Escoffier, "Popular Sociology, Reading, and Coming Out," 393-403

March 9 - Women's Rights, Gay Rights, and the "Sexual Revolution" in the 1960s and 70s

Clark: 295-96

Clark: Lynn Walter, "The Redstocking Movement: Sex, Love, and Politics in 1968," 297-316

Peiss: 405

Peiss: David Allyn, "Fomenting a Sexual Revolution," 423-31

Peiss: Marc Stein, "Sex, Politics in the City of Brotherly Love," 431-43

March 16 - The AIDS Crisis in the 1980s and 90s (EXAM REVIEW)

Peiss: 460

Peiss: Ronald Bayer, "AIDS and the Bathhouse Controversy," 471-83

March 23 - Transgendered Lives

Patricia Gagné and Richard Tewksbury, "Conformity Pressures and Gender Resistance among Transgendered Individuals," *Social Problems*, 45, 1 (February 1998): 81-101

<http://www.jstor.org/stable/3097144>

Sam Bullington, "Transgendered Feminist Body Issues," *Off Our Backs*, 34, 11/12 (November-December 2004): 34-36

<http://www.jstor.org/stable/20838217>

March 30 - Global Protest: Female Circumcision; Rape and Victims of War

Clark: 233-35

Clark: Bodil Folke Frederiksen, "Jomo Kenyatta, Marie Bonaparte and Bronislaw Malinowski on Clitoridectomy and Female Sexuality," 236-51

Jonathan Gottschall, "Explaining Wartime Rape," *The Journal of Sex Research*, 41, 2 (May 2004): 129-36

<http://www.jstor.org/stable/3813647>

Claudia Card, "Rape as a Weapon of War," *Hypatia*, 11, 4, *Women and Violence* (Autumn 1996): 5-18

<http://www.jstor.org/stable/3810388>

"Somali Refugees: Rape in the Camps," *Off Our Backs*, 29, 7 (July 1999): 3

<http://www.jstor.org/stable/20836405>

April 6 - The New Hypersexuality? Sex on the Internet, and the Cult of Youth, Health, and Beauty

Mark Griffiths, "Sex on the Internet: Observations and Implications for Internet Sex Addiction," *The Journal of Sex Research*, 38, 4 (November 2001): 333-42

<http://www.jstor.org/stable/3813457>

Heather Hartley and Leonore Tiefer, "Taking a Biological Turn: The Push for a "Female Viagra" and the Medicalization of Women's Sexual Problems," *Women's Studies Quarterly*, 31, 1/2 (Spring-Summer 2003): 42-54

<http://www.jstor.org/stable/40004551>

Carol Anne Douglas, et al., "United States: Men Coerce Women into Vaginal Cosmetic Surgery," *Off Our Backs*, 35, 1/2 (January-February 2005): 9

<http://www.jstor.org/stable/20838257>

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually

preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca