



The University of Western Ontario
HISTORY 2181A
Sexual History:
Expression, Regulation, and Rights in the West
since 1800
Fall/Winter 2018-19
Monday, 2:30-4:30pm, Spencer Engineering Building 2200

Instructor: Monda Halpern, Associate Professor

Office Hours: Wednesday, 12:30-2:00 pm, and by appointment
Department of History, Office: Lawson Hall 2266
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Course Description:

Not solely a biological expression that is static and fixed, sexuality is ever-changing, and has a dynamic and vibrant history. This half-credit lecture course will examine the history of sexuality from the nineteenth century to the present day. 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.

Antirequisite(s):

History 2185

Course Syllabus:

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; and 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.

Course Materials:

(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.

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

The online articles cited below.

Methods of Evaluation:

Test 1	(30 minutes)	October 15, 2018	25%
Test 2	(40 minutes)	November 12, 2018	35%
Final Exam	(2 hours)	December 2018, TBA	40%

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.

Course Schedule and Readings:

SEPTEMBER 10 – NO CLASS (ROSH HASHANAH)

SEPTEMBER 17 - Introduction: Theories of Sexuality; Background: The Christian Foundations of Sexuality (Part 1)

Clark: "Introduction," 1-12

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

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>

SEPTEMBER 24 – Background: The Christian Foundations of Sexuality (Part 2); Background: The Scientific Evolution of Sexuality

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>

OCTOBER 1 - Class, Race, and Victorian Ideology: the Popularity of "Female Friendships"

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

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

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

OCTOBER 8 - NO CLASS (THANKSGIVING/FALL READING WEEK)

OCTOBER 15 - TEST 1; The Causes of Urban, Middle-Class Reformers (Part 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

OCTOBER 22 - The Causes of Urban, Middle-Class Reformers (Part 2)

Prostitution and Venereal Disease

Clark: 161-63

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

Eugenics and Reproduction

Peiss: 308-09

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

OCTOBER 29 - Homosexuality, Heterosexuality, and the Rise of Sexologists

Peiss, 337-38

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

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

NOVEMBER 5 - Sexuality, Nationalism, and the State

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

Peiss: David Harley Serlin, "Christine Jorgensen and the Cold War Closet," 384-93
<http://www.jstor.org/stable/3704872>

NOVEMBER 12 - TEST 2; Women's Rights, Gay Rights, and the "Sexual Revolution" in the 1960s and 70s (Part 1)

Clark: 295-96

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

NOVEMBER 19 - Women's Rights, Gay Rights, and the "Sexual Revolution" in the 1960s and 70s (Part 2)

Peiss: 405

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

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

NOVEMBER 26 - Global Protest in the 1980s and 90s (and today)

HIV/AIDS

Peiss: 460

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

Female Circumcision

Clark: 233-35

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

Wartime Rape

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>

DECEMBER 3 - Transgendered Lives; Asexual Lives; The New Hypersexuality?

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>

Karli June Cerankowski and Megan Milks, "New Orientations: Asexuality and Its Implications for Theory and Practice," *Feminist Studies*, 36, 3 (Fall 2010): 650-664 <http://www.jstor.org.proxy1.lib.uwo.ca/stable/27919126>

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>

Additional Statements:

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

Accessibility Options:

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 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

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. 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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

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.

Scholastic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support Services:

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

Use of Electronic Devices:

Electronic devices will not be allowed during tests and examinations.

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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.