How have issues like prostitution, reproductive control, same-sex sexuality, and non-marital sex shaped America? How have the ways Americans have thought about issues like race, emotions, citizenship, and families contributed to their experiences and expectations of sexuality? Using primary documents as well as historians’ writings, this course surveys the dynamic relationships that have existed between sexuality and culture in the United States from the colonial period to the present day, looking at the development of a wide range of aspects of America’s distinctive, changeable, and ongoing culture(s) of sexuality.

Course Objectives:
By the end of this course, students will be able to

- Differentiate between primary sources and secondary literature
- Read and analyze primary sources for their content, provenance, authorship, and intended audience.
- Read and analyze secondary literature on history of sexuality and apply it in primary source analysis and discussion.
- Understand the dynamic nature of expectations and experiences of sexuality
- Identify and discuss some of the intersecting social and cultural factors that contribute to sexuality expectations and experiences.
- Articulate some of the ways in which the history of sexuality in America is reflective of particularly American concerns and ideologies, and place those concerns and ideologies in historical context.

Structure of the Course
Readings are distributed by the week and not by the class. Please come to class on Monday having done all of the readings for that week so that we can learn in depth together.
### Evaluation and Grading

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final Project</strong></td>
<td>Final project: research paper of 7-10 pages</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Short writing assignments</strong></td>
<td>There are 4 short (2-4 pages) writing assignments spread across the semester. Each is worth 10 points.</td>
<td>40 points</td>
</tr>
<tr>
<td><strong>In-Class response writing</strong></td>
<td>There will be 5 brief in-class responsive writings during the semester. Each is worth 2 points.</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>Students are expected to attend all classes and discussions, do all the required reading and assignments, and be able to discuss the weekly readings thoughtfully and well. Unexcused absences will affect this grade. Each week's discussion is 1 point.</td>
<td>14 points</td>
</tr>
<tr>
<td><strong>In-class Presentation</strong></td>
<td>Each student will, at some point during the semester, give a short (5 minute) presentation to the class in which they introduce, summarize, and contextualize a particular course reading due that day. Presentations should demonstrate critical reading skills and draw connections between the material assigned that day and other material previously discussed during the course. 12 points.</td>
<td>12 points</td>
</tr>
<tr>
<td><strong>Discretionary Points</strong></td>
<td>Since student performance includes many subjective factors – improvement over the semester, rigorousness, independent thinking – the instructor reserves 4 points to be awarded as discretionary points.</td>
<td>4 points</td>
</tr>
</tbody>
</table>

### Final Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100 points</td>
</tr>
<tr>
<td>A</td>
<td>93-97 points</td>
</tr>
<tr>
<td>A-</td>
<td>91-92 points</td>
</tr>
<tr>
<td>B+</td>
<td>88-90 points</td>
</tr>
<tr>
<td>B</td>
<td>83-87 points</td>
</tr>
<tr>
<td>B-</td>
<td>81-82 points</td>
</tr>
<tr>
<td>C+</td>
<td>78-80 points</td>
</tr>
<tr>
<td>C</td>
<td>73-77 points</td>
</tr>
<tr>
<td>C-</td>
<td>71-72 points</td>
</tr>
<tr>
<td>D+</td>
<td>68-70 points</td>
</tr>
<tr>
<td>D</td>
<td>63-67 points</td>
</tr>
<tr>
<td>D-</td>
<td>61-62 points</td>
</tr>
<tr>
<td>F</td>
<td>60 points or below</td>
</tr>
</tbody>
</table>

### Feedback:

Each of your written assignments, as well as your in-class presentation, will be graded according to a set rubric that lists the things on which that assignment is being graded and the points awarded for those items. A copy of this rubric will also function as a comments sheet for each assignment when it is returned to you. For additional feedback, please see the instructor during office hours.
Assignments

Short Writing Assignments: There are four of these spread across the semester. They are due at the beginning of the second (Wednesday) class of the week during which they fall due. Each paper should be 2-4 pages each (12 point type, 1 inch margins, word-processed, and printed out on paper). Papers should have page numbers, be stapled or paper-clipped together, and be checked for spelling, grammar, and punctuation errors. Any sources you cite must be properly documented. Please remember to put your name, the date, and your student number on your papers.

In-Class Writing Assignments: There will be five very short in-class writing assignments over the course of the semester. These are not listed in the syllabus so please come to each class prepared to be able to write and turn in a piece of written work, which means: you must do the reading and bring paper and pen/pencil to every class.

In-Class Presentation: At some point in the semester, each student will give a short (5-minute) presentation to the class in which the student introduces, summarizes, and critiques one of the class readings. Presentations will demonstrate critical reading skills and will draw connections between the material for a given day’s class and other material previously discussed in the course.

Final Project: This class has no final exam (hooray!). Instead, a final paper of between 5-7 pages will be turned in to the instructor’s mailbox in the History Department office (221 Bowden) by 5 pm on Monday, April 25.

Late Assignments: Unless an assignment due date has been rearranged with the instructor in advance of the due date given in the syllabus and for sufficient and documented reasons, no late papers will be accepted.

Course Policies

Attendance: A sign-in sheet will be circulated during each class session. More than 2 undocumented/unexcused absences will result in the reduction of your grade by 10 points off your total accumulated points for the semester (this total determines your grade for the class).

More than 5 absences will result in a failing grade. Any written assignments that are due on a day that you are absent must be turned in no later than the next class meeting. In-class presentations due on a day that you are absent must be rescheduled. In-class writing assignments missed due to unexcused absence can not be made up.

Disability Accommodations: Any student requiring accommodation for a disability should submit their Office of Disability Services accommodations letter directly to the instructor as soon as possible.

Technology: No cellphones, laptops, tablets, e-book readers, smart watches, Google glasses, or other electronic devices are to be used during class unless you have a letter of accommodation stipulating a requirement for a specific adaptive technology. Bring a notebook. Take notes on the readings and/or bring copies of the readings with you.
Plagiarism: Plagiarism will be dealt with in accordance with the Emory College Honor Code. (http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html)

Email Policy: Email is discouraged unless it is to set up a time to meet and discuss your questions one-on-one. The instructor cannot guarantee a timely response to any email. Please come to office hours instead, or see me after class.

Trigger Warnings: The study of the history of sexuality is in many ways the study of controversial, emotional, and unsettling topics that include sexism, racism, misogyny, and a great many varieties of violence. Choosing to take in this course is a choice to deal with these topics. In this classroom, therefore, many different people of different backgrounds and experiences come together to do intensive work on difficult subjects. It is incumbent on you as a member of an academic community to be sensitive, responsible, and compassionate, not only with regard to your own reactions and responses but to those of others. Ultimately each of us is responsible for our own emotional, spiritual, intellectual, physical, and personal well-being. Your instructor is happy to talk about difficult topics and reactions to those topics, however, bear in mind that your instructor is not able to counsel you through psychological crisis. Student Counseling Services can be reached at (404) 727-7450 (http://studenthealth.emory.edu/cs/).

Writing Support: This class is highly writing-intensive and you will be graded both on the content and the grammar, spelling, punctuation, clarity, organization, and general quality of your writing. Help with writing is available from the Writing Center, 212 Calloway North (http://writingcenter.emory.edu/). Students are responsible for making their own appointments with the Writing Center.

Textbooks

Foster, Thomas A. and John D’Emilio, eds. Documenting Intimate matters : primary sources for a history of sexuality in America. (Chicago: The University of Chicago Press 2013)

The Semester

Week 1 – Wednesday January 13
Carnal Knowledge: Key Concepts for Studying the History of Sexuality


Week 2 – Wednesday January 20
Great Expectations: Explorers, Colonizers, and Indigenous Peoples

Primary Sources
Massachusetts Body of Liberties (1641), in Foster & D’Emilio, 7-8.
John Lawson on Native American Women, from New Voyage to Carolina (1709), in Foster & Emilio, 14-18.
Father Luis Jayme Attacks Sexual Abuse of Indigenous Women (1772) in Peiss, 36-38.

Secondary Literature

Week 3 – Monday January 25 and Wednesday January 27
The Color of Sex I: Sexuality and Race Before the Civil War

Primary Sources
Virginia sex regulation laws (1642-1769) in Peiss, 72-75
Letter from Lt. Chassin to Father Bobe, Louisiana (1722) in Foster & D’Emilio, 23-24
Lewis Clarke on “A Slave Can’t Be A Man” (1842) in Peiss, 143-144.
Harriet Jacobs Incidents in the Life of a Slave Girl (1861), excerpts, in Peiss, 147-151

Secondary Literature
Stevenson, Brenda. “Slave Marriage and Family Relations,” in Peiss, 159-172.
Week 4 – Monday February 1 and Wednesday February 3
The Color of Sex II: Sexuality, Racism, and Legacies of Slavery

Primary Sources
*Life and Dying Speech of Arthur, a Negro Man* (1768), in Foster & D’Emilio, 33-36
William H. Stallings Testifies about KKK Lynchings (1871), in Peiss, 153-154
Ida B. Wells, *Red Record* (1895), in Foster & D’Emilio, 91-94
Billie Holiday, “Strange Fruit” https://www.youtube.com/watch?v=h4ZyuULy9zs

Secondary Literature

FIRST SHORT WRITING ASSIGNMENT DUE WEDS 2/3/2016:
Choose three of the primary sources we have looked at so far. What was the intended audience for each source? How does the intended audience shape the way the documents are written and the information they contain?

Week 5 – Monday February 8 and Wednesday February 10
Love for Sale: The Politics, Pressures, and Pleasures of Prostitution

Primary Literature
Notes from the first meeting of the International Council of Women (1888), in Forester & D’Emilio, 72-74.
“Wong Ah So Describes her Experiences as a Prostitute in the Early 1920s” in Peiss, 278-279.

Secondary Literature
Week 6 – Monday February 15 and Wednesday February 17
“Victorian” Americans: Pleasure and Control

**Primary Sources**
John Harvey Kellogg, *Plain Facts for Old and Young* (1888), excerpts (on reserve)
Henry Guernsey, *Plain Talks on Avoided Subjects* (1915), excerpts (on reserve)
Nicholas Cooke, *Satan in Society* (1890) excerpt, in Foster & D’Emilio, p. 79-81.
Clelia Mosher, selected survey answers (1892) in Foster & D’Emilio, p. 82-86

**Secondary Literature**
Laipson, Peter. “‘Kiss Without Shame, for She Desires It’: Sexual Foreplay in American Marital Advice Literature, 1900-1925” *Journal of Social History* 29/3 (1996): 507-525.

---

**SECOND SHORT WRITING ASSIGNMENT DUE WEDS 2/17/2016:**
The year is 1919. You are a small business owner in a medium-sized American city. You’re strolling home one evening when a newspaper reporter stops you for a person-in-the-street interview: Should prostitution be legal? Why or why not? How do you answer? What arguments would you bring to bear, as an early twentieth-century American, in trying to convey your answer?

---

Week 7 – Monday February 22 and Wednesday February 24
Teenagers in Love: Sexuality and Youth Culture

**Primary Sources**
Anthony Comstock, *Traps for the Young* (1883), excerpt, in Foster & D’Emilio, p. 75-76.
Jane Addams, *Spirit of Youth* (1909), excerpt, in Forster & D’Emilio, 97-99
Young Women Discuss Petting (1930), in Peiss, 339-340

**Secondary Literature**
Week 8 – Monday February 29 and Wednesday March 2
“The Race Marches Forward on the Feet of Little Children”: Eugenics & Pro-Natalism

Primary Sources
Images from the Cold Spring Harbor Laboratory archive on American Eugenics movement -- Cold Spring Harbor: individual URLS will be distributed via Blackboard (http://www.eugenicsarchive.org/eugenics/)
Ohio Department of Health Educational Bulletin #127, “How A Girl Can Guard Her Health: Be Able to Do Your Duty as a Loyal American Woman” (PDF will be available on Blackboard)

Secondary Literature

SPRING BREAK

Week 9 -- Monday March 14 and Wednesday March 16
Baby? Maybe.: Contraception & Reproductive Autonomy

Primary Sources
John Humphrey Noyes, Male Continence excerpt (1872) in D’Emilio Documents, 65-68
William J. Robinson, Sex Knowledge for Women and Girls (1917) in D’Emilio Docs, 120- 123
Women’s letters to Margaret Sanger, 1924-1936, in Peiss, 316-18.

Secondary Literature

THIRD SHORT WRITING ASSIGNMENT DUE 16 March 2016:
Choose an image from the “Popularizing Eugenics” section of the Eugenics Images Archive (http://www.eugenicsarchive.org/eugenics/). Write an analysis of that image, explaining how the image popularizes eugenics. What is the argument this image makes, and how does this image make its argument? Do you think the argument is made successfully? Why or why not? Include
a copy of your image, and the URL for that image in the Eugenics Image Archive, at the end of your written work.

Week 10: – Monday March 21 and Wednesday March 23
Same-Sex Love and Sex

Primary Sources
A Smith College Student Discusses her “Crush,” (1881) in Peiss, p. 194-196.
Lincoln/Speed correspondence (1842) in D’Emilio Documents, 50-52

Secondary Literature
Lesbian Histories: Lesbian Feminism
http://sitemaker.umich.edu/lesbianhistories/browse_the_essays&mode=single&recordID=0000c0a8de10000007d44b010000014005addf6e7b3e6046&nextMode=list
Lesbian Histories: The Sex Wars
http://sitemaker.umich.edu/lesbianhistories/browse_the_essays&mode=single&nextMode=list&column0=PrimaryCategory&recordID=0000c0a8de12000007d3c305000001339160db60a24c8c77&comparisonType0=contains+%28text+only%29&value0=wars

PROPOSALS FOR FINAL PROJECTS DUE

Week 11: -- Monday March 28 and Wednesday March 30
Sex Education & Self Control

Primary Sources
Sylvester Graham, A Letter to Young Men (1839), excerpts -- Peiss, 115-116
National Institutes of Health virtual exhibition on Venereal Disease Education Posters:
Our Bodies Our Selves (Boston: Boston Women’s Health Book Collective, 1972), excerpts on reserve

Secondary Sources

FOURTH SHORT WRITING ASSIGNMENT DUE 30 March 2016:
Choose two of the sex-educational primary sources we have read for class. (Remember, these are not limited to the “sex education” themed week but are scattered throughout the syllabus.) Compare and contrast these sources. What are their purposes? Who are their audiences? How do they go about educating and motivating their audiences? What kinds of language and/or images do they use and how?

Week 12 – Monday April 4 and Wednesday April 6
It’s a Casual Thing: Expectations, Emotions, and Commitment

Primary Sources
Samuel Delaney describes communal public sex in New York in the early 1960s, in Peiss, 406.
Gay Talese, Thy Neighbor’s Wife (Garden City: Doubleday, 1980), excerpts on reserve.

Secondary Literature

Week 13: Monday April 11 and Wednesday April 13
Pleasure Politics: What and Whom is Sexual Pleasure For?

Primary Sources
Atkinson, Ti-Grace. “Vaginal Orgasm as a Mass Hysterical Survival Response”
Lil’ Kim, “How Many Licks?” https://www.youtube.com/watch?v=yhCD9qxlcz0
Missy Elliott, “Work It” https://www.youtube.com/watch?v=zm28EEeyLek
Nicki Minaj, “Anaconda” https://www.youtube.com/watch?v=LDZX4ooRsWs

Secondary Literature
Lewis, Heidi R. “Li’l Wayne and the New Politics of Cunnilingus in Hip Hop” NewBlackMan (in Exile)

Week 14: Monday April 18 and Wednesday April 20
Topic TBA / By Popular Demand

We will pick the topic for the last week as a class. Assignments will be posted via Blackboard.

FINAL PAPERS DUE MONDAY APRIL 25 BY 5 PM
PRINTED COPIES DUE IN MS. BLANK’S MAILBOX IN THE HISTORY OFFICE
(221 BOWDEN HALL)