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CLE B202
Office hours M 2:30 – 4:30 or by appointment

History 306 A01 CRN 21792
Fall 2019
ROOM TBA
MR 10 – 11:20

SEX AND POWER IN AMERICAN HISTORY

Subject to change

Course Description:

From conquest through the present day, sex and sexuality have been both means and symbols for establishing power relations in American society. This course examines the centrality of sex to the first encounters between indigenous people and settlers, the organization of North American colonies, the creation of a slave society, the origins of feminism, the development of American masculinity, the growth of capitalism, and the establishment of the modern state. We will study many varieties of sexual behaviours including marital sex, commercial sex, rape, same-sex sex, and self-sex. Frequent small-group discussions will analyze both primary sources and secondary sources.

Required Texts:

Patricia Miller, *Bringing Down the Colonel: A Sex Scandal of the Gilded Age, and the “Powerless” Woman Who Took on Washington* (Farrar Straus Giroux, 2018)

Timothy Stewart-Winter, *Queer Clout: Chicago and the Rise of Gay Politics* (University of Pennsylvania Press, 2017)

both required texts are on 2-hour reserve at McPherson Library

Grading:

Discussions	25%
Commonplace Journal	35%
Final Project	40%

To pass this course it is essential that you complete the commonplace journal and the final project. Supplemental exams will not be offered for students who receive an E grade.

Grading and Assignments

1. Attendance

Attendance is required in this course. My teaching philosophy values daily engagement in course materials, rather than cramming and testing at the semester's end. There will be a sign-in sheet at the front of the class that you can add your name to when you arrive. If you arrive after I have begun lecturing, please wait until the end of class to sign in. Frequent lateness and frequent absences will be counted against your final grade. You may miss up to two lectures and one discussion during the semester for any reason without any negative impact on your grade. If you need to exceed this number, please alert me in advance and let me know the reason.

I ask all students to send me an "introduction" email in the first couple weeks of class that includes a digital photograph plus a few get-to-know-you details like hobbies, history interests, surprising facts, etc. If there is a preferred name you would like me to call you, please let me know in this email. Feel free to share anything else that you think is important.

2. Discussions

There are six discussions scheduled during the semester. Attendance at each is mandatory and participation will be graded. I will divide the class into discussion sections at the beginning of the third week of class.

Your discussion grade for the semester will be assessed according to the following criteria:

80-100 = Demonstrates having completed and understood the assigned readings. Participates actively and often. Identifies important ideas/points in the readings, asks questions, makes connections between readings, and responds to other students' comments. Takes responsibility for moving the discussion forward. Willing to consider alternative interpretations/arguments. Listens when other students talk. Incorporates, expands upon, or argues respectfully with other students' ideas.

70-79 = Demonstrates having completed and understood the assigned readings. Participates actively, but less often than an "A." Keeps comments focused on the assigned readings and topic. Willing to consider alternative arguments/ideas. Shows evidence of active listening when others talk.

60-69 = May demonstrate minimal evidence of having completed some of the assigned reading. Participates infrequently or makes comments that are unrelated to the assigned reading or topic. May listen to others, but shows little evidence of active listening. Is not disruptive or disrespectful.

50-59 = Is tardy or leaves class early. Shows little evidence of having completed the assigned readings. Does not participate or makes comments wholly unrelated to the reading. Does not listen to others. Is sometimes disruptive or disrespectful.

3. Commonplace Journal

In a bound paper journal or spiral notebook, please keep notes on assigned readings and research. You can copy out sentences or passages from readings that you find provocative, comment on those passages, keep track of your research process, and explore your ideas about the history of sex and power. You should have an entry for each class meeting. Please begin each entry on a fresh page, placing the date and the title of the reading at the top of the page. I will perform random spot checks on your commonplace journals during the semester, so please bring them with you to class each day. The commonplace journal will be graded on thoroughness, effort, engagement, and interest. Length of entries will be an important basis for judgment of the final product. **A** range grades on this assignment will be reserved for journals that include each day, meet each assignment, and show deep thought, drawing connections across the research and with class themes. For **B** range grades, the journals must at the minimum meet each assignment and show engagement with class themes. Journals that don't meet these requirements will earn **C** range grades or lower, depending on how incomplete they are. Journals that include half or fewer than half of the assignments will earn **D** or **F** grades. Completed research journals are due Nov. 26. Penalties will be imposed on late submissions.

4. Final Project

Your final project should explore the history of sex and power, using a specific example, as exemplified by the focused topics of the lectures (i.e. "sex and power in antebellum slavery"). You have enormous latitude over what form your final project will take. It can be a traditional research paper (see Option A), or it can be a non-traditional "un-paper" (see Option B). If you take the non-traditional route, you must email me by Nov. 1 with a proposal.

Option A: Paper.

If you choose to write a conventional research paper on the subject of your choice, please follow these guidelines. The paper must have a thesis, which is another way of saying it must make an argument about the past. Good papers should be "historicist," looking at the past through a historical lens, rather than imposing present-day assumptions on the evidence. Good papers should also be well supported with quotations from the primary sources, and show an understanding of what other historians have said on the topic (historiography). Primary sources are sources that were created in the time and place under study. Academic secondary sources are sources written by professional historians that have gone through the peer-review process and been published either by academic journals (those available on JSTOR, for example) or academic presses (publishers with the words "University" in their name, for example). If you are uncertain whether your sources meet these criteria, please bring a list to me during office hours to double-check. Grades will be knocked down significantly for inadequate sourcing. Papers must be a minimum of 2,000 words. Please submit a word count at the end of the paper. Papers should follow the citation instructions found in the History Department Style Guide available on the History Department website. You must include a bibliography. I encourage you to come and see me during office hours to discuss your ideas for the paper. I am always happy to help students refine their ideas, find sources, and think through their arguments. Grading will be according to conventional standards.

Option B: Un-paper

An un-paper is a project that engages with historical material in an unconventional fashion. For example, an un-paper could take the form of a musical composition, such as a song; a short

story; a podcast; or a material object. You might create a work of visual art or a video game. The possibilities are limitless. If you choose to submit an unpaper, you must submit a proposal to me by Nov. 1. I encourage you to visit during my office hours, or by appointment, in order to discuss your ideas with me. I'm happy to give feedback and advice. Along with your un-paper, you must also submit a **brief reflection** (2 pages) explaining why you chose this approach, what you learned, and how it connects to the themes of sex and power. The un-paper will be graded on creativity, effort, and an assessment of whether the historical approach shows engagement with course questions and materials. The un-paper is not graded on quality of artistry, but on the project's success at communicating history in a non-traditional format. You may include your own self-assessment of your performance in the reflection, which I will take into account when arriving at a final grade.

Late assignments will lose three percentage points every day. Assignments will not be accepted more than one week late.

Copying the language or ideas of other authors without attribution constitutes plagiarism. For clarification of the definition of plagiarism see the memo from the History Department attached to the end of this syllabus. Any instances of plagiarism will be referred directly to the Assistant Chair of the History Department.

Course Management

This course has a linked CourseSpaces site on which announcements, assignment details, and additional resources will be posted. I do not post slideshows; I encourage you to exchange contact information with another student in class so that you can request notes if you miss a class.

Recent studies indicate that students understand and retain lecture material better when they take notes by hand than by computer (see for example: <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>). I encourage you to leave your laptops in your bag. If you choose to take notes with a laptop, please avoid distracting neighbouring students.

This course affirms people of all gender expressions and identities. If you prefer to be called a different name than what is on the class roster, let me know. Please advise me on your gender pronoun(s) and how best to address you in class and by email. I use female pronouns for myself. If you have any questions or concerns, do not hesitate to contact me.

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please tell me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Class Schedule

R Sept 5	Introduction
M Sept 9	Overview: The History of Sexuality
<p>Jeffrey Weeks, "Essentialism" "Sexuality" and "Social Constructionism" in <i>The Languages of Sexuality</i> (Routledge, 2011) 43-45; 186-189; 204-208. e-reserve.</p> <p>Catharine MacKinnon "Does Sexuality Have a History?" <i>Michigan Quarterly Review</i> 30 (Winter 1991): 1-11. http://hdl.handle.net/2027/spo.act2080.0030.001:01</p>	
R Sept 12	Sex & Conquest
<p>Rountree, Helen C. "Pocahontas: The Hostage Who Became Famous." <i>Sifters: Native American Women's Lives</i>. ed. Theda Perdue. Oxford: Oxford UP, 2001. 14-28. e-reserve.</p> <p>Rolfe, John. Letter to Sir Thomas Dale. 1614. Virtual Jamestown. http://www.virtualjamestown.org/rolfe_letter.html</p> <p>Smith, John. Letter to Queen Anne of Great Britain. 1616. http://www.digitalhistory.uh.edu/active_learning/explorations/pocohontas/pocahontas_smith_letter.cfm</p>	
M Sept 16	The Sexual Origins of American Slavery
<p>Jennifer Morgan "'Some Could Suckle Over their Shoulders': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770" <i>William and Mary Quarterly</i> 3rd Ser., LIV (1997): 167-192. JSTOR.</p>	
R Sept 19	Discussion 1: Rape, Race, and Power
<p>Wendy Anne Warren "'The Cause of her Grief': The Rape of a Slave in Early New England" <i>Journal of American History</i> 93.4 (2007): 1031-1049. JSTOR.</p>	
M Sept 23	How Puritanical were the Puritans?
<p>Richard Godbeer, "'A Complete Body of Divinity': The Puritans and Sex" in <i>Sexual Revolution in Early America</i> (Johns Hopkins University Press, 2002) 52-83. e-reserve.</p>	
R Sept 26	Discussion 2: Sex & Power in the Colonial New England
<p>Cornelia Hughes Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village," <i>The William and Mary Quarterly</i> 48, no.1 (1991): 19-49. JSTOR.</p>	
M Sept 30	The First Sexual Revolution
<p>Clare Lyons "Mapping an Atlantic Sexual Culture: Homoeroticism in Eighteenth-Century Philadelphia" <i>William and Mary Quarterly</i> Ser. 3 60 (2003), 119-154. JSTOR.</p>	
R Oct 3	Sex and the Nineteenth-Century City

Patricia Cline Cohen, "Unregulated Youth: Masculinity and Murder in the 1830s" <i>Radical History Review</i> 52 (1992): 33-52. e-Duke journals.	
M Oct 7	Between Women: Sex and Politics in First-Wave Feminism
Emily Dickinson letters to Sue Gilbert https://www.brainpickings.org/2018/12/10/emily-dickinson-love-letters-susan-gilbert/	
James Weir, Jr. "The Effect of Female Suffrage on Posterity" <i>The American Naturalist</i> 29.345 (1895) 815-825. JSTOR.	
R Oct 10	Imperial Masculinity
Kristin Hoganson, "The Spanish-American War and the Martial Idea of Citizenship," in <i>Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars</i> (Yale 1998) 107-132. e-reserve.	
M Oct 14	Thanksgiving
R Oct 17	Discussion 3: Bringing Down the Colonel
Miller, <i>Bringing Down the Colonel</i> entire book	
M Oct 21	Capitalism, Sex, and Gender in the Jazz Age
Elisabeth Alice Clement, "The Treat: Transforming Sexual Values at the Turn of the Century," in <i>Love for Sale: Courting, Treating, and Prostitution in New York City, 1900-1945</i> (University of North Carolina Press, 2006): 45-75. e-reserve.	
R Oct 24	The Sexual Revolution Before the 60s
Amanda Littauer, "Going Steady: Permissiveness, Petting, and Premarital Sex in the 1950s," in <i>Bad Girls: Young Women, Sex, and Rebellion Before the Sixties</i> (University of North Carolina Press, 2015). e-reserve.	
M Oct 28	Rape, Race, and Jim Crow
Danielle L. McGuire, "It Was Like All of Us Had Been Raped": Sexual Violence, Community Mobilization, and the African-American Freedom Struggle" <i>Journal of American History</i> 91.3 (Dec 2004): 906-931. JSTOR.	
R Oct 31	Women of Colour Feminism
Robyn Spencer, "Engendering the Black Freedom Struggle: Revolutionary Black Womanhood and the Black Panther Party in the Bay Area, California," <i>Journal of Women's History</i> 20.1 (2008): 90-113. PROJECT MUSE.	
M Nov 4	Discussion # 4: Feminist Manifestoes

Combahee River Collective Statement	
Redstockings Manifesto	
New Voices of La Raza	
R Nov 7	The Lavender Scare
Andrea Friedman, “The Smearing of Joe McCarthy: The Lavender Scare, Gossip, and Cold War Politics,” <i>American Quarterly</i> 57:4 (Dec. 2005), 1105-1129. JSTOR.	
M Nov 11	READING BREAK
R Nov 14	Gay Riots and Gay Rights
John D’Emilio, “Stonewall: Myth and Meaning,” in <i>The World Turned: Essays on Gay History, Politics, and Culture</i> (Durham, NC: Duke University Press, 2002): 146–53. e-reserve.	
M Nov 18	HIV/AIDS : Documentary Screening: “United In Anger”
R Nov 21	Discussion 5: Gay Politics and Power
Timothy Stewart-Winter, <i>Queer Clout: Chicago and the Rise of Gay Politics</i> (Penn, 2017) entire book	
M Nov 25	Beyond the Binaries
Susan Stryker, “Contexts, Concepts, and Terms,” from <i>Transgender History</i> , second edition (Seal Press, 2017): 1-44. e-reserve.	
R Nov 28	Discussion # 6: What is Transgender History?
Anne Fausto-Sterling “The Five Sexes: Why Male and Female are not Enough” <i>The Sciences</i> March/April (1993) 20-24. Google Scholar.	
Anne Fausto-Sterling “The Five Sexes Revisited” <i>The Sciences</i> (2000) 18-24. http://www.scribd.com/doc/39423403/Anne-Fausto-Sterling-The-Five-Sexes-Revisited	
Explore the Digital Transgender Archive www.digitaltransgenderarchive.net print a few pages from your favourite sources and come prepared to discuss	
M Dec 2	Course Wrap-Up
FINAL PROJECTS DUE	
Informal presentations of final projects to the class.	