HSTA 402:
Sex and Sexuality in America

Professor: Amanda Hendrix-Komoto
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You may also schedule an appointment through amandahendrix.youcanbook.me

Course Description

This course explores how definitions of sex and sexuality have changed in the United States from the sixteenth-century to the present. In the course, students will come to understand sexuality and sex as historically constructed and will investigate the importance of these topics to American politics and culture. Students will also examine how societies have tried to govern sexuality and the constant challenge that individuals have offered to sexual regulation. Topics may include: prostitution, birth control, abortion, homosexuality, the development of transsexual identity, and women’s liberation movements.

Objectives

Students will be able to:

- Describe both the continuities and differences between past and present definitions of sex, gender, and sexuality.
- Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.
- Describe how sex and sexuality have been defined in the past from a variety of perspectives.
- Explain and justify how understandings of sex and sexuality have changed using conflicting sources.
- Identify, summarize, appraise, and synthesize other scholars’ historical arguments.
- Consider a variety of historical sources for credibility, position, perspective, and relevance.
- Generate substantive, open-ended questions about the past and develop research strategies to answer them.

Student Success

I care about your success in this course. People have a wide variety of learning styles, and it is impossible for me to anticipate all student needs. If there are aspects of this course that prevent you from succeeding or that need modification to help you be successful, please let me know and we will work together to develop strategies to meet your needs and the objectives of this course. As we work together, we may decide that you need additional help. Please know that the Writing
Center, Student Success Center, and other campus resources are available. If you have official accommodations, please let me know within the first week of classes so I can plan accordingly.

Absences and Participation

I welcome your participation in this course through discussion and group work. Although it is not a formal part of your grade, I ask that students come to class having read that day’s materials and ready to contribute thoughtfully to our class discussion. Students do not need to raise their hand to ask a question, challenge an idea, or raise a point, but they should wait for the person who spoke before them to finish their point and end by inviting another person to participate. If there is anything that I can do to help you participate more fully, please e-mail me at amanda.hendrixkomoto@montana.edu or schedule an appointment through amandahendrix.youcanbook.me.

Attendance is an important part of this course. If you are going to be absent, please e-mail me ahead of time. If you are absent more than 4 times during the semester, you will need to schedule an appointment with me and the Student Success Office to continue in the course. Students who do not arrange an appointment will not receiving a passing grade after 4 absences and may not continue in the course.

Computers and Electronic Devices

I recognize that many students find computers helpful when navigating courses. I encourage you to use computers and other electronic devices if you find them helpful. Students using computers should sit in the last two rows of the classroom on non-discussion days since other students find electronic screens distracting. This allows students who find them helpful to use them and students who need an electronics-free space to use them as well.

Pronouns

For the first two weeks of class, everyone will wear a nametag. Students have the option of listing their correct pronoun but are not required to do so. Students are asked to learn each other’s pronouns and use the correct pronoun to refer to each other. If you are unsure of someone’s pronoun, please use “they.” This system is imperfect, see Elizabeth Reis’ article “Pronoun Privilege” in the New York Times for why, but it is what we will be adopting this semester.

Texts

Elizabeth Reis, American Sexual Histories (Second Edition, 2012)
Catalina De Erauso, Lieutenant Nun: Memoir of a Basque Transvestite in the New World (1997)
Melton McLaurin, Celia: A Slave (1999)
Mary MacLane, Human Days: A Mary MacLane Reader
Vin Packer, Spring Fire (1952)
Danielle McGuire, At the Dark End of the Street (2011)

**Assignments**

**Grade Breakdown**

2+1+1 (10%)
- Journal Analysis (15%)
- Secondary Source Analysis (15%)
- Primary Source Analysis (20%)
- Class Project (30%)
- Final Reflection (10%)

**Assignment Descriptions**

- *2+1+1*: Every day, that we have a reading students should turn in a 2+1+1. These consist of 2 questions about the day’s reading(s), one comment, and one thing you will never forget. These should be typed and will be due in hard copy at the end of class.

- *Journal Analysis*: Students will choose an academic journal and analyze its table of contents for the past decade in a three to four-page paper, highlighting what major historiographical trends the journal evidences and suggesting areas for future research. The journals that students choose do not have to focus on the history of sexuality, but may do so.

Possible Journals:

*William and Mary Quarterly*
*Western Historical Quarterly*
*Pacific Historical Review*
*Frontiers: A Journal of Women Studies*
*Gender & History*
*Journal of the Early Republic*
*Journal of American History*

- *Secondary Source Analysis*: Students will choose two articles on the same topic as their primary source from *Montana: The Magazine of Western History*. In a four to five-page paper, they will then put these books into conversation with each other, describing what important points they are arguing, what they leave out, and where further research needs to be done.

- *Primary Source Analysis*: Students will write two- to three-page paper, analyzing a primary source from the course document reader. The paper should place the source into its historical context and provide a telling analysis that tells readers what the source tells us about how people understood sex and sexuality in the past. The topic of this primary source will serve as the jumping off point for future assignments and should be related to the student’s class project.
- **Class Project: A Queer History of Montana:** The history of Montana has not typically included the history of its LGBTQ community. Part of this class focus on the creation of a queer history of Montana. Each student will be asked to choose a queer figure or text from Montana history and write a 5 – 7-page research paper on the topic. This papers will eventually be bound together and will be available through the history department, the women’s studies department, and the VOICE center for future students and historians.

Possible Topics:
- Patrician Nell Warren
- Western Montana LGBT Community Center
- Diane Sands
- Gay Men’s Health Task Force
- ACLU of Montana
- Montana Pride Network
- Queer Straight Alliance – Montana State University
- Emily Danforth
- Cassidy Anne Medicine Horse, MA
- Bridget Carson
- Montana Feminist History Project Oral Hist. Interviews
- Mary MacLane
- Queer Students Association
- Blue Mountain Clinic
- Interface Project
- AIDS Outreach
- PFLAG
- TransMSU
- Myron Brinig
- Molly Priddy
- LGBTQ Butte

You do not need to choose from this list. If you have an aspect of Montana queer history you are interested in, I would encourage you to research that topic.

- **Final Reflection:** Students will write a 3- to 5-page paper using the books we have read in the course to reflect on how their understanding of sex and sexuality has changed over the course of the semester.

**Flexible Deadlines**

Tulane University has developed a project that encourages faculty to develop syllabi that are more accessible to students from a wide variety of racial and class backgrounds. This semester, I am going to experiment with some of their suggestions, which include flexible deadlines for class assignments.

During the **first two weeks** of class, you must send me an e-mail with self-scheduled deadlines for your course assignments. I will hold you to them as though I had scheduled those deadlines and will deduct 10% for each day that your assignment is turned in after your self-scheduled deadline. I also reserve the right to impose deadlines on the class if students are not meeting their self-imposed deadlines.

You must also schedule two check-ins with me during the semester. Students may choose to use these times to have me read over their work, to discuss issues that they are having in class, or to brainstorm ideas for a paper. I will be using youcanbookme.com to manage my schedule. To book a time, visit my homepage at amandahendrix.youcanbook.me. I have canceled a few class sessions to allow flexibility in scheduling.
Course Schedule

Week One:
Monday, August 28: A History of Sexuality?

Wednesday, August 30th: Constructing Sexualities
- Read Jeffrey Weeks, “The Social Construction of Sexuality” [D2L]
- John D. Wrathall, “Reading the Silences Around Sexuality” [D2L]

Friday, September 1st: Sexual Cultures and Encounters in the New World
- John Lawson Describes Native Sexuality in North Carolina, 1709 [D2L]
- Father Luis Jayme Attacks the Sexual Abuse of Indigenous Women, 1772 [D2L]

Week Two:
Monday, September 4th: No Class – Labor Day

Wednesday, September 6th: The Violence of Colonization

Friday, September 8th: Regulating Sexuality in the Anglo-American Colonies
- Elizabeth Reis, “Bodies in Doubt” with accompanying documents in Reis, American Sexual Histories

ASSIGNMENT DEADLINE PLANS DUE THIS WEEK

Week Three:
Monday, September 11th: Transgressive Male Sex

Wednesday, September 13th: Interracial Sex in Early America
- Jennifer Spear, “Indian Women, French Women, and the Regulation of Sex” and accompanying documents in Reis, American Sexual Histories

Friday, September 15th: Discussion: Crossing Genders in Early America
- Catalina De Erauso, Lieutenant Nun: Memoir of a Basque Transvestite in the New World (1997)

Week Four:
Monday, September 18th: Male and Female Friends

Wednesday, September 20th: Rape in Early America
- Sharon Block, Rape and Sexual Power in Early America and accompanying documents in Reis, American Sexual Histories

Friday, September 22nd: No Class – Montana State History Conference
Week Five:
Monday, September 25th: Sex During the American Revolution

Journal Analysis Due

Wednesday, September 27th: Black Men, White Women
- Martha Hodes, “White Women, Black Men, and Adultery in the Antebellum South” and accompanying documents in Reis, *American Sexual Histories*

Friday, September 29th: Discussion: Sex and Slavery
- Read Melton McLaurin, *Celia: A Slave* (1999)

Week Six:
Monday, October 2nd: Sex after Slavery
- “A Region of Terror: Violence in the South, 1856 – 1876” from Hannah Rosen, *Terror in the Heart of Freedom* (2009) [D2L]

Wednesday, October 4th: Love and Intimacy
- Carroll Smith-Rosenberg, “The Female World of Love and Ritual” [D2L]
- Karen Lystra, “Sexuality in Victorian Courtship and Marriage” [D2L]

Friday, October 6th: Pleasure and Control in Victorian America
- Selections from John Harvey Kellogg, Plain Facts for Old and Young (1888) [D2L]
- Boston Female Moral Reformers Condemn ‘Licentious Men’” (1838) [D2L]
- Navy Drummer Philip c. Van Buskirk’s Private Journal (1852 – 1853) [D2L]
- Christine Stansell, “Male License and Working-Class Women’s Sexuality” [D2L]

Week Seven:
Monday, October 9th: Obscenity Laws
- Read April Haynes, “Obscenity, Sex Education, and Medical Democracy in the Antebellum United States” and accompanying documents in Reis, *American Sexual Histories*

Wednesday, October 11th: Polygamy
- Belinda Marden Pratt, Defence of Polygamy (1854) [D2L]

Friday, October 13th: No Class

Week Eight:
Monday, October 16th: Industrialization and Working Class Sexuality

Wednesday, October 18th: Revolt of the Good Girl
- Read Elizabeth Lunbeck, “Hysteria: The Revolt of the ‘Good Girl’” and accompanying documents in Reis, *American Sexual Histories*

Friday, October 20th: No Class
**Week Nine:**
Monday, October 23rd: No Class

Wednesday, October 25th: **Discussion:** Sex, Love, and Butte, Montana
- Read Selections from *Human Days: A Mary MacLane Reader* (2014)

Friday, October 27th: Eugenics, Sex, and the U.S. Empire
**Film Screening in Class:** No Más Bebés (2015)

**Week Ten:**
Monday, October 30th: Contraception
- Read Andrea Tone, “Contraceptive Consumers” and accompanying documents in *Reis, American Sexual Histories*
- Read Leslie Reagan, “When Abortion was Illegal” and accompanying documents in *Reis, American Sexual Histories*

Wednesday, November 1st: Lesbian/Gay Identity at the turn of the Century
- Read Selections from George Chauncey, *Gay New York* (1994) [D2L]

Friday, November 3rd: No Class – Western History Association

**Week Eleven:**
Monday, November 6th: Sex and Sexuality in the Jazz Age and World War II

Wednesday, November 8th: Transgender Histories
- Joanne Meyerowitz, “Sex Change and the Popular Press” and accompanying documents in *Reis, American Sexual Histories*

Friday, November 10th: No Class – Veteran’s Day

**Week Twelve:**
Monday, November 13th: **Discussion:** The Lavender Scare
- Read Vin Packer, *Spring Fire*

Wednesday, November 15th: Resisting Sexual Regulation during the Cold War
- Read Rickie Solinger, “The Population Bomb and the Sexual Revolution” and accompanying documents in *Reis, American Sexual Histories*

Friday, November 17th: Sexual Liberation/Sexual Revolutions

**Week Thirteen:**
Monday, November 20th: The Politics of AIDS

Wednesday, November 22nd: No Class – Thanksgiving
Friday, November 24th: No Class – Thanksgiving

**Week Fourteen:**
Monday, November 27th: **Discussion:** Civil Rights and the Politics of Rape
  - Read Danielle McGuire, *At the Dark End of the Street* (2011)

Wednesday, November 29th: The Rise of the Right

Friday, December 1st: Teaching Sex
  - Jennifer Brier, “Marketing Safe Sex” and accompanying documents in Reis, *American Sexual Histories*
  - Film Screening: Sex Ed Videos

**Week Fifteen:**
Monday, December 4th: Gay Sexual Politics in the 21st Century
  - Andrew Sullivan, “The Conservative Case for Gay Marriage” [D2L]
  - Queer Kids of Queer Parents Against Gay Marriage, “Resist the Gay Marriage Agenda!” [D2L]
  - Natalie Baptiste, “It’s Not Just Uganda: Behind the Christian Right’s Onslaught in Africa” [D2L]

Wednesday, December 6th: Black Sexual Politics
  - Selections from Melissa Harris-Perry, *Sister Citizen: Shame, Stereotypes, and Black Women* (2011)

Friday, December 8th: **Discussion:** Rape Culture
  - Selections from Kate Harding, *Asking for It* [D2L]