

HSTA 402: Sex and Sexuality in America

Professor Amanda Hendrix-Komoto

Class Time: MWF 9:00 – 9:50 a.m.

Room: Wilson 2-105

Office Hours: MTWThF 10 – 11:00 a.m. on WebEx

WebEx Personal Room: <https://montana.webex.com/meet/m52k486>

Description

This course explores changing definition of sexuality 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.

Learning Objectives

The Department of History & Philosophy at Montana State University has created some standards for students majoring in history. We will be focusing on the following objectives from the department's list:

- SWBAT “present a clear thesis statement.”
- SWBAT “marshal evidence from both primary and secondary sources to support an argument.
- SWBAT “recognize that historical events are subject to multiple interpretations.”

We will also focus on some content-specific learning objectives.

- SWBAT describe historical and contemporary definitions of sex and sexuality and how they have changed over time.
- SWBAT analyze intersections between social hierarchies and sexual practice.
- SWBAT explain the difference between gender, sex, and sexuality and the changing relationships between these terms.

Required Texts

Elizabeth Reis, *American Sexual Histories* (2001) – ASH

Randy Shilts, *And the Band Played On* (1987)

Melton, McLaurin, *Celia, A Slave* (1991)

Rachel Hope Cleves, *Charity and Sylvia* (2014)

Libby Copeland, *Lost Family* (2020)

Assignments

Discussion/Weekly Assignments (15%): Each student has been assigned to a discussion section. Students have the option of attending weekly discussions or electing to move to an online only model if they have previous health conditions or need to quarantine/self-isolate. For those needing this option, please write a 2- to 3-paragraph essay summarizing the week's readings and the issues they raised. These are due by **Sunday** each week at **11:59 p.m. on D2L**.

Introductory Paper (10%): At the beginning of the semester, students will write a short 2- to 3-page paper explaining how they define gender, sex, and sexuality. Students may use some autobiographical detail but are not required to do so. If you choose to do so, please remember that you will be having a professor read your paper and that I strive to maintain confidentiality but am a required reporter. An assignment page will be provided on D2L during the first week of class. **Due August 30th at 11:59 p.m. on D2L**.

Journal (50%): At 4 points throughout the semester, I will ask you to write a 3- to 4-page paper using primary and secondary sources from to analyze how people in the preceding section's time period defined sex and sexuality. Each paper should use Chicago-style citations, be written in 12-point Times New Roman font and use standard margins. I also ask students to double space their papers. At the end, these 4 papers will serve as a sort of journal for the course. As part of the last journal, you will turn in a short reflection explaining how your own views of sex, gender, and sexuality have changed throughout the course.

Short Research Paper (25%): For this assignment, you will choose one of the primary sources from *American Sexual Histories*. You will then locate two secondary sources and use them to write a short paper placing the primary source in its historical context. Additional details will be on D2L. **Due November 20th at 11:59 p.m. on D2L**.

Grading Scale

93 – 100	A	73 – 77	C
90 – 92	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	60 – 62	D-
77 – 79	C+	0 – 59	F

Policies

Note: All university guidelines for student behavior and academic honesty apply in this course. If you have questions, see: http://www.montana.edu/policy/student_conduct/

Computer Policy: I will not police your computer usage during this class. I do ask you to avoid social media, etc. during class time. People using their laptops should sit in the back of the classroom to avoid distracting others.

Late Policy: No late papers will be accepted, except in extraordinary circumstances.

Email: Please give me 24 – 48 hours to answer a question via email. Please also address your emails respectfully and make note that I am Dr. Amanda Hendrix-Komoto, not Mrs.

Inclusion: In this classroom, we will recognize Montana State's Statement on Diversity: "To acknowledge and honor the tradition of the land-grant university, Montana State University is committed to developing and sustaining a culture of inclusion, social justice and diversity." It is important in a class on the history of sexuality to recognize that people have long been marginalized because of their sexual practices, gender, and bodies. In this class, we will strive to recognize each other's value and to use the language that others have asked us to use to refer to them. If you need accommodations, please email me at amanda.hendrixkomoto@montana.edu

Food and Drinks: No food and drink will be allowed in the classroom this semester.

COVID-19 and the Fall 2020 Semester

I recognize that this is likely going to be a difficult semester as we navigate a global pandemic and participate in ongoing discussions about sexuality, race, and gender. I have included the following language from the university on COVID. My additions are italicized.

Wearing a Mask

Face coverings are required in all indoor spaces and all enclosed or partially enclosed outdoor spaces. MSU requires all students to wear face masks or cloth face coverings in classrooms, laboratories and other similar spaces where in-person instruction occurs. MSU requires the wearing of masks in physical classrooms to help mitigate the transmission of SARS-CoV-2, which causes COVID-19. The MSU community views the adoption of these practices as a mark of good citizenship and respectful care of fellow classmates, faculty, and staff.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and other on-campus events if you are ill. MSU students who miss class due to illness will be given opportunities to access course materials online. You are encouraged to seek appropriate medical attention for treatment of illness. In the event of contagious illness, please do not come to class or to campus to turn in work. Instead notify me by email about your absence as soon as practical, so that accommodations can be made. Please note that documentation (a Doctor's note) for medical excuses is not required. MSU University Health Partners - as part their commitment to maintain patient confidentiality, to encourage more appropriate use of healthcare resources, and to support meaningful dialogue between instructors and students - does not provide such documentation.

Edit: If you need to be remote for a week, please email me at amanda.hendrixkomoto@gmail.com. The syllabus outlines what work a student would need to do

each week for remote learning. Emailing me just keeps me in the loop in about who will be attending in person and who will need to be out for that week.

Accommodations for Not Wearing a Mask

Individuals whose unique and individual circumstances require an exception to the face covering requirement, as indicated by a medical professional, may request one in accordance with the campus ADA policies. Students should contact the Office of Disability Services at 994-2824 or drv@montana.edu to receive written permission from the Office of Disability Services at MSU. It is strongly recommended that students make contact prior to arriving on campus in order to provide adequate time for their request to be evaluated.

If the University Moves Online

The syllabus outlines the work that students should do if they need to be online only for health reasons or if they have to quarantine. If the entire university is forced to close out of concern for public health, we will follow the guidance in the syllabus for online only and quarantined students. You will have the option of participating in a weekly discussion section or responding to a weekly discussion prompt. If the class moves online

Schedule

Week One: August 17 – 21, 2020

- Watch lectures for the week.
- Read “Bodies in Doubt” and primary sources from ASH, pp. 9 – 33
- Listen to “The First Intersex in Colonial America” from *The History of Sex*
<https://podtail.com/en/podcast/the-history-of-sex/the-first-intersex-in-colonial-america-the-case-of/>
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

For our discussion section this week, we will be going over the syllabus and other material. We will not have an opportunity to discuss this week’s materials until next week. We will discuss both sets of readings on that day.

Week Two: August 24 – 28, 2020

- Watch weekly lectures.
- Listen to “Hot for Chocolate” from DIG: A History Podcast
<https://digpodcast.org/2020/07/05/hot-for-chocolate-aphrodisiacs-imperialism-and-cacao-in-the-early-modern-atlantic/>
- Read Jennifer M. Spear, “Indian Women, French Women, and the Regulation of Sex” and primary sources from AHS, pp. 56 – 81.

- **Introductory Paper Due: August 30th by 11:59 p.m. on D2L. See D2L for Assignment Page.**
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

Week Three: August 31, 2020 – September 4, 2020

- Watch weekly lectures.
- Read Sharon Block, “Rape and Sexual Power in Early America” and primary sources from ASH, pp. 82 – 121.
- Listen to “Complexion” from *Backstory* <https://www.backstoryradio.org/shows/skin-deep>
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

Note: Most of this class will deal with difficult topics. This class may be especially difficult for some students. Please send me an email if you feel you cannot participate and I will provide alternate readings and/or assignments.

Week Four: September 7 – 11, 2020

- Watch Weekly lectures.
- Listen to “Thomas A. Foster, Sex and the Founding Fathers: The American Quest for a Relatable Past” from *Benjamin Franklin’s World* <https://benfranklinsworld.com/004/>
- Read Rachel Hope Cleves, *Charity and Sylvia* – all.
- Note: There is **no class** on Labor Day, which is on **September 7, 2020**.
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

Week Five: September 14 – 18, 2020

- Watch lectures for the week.
- Listen to “The Family Life of Enslaved People,” *The History of American Slavery* <https://www.stitcher.com/podcast/the-history-of-american-slavery/e/66273529?autoplay=true>
- Read:
 - Martha Hodes, “White Women, Black Men, and Adultery in the Antebellum South” and primary sources from ASH, pp. 147 – 160.
 - Melton McLaurin, *Celia: A Slave* – all
- **Journal #1 Due on September 16, 2020 at 11:59 on D2L.**
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

Week Six: September 21 – 25, 2020

- Watch weekly lectures.
- Watch Ken Burns' *Unforgivable Blackness* <https://www.pbs.org/kenburns/unforgivable-blackness/>
- Read Peggy Pascoe, "Miscegenation Law and the Making of Race in America" and primary sources from ASH, pp. 189 – 210.
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

Week Seven: September 28, 2020 – October 2, 2020

- Watch weekly lectures.
- Read:
 - Leslie Reagan, "When Abortion was Illegal" and primary sources from ASH, pp. 230 - 246 and Andrea Tone, "Contraceptive Consumers" and primary sources from ASH, pp. 247 – 269
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

Week Eight: October 5 – 9, 2020

- Watch weekly lectures.
- Read Natalie Zarrelli, "In the Early 20th Century, America Was Awash in Incredible Queer Nightlife," *Atlas Obscura* (2016) <https://www.atlasobscura.com/articles/in-the-early-20th-century-america-was-awash-in-incredible-queer-nightlife>
- Explore "That's So Gay: Outing Early America," *The Library Company of Philadelphia* <https://librarycompany.org/gayatlcp/>
- **Journal #2 Due October 9, 2020 at 11:59 p.m. on D2L.**
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

Week Nine: October 12 – 16, 2020

- Watch weekly lectures.
- Watch *Forbidden Love* (1992) [D2L]
- Read Yvonne Keller, "Lesbian Pulp Novels and U.S. Lesbian Identity" and primary sources from ASH, pp. 270 – 293.

- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

Week Ten: October 19 – 23, 2020

- Watch weekly lectures.
- Watch *No Mas Bebes* (2015).
- Read:
 - Katha Pollitt, “Abortion in American History,” *The Atlantic* (1997) <https://www.theatlantic.com/magazine/archive/1997/05/abortion-in-american-history/376851/>
 - Brianna Theobald, *Reproduction on the Reservation* (2019), pp. 147 – 172 [D2L].
 - Jennifer Holland, *Tiny You* (2020), pp. 148 – 180 [D2L].
- **Journal #3 Due on October 25 at 11:59 p.m. on D2L.**
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

Week Eleven: October 26 – 30, 2020

- There are no lectures this week because of the increase in media expected for this week.
- Watch *Paris Is Burning* (1992) <https://www.youtube.com/watch?v=yNE6nv3-1lw> and *The Laramie Project* (2012) <https://www.youtube.com/watch?v=ulqiTmF0p4A>
- Read:
 - Selections Alison Bechdel, *Spawn of Dykes to Watch Out For* (1993) [D2L].
 - Kathleen Dean Moore, “A Parade Becomes a Memorial after a Murder,” *High Country News* (November 9, 1998) <https://www.hcn.org/issues/142/justice-a-parade-becomes-a-memorial-after-a-murder-matthew-shepard>
 - Nathan C. Martin, “It’s Still Dangerous to be Gay in Wyoming,” *High Country News* (May 14, 2016) <https://www.hcn.org/issues/48.9/its-still-dangerous-to-be-gay-in-wyoming>
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

Week Twelve: November 2 – 6, 2020

- Watch weekly lectures.
- Watch *The Ryan White Story* <https://www.youtube.com/watch?v=53dumkxzHwA>
- Read Selections from Randy Shilts, *And the Band Played On* (1987) – Specific selections TBD
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

Week Thirteen: November 9 – 13, 2020

- Watch weekly lectures.
- Watch *Give Me Sex Jesus* <https://vimeo.com/137784146>
- Read:
 - Jennifer Brier, “Marketing Safe Sex” from AHS, pp. 348 – 367.
 - Begin reading Libby Copeland, *Lost Family* (2020). I recommend reading
- **Journal #4 Due November 15, 2020 by 11:59 p.m. on D2L.**
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**

Week Fourteen: November 16 – 18, 2020

- Watch weekly lectures.
- Read Libby Copeland, *Lost Family* (2020).
- **Short Research Paper due November 20, 2020 by 11:59 p.m. on D2L.**
- **For Online Only or Quarantined students, you may either participate in the online discussion or answer the weekly discussion prompt.**