Course Outline

This course begins with the assumption that sexuality is more than biology and that, as a practice and an “experience, it is not a “natural” fact of life but is the product of social, cultural, and political ideas that change across time and place. Sexuality is not just the object of medical inquiry, nor does it look at the history of medical classifications. Sexuality has a history. It has been a field of investigation on the part of philosophers, critics, and writers throughout the ages. This course will therefore examine how ideas about sexuality as well as sexual practices have evolved over time and in different places; how the categories of homosexuality and heterosexuality were created. It will also examine how sexual practices and identities (that also refer to gender, race, and class) have been understood over time, through the critical reading of a variety of fictional texts and films. For the purpose of this course, we will examine the history of sexuality in the 19th and 20th centuries in Europe and the United States.

Warning: Please be aware that this class will require you to read or watch material that may be graphic. If you feel or suspect you will be unable to undertake the reading or watching the films because of personal, religious or other reasons, it may be best not to take this class. Taking the class will involve agreeing to engaging with material that is novel, difficult, and maybe even controversial.

Course Objectives

- acquire the basic skills of professional historians, namely:
  - read and analyze original sources (documents from the past)
  - learn to develop historical interpretations (in class & in writing)
  - reflect on issues of continuity & change (as guides to understanding events & phenomena in the past)
  - write critically and historically in a wide range of assignments.

By the end of the course, we hope to have:
- grasped the role and significance of the history of sexuality in larger cultural, social, political and historical questions
- understood the meaning of experiences across time and space racial
- reflected on issues of norms, exclusion, and identity

Course Readings
Michel Foucault, The History of Sexuality Vol. 1 (essay)
Jackie Kay, Trumpet (novel)
Christopher Isherwood, A Single Man (novel)
Kathy Peiss et al. (eds.), Passion and Power: Sexuality in History (history)
Sarah Waters, Tipping the Velvet (novel)
Other readings will be made available as photocopies on reserve at the library.
BOOKS ARE AVAILABLE AT THE CAMPUS BOOKSTORE
A COPY OF EACH WILL BE ON RESERVE AT THE LIBRARY
Please be aware this course syllabus is provisional and may be subject to change

Course Expectations and Guidelines

PARTICIPATION IN CLASS IS CRUCIAL.
We will have small and large-group class discussion.
Engaging with the material, being prepared for class and participating in class are essential for productive discussions: you will be expected to have done the reading.
You are expected to bring the reading to class (textbook, book, online document).
You will be assessed for your participation; you will be expected to make SUBSTANTIAL contribution during our discussions. If large group discussions are intimidating, we will have the opportunity for smaller group discussion.

Participation must include:
- evidence of reading done.
- comments in class (small or large group discussion) offering thoughts & analysis of the material.
- making connections with issues brought up in lectures and during class discussion.

*** do not be afraid to ask questions in class if you need clarification, are confused, or want more information. I welcome questions and queries.

The classroom should be a pleasant, exciting, and rewarding experience:
1. Students are expected to be respectful of each other in demeanor, tone, and behavior.
2. Rude or inconsiderate behavior and remarks will not be tolerated.
3. Please turn off your cell phones BEFORE CLASS.
4. Please do not send text messages, check or use phones during class.
5. Please do not use laptop computers in class.
6. You are expected to be able to stay in class and not leave during the class period.
If you text or use your phone during class, I reserve the right to ask you to leave, and will count you as absent for that class period. If you do this repeatedly, this may also affect your overall participation grade in the class. If students engage in ANY of the above, I reserve the right to ask you to leave class. If you plan on using online versions of the reading, please come and see me.

Please be aware that you will **not** be asked to disclose any personal information (regarding your sexual identity, preference, practices) in the context of this class. At the same time, I will expect everyone to regard others’ opinions with respect, even if you find them difficult.

Respect for all in the public space of the classroom will be our guiding principle.

7. Students are also expected to come to class **ON TIME**: this is a sign of respect towards your peers and myself. Any *substantial* lateness will be counted as an *absence*—unless documented or justified. If you anticipate being late on a regular basis (because of work, family commitments, babysitting, etc.), please come and inform me at the beginning of class.

**Class Attendance:**
Students are expected to attend ALL class sessions: attendance is part of your participation grade.
Students are allowed **ONE UNJUSTIFIED ABSENCE**.
More than one unjustified absence will result in an *F* for your participation grade.
All absences must be documented in order to be justified and allow you to make up quizzes.
If you have more than 4 unjustified absences (two weeks of classes), your final grade may be affected, and you may fail the course.

It is your responsibility to make sure you keep up with the work done when absent.
Please be aware that irregular attendance usually makes it difficult to do well in this class.
If you cannot come to class, or will be unprepared due to unforeseen events, it is best to contact me as soon and early as possible, preferably by email.

* A policy of honesty is usually the wisest in communicating with me.

**Academic Affairs**

**Disability Services**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning
environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advising**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Academic Dishonesty:**

There will be a no-tolerance policy on cheating or plagiarism. Plagiarism is the “UNCREDITED USE (INTENTIONAL OR UNINTENTIONAL) OF SOMEONE ELSE’S WORDS OR IDEAS.”

(https://owl.english.purdue.edu/owl/resource/589/01). Using a word, a group of words, a sentence structure, ideas without giving proper credit to the original author constitutes plagiarism. Any instance of plagiarism will result in an automatic F for the work involved and, depending on the gravity, may earn you an F for the entire course. Please also refer to the Catalog, pp. 39-40, section on Academic Honesty and Integrity.

To avoid plagiarism: *always be safe rather than sorry!* Cite (provide quotation marks, citation in MLA, Turabian, or Chicago format, provide citation even when you are paraphrasing or using an idea or information) anything you may use for your paper. For best practices, see: http://owl.english.purdue.edu/owl/resource/589/03/

Note: wikipedia does NOT constitute an academic source that you may use. Any credited or uncredited use of wikipedia will result in an F for the piece of writing.

**Grade Appeal Process**

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
Course Assignments

Participation 20%
In-class Writing * 20%
Essay #1 15%
Essay #2 15%
Essay #3 30%

* You will have to regularly write in class: answer questions, provide summaries, respond to handouts, etc. Expect to write every day. This grade will be calculated as an average of all your graded in-class writing.

**Essays:**
You will be asked to write two historical essays responding to a particular question. In the essays, you should demonstrate:
- your ability to critically engage the readings
- use of both primary and secondary sources
- your ability to reflect on the issues discussed, and offer an original argument.

Essay #3 will be a form of research essay.
Guidelines will be distributed

**Deadlines:**
Extensions will be granted at least 24 hours in advance.
Any late paper will be graded a full-letter grade down for every day late.
No paper will be accepted 4 days after the deadline, unless an extension has been arranged.
In trying to manage your time and work, a policy of honesty is usually the wisest in communicating with me.

Course Outline

Week 1
August 27  Introduction: What is the History of Sexuality?  
Lecture & Syllabus overview

Week 2

Sept. 01  An Introduction to the History of Sexuality  
Reading: Herzog, interview about Sexuality in Europe: A Twentieth-Century History (reserve)

Sept. 03  Why Are We, Moderns, obsessed with Sex? (I)  
Reading: Foucault, History of Sexuality, pp.1-35

Week 3

Sept. 08  Why Are We, Moderns, obsessed with Sex? (II)  
Reading: Foucault, History of Sexuality, pp. 36-73

Sept. 10  Why Are We, Moderns, obsessed with Sex? (III)  
Reading: Foucault, History of Sexuality, pp. 77-102

Week 4

Sept. 15  Sex in the 19th Century: Deviance, Pathology, and the Unconscious (I)  
Reading: Chauncey, “From Sexual Inversion to Homosexuality,” (in Peiss book); Freud, excerpts (reserve); Groneman, “Nymphomania: The Historical Construction of Female Sexuality,” Signs (reserve)

Sept. 17  Sex in the 19th Century: Deviance, Pathology, and the Unconscious (II)  

Week 5

Sept. 22  Reading: Waters, Tipping the Velvet (pages to be announced)
Sept. 24

**Reading:** Waters, *Tipping the Velvet* (pages to be announced)

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**Week 6**

Sept. 29

**Reading:** Waters, *Tipping the Velvet* (pages to be announced)

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Oct. 01

**Twentieth-Century flappers, sexologists, and Surrealists (I)**

**Lecture:**

**ESSAY #1 TO HAND IN**

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**Week 7**

Oct. 06

**Twentieth-Century flappers, sexologists, and Surrealists (II)**

**Reading:** Hall, "Feminist Reconfigurations of Heterosexuality in the 1920s,: in Sexology in Culture (reserve); Tumblety, Ch.1 in: *Remaking the Male Body: Masculinity and the Uses of Physical Culture in Interwar and Vichy France* (reserve); Rodrique, “The Black Community and the Birth Control Movement,” (in Peiss book)

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Oct. 08

**Twentieth-Century flappers, sexologists, and Surrealists (I)**

**Reading:** Doan, “Topsy-Turvydom: Gender Inversion, Sapphism, and the Great War,” *GLQ* (reserve); Tamagne, “Magical Cities, Mythical Cities: The Geography of Where to Meet,” in *History of Homosexuality in Europe* (reserve)

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**Week 8**

Oct. 13

**Sex, Fascism, and Nazism**

**Reading & Lecture:** Herzog, Introduction pp. 4-17, in (reserve); Szobar, “Telling Sexual Stories in the Courts of Law,” *Journal of the History of Sexuality* (reserve), Micheler, “Homophobic Propaganda and the Denunciation of Same-Sex Desiring Men under National-Socialism,” in *Sexuality and German Fascism* (reserve)

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Oct. 15

**Film showing:** *Aimee and Jaguar*
Week 9

Oct. 20  
Film Showing: Aimee and Jaguar

Oct. 22  
*Sex in a Post-War World (I)*
Reading: Poigor, “Rock’n’Roll, Female Sexuality and the Cold War battle over German Identities,” Journal of Modern History (reserve); Kennedy & Davis, “The Reproduction of Butch-Fem Roles” (in Peiss book); Kennedy & Davis, Ch.2 in Slippers of Gold, Boots of Leather (reserve)

Week 10

Oct. 27  
*Sex in a Post-War World (II)*
Reading: Mort, “Scandalous Events: Metropolitan Culture and Moral Change in Post Second World War London, Representations (reserve); D’Emilio, “The Homosexual Menace,” (in Peiss book); Buettern, “ ‘Would you let your Daughter marry a Negro?’ Race and Sex in 1950s Britain,” in Gender, Labor, War, and Empire (reserve)

Oct. 29  
Reading: Isherwood, A Single Man (pages to be announced)

Week 11

Nov. 03  
Reading: Isherwood, A Single Man (pages to be announced)

Nov. 05  
*1960s Explosions and 1970s Radical Politics (I)*
Lecture
HAND IN ESSAY #2 IN CLASS

Week 12

Nov. 10  
*1960s Explosions and 1970s Radical Politics (II)*
Nov. 12  
**Gender Theories**

**Week 13**

Nov. 17  
**Gender Trouble (I)**
Reading: Kay, *Trumpet* (pages to be announced)

Nov. 19  
**Gender Trouble (II)**
Reading: Kay, *Trumpet* (pages to be announced)

**Week 14**

Nov. 24  
**Gender Trouble (II)**
Reading: Kay, *Trumpet* (pages to be announced)

Nov. 26  
THANKSGIVING BREAK

**Week 15**

Dec. 01  
LAST CLASS
Film showing: *Venus Boyz*
Essay #3 TO HAND IN, IN CLASS