

# History of Sexuality

## COURSE GUIDE (SYLLABUS)

SAN DIEGO STATE UNIVERSITY  
HIST 406

Section 9, Schedule #18546      Tu 7-9:40pm      Room SH 149  
Office: AL 555      Email: [fnobilet@mail.sdsu.edu](mailto:fnobilet@mail.sdsu.edu)

FALL 2007  
Professor: Frank Nobiletti  
Phone: (619) 594-2266

### **OFFICE HOURS:** (Preferably by appointment)

Monday 3:15- 3:45pm (SH 342) and after class 6:40-7:10 pm (PSFA 325)

Tuesday after class, 9:40pm (SH 149)

Wednesday 12:30-1:30 AL 555 (Starting week 2)

Wednesday 3:15- 3:45pm & after class 6:40-7:10pm (Both SH 342)

Thursday after class, 9:40pm (SH 149)

Additional specific times can be arranged.

**Class Website:** On Blackboard via SDSU student portal. I will use blackboard to email you, so be sure the registrar's office (via the Web Portal) has your current email. **The Syllabus is posted under "Syllabus" section. All else posted will be under "Course Information" for the sake of simplicity.**

If you use hotmail, or a similar provider, be sure your spam filter does not reject Blackboard's emails. You are responsible to have an email address on Blackboard that works. SDSU will give you a free email address.

PROBLEMS With Blackboard? There is a complete Help Site on Blackboard. Click HELP button- top of site main page. It also lists the Help line phone #. Still problems? Go to or call the Student Computer Center in Love Library (594-3189.)

### 1. COURSE DESCRIPTION:

This class will examine, compare and contrast social constructions of sexuality in various cultures from Antiquity, Classical Greece (c.500 BCE-400 BCE), and, in North America, from pre contact Native America to the present. We will focus on sexual behaviors, sexual imaginations, sexual meanings, sexual ideologies, and sexual regulation, especially the uses of sexuality for social & political control.

### 2. GOALS/OBJECTIVES:

By the completion of this course you should:

- understand in what ways sex, sexuality, sexual orientation, gender and gender orientation can be considered to be socially constructs.
- have developed a sense of the variety of sexual constructions over time, space, and among various classes, ethnicities, and nationalities.
- have an understanding of ways sex has intersected with other factors, such as technology, structures of power, gender, ethnicity & race, class, and age group in the United States over time, and, thus, how it has deeply influenced American history right up to the present.
- particularly have a sense how sexuality has frequently been used as a political weapon in the United States since colonial times.

- have learned to “read” various media, including film and images of physical art, so that you develop your critical eye, and have learned how to identify and evaluate primary sources.
- improved your research, analysis, and writing skills.

### 3) TEXTS & MATERIALS:

#### 3a. REQUIRED:

- 1) Marriage, A History: How Love Conquered Marriage by Stephanie Coontz, (Penguin Books, 2005)
- 2) Major Problems in the History of American Sexuality: Documents and Essays edited by Kathy Peiss (Houghton Mifflin, Boston, 2002)
- 3) Harmful To Minors: The Perils of Protecting Children From Sex by Judith Levine, Thundermouth Press, NY, 2002)
- 4) Fall 2007 Course Packet Part 1
- 5) Spring 2007 Course Packet Part 2 (Be sure to get BOTH!) at Aztec Shops Bookstore [under Nobiletti].

**3b. Electronic Reserves** Go to Library Web Page: “Research the PAC”, click “Course Reserves” [at the top of screen] and THEN click on “ELECTRONIC COURSE RESERVES” then “ECR” then upper left: “Electronic Reserves and Reserve Pages” and choose “Course Reserves Pages by Instructor” tab; put in my name. Pick 101. The password is: **aphrodite**. **Bookmark the page.**

Includes optional excerpts from Reign of the Phallus by Eva Keuls.

#### 3c. OPTIONAL:

- 1) Intimate Matters: A History of Sexuality in America, 2<sup>nd</sup> Edition by John D’Emilio & Estelle B. Freedman (University of Chicago Press, 1997)
- 2) Optional, but it will help you document your paper properly:  
A Pocket Style Manual, 3<sup>rd</sup> [or 4<sup>th</sup>] edition by Diana Hacker, (Bedford-St. Martins, 2000) If you are VERY familiar with grammar and documentation (using Chicago style) you may get by referring to Hacker’s website which has a sample paper with documentation.  
<http://www.dianahacker.com/resdoc/history/pdf/Hacker-Bish-CMS.pdf>  
 If you have Keys For Writers 4<sup>th</sup> edition by Ann Raimes, you can use it instead of Hacker

There will also be an assortment of handouts of news articles, etc. at various times in the semester.

Please bring your syllabus to each class.

### 4a. TERM PAPER:

You are required to do a 4-5 page (not counting endnotes, & bibliography) term paper which is due in the 10<sup>th</sup> week. You should email me by Friday of the 5<sup>th</sup> week with a proposed topic and a list of your sources.

(DETAILS FOR THE PAPER WILL BE POSTED ON Blackboard IN Week 2.)

An in class presentation based on the paper is possible for more credit. See me early if you are interested. No more than 5 will be allowed.

**THE PROPOSAL:** A detailed, e-mailed PAPER PROPOSAL is due Friday of the 5<sup>th</sup> week. [Details on exactly what is expected in the proposal posted in week 2 on Blackboard.]

Read This Please:

#### 5. SDSU Academic Honesty Policy:

(The University has requested that we include the University’s Academic Honesty Policy in the syllabus:)

Institutions of higher education are founded to impart knowledge, seek truth, and encourage one’s development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which not only violate academic standards but also make the offender liable to penalties explicit in Title 5.

Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another's test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above. Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one's own work papers purchased from research companies.

**NOTE:** We will use Turnitin.com, a campus-wide anti-plagiarism software.

See Course Information on Blackboard for University statement.

**6. NOTE:** ANYTIME you email me or submit ANY paper or note, you **must** include H406,[CLASS DAY/HOUR] IN THE SUBJECT LINE. Also make it a fully continuing email, i.e., all previous correspondence on this topic from you to me (and me to you) must be there below your NEW correspondence.

**ALSO:** ANY assignment of more than one sheet of paper, **MUST** be STAPLED together and must have your name and class hour in the upper right corner.

You will loose credit (a minimum of 1 point of whatever assignment) each time, if you do not follow these instructions.

## **7. OUT-OF-CLASS FILM ASSIGNMENTS:**

You must see 3 films outside of class in the Media Center in Love Library (basement of the Dome) or via Netflix, etc. There are 6 films on the list. You must see the one on Margaret Sanger; you can pick 2 of the other 5. Do a write up for each of these SEPARATELY and put it in your turnitin.com e-Folder. Be sure to put the title of the film on the top of the paper and on the subject line.

**COMMENTARY WRITEUP Format:** The commentary/critique should be 1-1½ pp.; it must make specific points, not vague generalities. Start off by identifying the major thesis or theses of the film, and critiquing how well it or they were substantiated. You may also include a sentence or two re if you thought the film was worth watching. The commentaries are graded pretty liberally. An A- is assumed unless it is a poor job, or exceptional. Then it would move down (below A-) or up to an A.

Electronically submit each commentary to your class site at turnitin.com.

## **8. USING TURNITIN.COM**

First, Register for turnitin.com:

It will ask for your (turnitin) class ID: Here is the class turnitin registration ID:

1936060                      2007FallHist406-T7

And your **Password:** **aphrodite**

Deposit writeup in the electronic folder for that particular film. Remember: Submit under your name, class, and the correct assignment to get credit, BUT do not have your name, only initials and class time, on the actual paper if you want to protect your privacy. The writeups will be graded and are worth approximately 1 or 1.5 point of your final grade each. Note: All must be submitted by the 13<sup>th</sup> week.

NOTE: Turnitin sometimes has problems – goes down for ½ a day, or so. SO, submit your materials EARLY to avoid problems. DON'T WAIT TILL THE LAST MINUTE. Late submissions will be graded down.

(Be sure to get and keep each submission's electronic receipts from Turnitin!)

**NOTE!** If it is required for a particular assignment or exam to submit it to turnitin.com, and you do not, expect to lose a MINIMUM 20-30% of the grade for this alone.

ALSO NOTE: No more than 15% of any paper or assignment can be quoted material. Bibliographic material excluded. Instead you can paraphrase AND cite.

#### PROBLEMS WITH TURNITIN.COM ???

Students can email the turnitin help desk with questions. To do this, students need to be logged into the turnitin system, click *help* at the top, and then go to frequently asked questions. Once at frequently asked questions, they need to scroll to the bottom of this document and select the link that reads, "click here to email turnitin."

Only if your problem has not been solved by the above, campus help is available from: [Ask me]

### 9. EXTRA CREDIT:

Various extra credit possibilities will be made available, including films which will be put on reserve in the Media Center in Love Library. (In the dome — take elevator to the basement. Go around the corner and it is labeled "Media Center.") A list of films is available in Class Packet 1. Use the Outside Video write up format explained above, but label it on top "Extra Credit" and hand it in to an Extra Credit Electronic folder (or, if I announce for that EC assignment, then on paper.) All extra credit must be handed in by the last class of the 14<sup>th</sup> week. No exceptions!

### 10. NOTE TAKING

This class uses lecture, film & discussion. You are expected to actively engage this material, including taking notes. Class Packet 1 contains some of the overheads that will be used in class. Others will be emailed to you and/or posted on Blackboard. Additional terms will be written on the board. These will provide an outline and key terms, but the outlines are in no way sufficient notes for the class lecture or the films.

Simply because we are in a conversational or question and answer mode, it does not mean that note taking should cease. Take thorough notes, compare them with classmates, and review and revise your notes AFTER EACH class. Then your chances for an excellent grade are vastly improved.

### 11. EXAMS, INCLUDING DEBATES:

11a. EXAMS, including DEBATES, will be based on lectures, discussions, presentations, and multimedia, as well as readings, and exam answers are expected to make EXPLICIT use of all these. Lectures will often parallel or overlap the readings, but will not aim at a reiteration of the text. You will be given a study sheet for any in-class written midterm or final. No makeups for any exams unless a verifiable emergency (e.g., doctor's note,) or unless you have a previous OK from the instructor.

You have a choice of taking a written midterm or signing up for one of the limited # of debates (first come first serve).

#### THE DEBATES:

Self assembled groups of 4 will divide themselves into two subgroups, one subgroup of 2 taking a pro position and the other an anti position on a topic which I will have announced to the class. A list of topics

will be made available by the 3rd week. (If any more are added, they will be announced in class or by email.) The first group of 4 to put a fully and properly filled out debate form in my hands for each topic will have that topic. (blank group forms will be downloadable from Blackboard by week 3)

Grades will be given for individual work. You will have at least a week to prepare for the question. All members of the class will also receive part of their assignments grade for the quality of their evaluation of the debates they are not a part of. (a blank evaluation form will be posted on Blackboard by week 3. Every student is expected to have at least one blank downloaded evaluation form with him/her for each class once they are available.)

All details for the debate procedures will be posted on Blackboard by week 3.

## 12. ATTENDANCE:

If you are absent it is YOUR obligation to contact a classmate for information on what you missed— e.g., handouts, announcements, assignments, lecture notes.

Exchange phone numbers and/or email with **2** classmates (at least) for this purpose.

Class participation is crucial in this course.

13. Grades: will be assigned as follows:

Analyses/Short assignments.....	2%
Class participation and attendance.....	10%
Outside Film Writeups. ....	5%
Midterm or Debates.....	20%
Proposal for .....	3%
Paper.....	25%
Final:.....	35%

### GRADES:

Please remember: (Directly quoting the SDSU Academic Senate Policy)

“A = Outstanding Achievement

B = Praiseworthy performance

C = Satisfactory Performance, the most common undergraduate grade

D = Minimally Passing

F = Failing”

ALSO: The minimum Grade for CR in Cr/NCR is a C (or 73 numerically)

## 14. Topics and Reading Assignments:

### •THE DAYS LISTED ARE DUE DATES!

•WHAT DOES IT MEAN WHEN IT SAYS SKIM? It means at least know something about the Side Headings on each page. This can generally be done by reading the first several sentences next to the heading. For those chapters which have chapter/lecture notes in the class packet, use the outlines as guidelines.

●The instructor reserves the right to modify the reading assignments and schedule as conditions warrant.

**OUTSIDE ASSIGNMENT FILMS:**

(Choose 2 of first 6. You must see # 7, Margaret Sanger.) You can see the others for Extra Credit, but put their write ups, too, in the outside video e-folders:

- 1) *Dangerous Living: Coming Out in the Developing World* [Media Center any time]
- 2) *Nova: Sex Unknown* [Media Center. We will schedule times around week 7.]
- 3) *Sex in the 20<sup>th</sup> Century: **Part 1:**The Century Turns On* [in Media Center. See anytime around week 12]
- 4) *Since You Went Away* [Netflix or Media Center, Amazon. 1943. anytime, but ideal is week 13]  
[ I can't think of anything that would give you a better idea of the idealized family of the 1940s, and in this case also the home front in WWII. Also shows the corniness of the time – & the gently stylized formality of the era, WWII, Claudette Colbert, Shirley Temple as a teenager (!) Hattie McDaniel.  
"One of the weepiest, longest and biggest hits about the home front during the Second World War." Channel 4. 2hr 52 min.]
- 5) *Nova: 18 Ways to Have a Baby* [Media Center: we will schedule times]
- 6) *Kinsey* [2004 w/ Liam Neeson] (in Media Center + also available at Blockbuster, Netflix, etc.) CAN GO SEE ANYTIME but best in week
- 7) *Margaret Sanger (Must see)* (We will try to schedule the showings around week 12 [Media Center ONLY –do NOT use another version – e.g. from PBS *American Experience* series.

Days and times for #s 2, 5 & 7 to be arranged by class. Stay tuned. Location: Library Media Center. The days and times chosen will be posted on the class website.

AGAIN: ALL Dates below are listed as the date the reading is due.

**Week 1 (Tues Aug 28)**

Introductions and Syllabus

**Week 2 (Tues Sept 4)**

- A: 1<sup>st</sup> Methodology for Analyzing History of Sexuality:  
— "Big History" Sexuality: Film: *Evolution: Why Sex?*
- B: \_\_\_ Useful Terminology for History of Sexuality
- C: — In-class Preview of J. Weeks: 5 Areas Crucial in Social Organization of Sexuality
- READ:** Coontz: Forward, Intro, & Ch 1 (pp.1-23) Can Skim Ch 1.  
Get a start on the reading for next week.

**Week 3 (Tues Sept 11)**

- A: 2<sup>nd</sup> Methodology for Analyzing History of Sexuality:  
Jeffrey Weeks: 5 Areas Crucial in Social Organization of Sexuality

**Read:** Peiss Ch 1: Jeffrey Weeks: pp: 1-9

B: How did we get to where we are today?

**Read:** Coontz: Ch 2 & 3 (pp. 25-49) Read Ch 3 carefully.

**Read:** Levine: Forward +Intro to p 67

#### **Week 4 (Tues Sept 18)**

A: Classical Athens 480-400 BCE— Sex and Patriarchy

Women: Wife, Prostitute, or Concubine

**OPTIONAL Reading:** Keuls: Chapters 4 & 6 **On Electronic Reserve**

At least look it over if possible.

**Read:** Afghan Girls Forced to Sell Sex . . ." in CLASS PACKET 2

**Read:** Levine: pp.68-89

**Read:** Coontz: Ch 5 (pp.70-77 on Greece)

**Read:** *In Class Packet 2: Student Paper: "Female Genital Mutilation" by former student Gina Melani*

In class FILM CLIP? —*Histories' Mysteries: History of Prostitution* (Goal: Critical Analysis)

Sex Slavery Today:

Film clip Oprah — Sexual Slavery today

B: Discuss Paper topics. Discuss evaluating internet sources.

C: In-class preview: D'Emilio & Freedman's Categories for Analyzing Sex in History

Note: optional extra credit reading in *Class Packet 2* : Paper by former Hist406 student on Prostitution in The Netherlands. You may read it for extra credit. [Do write up similar to film writeups. Submit to EC turnitin.com by week 14]

#### **Week 5 (Tues Sept 25)**

##### **•EMAIL YOUR PAPER PROPOSAL BY FRIDAY**

(See Blackboard: "Course Information": "The Paper"- then look under "The Proposal")

A: **DEBATE?**

B: Classical Athens — Pederasty

C: 3<sup>rd</sup> Methodology for Analyzing History of Sexuality:

D'Emilio & Freedman: Categories for Analyzing Sex in History

**Read:** pp.: xv, (Paragraph starting "In organizing") to p. xix (IMPORTANT)

**Read: Coontz: Ch. 8 (pp.123-142)"**

**Read: Levine:** Ch 5 (pp. 90-116) Afterward: (pp.227-239)

D: **Historical Background: Christianity and Sex**

#### **Week 6 (Tues Oct 2)**

North America: Native American-European Contact & Sexual Encounters

Be sure to make distinctions amongst Indian Nations; do not fall into the historical fallacy that "All Indians were the same."

A: Alta California:

**Read: Peiss** Chapter 2: "Sexual Cultures & Encounters in the New World" ->

**Essay by Castaneda** [In class discussion of ideology of homogeneity+ ex. of England 2006]  
**Important**

A-1: Omitted for Fall 06: Lecture: North American Southwest: The Pueblo: Sexual Formations & Contact in the Late Archaic Period (late 1400s C.E.)

Examples of optional Extra Credit: Readings: Student Paper in *Class Packet 2*:

"**The Zuni Lhamana: Beyond a Dualistic Framework of Gender**" by Jennifer Gosa (a good time to read this is now.)

Student Paper: "A Campaign for Change: Jamaican Homophobia" See other EC papers too in packet.

Can submit to turnitin anytime up to week 14.

B: Northeast: "Love and Marriage among the Hurons"

**Read: Peiss** pp. 27-31

**Read: Levine** Ch 10 (p. 178-198)

**Optional Read:** D'Emilio & Freedman: Intro to p. xv [E R]

**Read: Chapter 1**

C: **DEBATE?**

Reminder for Prof.: Post midterm study questions + send intersex + trans articles

### **Week 7 (Tues Oct 9)**

A: NORTH AMERICA -- English Colonial Sexuality

Thomas/Thomasine: Transvestism & Intersex in 17<sup>th</sup> Cent Virginia (The Chesapeake)

**Read:** Peiss Chapter 3: Regulating Sexuality in the Anglo-Amer. Colonies

**(Brown essay only)**

**Read: Intersex article:** "What if It's (Sort of) a Boy and (Sort of) a Girl?" NYT

(Will be sent to you electronically)

B: The Transgender Revolution: 1950s-21<sup>st</sup> Century

**Read: Peiss** Chapter 11: Open Secrets in Cold War America:

**(only Document #3 & essay by Serlin)**

**Read: Trans articles:** "Supporting Boys or Girls When the Line Isn't Clear" NYT

& "Pride, Prejudice And Pancake Makeup"

(Both will be sent to you )

C: Guest Lecture or Panel

D: **DEBATE?**

### **Week 8 (Tues Oct 16)**

A: **Midterm**

B: Lecture: Moral Panic: Bestiality in 17<sup>th</sup> Century New England

**Optional Read:** D'Emilio & Freedman: Chapters 2 & 3

C: Topic: Moral Panic: 1980s:

In class film: *20<sup>th</sup> Century with Mike Wallace: Child Sex Scandal: Modern Day Witch Hunts*

### **Week 9 (Tues Oct 23)**

A: **ASSIGNMENT:** bring in recent article on contemporary History of Sexuality w/ (typed) cover page on its importance.

B: Lecture: Early 19<sup>th</sup> Cent. U.S. Sexuality, The New Middle Class & the New Working Class:

America's "Early Victorian Sexual/Gender System" emerges

**Optional Read:** D'Emilio & Freedman: Chapter 4

**Read:** Peiss Ch. 4: Self Control & Sex Reform in the Early 19<sup>th</sup> Cent.

**Documents 1 & 4 only; Essays: Stansell (Working Class Women) & Cott (Passionlessness)**

**Read:** Coontz: Ch 9 (pp. 143-160)

### **Week 10 (Tues Oct 30) PAPER DUE**

A: Sex and Utopian Communities:

**Optional Read:** D'Emilio & Freedman: Chapter 6

B: Guest Lecture: Holly Smith: Mormonism and Polygamy

C: DEBATE?

D: **Read:** Coontz: Ch 10 (pp. 161-177)

A lot of Reading next time – read ahead if you can

### **Week 11 (Tues Nov 6)**

A: The South's (and the United States') Racialized Sexual Order (Lecture)

Sex/gender systems of Slaves, Freemen, Yeomen and Plantation owners

**Optional Read:** D'Emilio & Freedman: Chapter 5

**Read:** Peiss Chapter 5: Sexuality, Race & Violence in Slavery & Freedom

**Documents 3 & 5.**

**Optional:** Peiss Ch 5: **Stevenson** essay

B: Using Sex for Social & Racial Control: Lynching

film clip: *Ida B. Wells: A Passion for Justice*

C: 1930s-70s Tuskegee Syphilis Experiment on African Americans:

**Read:** Peiss Chapter 13: Sexually Transmitted Diseases (Document 2 & Essay: Brandt only)

D: Civil War (1861-1865) to 1873 (Sexual Loosening or aborted Sexual Revolution?)

**Read:** Coontz: Ch 11 (pp. 177-195)

E: 1870s to Early 20<sup>th</sup> Century: Challenges to the Late Victorian Sex/Gender System: (Lecture)

Sexual Politics: Social Purity to Comstock's Censorship vs. a Free Love Culture of Resistance

**Optional Read:** D'Emilio & Freedman: Chapter 7

**Read:** Peiss Chapter 7: Free Love, Free Speech, and Sex Censorship

**(Documents 1 & 4, plus Burton essay)**

## **Week 12 (Tues Nov 13)**

A: Changing Sexual Constructions in the Mid to Late 19<sup>th</sup> Century United States

**OPTIONAL Read:** Peiss Chapter 6: Love & Intimacy in 19<sup>th</sup> Cent America (Rosenberg essay)

B: Lecture: Late 19<sup>th</sup> & Early 20<sup>th</sup> Century: 1890-1910: Sex and the Working Class

Optional Read: D'Emilio & Freedman: Chapter 9

**Read: Peiss** Chapter 8: Prostitution & Working Class Sexuality in the Early 20<sup>th</sup> Century

**Optional Read:** Peiss:(Documents 2, 6 & 7 only; Peiss essay)

C: Lecture/Disc: Sexual Orientation & Gender Orientation Classifications – Overview inc Bisexuality

## **Week 13 (Tues Nov 20)**

**POST: Preliminary Final Exam Study Sheet**

**(Next week (week 14) is Last week to hand in any Extra Credit!!)**

A: Birth Control & Abortion

**Optional Read:** D & F: Chapter 10 & D & F: Chapter 11: start p. 242 to end of chapter  
("The Contraception Revolution" and "Rituals of Youth")

**Read: Peiss** Chapter 9: The Politics of Reproduction  
( Essay by Linda Gordon)

B: Eugenics:

**Read: Peiss** Chapter 9: Essay by M. Ladd-Taylor

C: Lecture: 1920s Sexual Revolution +1930s – Rise of: Sexual Liberalism Sex/Gender System

Film Clip: *Sex in the 20<sup>th</sup> Century: Part 2: Passion's Coming of Age*

**Read Coontz:** Ch 12, (pp. 196-215)

**Read: Levine** Ch 6

Remind me: In Class Preview of next Thurs. reading in Class Packet 2: "My Mother Liked to.Fuck".

## **Week 14 (Tues Nov 27) (Last week to turn in Extra Credit)**

A: Heterosexual/Homosexual:

**Read: Peiss** Chapter 10: Heterosexual Norms & Homosexual Identities in  
Popular Culture **Optional Read:** Peiss: Documents 1 & 5, & Katz essay

B: 1940s & 1950s: WWII & Sex and the early Cold War

**Optional Read:**D'Emilio & Freedman: Chapter 12

**Read: Coontz** Ch 13 +14 (pp. 216 –246)

C: 1960s & 1970s: The Second 20<sup>th</sup> Century Sexual Revolution:

The Demise of Sexual Liberalism

D: Film clip: *Sex in the 20<sup>th</sup> Century: Part 3: Make Love, Not War*

E: Gay Liberation 1969

**Optional Read:** D'Emilio & Freedman: Chapter 13

Peiss Chapter 12: Sexual Revolution(s)

Read Essay: by Allyn; Omit Documents # 1 & 2.

F: **Read: Nestle:** *"My Mother Liked To Fuck" in Class Packet 2*

**Optional Read:** Coontz Ch 15 (pp.247-262)

G: The Bisexual Movement blossoms in the 80s- San Diego is key.

### **Week 15 (Tues Dec 4)**

A: The AIDS Epidemic 1982 to the Present

**Read: Peiss** Chapter 13: Sexually Transmitted Diseases (**only Documents 3 & 6**)

B: Film: *VH1's A Pop History of AIDS*

C: **Read:** *"On The Death of Former President Ronald Reagan" in Class Packet 2*

D: Sexual Politics 1990s Style: From Clarence Thomas & Anita Hill to Paula Jones, Monica Lewinsky, & Bill Clinton -- & The Republican Role

omitted in Fall 06: Film Clip: *Monica In Black and White* B: Age of Consent – Sexual Politics focuses on the Children

E: Constructs, New and Old: Family, Marriage; Sex Education

Peiss Ch 14: Sexual Identities, Family Matters, and Border Crossings in Contemporary America

**Optional Read:** Documents 1,2, & 5 & Almaguer essay

Activist Judges? or 14<sup>th</sup> Amendment Liberty Clause, & Equality Under the Law?

F: **Optional Read:** *Class Packet 2: Lawrence & Garner v. Texas*

**READ** *Goodridge & Goodridge V. Dept of Health (Massachusetts) Excerpts* Same Sex

Marriage

G: Sexual Politics 1977- the 21<sup>st</sup> Century

Backlash & The Rise of the Christian Right Wing

"Welcome to the Machine:" Hypercommodification of Sexuality: 1970- 2007

**Optional Read:** D'Emilio & Freedman: Chapter 14, 15, and "Afterward"

What does the Future Hold?

**Insert somewhere: film: *Hip Hop: Beyond Beats and Rhymes***

Final Exam Date: \_\_\_\_\_

Grades posted online: 11pm, Dec 31<sup>st</sup>