

WST/HIST 336 [H,D] The History of Sexualities

Fall 2014

Dr. Gordillo

Class: Tuesday and Thursday 10:35-11:50 VLIB 265

Office Hours: T – Th 9:00 – 10:00 MMC 202 U

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Course Description

This course will explore the transformations of understandings, assumptions, and constructions of sexuality in the last two centuries. Marking important landmarks, especially during the first three decades of the 20th century, the history of sexuality unfolds the way we formulate sexuality today. We will focus on topics such as the construction of race within sexual discourse in the 19th century including prostitution and nation building, and ‘repression’ in the Victorian era.

The course examines the ‘birth’ of heterosexuality and homosexuality as concepts of sexual identity as well as sexology and psychoanalysis in early 20th century. Challenging periods such as the so-called ‘sexual revolution,’ and the struggle for reproductive rights as well as the systematic persecution of homosexuals during the cold war period. The main goal of this course is to trace the patterns of complex processes by which sexuality has been formulated (symbolism), understood (language), deployed (sexual practices and behaviors), and policed within political, moral and social discourses.

Required Readings

Michel Foucault, *The History of Sexuality Vol. I: An Introduction*

Kathy Peiss, ed., *Major Problems in the History of American Sexuality*.

Dagmar Herzog, *Sex in Crisis: The New Sexual Revolution and the Future of American Politics*.

Extra readings will be provided by the professor and posted on Angel.

Course Requirements

1) One short critical essay 2-3 pages on the film *Dangerous Liaisons* **200 points. Include at least two scholars from class lectures and readings. Please refer to page 10 where I include an example of a well-written essay.**

Things to consider when working on your essays:

1. Have a title that’s interesting and somewhat points to your main argument.
2. Summarize the plot of the film and the novel.
3. Offer your overall impression of the film and the novel while mentioning the title, director/author, and key actors/protagonists.
4. Were any particular film/literary techniques used in key scenes? How did the film/literary techniques enhance the plot?
5. Address how the film/novel represents notions of femininity and masculinity.

Offer evidence for your opinion. Remember to mention the use of symbols and literary devices.

6. Ending paragraph--your last opportunity to guide the reader. Offer a clincher that tells the reader what medium was more effective and why. Reiterate your main argument before you close the last paragraph.

7. **You must edit and revise your essay before you turn it in.**

2) A mid-term exam **200 points**

3) A class group power point presentation (students need to discuss the topic in advance) **150 points**

4) Final 7-8-page research paper (based on the group presentation) **200 points**

5) Class meetings will rely more heavily on discussion than lecture. Be prepared to discuss the readings for each class. Participation weighs heavily in evaluation of your performance **100 points**

6) Five quotes and explanation of the quote (one quote and explanation why; Quote –two to three lines-- plus one paragraph for the reason why you selected the quote- typed and double-spaced)

Here's an example of a quote and an explanation that meets all the requirements:

Quote:

“The world knows us by our faces, the most naked, most vulnerable, exposed and significant topography of the body. When our *caras* do not live up to the “image” that the family or community wants us to wear and when we rebel against the engraving of our bodies, we experience ostracism, alienation, isolation, and shame” (Anzaldúa, *Haciendo Caras*, pp. 222).

Explanation:

The argument that the author Gloria Anzaldúa is making in this quote is that as a Chicana woman, if you choose to step outside of cultural norms, you are running the risk of being ridiculed by your family and some members of the community. I truly value her outwards expressions of not fearing any shame no matter how she's judged because she's Queer. And, like many groups in the U.S., some Latinas/os are against homosexuality.

Sample Questions for the Foucault Readings:

1. How is power generated?

2. How did he put his argument together?
 3. Who is he arguing against?
 4. How are desires produced?
 5. How does the media produce desire to sell things through sex? (i.e. commercials)
- These are some questions that should guide you through some of the readings:
6. How have race, class, gender, and religion affected ideas of sexuality in the twentieth century?
 7. How have public conceptions about sexuality affected the “private” sexual lives of individuals?
 8. What role has sexuality played in public discourses?
 9. Why were people identified by categories of sexual orientation in the 20th Century? What forms have these categories taken? When and why have they changed?

All the assignments are due by the date marked on the syllabus. **No late or electronic assignments will be accepted (refer to the extra credit at the end of this syllabus).** All assignments should be double-spaced, with Times New Roman 12 font; max 1-inch margins and using Chicago Style.

The professor assumes that an absence is due to an illness or family emergency, and the STUDENT IS RESPONSIBLE FOR MISSED INFORMATION AND INSTRUCTIONS. **Do not e-mail Dr. Gordillo asking the following:** “Dear Dr. Gordillo, Did I miss anything? Can you please tell me what I missed?” Since critical announcements and instructions are usually delivered at the beginning of class, **please be in the classroom on time.** Also, please be courteous to fellow students and the instructor. No cell phones, arriving late or leaving early.

Academic Integrity: Academic integrity is the cornerstone of the university and will be strongly enforced in this course. Any student caught cheating on any assignment will either receive an “F” for the assignment or fail the course altogether. This violation will be referred to the Office of Student Conduct. **Plagiarism** is considered cheating. It is when you present someone else’s words or ideas as your own, in writing or in speaking; present ideas without citing the source; paraphrase without crediting the source; use direct quotes with no quotation marks; use direct quotes without citation of the source; submit material written by someone else as your own (this includes purchasing a paper); submit a paper or assignment for which you have received so much help that it is no longer your own work. Consult with the instructor if you do not have a clear understanding of plagiarism.

Grading Scale

Attendance is of outmost importance and it will affect your final grade.

1000-930: A	769-730: C
929-900: A-	729-700: C-
899-870: B+	699-670: D+
869-830: B	669-600: D
829-800: B-	590 and Below: F
799-770: C+	

Tabulate Your Own Grade
Course Requirements (points)

Attendance	100 points	_____
Short 2-page critical essay	200 points	_____
Midterm exam	200 points	_____
Power point	150 points	_____
Final Research Paper	200 points	_____
5 Quotes/Questions	30 points	_____
	30 points	_____
	30 points	_____
	30 points	_____
	30 points	_____

Possible total of 1000 points for a perfect grade.

Washington State University Learning Outcomes:

At the end of this course, students should be able to:	Course topics (and dates) that address these learning outcomes are:	This outcome will be evaluated primarily by:
Use evidence and context to discuss basic concepts and theoretical models in the fields of U.S. History of Sexuality (Critical and Creative Thinking)	All- Especially discussions on theoretical approaches: Sept 9, 15, and 25. Sept 25 with writing assignment #1; and quotes and responses of readings.	Weekly participation/ short assignments, essay exams, and news analysis paper.
Locate and evaluate information from multiple sources. (Information Literacy)	All but especially Nov 13 and 18 Invited guest lecturers from the Library and the Writing Center	Weekly analysis of primary and secondary sources, and especially the news analysis paper.
Integrate different approaches to Sexuality studies with intersections of race, class, gender, and sexuality. (Depth, Breadth, and Integration of Learning)	All; especially Oct 7 and 16; Nov. 4 and 6	Analysis and discussion of required readings and incorporation into exam essays.
Identify and explain key events, people, and	All	Weekly discussions and Angel postings, and essay

movements the historiography of the field of Sexuality Studies		exams.
Understand how events and actions shape and sustain social inequalities in the U.S. (Diversity)	All	Discussions of pertinent readings and essay exams.

Communications

This course utilizes the **Angel** website: <https://lms.wsu.edu/>. To access your account, use your WSU User ID and password (the same as for My WSU). Announcements, lectures, assignments, and other materials will be posted on Angel.

Additional WSUV Policies

Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please call the Access Center at [\(360\) 546-9238](tel:3605469238). Accommodations may take some time to implement so it is critical that you contact the Access Center as soon as possible.

All accommodations must be approved through the Access Center, located in the south end of the lower level of the Multimedia Classroom Building, [\(360\) 546-9238](tel:3605469238).

Emergency Notification System: The WSU Vancouver Campus Safety Plan, which can be found at <http://www.vancouver.wsu.edu/safety-plan>, contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. Everyone should also become familiar with the WSU Vancouver ALERTS web site (<http://www.vancouver.wsu.edu/alerts/>) where information about emergencies and other issues affecting WSU Vancouver will be found and should go to the ZZUSIS portal at <http://zzusis.wsu.edu> and register/update their emergency contact information for the Crisis Communication System (CCS).

Important Dates and Deadlines: Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. Questions regarding the academic calendar can be directed to the Office of Student Affairs in VSS.

Important Dates and Deadlines:

www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX

No student, under any circumstances, can videotape or otherwise record Dr. Gordillo or her lectures and any other class content without her express written permission.

I reserve the right to make adjustments to this syllabus including changes in the films listed below. Students are responsible to make note of any changes to this syllabus. The readings in parenthesis will be posted on Angel by the Professor ahead of time.

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This syllabus tells you the dates by which you need to have the material read. Films will not be seen in their entirety. The students are responsible for completing the films at home. All films are available in the library.

Schedule of classes and assignments

Week 1

August 26 Introduction to the class and explanation of readings and assignments. What is the history of sexuality the history of? What are the connections of sexuality to politics, cultural ideologies, and social relationships? What do the students experience as sexuality? And sex? And power? What are their understandings of the history of sexuality?

Film –Lela Lee’s Little Angry Asian Girl

August 28 Theoretical Approaches to the History of Sexuality
Foucault: pp 3-13; Peiss: pp 1-25, pp 348-356; Jeffrey Weeks
“Sexuality and History Revisited.”

Film: Stonewall Documentary

Week 2

Sept 2 Syphilis and Aids: Sex, Immorality, and the Fear of Social Instability and Death. How does the State respond to the threat of an epidemic of sexually transmitted diseases? Peiss: pp. 446-451; 460-482.

Sept 4 Sex and Race: Colonial Encounters
Peiss: pp 26-69 and pp. 145 (Primary Document)

Week 3

Sept 9 Sexuality and Constructions of Race and Class
Peiss: pp 142-185. Handout: Arnaldo De León, “Defective Morality,” in *They Called them Greasers: Anglo Attitudes toward Mexicans in Texas, 1821-1900*. Eileen J. Suárez Findlay, “Introduction”, *Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1920*.

Sept 11 Management of Sexuality: 17th Century Sexual practices
Peiss: pp 70-106; Foucault: pp 17-36.

Week 4

Sept 16 Victorian Prudery and Romantic Same Sex Love
Peiss: pp 113-117; 119-141
Film: *Dangerous Liaisons*

18	Passionless-ness? Peiss: 187-189; 201-214
Week 5	
Sept 23	Health, Working Class Women Foucault: pp 17-36; Peiss: pp 238-241; 252-264; 282-283;
25	Middle Class Reformers (Michelle Foucault, "Bourgeois Sex", in Robert A. Nye, ed., <i>Sexuality</i> . Pp. 87) <u>Short Critical Essay Due.</u>
Week 6	
Sept 30	The Couch, the Body and the 'Deviant': Psychoanalysis, Sexology. At the turn of the century, doctors and scientists had virtually replaced religious authorities in the deployment of notions of sexuality and sexual practices. Read Eugenics Sterilization Laws: http://www.eugenicsarchive.org/html/eugenics/essay_8.html ; Peiss: pp 339-341; 348-356. Foucault: pp 36-49
Oct 2	Importance of Medicine and Science Handout: Robert Nye, "Experts" in Robert A. Nye, ed., <i>Sexuality</i> . pp. 115; Jacques Donzelot, "The Priest and the Doctor" in Robert A. Nye, ed., <i>Sexuality</i> . Pp.118-119. Peiss: 356-365. <u>Rewrite for Essay Due</u> Film: <i>Boys Don't Cry</i>
Week 7	
Oct 7	Reproductive Rights Changing attitudes toward sex converged with the rise of consumerism and the commercialization of leisure, desire and pleasure. Peiss: pp 273-279; 283-285 MIDTERM EXAM
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Week 8	
Oct 14	The Flapper and the Fairy Peiss: 299-307; 327-336 Handout: Vicky Ruiz, "The Flapper and the Chaperone" in <i>From Out of the Shadows: Mexican Women in Twentieth-Century America</i> . Laura Briggs, "Discourses of 'Forced Sterilization' in Puerto Rico", <i>Differences</i> 10/2 (1998).
Oct 16	Representations of Queer Identities and the making of Heterosexuality Peiss: pp 367-374; 376-379; 381-383; 384-393; Foucault: pp 53- 73. Resources: The Kinsey Institute: http://www.indiana.edu/~kinsey/
Week 9	
Oct 21	The Politics of Religion Herzog pp. 1-59

Oct 23 **Film:** *Paragraph 175* (2002) directed by Rob Epstein
Sexual Identities and the Religious Right
Herzog pp. 61-125

Week 10

Oct 28 'Nationalist' Sexualities
Herzog pp. 127-182
30 Management of "Other's" Bodies
Foucault: pp 77-102; Peiss: pp 405-406; 408-417

Week 11

Nov 4 New Families, Racialized Sexualities: How Have Social
constructions on Sexuality Changed?
Foucault: pp 103-159
Film: *Girls Like Us* (A film by Jane C. Wagner and Tina
DiFelicianantonio, 1997)
6 "Acceptable" Social Constructions
Peiss: pp 484-490; 492-494.

Week 12

Nov 11 No Class
13 Guest Lecture from the Library – Work on your paper and power
point.

Week 13

Nov 18 Guest Lecture from the Writing Center – Work on your paper and
power point.
20 Transnational Sexualities
Handout: Pierrette Hondagneu-Sotelo and Ernestine Avila, " 'I'm
Here, but I'm There': The Meanings of Latina Transnational
Motherhood"; Gloria González-López, " 'De madres a hijas':
Gendered Lessons of Virginity across Generations of Mexican
Immigrant Women";
Outline for your research paper and final presentation.

Week 14

November 24-28; Thanksgiving Holiday Enjoy!

Week 15

Dec 2 Sexuality and the Border
(Jennifer S. Hirsch, "En el Norte la Mujer Manda" ("In the North
Woman Give the Orders"))
Dec 4 Globalization and Women's Rights in the 21st Century
("Fertility Decline, Contraceptive Choice, and Mexican
Companionate Marriages," in *A Courtship After Marriage:
Sexuality and Love in Mexican Transnational Families.*)

Week 16

Dec 9

Power Point Presentations

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Power Point Presentations

Final Research Paper

As a group (no more than three students per group), write an 8 to 10-page research paper on a particular topic relevant to the class materials. Members of the group have to contribute an equal amount of research time and writing time. The research paper must have at least 3 different references from class sources (readings, films and audio pieces). Your research paper will be closely tied to your final presentation. The presentation will be your tool to summarize your research paper and present your findings. Make sure that your research paper has an introduction and a conclusion and let the reader know what you will analyze in your introductory paragraph. Your paper should include a bibliography citing all the “texts” you used for the paper. Be careful that you cite whenever you need to and paraphrase whenever necessary. Do not have long quotes that take away from you analysis: quotes and citations are there to help you support your arguments not to make the arguments for you. Don’t let the “experts” write your paper.

Final Power Point Presentation

As a group, find a particular subject that has attracted your interest from the class material and develop a 5 to 8- minute power point presentation. Timing is of the essence since you will be given a 3 and 1-minute warnings to end on time. Students in the past have been stopped at the 8-minute mark not being able to make their final remarks that usually contain the conclusion of the research. These groups lost points that could have been avoided had they timed their presentations. Please be careful that this does not happen to you.

Avoid “talkie” slides, which are slides with a lot of writing on them (do not have a presenter read literally from the slide during the presentation). Power points are tools to help you emphasize your arguments not make the arguments for you. I want to see **more images than writing** on the presentation slides. Make sure that you cite all your sources. You may choose to do this either at the bottom of each slide (write the web page where the image came from or any other source where you got it from). Remember that images work like texts and you must provide the sources where they came from. You may also have all your sources bibliography-style at the end of the presentation.

These presentations need to be professionally done and delivered. I will be taking attendance during the days of the presentations and will mark down those students who are absent during presentation days (these dates are marked on your syllabus). You need to be respectful of you classmates’ time and commitment to this project by being present whether you are presenting or not. If you have further questions contact Dr. Gordillo at gordillo@vancouver.wsu.edu

The day of your presentation you need to turn in: 1) a CD with a copy of your power point. Make sure that you write your groups’ names and the title of the presentation on the CD. 2) Your final research paper 3) a folder with all of the materials you used for the research paper and the power point presentation (these can be notes on paper bags or magazine clips, anything related to your presentation should be included in the folder).

Make sure that all the materials have your group’s individual names.

Extra Credit for late assignments - Turn in the assignment that you missed and a 2 to 3-page essay reviewing a short novel, a current film, or the Eugenics Sterilization Laws providing a critical analysis on how race, class, gender and sexuality are “performed” in the “text.” You will then turn in two projects to compensate for your lateness. **This extra credit will give you up to 10% of the 15% (depends on the grade you get on both essays) for a missed assignment only.**

Extra Credit Option 2 – If you want to improve your chances of getting a better grade, write a 2 -3-page essay reviewing a short novel, a current film, or the Eugenics Sterilization Laws providing a critical analysis on how race, class, gender and sexuality are “performed” in the “text.” **This extra credit will give you up to 4% extra (depending on the grade).** Only one extra credit from this option is allowed per student.

Web Resources

The Kinsey Institute:

<http://www.indiana.edu/~kinsey/>

Museum of Sex: <http://museumofsex.com/>

Eugenics Sterilization Laws:

http://www.eugenicsarchive.org/html/eugenics/essay_8.html

WW Virtual Library of Women’s History:

<http://www.iisg.nl/w3v1womenshistory/>

Example of a three-page essay reviewing a book:

Medicalization of the Body: Barbin’s Suicide

Being accepted by society is something that nearly everyone spends time striving for. In “Herculine Barbin,” readers go on a path of acceptance and later they feel despair while following the life of the main character of the novel, Barbin – a hermaphrodite living in 19th century. Barbin maps out her growing up in a border school and later she recounts how she got a job as a teacher and finally, the difficulty of coming out as a man in Paris. As Foucault suggests, I agree that Barbin’s eventual suicide may have been caused by the fact that she/he didn’t accept himself any longer once society ostracized him and called him a dishonorable “Don Juan” (Barbin 90). I argue that while she/he felt as part of a community she/he did OK, however, when doctors problematized his body, she/he became frustrated and depressed.

As a child Barbin fit in with her peers, and did not look any different from the other girls her age. Most of the other classmates accepted her and treated her kindly. She wrote of her time with other children while at the Convent and as a boarding student, “I never had to suffer at their hands ... They were all fond of me...” (Barbin 8). Despite being of a different social class than most of the other students, which would often lead to bullying, she was accepted as an equal. She met a girl named Lea and “loved her at first sight” (9). When Barbin moved to be with her mother, she was trusted and liked by the family. When she was seventeen, a doctor was consulted because her condition “was no longer natural” (Barbin 19).

She did not seem to see herself as weird, or different. However, she soon went to a different School to become a teacher and here she became aware of differences between herself and the other women at the convent. She wrote, “I was instinctively ashamed of the enormous distance that separated me from them, physically speaking” (Barbin 26). She had been forced into a communal living space and “suffered enormously.” She did however eventually find friendship in a girl named Sara and the two were inseparable during her time at the school. After finishing school, she found a job and moved away. In the new place, she became incredibly close to Sara, and began what can only be described as a serious relationship. While she moved from place to place, she found people who accepted her and who loved so she felt happy. She found things to laugh and smile about and reasons to be live for.

Then, while in the boarding school, she fell ill, and a doctor was called to see to her. During his examination, he discovered Barbin’s secret, that she was a hermaphrodite, and exclaimed, “My God! Is it possible?” (Barbin 68). He attempted to convince the head

of the boarding school, Madame P., that Barbin should not be allowed to reside there any further. This medical examination, in fact, was the beginning of Barbin feeling different and not 'normal.' One of the consequences, for example, was when Madame P. forbade Sara from sharing a bed with Barbin shortly after the doctor declared her a phenomenon (Barbin 72). In spite of this, the two women, Barbin and Sara, continued to sneak around and share each other's company.

Doctor's soon concluded that Barbin was a man and not a woman though his sex was ambiguous since she/he was a hermaphrodite. Following this, there were court proceedings to discuss Barbin "appearing in society as a member of the masculine sex" (Barbin 87). The newspapers and public caught wind of this matter. "Others saw me as a real Don Juan, saying that I had brought shame and dishonor everywhere," Barbin wrote (90). From here on in the memoir, his recounts became increasingly self-deprecating. Proof of his frustration and depression, he commented, "happiness has never been my lot" (54). Perhaps the darkest sentiment of them all is when he writes, "There is an abyss between them and myself, a barrier that cannot be crossed" (Barbin 102). He also began discussing his impending death. He continuously regarded himself as weak and sickly. It was then that I started to worry about Barbin being suicidal. Within twelve pages, Barbin was dead. Looking back, it was simple to see that as less people accepted Barbin, the less Barbin accepted himself. As soon as the doctors and later media outlets like newspapers declared him a deviant, his mental health significantly declined.

As Dr. Gordillo discussed during the June 3rd lecture, many lesbians stayed closeted in hopes of not being deemed outcasts, losing their jobs, or their homes. I can't help but wonder if Barbin's life would have been happier and longer-lived if she had

stayed 'closeted' about her differences and continued her life as a woman. Barbin not only lost all of what he loved and his sense of belonging, but he also lost his sense of safety and security. Having lost these, it is no surprise that he felt hopeless enough to take his own life.

As witnessed throughout the writings of Herculine Barbin, while acceptance, love, and friendship in her/his life dwindles, so does his happiness and mental health. Within the memoir it was easy to witness Barbin's gradual fall into depression after he was ostracized by society. It is my belief that Barbin's eventual suicide was preceded and caused by his lack of self-acceptance that was created when he was deemed to not be normal by the medical community and later the people that surrounded her/him.

Works Cited

Barbin, Herculine, and Michel Foucault. *Herculine Barbin: Being the Recently Discovered Memoirs of a Nineteenth-century French Hermaphrodite*. New York: Pantheon, 1980. Print.

Dr. Gordillo, "June 3rd Class." Engl 211. Washington State University Vancouver, Vancouver. 3 June 2014. Lecture.

"Herculine Barbin." *Wikipedia*. Wikimedia Foundation, 24 May 2014. Web. 04 June 2014.