

HIUS 115 History of Sexuality in the United States

Spring 2009 T/Th 12:30-1:50 p.m. Center 109

Professor Nayan Shah

Contacting Professor Shah

Email: nbshah@ucsd.edu

Office Hrs: T 2-4 p.m. HSS 6086B

Contacting the TA:

Alicia Ratterree

Email: aratterr@ucsd.edu

Office hours: TH 2-4 HSS 6023

Section: Th 10-10:50 am HSS 6008

This course will explore the histories, cultures, and politics of variant genders and sexualities in 19th century and the 20th century United States. The history of sexuality is a vast and multi-disciplinary inquiry. To give focus to the lectures and reading, we will examine the circa 1900 invention of the “sexual adolescent” as a distinct category of being and the object of knowledge and training in sex education, psychology and counseling, sexology, public health, and popular culture. We will pursue how adolescence was understood and applied as a way to guide heterosocial courtship and reproduction and contain same-sex sociability and eroticism. We will consider it as a historical pivot to appreciate what changed -- before, afterwards and alongside this new idea of normal and abnormal sexual development. We will explore the proliferation of sexual cultures, identities, ideologies, and politics in the 19th and 20th centuries. This will also allow us to understand the historical emergence of heterosexuality, homosexuality, bisexuality, transsexuality, and transgender as the dominant categories of sexual experience, identity, and politics in the 20th century. Course readings and films will be used to analyze how race, class, gender and nation shape and are transformed by the changing sexual organization, regulation and cultures in the United States.

Books (available at University Bookstore)

George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (New York: Basic Books, 1994).

Jeffrey Moran, *Teaching Sex: The Shaping of Adolescence in the 20th Century* (Harvard University Press, 2000)

C.J. Pascoe, *Dude You're A Fag* (University of California Press, 2007)

Susan Stryker, *Transgender History* (Seal Press, 2008)

University Readers has a custom course reader for HIUS 115 available online at

www.universityreaders.com (UR)

Course Requirements:

You will have two options as to how you will be assessed in the course. One involves attending weekly sections, while the other does not.

- I. If you do not want to attend section meetings, the course requirements are as follows: 5-page paper (30%); midterm (30%) and the final examination (40%).
- II. If you choose to take advantage of the option of attending section meetings, the course requirements are: a 5-page paper (30%); the final examination (40%); and three one-page responses that will be assigned in section (10% each). In other words, instead of taking the midterm, you will attend sections and write three short reaction pieces to an assigned reading. If you select this second option, you **MUST** attend eight of the weekly sections. Sections will run Weeks 2 to 10.

Part I Why your personal sexual history is public interest?

Week 1

March 31 Introduction

April 2 Sex in History

Michel Foucault, History of Sexuality (UR)

Jeffrey Weeks, Sexuality (UR)

Week 2

April 7 Inventing and Regulating the Sexual Adolescent

Jeffrey Moran, Teaching Sex, Chap 1-3, pp. 1-97

April 9 Gendering and Sexuality

C.J. Pascoe, Dude You're A Fag, Chap 1 pp. 1-22

Susan Stryker, Transgender History, Chap 1, pp. 1-29

Part II Sexuality as Association, Privilege, Coercion, or Community

Week 3

April 14 Sex & Violence

Sharon Block, Rape, and Sexual Power in Early America (UR)

Hannah Rosen, "Not that Sort of Women" (UR)

April 16 Association & Gender

Susan Stryker, Transgender History, Chapter 2, pp. 31-36, & Case 13 42-43

Clare Sears, "All that Glitters: Trans-ing California's Gold Migrations" (UR)

Nayan Shah, Contagious Divides (UR)

Week 4

April 21 Urban Gender and Sex

George Chauncey, Gay New York, Introduction, Chap 1, 2, 3 p. 1-29; 33-97

Stryker, Transgender History p. 36-41

April 23 Inventing Heterosexual Courtship and Containing Gender

Kathy Peiss, "Dance Madness" Cheap Amusements (UR)

George Chauncey, *Gay New York*, Chapter 4, pp. 99-127
Film: *A Florida Enchantment* (1914)

Week 5

April 28 Policing, Privacy and Privilege

George Chauncey *Gay New York*, Chapter 5 and 7, pp. 130-150, 179-207

Nayan Shah “Between Oriental Depravity and Natural Degenerates” (UR)

April 30 Race and Gender and Crossing Communities

Elizabeth Kennedy and Madeline Davis, *Boots of Leather, Slippers of Gold* (UR)

Rochella Thorpe, “‘A House Where Queers Go’ (UR)

George Chauncey *Gay New York* Chap 9

Part III Sexual Tensions at Mid-Century

Week 6

May 5 Chauncey, *Gay New York*, Chapters 10, 11, 12

May 7 Midterm Exam

Week 7

May 12 Interracial Possibilities and Prohibitions

Judy Wu, “Was Mom Chung a Sister Lesbian” (UR)

Dara Orenstein, “A Void for Vagueness” (UR)

Peggy Pascoe, “Why the Ugly Rhetoric Against Gay Marriage Is Familiar to this Historian of Miscegenation” History News Network

<http://hnn.us/articles/4708.html>

May 14 Educating and Domesticating Sex and Sexual Identity

Jeffrey Moran Chap 4-7

David S. Churchill, “Transnationalism and Homophile Movement” (UR)

Part IV Gender and Sexual Revolutions

Week 8

May 19 Susan Stryker, *Transgender History*, pp. 41-89

Film: *Screaming Queens*

PAPER DUE MAY 19th in class

May 21 Susan Stryker *Transgender History*, pp. 91-147

Week 9

May 26 Gay and Lesbian Movement

Martin Manalansan, “In the Shadow of Stonewall” UR

Film: *Life and Times of Harvey Milk*

May 28 Diasporic Sexualities

Kale Bantigue Fajardo, “Transportation: Translating Filipino and Filipino American Tomboy Masculinities” (UR)

Nayan Shah, “Sexuality, Identity, and the Uses of History” (UR)

Week 10

June 2 Schooled in Genders and Sexualities

C.J. Pascoe, *Dude You’re a Fag* Chapters 2 & 3, pp. 25-83

June 4 Schooled in Genders and Sexualities

Pascoe, *Dude*, Chaps 4, 5 and 6, pp. 84-174

June 9 11:30-2:30 Final Exam

Academic Integrity

I take academic integrity extremely seriously and I will report cases of cheating and plagiarism. If I suspect evidence of cheating or plagiarism I am required to file a report with the Office of Academic Integrity. Please do not make me take this step.

Plagiarism has become a more pervasive problem with the proliferation of content available on the Internet. Obviously, purchasing a paper or copying any part of a paper is a clear violation of academic integrity. The problem of plagiarism however is not limited to these obvious violations. Remember, any time you take a sentence, or even a phrase, from another person's work without using quotation marks and providing proper attribution, you are plagiarizing. Please use footnotes or endnotes to provide attribution for ideas and language. If you have any questions as to what is or is not plagiarism, please review the attached MLA statement available at <http://www.ccc.commnet.edu/mla/plagiarism.shtml>.

If you still have questions, please contact the TA.

For more information about the policy, please consult the UCSD Policy on Integrity of Scholarship (<http://www.senate.ucsd.edu/manual/Appendices/app2.htm>)

Classroom Environment:

As member of the UCSD community and expect that we all affirm the UCSD principles of community. In all my courses, I encourage the free expression of thought and diversity of opinion in all my courses. I believe that censorship, including self-censorship, defeats the purposes of higher education. However, I also believe that free expression is most free when it is accompanied by civility, respect, and tolerance. This may be even truer in this course, in which we are studying sexuality as an academic subject that is, simultaneously, a deeply personal one and frequently involves politically charged topics. My aim is not to impose a point of view on you, but to encourage you to think about your own views, to subject them to the test of evidence and argument, and to revise and refine them when appropriate. Be open to the perspectives of others, engage their arguments thoughtfully, and answer them by acknowledging their viewpoints.

This course is about examining and analyzing all the different historical manifestations of sexuality in society, politics, and culture; as such some of the course materials use sexually explicit language and images.

- For UCSD Principles of Community, please view <http://www.ucsd.edu/principles/>. Whatever your inclinations, orientations, imagination, I expect you will rise to the challenge of the reading and the ideas, the histories and the lives that we will encounter this quarter. I see you all as adults who have the capacities to make choices within constraints and who are responsible for your lives and your work. I expect that by selecting this class, you have made the choice to be here and to take up the challenges of the course fully.