This course provides a historical introduction to sexual behaviors and attitudes in the United States from the colonial period to the present. The primary emphasis concerns the impact of social and political change on sexual norms and behavior. Particular attention is paid to changing standards of sexual morality and their effect upon the structure and organization of the American family and physical intimacy over the past three and one-half centuries. As the American population and its institutions changed, so did the boundaries of sexual behavior and ideology. This course seeks to discover and define those evolving boundaries and thereby better comprehend the ongoing transformation of the family, sexuality and personal identity in the United States. Since sexual behavior, ideas and identity define much of the current political and social landscape of the United States, those issues will be studied in their historical context. The course is chronologically structured and interwoven with topical themes, beginning with the colonial period and ending with contemporary America. The more important topics include changing gender roles and their impact on sexual relationships, courtship and marriage, the evolution of birth control and abortion, the role of medicine and politics in defining appropriate norms and forms of sexuality, the rise of sexology as a scholarly discipline, social communities and subcultures defined by alternative sexual behaviors, and so-called "deviant" forms of sexuality.

The course also attempts to comprehend the ongoing struggle regarding what it means to be an American as viewed through the prism of sexuality. How has sexuality affected definitions of citizenship and freedom in the United States? Has the meaning of "sexual freedom" and "freedom" changed over time? These questions are not only "political" because they ultimately raise
very personal and ethical questions about ourselves: Who am I? Why am I here? Where am I going? How do I lead a good and honest life? How did Americans in the past answer these questions?

The course requirements and their percentage of the final grade are: 1) midterm exam (25%), 2) final exam (25%), 3) participation and class discussion (25%), 4) a typewritten essay (25%). Exams will be based primarily on the readings below and secondarily on lectures and discussions. Midterm exams and grades will be returned to students before 14 March 2008.

A primary responsibility of students is to complete the weekly reading before the date of the scheduled class and contribute their thoughtful, reflective opinions in class discussion. Students should allocate enough time to complete the required reading, approximately 90 pages per week. The readings can be interpreted in a variety of ways and students should formulate some initial positions and questions to offer in the class discussion. For every article or book, students should be prepared to answer all of the questions found in the "Critical Reading" section of the syllabus below. All required readings may be purchased at Barnes and Noble Bookstore in the Granada Center on Sheridan Road.

Students who are disabled or impaired should meet with the professor within the first two weeks of the semester to discuss the need for any special arrangements.

The required texts for the class are:


Students are encouraged to subscribe to the H-Net discussion list on the history of sexuality at [http://www.h-net.org/~histsex/](http://www.h-net.org/~histsex/). Students who attend class will receive lecture notes via Group Wise electronic mail sometime after class. The notes serve as the "textbook" for class and eliminate the need to engage in frantic note-taking. Students can more carefully listen and contemplate the arguments and ideas discussed in each lecture. Students are encouraged to take some notes during class, especially if note-taking helps them to remain active and alert. Upon accessing the notes, students should transfer the notes to a disk and print a "hard" copy. To receive the notes, students must attend the class. No attendance, no notes.

Finally, students are reminded that this class will discuss and examine subjects with explicit sexual themes. Readings, lectures, slides and videos may contain ideas and images with a graphic sexual content. Student discretion is advised.

MEETING DATES AND ASSIGNMENTS

14 Jan.: Introduction

16 & 21 Jan.: Indians and Europeans: Colonial Encounters

18 Jan.: Cudahy Library Resources, Jeannette E. Pierce, Head of Reference, Room 150, Cudahy Library.

23 Jan.: Vernacular and Evangelical Sexual Cultures


28 & 30 Jan.: Sexuality in Utopia - The Mormons, Shakers and Oneidans
1 Feb.: Discussion of City of Eros.

4 Feb.: The Flash Press and Obscenity


Recommended: Dangerous Liaisons (1988), Stephen Frears, director; starring Glenn Close, John Malkovich, Uma Thurman, Michelle Pfeiffer, and Keanu Reeves.

Valmont (1989), Milos Forman, director; starring Annette Bening and Colin Firth.

6 Feb.: The Age of Anthony Comstock

8 Feb.: Henry Ward Beecher and "Amative" Love

11 Feb.: Discussion of Mohr, Abortion in America; and Freedman and D’Emilio, Intimate Matters, 108-67.

13, 15, & 18 Feb.: The Discovery of Homosexuality


20 Feb.: Sexual Polarity

22 Feb.: Advertising Sexuality

25 Feb.: Sex, the Cinema and Dating

27 Feb.: Margaret Sanger and the Birth Control Movement

Recommended: on the History of Planned Parenthood, see: http://www.plannedparenthood.org/about-us/who-we-are/history.htm
29 Feb.: MIDTERM EXAMINATION

1-9 March: Spring Break - NO CLASS

Reminder: all History Majors should see their academic advisor before registering for Spring Semester classes.

10 March: The Divorce Revolution

12 & 14 March: Abortion, Medicine and Law in the Early Twentieth Century


19 March: The Science of Sex: Freud, Ellis, and Reich

21 & 24 March: EASTER BREAK - NO CLASS

26 March: The Science of Sex: Alfred Kinsey and Masters & Johnson

See the Kinsey Institute website at: [http://www.indiana.edu/~kinsey/about/index.html](http://www.indiana.edu/~kinsey/about/index.html)

Recommended: *Kinsey* (2004), starring Liam Neeson


31 March: Film *Before Stonewall*, followed by discussion.

2, 4 & 7 April: Bombs and Bombshells: Sexuality in the Nuclear Age

9 April: Homosexuality in the 20th century

To hear Ginsberg reading “Howl,” go to: [http://www.pacifica.org/program-guide/op.segment-page/station_id,4/segment_id,469/](http://www.pacifica.org/program-guide/op.segment-page/station_id,4/segment_id,469/)

11 April: The Sixties and After: A Sexual Revolution?

14 April: Discussion of Re-Making Love

16 April: The New Sex Industry

Read the biography of Xavier Hollander, author of The Happy Hooker (1972) at [www.xavierhollander.com/start.html](http://www.xavierhollander.com/start.html)

17 April: MIDNIGHT BIKE RIDE, weather-permitting (optional).

18 April: NO CLASS if Midnight Bike Ride takes place on 17 April.

21 & 23 April: The Sexual Counterrevolution

25 April: Conclusion: Sexuality and Freedom in American History

FINAL EXAMINATION: Friday, 2 May, 9-11 a.m.
DISCUSSIONS AND CRITICAL READING

Discussion and class participation is a very important part of your grade (25 percent). Incisive, imaginative and thoughtful comments that generate and facilitate discussion are weighed heavily in final grades. Asking questions, responding to student questions and contributing to an ongoing discussion are a necessary part of the learning experience. Failure to speak in class will only lower a student's final grade. Discussions are scheduled for 6 class periods, each worth 4 "points." Students will receive 1 point for attendance, 2 points for minimal participation, and 3 or more points for active participation. Students who raise questions that generate discussion in other classes will earn extra points.

The best ways to prepare for and contribute to class discussion are: 1) complete the reading on time, and 2) critically analyze the reading. The primary goal of critical reading is to find the author's interpretation and what evidence and influences led to that conclusion. Never assume a "passive" position when reading a text. If students ask and attempt to answer the following questions, they will more fully comprehend and understand any reading.

1. What is the thesis of the author?

2. Does the author have a particular stated or unstated point of view? How does the author construct their argument? Are the author's goals, viewpoints, or agendas revealed in the introduction or preface? Does the author provide evidence to support the argument? Is it the right evidence? In the final analysis, do you think the author proves the argument or does the author rely on preconceived views or personal ideology? Why do you think that?

3. Does the author have a moral or political posture? Is it made explicit or implicit in the way the story is told? What is the author's view of human nature? Does change come from human agency and "free will" or broad socio-economic forces?

4. What assumptions does the author hold about society? Does the author see society as hierarchical, pluralistic, democratic or elitist? Does the author present convincing evidence to support this view?
5. How is the narrative constructed or organized? Does the author present the story from the viewpoint of a certain character or group? Why does the author begin and end at certain points? Is the story one of progress or decline? Why does the author write this way?

6. What issues and events does the author ignore? Why? Can you think of alternative interpretations or stories that might present a different interpretation? Why does the author ignore certain events or facts?

Students who miss a class discussion or feel reluctant to speak in class have the option of writing a 3-4 page review essay on the required reading. The essay should summarize the author's thesis in one paragraph and then proceed to criticize and analyze some aspect of that thesis. Students who elect to write such essays must submit them within two weeks of the class discussion.

ESSAYS

The essay requirement for this class serves several purposes. First, good, thoughtful writing disciplines and educates the mind. To write well, one must think well. If one's writing improves, so does their thinking and intelligence. Second, students personally experience on a first-hand basis some form of historical writing. Those who elect to write a research paper are exposed to the challenge of "doing" history, of investigative research and methods, and the difficulties associated with historical judgement. Those who elect to write a historiographical essay master a genre of historical literature, learn major and subtle differences among historians, and understand the complexities of historical interpretation. Third, the essay can later function as a writing sample for students applying for future employment positions as well as to graduate or professional school.

Three types of essays are acceptable: 1) research, 2) historiographical, or 3) critical review of a single primary source. Briefly, the three types of essays can be described as follows:
**Research essays** analyze a specific topic using primary or original sources. Examples of primary sources include (but are not limited to) newspapers, diaries, letters, oral interviews, books published during the period under study, manuscript collections, and old maps. A research essay relies on source material produced by the subject or by institutions and individuals associated in some capacity with the subject. The use and immersion of the writer/researcher in such primary and original sources is often labeled "doing history." Most of the articles and books assigned for class discussion represent this type of historical writing. Research essays should be the length of a standard scholarly article - approximately 20 typewritten pages of text, plus notes. A research essay also satisfies the portfolio requirements of a research paper and a bibliography for history majors.

**Historiographical essays** are based upon secondary sources, or what historians have written about a subject. Such a paper examines how historians' interpretations have differed and evolved over time regarding a specific topic or theme. The major focus of a historiographical essay are the ideas of historians, how they compare with each other and how they have changed over time. Examples and models for such essays can be found in the following collections:


Historiographical essays should be the length of a standard scholarly article - approximately 20 typewritten pages of text, plus notes. Useful bibliographies can be found at:

"Sex Biblio: Bibliography of the History of Western Sexuality" at [http://wirtges.univie.ac.at/Sexbibl/](http://wirtges.univie.ac.at/Sexbibl/)

Out History (lesbian, gay, bisexual, transgender, queer, and heterosexual history) at: [http://www.outhistory.org/wiki/Main Page](http://www.outhistory.org/wiki/Main Page)
Gay History, Queer History Bibliography at:
http://www.linsert.org/Resources/Bibliographies/non-fiction.htm

The History of Rape: A Bibliography (October 2008 Edition)
at:http://de.geocities.com/history_guide/horb/index.html
(information on writings dealing with the history of rape,
including sexual child abuse, sexual harassment, sexual
molestation, child prostitution, forced prostitution, sexual
slavery, sexual(ized) violence)

Critical review essays examine a single primary source. Texts
can be selected from the attached bibliography or students may
substitute one approved by the professor. Critical reviews
should be 5-7 pages in length. A critical review essay also
satisfies the portfolio requirement for history majors for
including a paper that interprets a primary source.

In evaluation of essays, greater weight (i.e. higher grades) are
accorded to research and historiographical papers because of
their higher degree of difficulty. For those interested in
writing a research paper, a list of possible topics appears at
the end of the attached bibliography. These are only
suggestions; by no means are students limited to these subjects.
All students should select a topic or text as soon as possible
and must meet with the instructor to discuss where to find
sources, how to frame research or other questions, or inform him
what text they intend to review. Students writing a research or
historiographical essay should submit a preliminary bibliography
which includes books, articles, oral interviews, or other
possible sources by noon, Monday, 4 February 2008.

All final papers should be free of typographical errors,
misspellings and grammatical miscues. Essays are to be written
for this class ONLY. No essay used to fulfill the requirements
of a past or current course may be submitted. Failure to
follow this rule will result in an automatic grade of F for the
assignment. Students whose research in this class overlaps with
that in another related class may submit a joint or
collaborative essay that combines research done in both classes,
but only with the approval of both instructors. The essay
should be in the professor's possession by 11:30 a.m. on 19
March 2008. Completion of the essay by this date is 5 percent
of the final grade. Students who complete the essay on time have the option to rewrite the paper upon its evaluation and return (remember - the only good writing is good re-writing). Rewritten essays are due by the final class meeting on 25 April 2008. Please hand in both the first, graded essay and the second, rewritten draft. Students who wish to have the final graded essay returned to them should include a self-addressed envelope. Extensions are granted automatically. However, grades on essays handed in 48 hours (or more late) will be reduced by a fraction (A to A-, A- to B+, etc.).

**BASIC STYLE SHEET FOR NOTES IN ESSAYS**


Below is a simplified and acceptable summary for endnote citation:

**BOOKS**


**ARTICLES AND BOOK CHAPTERS**


GOVERNMENT DOCUMENTS


NEWSPAPERS


INTERNET


UNPUBLISHED MATERIAL


2. Graeme Davison, "Explanations of Urban Radicalism: Old Theories and New Historians" (paper delivered to the New Zealand Association for the Advancement of Science Congress, Melbourne, August, 1977), 22-34.

After a work has been fully cited, subsequent citations should use only the author's last name, a short title and page numbers. Consecutive citations of the same publication should employ ibid. and page numbers. The use of abbreviations is permissible, as long as the practice is consistent.

Plurals of dates do not need an apostrophe; write 1850s, not 1850's.

Commas are used to separate the last two items in a series of three or more: thus, one, two, and three . . .

Regions are capitalized when used as nouns (North, Midwest), but not capitalized when used as adjectives.

12
Chronological range always includes full dates; write 1956-1995, not 1956-95.

Certain terms are hyphenated only when used as adjectives; write nineteenth-century cities, not nineteenth century cities; or middle-class reformers, not middle class reformers.

Century titles are always written out in full; write twentieth-century cities, not 20th-century cities.

Numbers must be used consistently throughout an article or essay and will always be given as numerals except if the number begins a sentence (e.g., Two-hundred-and-forty-seven people gathered to hear seventy-two artists sing 134 songs.). Ratios should be given as 2-1, 5-4, etc.

STATEMENT ON PLAGIARISM

Plagiarism will result in a final grade of F for the course as well a letter, detailing the event, to be placed in the offending student's permanent file in the Dean's office. The definition of plagiarism is:

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his [or her] exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did with the sources at your elbow.


To avoid plagiarism, take notes carefully, putting all real quotes within quotation marks, while summarizing other parts in your own language. This is difficult; if you do not do it correctly, it is better to have all your notes in quotes. The
worst thing is to alter a few words from the source, use no quotation marks, and treat the notes as a genuine summary. You will likely copy it out as written on your notecard, and thus inadvertently commit plagiarism. Changing around a word, a phrase, or a clause is still plagiarism if it follows the thought sequence or pattern in the original. On the other had, do not avoid plagiarism by making your paper a string of quotations. This results in poor writing, although it is not criminal.

In any case, do not let this prevent you from quoting your primary sources. As they are the “evidence’ on which you build your argument, you will need to quote them at necessary points. Just be sure to put quotation marks around them, or double indent them as in the example above, and follow the quote with a proper foot or endnote.

A final note: The Internet can be a convenient tool for research, but many websites contain unreliable or plagiarized information. Never cut and paste from Internet sites without quoting and citing your sources.

The university has developed a helpful website. See: http://www.luc.edu/is/cease/ai.shtml

**BIBLIOGRAPHY FOR CRITICAL REVIEWS**

Below are some suggested texts for students who elect to write a critical review for the required writing assignment. Most (but not all) of the readings listed are included in the collections of the Loyola Library system. By no means is this list exhaustive, and if students prefer they may select another book. ALL substitutions must have the prior approval of the Instructor.

Female Gender Roles


Margaret Fuller, *Life Without and Life Within* (1860).


Margaret Fuller, *Woman in the Nineteenth Century, and Kindred Papers Relating to the Sphere, Condition, and Duties of Woman* (1874).


http://www.archive.org/details/sexsocietystudie00thomRobert


**Prostitution**

William Acton, *Prostitution, Considered in its Moral, Social, & Sanitary Aspects, in London and other Large Cities: with proposals for the mitigation and prevention of its attendant evils* (185?), available at:

http://www.archive.org/details/prostitutioncons00actouoftJames

Miller, *Prostitution Considered in Relation to its Cause and Cure* (1859), available at:

http://www.archive.org/details/prostitutioncons00milluoftMaud

e Royde, *Downward Paths: An Inquiry into the Causes Which Contribute to the Making of the Prostitute*, available at:

http://www.archive.org/details/downwardpathsinq00royduoftFran


http://www.archive.org/details/cureofgreatsocia00newmiala

Joseph H. Greer, The Social Evil and the Remedy (Chicago, 1907).
Albert E. Bell, Fighting the Traffic in Young Girls; or War on the White Slave Trade (1910).
Frederick Martin Lehman, The White Slave Hell; or, With Christ at Midnight in the Slums of Chicago (1910).
Herr G. Creel, Prostitution for Profit: A Police Reporters View of the White Slave Traffic (St. Louis, 1911).
Clifford Griffith Roe, Horrors of the White Slave Trade; The Mighty Crusade to Protect the Purity of Our Homes (1911).
Jane Addams, A New Conscience and an Ancient Evil (1912).
Robert F. Walsh, Dr. Parkhurst's Crusade, or New York After Dark (1892).
George Kneeland, Commercialized Prostitution in New York City (1917).
Marcia Carlisle, ed., Madeleine, An Autobiography (1919 orig.)
William I. Thomas, The Unadjusted Girl (1923).
Stephen Longstreet, ed., Nell Kimball, Her Life as an American Madame (1932).
Walter Reckless, Vice in Chicago (1933).
Polly Adler, A House is not a Home (1952).
Pauline Tabor, Pauline's (1971).
Sidney Biddle Barrows, Mayflower Madam (1986).

Male Gender Roles

Donald G. Mitchell, *Reveries of a Bachelor; or a Book of the Heart* (1850).
John D. Vose, *Fresh Leaves from the Diary of a Broadway Dandy* (1852).
Henry Ward Beecher, *Seven Lectures to Young Men, on Various Important Subjects* (1844).
James Monroe Buckley, *Oats or Wild Oats? Common-sense for Young Men* (1885).

Sexual Communities


Science and Medicine

Thomas Hersey, *The Midwife's Practical Directory; Or, Woman's Confidential Friend* (1836).
Augustus K. Gardner, *Conjugal Sins Against the Laws of Life and Health and Their Effects Upon the Father, Mother and Child* (1870).
Orson Squire Fowler, *Creative and sexual science* (1870), available
Nicholas Francis Cooke [A Physician], Satan in Society (1876).
Lionel S. Beale, Our Morality and the Moral Question: Chiefly from the Medical Side (1887).
William A. Hammond, Sexual Impotence in the Male and Female (1887).
Veniamin Mikhailovich Tarnovskii, The sexual instinct and its morbid manifestations from the double standpoint of jurisprudence and psychiatry (1898), available at:http://www.archive.org/details/sexualinstinctit00tarnuoft
J.A. Ingersoll, In Health (1899).
William H. Walling, Sexology (1904).
Havelock Ellis, My Life (Boston, 1939).
Havelock Ellis, Psychology of Sex; a Manual for Students (1935).
Havelock Ellis, The Task of Social Hygiene (1922).
Wardell B. Pomeroy, Dr. Kinsey and the Institute for Sex Research (1972).
Margaret Mead, Male and Female (1949).

Controlling Sexuality
Sylvester Graham, A Lecture to Young Men (1834).
Rev. George Sumner Weaver, The Ways of Showing the Right Way and Wrong Way; Contrasting the High Way and the Low Way; . . . (1855).
Joseph W. Howe, Excessive Venery, Masturbation and Continence (1887).
Dio Lewis, Chastity (1874).
Anthony Comstock, Frauds Exposed (1870s).
Anthony Comstock, Traps for the Young (1870s).
Caesar Lombroso and William Ferrero, The Female Offender (1897).
William T. Stead, When Christ Came to Chicago (1893).
Illinois Commission on Sex Offenders, Report to the 68th General Assembly of the State of Illinois (1953).

Homosexuality

George Frank Lydston, Diseases of Society and Degeneracy (The Vice and Crime Problem) (1904).
Ralph Werther [Jennie Jones], _The Female-Impersonators_ (1922).
Wilhelm Stekel, _The Homosexual Neurosis_ (1922), available at: http://www.archive.org/details/homosexualneuros00stekiala
Claude Hartland, _Claude Hartland: The Story of a Life, For the Consideration of the Medical Fraternity._
George Henry, _Sex Variants: A Study of Homosexual Patterns_ (1941).
-------, _Society and the Sex Variant_ (1955).
Donald Webster Cory [Edward Sagarin], _The Homosexual in America_ (1951).
-------, _The Lesbian in America_ (1964).

_Sexual Revolutions and Cultures_

Albert Ellis, _The Folklore of Sex_ (1951).

**SUGGESTED RESEARCH PAPER TOPICS**

Changing conceptions about some aspect of sexuality (premarital intercourse, sexually transmitted diseases, dating, birth control) using a single or selected magazines over time (i.e. _Ladies Home Journal, Cosmopolitan, Madamoiselle, Good Housekeeping, Women's Home Companion, True Story, Playboy, Playgirl, Esquire, Godey's Ladies Book_).

The history of a "sex symbol" - Mae West, Greta Garbo, Raquel Welch, Rudolph Valentino, Rock Hudson, Kevin Costner, for example - and how they were described, portrayed and "socially constructed" by the media.
Compare published autobiographies of prostitutes and madams.


Study the history of sex education programs at selected area high schools.


Changing conceptions and definitions of sexual psychopaths (rapists, homosexuals, child molesters), using a single or several medical journals (i.e. Journal of Criminal Psychopathology began in 1940, Psychoanalytic Review began in 1913, American Journal of Orthopsychiatry began in 1930, Mental Hygiene began in 1916, Journal of Social Hygiene began in 1914).

Changing definitions of mental illness regarding sex offenders - rapists, child molesters, homosexuals, etc.

History of some aspect of homosexual life in Chicago using gay publications like Windy City Times.

History of some aspect of 19th or 20th century abortion in Illinois using the Abortionists File and/or the Abortifacient File in Historical Health Fraud Collection at the American Medical Association Library in Chicago.

Media and public reactions to the Kinsey Reports in the 1940s and 1950s.
Media and public reactions to the Griswold decision in 1959.

Changes in the debate on the social impact of pornography from 1950 to 1990.


The impact of divorce in Chicago using local court records and testimony.

The rise of singles bars and heterosexual nightlife districts in Chicago after 1950.

The rise of homosexual bars and homosexual nightlife districts in Chicago after 1950.

The "white slavery" controversy in Chicago from 1890 to 1920.

Compare Margaret Sanger and Jane Addams, focusing on their ideas about sexuality.

How did journalists treat the alleged homosexuality of Leopold and Loeb in their famous trial in 1920s Chicago?