WOMEN, GENDER AND SEXUALITY IN U.S. HISTORY

Loyola University Chicago
HIST 442-30-800
Spring 2001
229 Dumbach
Thursday, 3-5:30 p.m.
Office Hrs.: Thursday, 8:00-noon
http://homepages.luc.edu/~tgilfoy/

This course examines the most recent and provocative works in the history of family life, sexual behaviors and gender studies in the United States from the colonial period to the present. The primary emphasis concerns the impact of social and political change on gender roles and sexual 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 American institutions and demographics changed, so did gender roles, ideological standards of morality, and the boundaries of sexual behavior. This course seeks to discover and define these changes and thereby better comprehend the ongoing transformation of gender and sexuality in the United States. 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 theories of sexual and gender behavior, cultural constructions of gender roles, the evolution of birth control and abortion, the role of medicine and politics in defining appropriate norms and forms of sexuality, alternative communities defined by sexual behavior, and so-called "deviant" forms of sexuality.

The course requirements include one 20- to 25-page typewritten essay (50%), an oral report (25%) and class participation (25%). Essay guidelines can be found at the end of this syllabus. 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. 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 & Noble Bookstore in the Granada Center on Sheridan Road. Students do not have to buy any of the books since each one has been placed on reserve at
Cudahy Library.

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.

CLASS MEETING DATES AND ASSIGNMENTS

18 January: Introduction

25 January


1 February


8 February


Preliminary bibliographies due.

15 February


22 February


1 March


8 March: SPRING BREAK NO CLASS

15 March


22 March

Martha Hodes, White Women, Black Men: Illicit Sex in the Nineteenth-Century South (New Haven: Yale University Press, 1997).

First draft of essay due.

29 March


5 April


12 April


19 April


Also 19 April - THE MIDNIGHT BIKERIDE - American History in Chicago.

24 April (Tuesday, 1 p.m.): Final draft of essay due.

**DISCUSSIONS AND CRITICAL READING**

Discussion and class participation is an important part of student evaluation (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 only lowers a student's final grade. Discussions take place in every class period, each worth 2 "points." Students will receive 0 points for nonparticipation, 1 point for minimal participation, and 2 points for active participation. Students who raise questions that generate discussion 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 identify the author's interpretation and evaluate the evidence and influences leading to that conclusion. Never assume a "passive" position when reading a text. To fully comprehend and understand any reading, ask the following questions:

1. What is the thesis of the author?

2. Does the author have a 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?

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?

ORAL REPORTS

The oral report constitutes 25 percent of the final grade. The purpose of the assignment is to facilitate and broaden class discussion by introducing various critiques of the readings. Each week, one student will be responsible for identifying,
reading, analyzing, synthesizing and summarizing as many reviews and critiques of that week’s reading(s) as possible. For the report, students should locate reviews in at least the following publications: American Historical Review, Journal of American History, Feminist Studies, Journal of the History of Sexuality, Journal of Social History, Journal of Interdisciplinary History, Journal of American Studies, The Historian, Gender and History, Journal of Women’s History, Reviews in American History, Social Science History, and Journal of Family History. Some books will require searching for reviews in more specialized journals, such as Journal of Southern History, Journal of Negro History, William and Mary Quarterly, Journal of Urban History, and other regionally- or state-defined publications. Some works will have reviews in news magazines and book reviews such as the New York Times Book Review, the Nation, Atlantic Monthly, and other national publications.

The oral report should: 1) BRIEFLY synthesize and summarize the reviews, 2) critically examine the reviews in terms of their ideology, methodology, and other forms of bias, and 3) comment on the accuracy and fairness of the reviews based on their own reading of the work under discussion for that week. The questions employed in the critical reading section above should be applied to the oral report assignment. Students will usually (but not always) present the report in the middle in the class, whenever it facilitates discussion. The report should take approximately 10 to 15 minutes. UNDER NO CIRCUMSTANCES SHOULD THE REPORT EXCEED 15 MINUTES. Oral report assignments will be made in the introductory class.

ESSAYS

The essay requirement 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. A research paper relying on primary sources exposes students to the challenges, difficulties and even contradictions of analyzing historical events. Ideally, students will think more "historically" as a result of the exercise. Third, the
essay can serve as an early draft of a publishable article. All students should have such a goal in mind when conceiving of, writing and rewriting the essay.

Two types of long essays are acceptable for this course: research and historiographical. 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.

Historiographical essays are based upon at least ten different 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:


Both types of assignments should be the length of a standard scholarly article (approximately 15-20 typewritten pages of text, plus notes). Students should select a topic as soon as possible, in consultation with the instructor. A preliminary bibliography which includes books, articles, oral interviews, or other possible sources should be completed and handed in by 3 p.m., Thursday, 8 February 2001.

All essays should be typed. Students who complete the essay early have the option to rewrite the paper upon its evaluation and return (remember - the only good writing is good rewriting). For students who wish to have the option of rewriting the essay,
TWO copies of the first draft of the essay should be in the professor's possession by 3 p.m., Thursday, 29 March 2001. All other and rewritten essays are due on Tuesday, 24 April 2001 by 1 p.m. (please note this is NOT a day the class meets). On both dates, students should submit TWO copies of the essay. Students who rewrite the essay should also include the corrected first draft.

All final papers should be free of typographical errors, misspellings and grammatical miscues. For every eight such mistakes, the essay's grade will be reduced by a fraction (A to A-, A- to B+, etc.). 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. 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.). Every three days thereafter another fraction will be dropped from the paper's final grade.
BASIC STYLE SHEET FOR NOTES IN ESSAYS

BOOKS


ARTICLES AND BOOK CHAPTERS


2. Oscar Handlin, "The Modern City as a Field of Historical Study," in Oscar Handlin and John Burchard, eds., The Historian and the City (Cambridge, 1966), 26.


GOVERNMENT DOCUMENTS


NEWSPAPERS


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.

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.