What causes homosexuality? Can frigidity in women best be cured by a pill, an analyst’s couch, or sweeping social change? Are sexual psychopaths sick or criminal? What determines a person’s sex? Are there therapeutic uses for sex toys?

Over the course of the twentieth century, medicine and biomedical science have become increasingly influential in the social and cultural lives of Americans. This course looks at the changing place of medicine in our public and private sexual lives. We will be guided by five particular questions: How has medicine (and scientific authority) helped to define and control appropriate sexual behavior? How has medicine become involved in the definition and creation of sex? What do medical interventions reveal about social and cultural ideas of sex and sexuality? How do campaigns against sexual disease illuminate cultural judgments about social groups? How do boundaries defining appropriate sexual behavior also define appropriate sex/gender roles?

REQUIRED COURSE TEXTS:

(Ordered at Room of One’s Own Bookstore)

The Course reader (which may be in two volumes) will be available at the Social Science Copy Center, 6120 Social Science.

Workload:
This is a three-credit course. For intermediate and advanced courses, the university expects that students will work roughly three hours each week outside of class for each credit. As a result, I assume that students will devote about 8-10 hours of work each week to this course in addition to our class meetings. Consistent with this expectation, the workload is pretty hefty. The reading assignments average about 100-120 pages a week; the writing assignments total about 30 pages.

COURSE REQUIREMENTS AND GRADING:

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Marriage Manual Paper</td>
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<td>Midterm</td>
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<td>Final</td>
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<tr>
<td>Historical Roots Paper</td>
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</tbody>
</table>
1) Participation:

Because the discussion of readings is a major component of this course, you will be graded on your preparation for and involvement in class. This approach asks that you engage fully with the material and explore your own beliefs about historical events and processes. I evaluate participation by how well you talk about your ideas, listen and respond to others’ ideas, remain sensitive to the feelings of other class members, and take responsibility for moving class discussion forward. Expressing one’s ideas and getting reactions from others can help you evaluate your own opinions and ultimately sharpen your thinking. Although I set the grading criteria, you assign your own participation grade daily. (I do reserve the right to revise the grades.) Please note that the most valuable participation does not necessarily come from the student who speaks the most. Students who do not listen to their classmates, who do not make room for various viewpoints and speakers, should not earn the highest participation.

As part of your participation grade, I expect you to complete reading guides before you come to class and turn them in at the end of the discussion. I will provide the reading guides the class session before they are due. These are to help you approach the reading, provide a starting point for class discussion, and guide your study before the exams. If you do not do them, you will deduct two points from your participation grade. If you barely do them, you will deduct one point from your participation grade. For days I do not provide reading guides, I have attached a few general guidelines (Appendix II) to help you think about the texts.

2) Marital Advice Research Paper:

Find three books written by physicians--separated by at least twenty years--that offer marital advice. Choose one issue (foreplay, sex roles, orgasm, continence, birth control, menopause, impotence, homosexuality, hygiene, attractiveness, etc) and discuss how the advice has changed (or not changed) over time. How do your examples fit with the secondary literature on marital advice guides? Can you generalize from these three examples about the changing nature of medical advice? What can this comparison reveal about the changing social view of sexuality? (Aim for about 5 pages. 8 pages are too many. 3.5 pages are too few.) First draft due October 1. Final draft due October 15.

Grading Criteria: I will evaluate the paper on the appropriateness of the examples, the depth of the interpretation, the insight of the analysis, and the strength of the prose.

3) Examinations:

The midterm and the final will be take-home essays. I will provide the questions for the midterm on October 20. It will be due on October 27. I will provide the questions for the final on December 10. It will be due on December 17 at 12:05.

4) Historical Roots of Contemporary Issues Paper:

Over the course of the semester, be on the lookout for newspaper or magazine articles that address some aspect of sexuality, particularly as it has been presented on this syllabus. I suggest that you collect some that look especially interesting. Choose one article, and discuss how the history you have learned informs the current issue. Again, you must make an argument about the role of history. You could, for example, create a thesis about how the past helps explain the present or you could argue how the past can help guide the future. Or you could try something else as the issue and article suggest. But your paper must have a thesis and it must connect historical analysis with a current issue. (Aim for about five pages. Eight pages are too many. Three pages are too few.) First draft due November 24. Final draft due December 10.
Grading Criteria: See Appendix III

Writing Fellows:
To help with the writing assignments this semester, we have the opportunity to work with the Undergraduate Writing Fellow Program. The Writing Fellows are gifted undergraduates who have received special training to offer critical evaluation and helpful suggestions on your drafts. After you turn in your drafts, I will give them to the Fellows who will read and provide written comments. You will then meet with your Fellow to discuss the paper and strategies for the rewrite. These meetings are mandatory.

This is a terrific opportunity for several reasons. First, our work is always improved by input from others. While the Fellows have no special training in the content of the course, they are trained to help you develop a well-constructed and persuasive essay. Second, good writing comes through practice and rewriting. The two-draft policy provides a chance for both. Finally, it may help your grade. Many of you are new to historical writing, and it can be surprisingly challenging. Getting two chances to get it right will improve the quality of your final product.

Late Paper Policy:
Assignments that are late, for whatever reason, will be docked 5 points per day unless I have granted prior approval. This applies to all final assignments, including the take-home exams. Assignments a week or more late will not be accepted. Late drafts will be accepted only in extraordinary cases and only with my prior approval. If you do not turn in a draft, your final paper will be lowered by a minimum of 10 points. Do not assume that if you provide a gut-wrenching story, I will make an allowance in your case. Chances are good that I won't. Only a very few circumstances that result in late papers are completely unforeseeable. Use the phone.

GRADING SCALE
93-100      A
88-92       AB
83-87       B
78-82       BC
70-77       C
60-69       D
0-59        F

If you have questions about a grade, speak first to the instructor (Houck). If the question is not resolved, speak with the Chair, Susan Lederer. She will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

I wish to include fully any students with special needs in this course. Please let me know if you need any special accommodations in the instruction or evaluation procedures in order to enable you to participate fully. The McBurney Center will provide useful assistance and documentation.

I expect that students in this course will avoid academic misconduct. Most particularly, I am concerned that students do not try to pass off another’s work or ideas as their own. Do not plagiarize, either from published sources or from each other. (See Appendix V for details on avoiding plagiarism.)
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>September 3</td>
<td>Introduction</td>
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<td>September 8</td>
<td>Can Sexuality Have a History?</td>
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<td>September 10</td>
<td>Normative Nineteenth-Century Sexuality</td>
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<td>September 15</td>
<td>Masturbation</td>
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<td>September 17</td>
<td>Freud’s Theories of Sexuality</td>
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<td>September 22</td>
<td>Early Twentieth-Century Sexual Advice</td>
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<td>September 24</td>
<td>Mid-Twentieth-Century Marital Advice</td>
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<td>September 29</td>
<td>Surveying Sex I</td>
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<td>October 1</td>
<td>Sex Education</td>
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<td>October 6</td>
<td>Venereal Disease</td>
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<td>October 8</td>
<td>Tuskegee Syphilis Study</td>
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<td>October 13</td>
<td>AIDS</td>
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<td>October 15</td>
<td>Impotence and Frigidity</td>
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<td>(Final Draft of Marital Advice Paper Due)</td>
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<td>October 20</td>
<td>Hypersexuality and Sexual Addiction</td>
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<td>October 22</td>
<td>Hysteria</td>
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<td>October 27</td>
<td>Midterm</td>
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<td>October 29</td>
<td>Prostitution</td>
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<td>November 3</td>
<td>The Birth of Perversion</td>
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<td>November 5</td>
<td>Freud and Sexual Aberrations</td>
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<td>November 10</td>
<td>Creating Homosexuals</td>
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<td>November 12</td>
<td>Marking Homosexuals</td>
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<td>November 17</td>
<td>Sexual Psychopath</td>
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<td>November 19</td>
<td>Birth Control</td>
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<td>November 24</td>
<td>Sterilization</td>
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<td>(First Draft of Roots of Contemporary Issues Paper Due)</td>
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<td>December 1</td>
<td>Circumcision and Clitoridectomy</td>
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<tr>
<td>December 3</td>
<td>Restoring Sexual Desire and Potency</td>
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<td>December 8</td>
<td>Sex Change</td>
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<td>December 10</td>
<td>Sex Assignment</td>
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<td></td>
<td>(Final Draft of Roots of Contemporary Issues Paper Due)</td>
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<tr>
<td>December 15</td>
<td>Wrap-up and evaluation</td>
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<tr>
<td>December 17</td>
<td>Final Exam due at 12:05</td>
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September 3  Introductions

DEFINING AND PATROLLING NORMATIVE SEXUAL BEHAVIOR

September 8  Can Sexuality Have a History?


September 10  Normative Nineteenth-Century Sexuality


September 15  Masturbation


September 17  Freud’s Theories of Sexuality


September 22  Early Twentieth-Century Sexual Advice


September 24  Mid-Twentieth-Century Marital Advice

**September 29 Surveying Sex**

Excerpts from and reactions to Kinsey Reports, 1948-1953, 368-374.

**October 1 Sex Education**


**SEX AND DISEASE**

**October 6 Venereal Disease**

William A. Alcott, “Crimes that Deserve No Name,” in *The Physiology of Marriage* (Boston, 1866), 200-208.

**October 8 Tuskegee Syphilis Study**

Allan M. Brandt, “Racism and Research: The Case of the Tuskegee Syphilis Study,” in


October 13  AIDS


SEXUAL PATHOLOGIES AND PERVERSIONS

October 15  Impotence and Frigidity


October 20  Hypersexuality and Sexual Addiction


October 22  Hysteria


L. E. Emerson, “The Case of Miss A,” in Reis, 190-197.

October 27    Midterm

October 29    Prostitution


November 3    The Birth of Perversion


November 5    Freud and Sexual Aberrations


November 10    Creating Homosexuals

George Chauncey, Jr., “From Sexual Inversion to Homosexuality: The Changing Medical Conceptualization of Female Deviance,” 87-117.

November 12    Marking Homosexuals


**November 17 Sexual Psychopath**


**MEDICAL INTERVENTIONS**

**November 19 Birth Control**

John Harvey Kellogg, “Prevention of Conception; Its Evils and Dangers,” in *Plain Facts for Old and Young* (1882), 250-270.


**November 24 Sterilization**


**December 1 Circumcision and Clitoridectomy**


**December 3**  
Restoring Sexual Desire and Potency


**December 8**  
Changing Sex


**December 10**  
Assigning Sex

Elizabeth Reis, "Impossible Hermaphrodies: Intersex in America, 1620-1960" *Journal of American History* 92 (September 2005), 411-41

**December 15**  
Wrap-up and Evaluations
Appendix I: How to Grade Your Participation

1) Attendance 3 points
   If you show up on time and stay the whole class period, you earn full credit.
   If not, adjust accordingly.

2) Attention 2 points
   If you pay attention to the conversation, give yourself full credit.
   If you read a magazine, do a crossword puzzle, or take a nap,
   adjust accordingly.

3) Preparation 2 points
   If you read all the readings, give yourself full credit. If not, adjust
   accordingly.

4) Reading Guides
   no reading guide -2 points
   half-hearted reading guide -1 point

5) Participation
Participation points gauge several aspects of course involvement. They reflect whether you
have understood the basic issues, engaged with the material, volunteered your opinions, and
listened to your classmates. Choose the category (and the point assignment) that best fits your
situation.

Category A–no participation 0
   did not participate in discussion

Category B–good participation 1
   answered a question when directly asked
   volunteered an item for a board list

Category C–better participation 2
   asked a question
   participated in small groups discussion
   voluntarily offered an interpretation of an event or reading
   voluntarily responded to a classmate's comment
   voluntarily offered a summary of a reading

The discussion format is based upon the notion that students can and do learn from each other.
To acknowledge this, one discussion point will be assigned by your peers. After every
discussion, you will indicate which two people you believe contributed most valuably to
discussion that day and explain why. Please note that this is not a reward for sheer quantity.
Instead, perhaps someone asked one question that you made you rethink an issue. Perhaps
somebody brought two disparate strains together in a way that enlivened discussion. So
carefully consider which of your classmates helped you engage and analyze the material.

Bonus points: I will occasionally distribute discussion-role cards. These suggest specific ways
for people to contribute to the conversation. Give yourself one bonus point if you participate in
the discussion as suggested by your card.
As you read:

Decide whether the source is a primary source or a secondary source. In general, a primary source is a text generated at the time of the event or issue or person discussed. A secondary source is a document that analyzes that event, issue, or person from a historical perspective. If the topic of discussion is tuberculosis in the early 19th century, primary sources might include medical literature, newspaper articles, journal entries, short stories, domestic health guides, and personal letters from the early 19th century. Secondary sources might include a historian’s account of tuberculosis in the early 19th century that was written in the 20th century. There are cases where the differences are more fuzzy, but start from this rough distinction.

If the source is a primary source:

a) Note the date. What else happened at the same time? Make sure you understand the chronology of the sources for any given topic.

b) What perspective does it illuminate? Was it written by a middle-class woman facing childbirth? Was it written by a physician advising women how to cope with childbirth?

c) What is the author’s goal? Is she trying to persuade? Inform? Seduce? Scold?

d) Who is the intended audience for the piece?

e) Look up words and phrases you don’t know.

f) Can you identify a take-home message?

If the source is a secondary source:

a) Figure out the author’s argument. Every article has a main point. Make sure you know what it is. (Knowing the argument is different than knowing what the article is about).

b) What kind of evidence does the author use? (Prescriptive literature, diary entries, medical journals?) Is the evidence appropriate for the argument?

c) Is the argument persuasive? Has the author proven his or her claim?

d) Keep track of the chronology. In other words, if the author is describing change over time, make sure you understand how, when, and why things change.

e) Look up words and phrases you don’t know.
Grading Criteria:

The paper will be evaluated on the specificity of its thesis, the soundness of its organization, the strength of its analysis, the effectiveness of its evidence, the originality of its ideas, and the grace of its style.

**Thesis:** A thesis is the reason a paper exists; it is the point you are trying to make. A thesis should not merely describe what the paper does. (“This paper examines the validity of the biological understandings of gendered behaviors.”) Instead, your thesis statement establishes your claim. (“The efforts to link gendered behavior and biology always rely on culturally and historically specific notions of gender. The failure to recognize the culture-bound definitions of gender weakens the claims that gendered behaviors—such as playing with truck—are biologically based.”)

**Organization:** The organization of your paper should revolve around your thesis. Each paragraph should build an argument in support of the thesis. Consider every paragraph a mini-argument. It should have one main idea (presented in the topic sentence) and three to five sentences (or so) that clearly support the topic sentence. Each paragraph should be connected to the one above it by a transition. End with a conclusion that explains how your paper contributes to the medical history of sex and sexuality.

**Evidence:** For the “marital advice” paper, your evidence will most likely come from your research in one or more of the campus libraries. But even though the assignment asks you to find three sources, don’t think that any three will do. Make sure that the sources you choose are appropriate for the comparison. For example, if two of your marriage guides are by Catholic physicians and the third by a Jewish physician, it will be difficult to argue that change over time explains any differences you find. So make sure that you are doing your best to compare “apples with apples.” For the “historical roots” paper, I will be judging how well it uses historical evidence from the course reader to illuminate the current situation.

**Analysis:** Your paper should analyze and interpret the evidence to support your claim. Imagine for a moment a courtroom drama on TV. The gun, the barking dog, the tire tracks are all deployed by the prosecutor to support her case. But she does not merely describe the evidence; she uses it to make a point. She claims that the fingerprints on the gun, coupled with the tire tracks that match Jane Doe’s car prove that Jane murdered Hello Kitty. Or pretend you are the defense attorney who analyzes the same evidence to prove Jane is innocent. The defense attorney notes that the fingerprints provided only a three-point match, and besides, Jane shoots regularly at the firing range. Further, he claims that Jane loaned her car to her friend Willy that night so he could attend a “Dance, Dance Revolution” tournament. In other words, evidence does not speak for itself; your analysis gives evidence meaning. In the same way, you must analyze your sources, you must interpret them, to make a convincing case.

**Originality:** A first-rate paper will not just reiterate the claims made in the readings or the ideas raised in discussion. Instead, the best essays will use the readings and discussions as the starting point to explore and create your own interpretations of a topic.

**Style:** The best ideas can fail to impress if packaged carelessly or imprecisely. Vague or messy prose tends to leave the reader puzzled and frustrated rather than persuaded and enlightened. Take care that your prose illuminates your ideas rather than obscures them. Take your work seriously enough to pay attention to the way it is packaged.
Some particular items to keep in mind.

**Strive for clarity**
If a reader must read a sentence three times to understand it, the writing hinders the effectiveness of the idea. Sometimes hazy prose reflects hazy thinking. Make sure you know exactly what you are trying to say before you say it.

**Strive for precision**
Avoid claims like “people thought,” “doctors argued,” “women dieted.” Which people, doctors, or women? All of them?

**Avoid baggy sentences**
Good prose is direct prose. As a result, good writers rid their sentences of all extraneous words. For example, I could advise you that if there is any way at all to get rid of extra words in your sentences that are not absolutely necessary, they should be gotten rid of if you can. Or in the words of Strunck and White, “Omit needless words.”

**Use active voice**
Instead of saying “The study was conducted,” try “Mr. Smith conducted the study.” This is desirable for several reasons. 1) It often allows you to omit needless words. 2) It forces you to identify the historical actors. “It was generally believed...” is a dead give-away that you only have a vague ideas who believed. 3) Active voice forces you to use punchy verbs rather than the drab and generally unhelpful form of the verb “to be.” (See next point.)

**Use vigorous verbs**
Verbs provide the foundation of good writing. Unfortunately we often use verbs that provide no action such as forms of the verb “to be” or its helper verbs (am, is, was, were, are, be, been, being, have, has, had, do, does, did). These are perfectly fine, but try replacing them with something jazzier or omit them altogether. “She was a good student,” provides basic but bland information. “She excelled in math and science,” adds verve and specificity. Further, “he laughed” can usually replace “he was laughing.” Finally, avoid turning perfectly good verbs into nouns. Consider the following: “The mirror had a reflection of the lake on it.” “The mirror reflected the lake,” is stronger.

**Avoid careless stuff**
Run a spell check. Check for run-on sentences and sentence fragments. Proof-read.
What do grades mean?

A (93-100)
For outstanding papers only. Thesis and argument are clear, thought-provoking, and persuasive; research is thorough, appropriate, and creative; relationships drawn between evidence and ideas are sophisticated, subtle, and/or original. The paper also connects to larger trends addressed by the course. Writing is grammatically correct and succinct. The argument flows well from point to point, without any puffery or wasted words.

AB (88-92)
For very good papers that for some reason fall short of the criteria listed above. For example, the argument may be murky in one place; information may be presented that doesn’t directly or clearly contribute to the argument; writing style may be awkward here and there, or flawed by one or two consistent (if minor) grammatical errors.

B (83-87)
Your basic good grade. The paper may pursue a straightforward but not especially deep or sophisticated argument; it is okay as far as it goes, but it doesn’t penetrate the material very far. It may lack enough primary research to make the argument completely persuasive. It may have a flash of brilliance that is unfulfilled, counterbalanced by minor grammatical problems, a weakness in argumentation, and/or a significant misunderstanding of events or chronology.

BC (78-82)
The paper shows some of the basics of the ideal paper, but is weakened by a lack of serious think-work, evidence gathering, or writing problems. It may make superficial connections without offering sufficient evidence to make the connections plausible or persuasive, or it may have what is in principle a good argument supported by incorrect facts or chronology. Alternatively, it may provide a fairly solid argument with minor flaws, from which the reader is repeatedly distracted by awkward or ungrammatical prose.

C (70-77)
A grade signifying some serious problems in paper design, expository writing, or primary research. It may deliver facts without a recognizable thesis or argument; it may wander away from the point; or it may be a thoughtful attempt so weakened by writing problems (grammar, punctuation, word choice) that it is difficult for the reader to understand a crucial point you are trying to make. Alternatively, it may offer an strong thesis without providing sufficient primary evidence. Also used for papers that do not ask historical questions.

D (60-69)
A marginal grade. This grade usually indicates a paper does not meet the requirements of the assignment in two or more ways: the paper does not ask an historical question, lacks an original thesis, and/or relies almost exclusively on secondary sources. There may be some evidence of reading in the secondary literature, but the paper indicates no effort at synthesis or critical engagement. Also used for essays that are just barely coherent.

F (0-59)
For unacceptable essays. An essay may be judged unacceptable if it contains plagiarism; if it fails to meet three of the major requirements for the paper; if it consists primarily of content inappropriate to the themes of the course; or if the writing fails to meet standard college-level requirements of basic communication in English.
Appendix IV:  
Graduate Student Requirements

It is sometimes tricky for graduate students to sit in undergraduate courses. I do expect you to attend the class, and I welcome you to participate in the discussion. Undergraduates can learn a lot from graduate students and vice versa. But to attend to the special needs and interests of graduate students, we will also be meeting in a separate seminar to discuss extra readings and whatever else you’d like to bring up.

In addition to attending the seminar, graduates students will be required to write two book reviews (of the books we read for the seminar), write a 12-15 page research paper (draft due November 24; final due December 15), and take the final. As part of the participation grade for the seminar, grads will be asked to write a short think piece about each book.

**Grading:**

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<th>Component</th>
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<tbody>
<tr>
<td>Seminar Participation</td>
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<tr>
<td>Book Reviews</td>
<td>15% each</td>
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**Seminar Readings**


