HISTORY OF SEXUALITY IN THE UNITED STATES

Loyola University Chicago
HIST 290A-001
Fall 2019
318 Cudahy Library (former Theater)
MW, 2:45-4 pm
http://www.luc.edu/history/faculty/gilfoyle.shtml

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This course provides a historical introduction to sexual behaviors and attitudes in the United States from the early American 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 patterns of physical intimacy over the past four 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 early America and ending with the contemporary United States. 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 groups and subcultures defined by alternative sexual behaviors (including polygamist, celibate, lesbian, gay, bisexual, transsexual, transgender, queer, and other communities), and so-called "deviant" forms of sexual behavior.

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 16 October 2019.

A primary responsibility of students is to complete the weekly reading <u>before</u> the date of the scheduled class and <u>contribute</u> their thoughtful, reflective opinions in the weekly 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 <u>all</u> of the questions found in the "Critical Reading" section of the syllabus below. All required readings may be purchased at the Loyola University Bookstore in the Granada Center on Sheridan Road. The required texts for the class are:

Richard Godbeer, *Sexual Revolution in Early America* (Baltimore: Johns Hopkins University Press, 2002).

James C. Mohr, *Abortion in America: The Origins and Evolution of National Policy, 1800-1900* (New York: Oxford Univ. Press, 1978).

Timothy J. Gilfoyle, *City of Eros: New York City, Prostitution, and the Commercialization of Sex, 1790-1920* (New York: W.W. Norton, 1992).

Allan Brandt, *No Magic Bullet: A Social History of Venereal Disease in the United States, 1880-1980* (New York: Oxford, 1986).

Allan Berube, *Coming Out Under Fire: The History of Gay Men and Women In World War Two* (New York: Free Press, 1990).

Barbara Ehrenreich, Elizabeth Hess, Gloria Jacobs, *Re-Making Love: The Feminization of Sex* (Garden City: Anchor, 1987).

Recommended: John D'Emilio and Estelle Freedman, *Intimate Matters: A History of Sexuality in the United States* (New York: Harper and Row, 1988; Chicago: University of Chicago Press, 1997).

Sexing History, at www.sexinghistory.com, is a new podcast that examines how the history of sexuality shapes present day cultures and politics. You can subscribe through iTunes, Feedburner, and Stitcher.

Students who attend class will receive lecture notes via Loyola's Outlook email system sometime after class. The notes serve as the "textbook" for class and eliminate the need to engage in frantic note-taking. Students should carefully listen to and contemplate the arguments and ideas raised in each lecture. **All computers, cellphones, smartphones, tablets, MP3 players, audio recorders and any other electronic devices should be turned off during class.** Upon accessing the notes, students should transfer the notes to a disk or flash drive and print a "hard" copy. To receive the notes, students must attend the class. No attendance, no notes. Please note that Illinois law **prohibits** the recording of oral communications without the consent of all parties to the recorded communication. Please be aware that any unauthorized recording is considered a felony.

Please remember that the classroom is an intellectually dangerous place. Students are reminded that this class will discuss and examine subjects with explicit sexual themes. Readings, lectures, classroom images, and videos will include ideas and topics with a graphic sexual content, as well as verbal and visual renderings of controversial and sometimes horrifying events in American history (including war, physical violence, sexual assault, racist and misogynist language, lynchings, force feeding, castration, and other examples). Some subjects are shocking and painful. As students of history, we need to engage, not avoid, such topics. Students should contact the professor if such content affects their ability to learn.

Students with documented learning differences should meet with the professor and the Student Accessibility Center (SAC; Sullivan Center (773-508-3700), www.luc.edu/sswd) within the first two weeks of the semester to discuss the need for any special arrangements. Students should keep the professor and junior professors informed of absences well in advance if possible. Students who miss one week or more of class because of illness or a personal emergency should contact the dean's office. Dean's office staff will notify your instructors. Notification of an absence does not excuse the absence; upon returning to classes, students are responsible for contacting instructors, producing appropriate documentation for the absence, and completing any missed work.

MEETING DATES AND ASSIGNMENTS

27 & 29 Aug.: Indians and Europeans: Colonial Encounters

4 Sept.: Field Trip to Gerber/Hart Library and Archives, 6500 North Clark Street, between Pratt and Devon Avenue

9 Sept.: Discussion of Godbeer, *Sexual Revolution in Early America*, Introduction, Chapters 1, 2, 4, 5, 7, 9 (pages 1-83, 119-89, 227-63, 299-339).

11 Sept.: Vernacular and Evangelical Sexual Cultures

16 Sept.: Sexuality in Utopia - The Mormons, Shakers and Oneidans

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.

12 Sept.: MIDNIGHT BIKE RIDE, weather-permitting (optional).

18 Sept.: Discussion of Mohr, *Abortion in America*.

23 Sept.: The Age of Anthony Comstock

25 Sept.: Discussion of *City of Eros*.

30 Sept.: The Discovery of Homosexuality

Was Abraham Lincoln Gay? See the debate at History New Network at http://www.hnn.us/articles/9163.html

2 Oct.: MIDTERM EXAMINATION

7 Oct.: Fall Break - NO CLASS

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

9 Oct.: 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

14 Oct: The Divorce Revolution

16 Oct.: Discussion of Brandt, *No Magic Bullet*.

21 Oct.: Abortion, Medicine and Law in the Early Twentieth Century

23 Oct.: The Science of Sex: Freud, Ellis, and Reich

28 Oct.: The Science of Sex: Alfred Kinsey and Masters & Johnson

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

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

For a revision of Kinsey, see Edward Laumann, et al., *A Cross-National Study of Subjective Sexual Well-Being among Older Women and Men: Findings from the Global Study of Sexual Attitudes and Behaviors*, available at:
http://www-news.uchicago.edu/releases/06/images/060419.sex.pdf

30 Oct.: Discussion of Berube, *Coming Out Under Fire*.

4 Nov.: Film *Before Stonewall*, followed by discussion.

6 & 11 Nov.: Bombs and Bombshells: Sexuality in the Nuclear Age

13 & 18 Nov.: Homosexuality and Transsexuality in the 20th century

Read Allen Ginsberg, *Howl* (1956) at http://www.pangloss.com/seidel/Ramble/howl.shtml

To hear Ginsberg reading *Howl*, go to:
http://www.pacifica.org/program-guide/op,segment-page/station_id,4/segment_id,469/

20 Nov. & 2 Dec: The Sixties and After: Sexual Revolutions & Counterrevolutions

25 Nov.: Discussion of *Re-Making Love*.

27 Nov.: Thanksgiving Break

4 Dec.: Conclusion: Sexuality and Freedom in American History

FINAL IN-CLASS EXAMINATION: FRIDAY, 13 DECEMBER 2019, 4:15-6:15 pm, 318 Cudahy Library (former Theater).

Information on the final examination schedule and academic calendar is available at:
https://www.luc.edu/academics/schedules/

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. Discussions and a field trip are scheduled for 9 classes, each worth 3 "points." Students will receive 1 point for attendance, 2 points for minimal participation, and 3 or more points for active participation. Students may enhance their classroom participation grade by raising questions that generate further discussion, interacting with the instructors in office hours, fulfilling periodic assignments made by the instructor, and participating in the occasional opportunities for discussion which arise in the main lecture.

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 AND RESEARCH PROJECTS

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.

Four types of essays or projects are acceptable: 1) research, 2) historiographical, 3) digital project, or 4) critical review of a single primary source. Briefly, the four types 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 can also satisfy the portfolio requirement of a research paper and a bibliography for history majors if the student provides the Undergraduate Program Director of the History Department with instructor permission and the final version of the research paper.

An excellent resource for research papers is **The Archives of Sexuality and Gender: Sex and Sexuality in the 16th through the 20th Centuries**: A collection of digital books on historical and social topics related to sexuality and gender; the texts scanned to compose the collection reside in collections as diverse as the British Library and the Alfred C. Kinsey Institute for Sex Research. You can browse the archive at: https://gdc.galegroup.com/gdc/artemis?p=AHSI&u=loyolau

Loyola University Chicago Libraries possesses the Archives. Look under "Databases." Then click letter A and scroll down to "Archives of Sexuality and Gender." For more information, see https://www.gale.com/binaries/content/assets/gale-us-en/primary-sources/archives-of-sexuality-and-gender/asg-international-

content/final_asg-part-3_factsheet-for-web.pdf

Historiographical essays are based upon secondary sources, or what historians have written about a specific structure. 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:

Louis P. Masur, ed. *The Challenge of American History* (Baltimore: Johns Hopkins Univ. Press, 1999).

Eric Foner and Lisa McGirr, eds., *American History Now* (Philadelphia: Temple Univ. Press, 2011), especially essays in part II.

Michael Kammen, ed. *The Past Before Us: Contemporary Historical Writing in the United States* (Ithaca, N.Y.: Cornell Univ. Press, 1980), especially essays in part II.

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:

SEXBIBLIO: Bibliography of the History of Western Sexuality contains approximately 27,500 titles of primary and secondary literature of the history of sexuality in Europe and North America from 1700 to 2008, as well as titles covering the sexual history of Antiquity and the Middle Ages, including non-Western societies.
http://www.univie.ac.at/Wirtschaftsgeschichte/Sexbibl/about.html

Out History (lesbian, gay, bisexual, transgender, queer, and heterosexual history) at:
http://www.outhistory.org/wiki/Main_Page

Gay History, Queer History Bibliography at:
http://www.linsert.org/Resources/Bibliographies/non-fiction.htm

Sexual Violence in History: A Bibliography
https://sites.google.com/site/historyofrapeabibliography/home
(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)

Digital projects should be of equivalent scope as a research or historiographical essay. Such projects should involve research upon a topic related to the course. Revising and expanding upon an earlier blog post or digital project are acceptable. Students my exploit digital tools learned and used in other classes.

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.

In evaluation of essays, greater weight (i.e. higher grades) are accorded to research and historiographical papers because of their higher degree of difficulty. The research essay, historiographical essay or digital project should be approximately 10-20 typewritten pages of text (2,500-5,000 words), plus notes (or the equivalent for a digital project). 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 or communicate with the instructor to discuss where to find sources, how to frame research or other questions, or inform him what text hey intend to review. Students should submit a preliminary bibliography which includes books, articles, oral interviews, or other possible sources on Monday, 16 Sept. 2019.

All essays should be typed, double-spaced, in 12 font, and printed on ONE side of each page. The essay should be in the professor's possession by 2:45 p.m. on Wednesday, 6 Nov. 2019. Completion of the essay by this date is 5 percent of the final grade. Students who complete the essay or project on time have the option to rewrite the paper or revise the project upon its evaluation and return (remember - the only good writing is good re-writing). All other and rewritten essays or projects are due at the final class meeting on Wednesday, 4 Dec. 2019. Students should submit one hard copy and one electronic copy of the final essay. Students who wish to have the final graded essay returned to them should include a self-addressed envelope.

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.

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. Final grades for the class are usually submitted approximately 48 hours after the final exam.

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 (see Basic Style Sheet for Endnote or Footnote Citation on pages 14-15).

BASIC STYLE SHEET FOR NOTES IN ESSAYS

The University of Chicago Press provides a quick citation guide based on the *Chicago Manual of Style* at: http://www.chicagomanualofstyle.org/tools_citationguide.html

Below is a simplified and acceptable summary for endnote citation:

ENDNOTE FORMAT FOR BOOKS

1. Constance McLaughlin Green, *Holyoke: A Case History of the Massachusetts Industrial Revolution in America* (New Haven, 1939), 24-27.

2. Bessie L. Pierce, *A History of Chicago*, 3 vols. (New York, 1937-1957), I, 213-220.

3. Ferdinand Toennies, *Community and Society* (1887), translated by C.F. Loomis (New York, 1963), 13-14.

ENDNOTE FORMAT FOR ARTICLES AND BOOK CHAPTERS

1. Eric Lampard, "American Historians and the Study of Urbanization," *American Historical Review* 67 (1961), 61-63.

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.

3. Ernest W. Burgess, "The Growth of the City," *Publications of the American Sociological Society* 18 (1924), 85-97.

ENDNOTE FORMAT FOR BOOKS PUBLISHED ELECTRONICALLY

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.

2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), accessed February 28, 2010, http://press-pubs.uchicago.edu/founders/.

ENDNOTE FORMAT FOR AN ARTICLE IN AN ONLINE JOURNAL

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to http://dx.doi.org/ in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

1. Gueorgi Kossinets and Duncan J. Watts, “Origins of Homophily in an Evolving Social Network,” *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.

ENDNOTE FORMAT FOR GOVERNMENT DOCUMENTS

1. *Story v. New York Elevated Railroad Co.*, 90 NY 122 (1883).

2. U.S. Department of the Interior, Census Office, *Tenth Census of the United States, 1880, Report of the Social Statistics of Cities*, comp. by George Waring, Jr., 2 vols. (Washington, D.C., 1887), I, 220.

ENDNOTE FORMAT FOR NEWSPAPERS, MAGAZINES AND PERIODICALS

“General Sessions,” *New York Herald*, Sept. 30, 1842.
“The American Newspaper,” *Collier’s Weekly*, 2 September 1911.
“The Gentle Art of Faking,” *New York Times*, 21 January 1912, Part 7, 7.

ENDNOTE FORMAT FOR UNPUBLISHED MATERIAL

1. Robert David Weber, "Rationalizers and Reformers: Chicago Local Transportation in the Nineteenth Century" (Ph.D. dissertation, University of Wisconsin, 1971), 178-197.

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.

ENDNOTE FORMAT FOR INTERVIEWS

Merle E. Roemer, interview by author, tape recording, Millington, Md., July 26, 1973.

ENDNOTE FORMAT FOR THE INTERNET AND WORLD WIDE WEB

When citing sources from the Internet, be sure to provide as much information as possible. Follow the same format as a published source if the citation is published, followed by the web address and the last date you accessed the source.

1. Paul Glastris, “Chicago’s Hands On Mayor,” *City Journal*, 3 (Autumn 1993), available at: http://www.city-journal.org/dev/html/3_4_chicagos.html, last accessed 22 March 2005.

2. “Google Privacy Policy,” last modified March 11, 2009, http://www.google.com/intl/en/privacypolicy.html.

3. “McDonald’s Happy Meal Toy Safety Facts,” McDonald’s Corporation, accessed July 19, 2008, http://www.mcdonalds.com/corp/about/factsheets.html.

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 can 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.

Dashes or commas are permitted to set off phrases; dashed usually apply when the phrase should be more clearly set apart from the rest of the sentence.

COURSE OBJECTIVES

The course will examine ideas, institutions, social life, world-views and notions of United States history and sexuality over time. The desired outcome is for students to gain historical knowledge about how the history and evolution of sexuality in the United States. The course will enable you to:

- Evaluate and assess the forces of change and the forces of stability.

- Place events, texts, objects, and ideas (artistic, literary, theological, etc.) in their proper historical and cultural contexts and see how they affect cultures today.

- Understand that historical knowledge is constructed from primary sources and competing paradigms, and use such sources critically to construct history.

- Understand important elements of your cultural and sexual heritage as citizens of the United States and the world, including notions such as citizenship, representative government, romantic love, the nuclear family, and the market economy.

- Differentiate between contemporary values and worldviews and those of previous historical civilizations. By comparing the views of past societies with current ones, students can appreciate how present attitudes are as much conditioned by historical context as past attitudes.

- Become a more informed and productive citizen of your country and your world.

SKILL OBJECTIVES

1) Critical Thinking Skills

The skills of the historian are vitally important in this age of information; as world citizens we are required to contextualize, analyze and judge information generated from a variety of sources, both disarmingly familiar and radically alien, with a variety of underlying agendas. Moreover, your future profession will most likely require you to develop reliable sources of information and make judgments based on solid evidence.

This course will develop the following skills:

- Read critically and assess the reliability of sources in several media.

- Generate new ideas, hypotheses, arguments and questions about the historical experiences of humans.

- Predict and respond to counterarguments, adjust your thinking in the light of the process, and maintain throughout cordial and civil discourse with various audiences in a variety of formats.

2) Communication Skills and Sensitivities

This course will develop the following skills:

- Write clearly and effectively.

- The two examinations will involve short answer identifications and/or a choice from among several general essay questions about material covered in lecture and the common

readings as outlined on the syllabus. Here, students will be graded on their command of the material. While students are not graded on their writing for examinations, answers must be in essay form with complete paragraphs and sentences.

- Present evidence and articulate a position extemporaneously to peers and instructors in oral discourse and written form.

- Recognize and have the ability to act on your obligation to contribute to civic discourse. In discussions and examinations, you will be asked to distinguish between fact and opinion and to try to understand both sides of conflicts. You are urged to be sensitive to how seemingly distant events like slavery or nativism still evoke resentment and tension among people today.

STATEMENT ON PLAGIARISM

Plagiarism and/or academic dishonesty will result in a final grade of F for the examination or assignment 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.

Wayne Booth, Gregory C. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press, 1995), p. 167.

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 in your notes, 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 hand, 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

A SUGGESTED AND LIMITED 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

Catharine E. Beecher, *An Essay on Slavery and Abolition, with Reference to the Duty of American Females* (1837).
Francis W. Edmonds, *The City and the Country Beaux* (1840).
Catharine E. Beecher, *Letters to the People on Health and Happiness* (1855).
Frederick Douglass, *Frederick Douglass on Women's Rights*, Philip Foner, editor (Westport, Conn., 1976).
Ralph Waldo Emerson, *Love, Friendship, Domestic Life* (1876).
Margaret Fuller, *Life Without and Life Within* (1860).
Margaret Fuller, *Love-Letters of Margaret Fuller, 1845-1846* (New York, 1969).
Margaret Fuller, *Woman in the Nineteenth Century, and Kindred Papers Relating to the Sphere, Condition, and Duties of Woman* (1874).
James MaHood and Kristine Wenburg, *The Mosher Survey: Sexual Attitudes of 45 Victorian Women* (1980).
William I. Thomas, *The Unadjusted Girl* (1923).
William I. Thomas, *Sex and Society: Studies in the Social Psychology of Sex* (1907), available at: http://www.archive.org/details/sexsocietystudie00thom
Robert Latou Dickson and Lura Beam, *The Single Woman: A Medical Study of Sex Education* (1934).

Prostitution and Commercial Sex

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 athttp://www.archive.org/details/prostitutioncons00actouoft
James Miller, *Prostitution Considered in Relation to its Cause and Cure* (1859), available at:http://www.archive.org/details/prostitutioncons00milluoft

Maude Royde, *Downward Paths: An Inquiry into the Causes Which Contribute to the Making of the Prostitute*, available at:http://www.archive.org/details/downwardpathsinq00royduoft
Francis William Newman, *The Cure of the Great Social Evil, with special reference to recent laws delusively called contagious diseases' acts* (18??), available at: http://www.archive.org/details/cureofgreatsocia00newmiala
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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*).

Prostitution and commercial sex as form of international labor migration, smuggling, and trafficking from 1850 to 2000. For ideas, see "Trafficking Past: Exploring Sex, Work, and Migration in International History" at https://traffickingpast.uk

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.

Compare the writings of Anthony Comstock (1870s and 1880s) and the Meese Commission Report [U.S. Department of Justice, Attorney General's Commission on Pornography, *Final Report* (Washington, D.C., 1986), 2 vols.].

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

Compare media coverage of sex crimes in peak years 1937-39, 1949-51, and 1957-59.

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 LGBTQ 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 v. Connecticut* decision in 1959.

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

Compare the Lyndon Johnson Report on pornography [Commission on Obscenity and Pornography, *Report* (New York, 1970)] and the Meese Commission Report [U.S. Department of Justice, Attorney General's Commission on Pornography, *Final Report* (Washington, D.C., 1986), 2 vols.].

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?

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