Topics in the History of Sexuality: Sexual Violence in North America

This upper level undergraduate/graduate colloquium explores recent historical interpretations of the social history of sexuality. The focus this year is the history of sexual violence, with particular attention to the intersections of gender and race in the construction of rape. The course moves chronologically from early settlement through the mid-twentieth century. The readings explore specific questions about sexual violence—such as changing definitions and laws, cultural representations, and the role of gender, race, and age in the construction of rape and other forms of sexual violence. The course is also concerned more broadly with the ways that historical changes in the economy, the family, and politics have reshaped sexual values and behaviors, and the ways that individuals and groups have responded to these changes. The weekly required reading consists of secondary interpretations (books and articles by historians). In addition to introducing students to the themes of sexual history and the literature on sexual violence, the course attempts to teach critical skills in the analysis of secondary and primary historical texts.

Textbooks ordered at the Stanford Bookstore

Recommended:

Required:
Sharon Block, *Rape and Sexual Power in Early America* (University of North Carolina Press, 2006)
Martha Hodes, *White Women, Black Men: Illicit Sex in the Nineteenth-Century South* (Yale University Press, 1997)

For other required articles and book chapters see links on COURSEWORK.

Please let me know by the end of the first week of classes if you need any special accommodations because of physical or learning disabilities.
Student Responsibilities and Grading Guidelines:

The final grade will be determined equally by the following three contributions:

1. Class participation
   Participation includes arriving on time, completing all reading and writing assignments on time, contributing regularly to class discussions (includes asking questions, responding to others, and listening, as well as talking about your own ideas).

2. Weekly written analyses of readings
   For each week marked on the syllabus, bring an analysis of the readings to class (double-spaced, one-inch margins, approximately three pages). The analysis should not simply summarize the reading, although it should reiterate the main arguments. Try to draw out themes about the history of sexual violence and evaluate the use of primary sources and the historical interpretations. You may use the recommended reading as background context but you are not required to do so. As the course progresses, your responses can try to link earlier themes in the reading and class discussions to the current assignment, applying what you have learned thus far to your new reading. (See guidelines at end of syllabus.)

   I will provide feedback and a suggested grade for the first writing assignment, but I will not record the grade unless it is an A. The second reading response will be graded. Of the remaining reading responses, choose at least two other weeks for graded papers; the others can be ungraded. Whether graded or not, no late papers except in the case of documented health or family emergencies. If you have an excused absence from a class, please submit a five-page reading response before the next class meeting.

   (The talks and panels listed on the syllabus are optional but strongly recommended for contemporary perspectives on gender, race, and violence. Feel free to comment on them in your reading responses, as long as you cover the required reading as well.)

3. Final graded paper
   Topical final paper (7-9 pages) based on required reading and at least one additional recommended reading on a particular subject or theme covered in the course. This paper can review a topic that cuts across those listed or introduce a new topic related to sexual violence; it can compare different authors or trace a theme over time. Topics must be approved by May 26th and papers are due by June 11th (June 7th for graduating students). No late papers (or course incompletes), except in cases of documented health or family emergencies. Instructions for the final paper will be distributed in class.

   Graduate students will read one additional secondary source for a class of their choice (sign up at first class) and report orally in class about the reading. For the final paper graduate students will write a 10-12 page literature review based on a bibliography submitted by May 31st. I will help graduate students design final papers appropriate for their studies.
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<tr>
<th>Dates</th>
<th>Topic and Assignments</th>
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<tr>
<td>4/5:</td>
<td><strong>INTRODUCTION TO COURSE</strong></td>
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<td>I will provide an overview of the history of sexuality in the U.S. and of this course. Students apply for the course in class; I will notify students on email by noon, 4/6 whether they are admitted. To secure a place, confirm that you are taking the course by 10 a.m. Saturday 4/7 (so that I can admit any wait-listed students).</td>
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<tr>
<td>4/12:</td>
<td><strong>EARLY AMERICA</strong></td>
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<td>Block, <em>Rape and Sexual Power in Early America</em></td>
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<td>Recommended Reading: <em>Intimate Matters</em>, chaps 1-3 (hereafter IM)</td>
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<td>Reading analysis due in class, ungraded option</td>
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<td>4/19:</td>
<td><strong>NINETEENTH-CENTURY RACIAL CONSTRUCTIONS</strong></td>
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<td>Martha Hodes, <em>White Women, Black Men</em> (chap. 5 is optional)</td>
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<td>Recommended Reading: IM, chaps 4-5</td>
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<td>Reading analysis due in class, graded</td>
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<td>4/26:</td>
<td><strong>CANADIAN CASES</strong></td>
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<td>Karen Dubinsky, <em>Improper Advances</em>, Intro, chaps. 1-4, 6, conclusion</td>
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<td>Reading analysis due in class, optional graded/ungraded</td>
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**April 26, Stanford Humanities Center, INCITE! Women of Color Against Violence**
5:00 p.m. Symposium, “The Dangerous Intersections of Race, Gender, & Violence”
6:30 p.m. Dinner
7:00 p.m. Andrea Smith, “Conquest: Sexual Violence & American Indian Genocide”

| 5/3:   | **FEMINIST RESPONSES** (continued next page) |
|        | Mary Odem, *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920* chaps 1, 3 (COURSEWORK) |
|        | Mary Dunlap, "The Reform of Rape Law and the Problem of White Men: Age-of- |
Consent Campaigns in the South, 1885-1910," in Hodes, Sex, Love, Race: Crossing Boundaries in North American History (COURSEWORK)

Recommended Reading: IM, chaps 7-8
Reading analysis due in class, optional graded/ungraded

5/10: LYNCH LAW

Nell Painter, "‘Social Equality’ and ‘Rape’ in the Fin-de-Siécle South," in Painter, Southern History across the Color Line (Chapel Hill: University of North Carolina Press, 2002), pp. 112-133 (COURSEWORK)
Film: Scottsboro (ZVC 15918 Green AV reserve and screening to be arranged)

Recommended Reading: IM, chap 9
Reading analysis due in class, optional graded/ungraded

5/17: TWENTIETH CENTURY U.S. THEMES

Nancy McLean, "The Leo Frank Case Reconsidered" Journal of American History 78(3) (1991), pp.917-948 (link to text via J-Store on COURSEWORK)

Recommended Reading: IM, chaps 10-12
Reading analysis due in class, optional graded/ungraded

Campus Conference: 5/16-5/19
FEMICIDE = SANCTIONED MURDER: GENDER, RACE AND VIOLENCE IN GLOBAL CONTEXT
Candle Light Vigil, White Plaza, 5/17
Speakers and Panels, 5/18-5/19 (Tressider, Oak West)
5/24:  THE POLITICS OF WRITING ABOUT RAPE

Susan Brownmiller, *Against Our Will: Men, Women, and Rape* (1975)
Susan Brownmiller, *In Our Time: Memoir of a Revolution*, pp. 244-253 (COURSEWORK)

Recommended Reading: IM, chaps 13-15
Reading analysis due in class, optional graded/ungraded

**FINAL PAPER TOPICS MUST BE APPROVED BY 5/26**

5/31:  FINAL CLASS

Final paper bibliographies due in class
Oral presentations of topics and student feedback
Course summary and evaluations

Final papers due: 6/7 graduating students, 6/11 others

**GUIDELINES FOR WEEKLY PAPERS:**

1. Historical context for the subject: links to themes we have been discussing, earlier readings, issues in U.S. history.

2. Author’s approach: what questions asked, what sources used; what scope (time, place, e.g.)


4. Contributions: What did the book add to the larger themes we have been discussing? What new issues did it raise? What questions did it raise for future research? What more did you want to know, for this period or others?

5. Suggest several discussion questions/topics for the class meeting.

Graduate students should also relate any additional reading to the main text, and prepare to present orally in class on the additional reading.
SELECTED SECONDARY SOURCES (resources for papers - use AT LEAST one of these sources to supplement required readings)

Historical Approaches

Early America

Frontiers, West, Native Americans
Legal History

Race, Rape, Lynching

Child and Prison Sexual Assault
Sexual Harassment

Other Regions

For an extensive bibliography, see [http://de.geocities.com/history_guide/horb/](http://de.geocities.com/history_guide/horb/).