

HS 416: Sex and the City
Spring 2019
MWF 2-2:50p, Maryland Hall 244

Professor Andrew Ross

Department of History
Humanities Center 311
E-mail: aross1@loyola.edu
Phone: 410-617-2229
Office Hours: MW 3-5p

Course Description: This course introduces students to key themes in both urban history and the history of sexuality by exploring the ways in which the development of modern urban centers in Western Europe and North America shaped and were shaped by the emergence of modern sexuality in the nineteenth and twentieth centuries. The course traces the ways that urban space provided new opportunities for sex work and the development of sexual identities, while also showcasing the ways that sexual practices helped remake the ways cities are experienced through an intersectional framework that also takes into account race, gender, and class. Topics covered include industrialization and urbanization, public hygiene and urban design, sex work, consumer culture, and the development of gay, lesbian, and transgender subcultures

Course Objectives: By the end of the semester, students will be able to:

- Identify and understand key debates, themes, and claims in scholarship relating to urban histories of sexuality
- Critically analyze, assess, and synthesize arguments
- Relate historical claims to theoretical assertions and frameworks
- Discuss complex ideas orally
- Complete original research using both primary and secondary sources

Required Texts:

- Phil Hubbard, *Cities and Sexualities*. New York: Routledge, 2012.
- Walkowitz, Judith. *City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London*. Chicago: University of Chicago Press, 1992.
- Julio Capó, *Welcome to Fairyland: Queer Miami Before 1940*. Chapel Hill: University of North Carolina Press, 2017.
- Kennedy, Elizabeth Lapovsky and Madeline D. Davis. *Boots of Leather, Slippers of Gold: The History of a Lesbian Community*. New York: Routledge, 1993.
- Delany, Samuel R. *Times Square Red, Times Square Blue*. New York: New York University Press, 1999.

Other readings will be available via URL or file download on our Moodle Site.

Course Format: Class will meet three times a week in a discussion format.

Course Requirements:

1. **Readings:** All readings are due the day they are listed on the syllabus. As a discussion seminar, this course requires more than most that you come prepared to discuss each reading. You are not expected to understand every nuance of the readings before coming into class. But you are expected to make a good faith effort toward understanding the text in preparation for class discussion.
2. **Attendance and Participation:** As a seminar, this course requires a great deal of active engagement. Attendance is a basic requirement. You will be permitted three absences before your attendance and participation grade will automatically drop a full grade. Missing more than 5 classes will result in automatically failing the course. Please speak to me as soon as possible if you have an emergency that will require you to miss class.

Good attendance, however, is only the bare minimum of this component of your grade. Rather, active participation is key to your success in this course and to your time at Loyola more generally. While active participation comes in a variety of forms – such as coming to office hours, helping a classmate, remaining attentive, and coming to class on time – a seminar requires active participation amongst all class members. If you are nervous participating in class, please come see me early in the semester so that we can strategize how best to encourage participation.

3. **3-2-1 Discussion Posts:** At least ten times this semester, you will complete a discussion post on the course Moodle page. Each post will address readings from a single day of the class and will take the following form: 3 things you learned, 2 things you didn't understand, and 1 discussion question for the class. Note the difference between something you didn't understand and a discussion question. While something you didn't understand should remain limited to the text itself, a good discussion question takes up the themes of the reading and extends them.

This assignment begins with the first readings from Part 1 of the course. Discussion posts are due 24-hours before the class where we will be discussing your chosen readings. Reading one another's 3-2-1 posts is required and incorporating them into discussion will improve your participation grade. At least five 3-2-1 posts should be completed before Spring Break.

4. **Reading Response Papers:** You will submit four short (c. 2 pages) response papers over the course of the semester. These papers should use class readings to respond directly to one of your classmate's discussion questions. Deadlines for response papers are noted below; you may turn in a response paper about any discussion question posed after the previous deadline and before the current deadline.
5. **Research Project:** Your major assignment in this course is a research project that may come in one of three forms: 1) a research paper; 2) a website; or 3) a poster. Research projects should choose a specific topic within the history of sexuality (not limited to those covered in this class) in a city of your choice.

No matter what form of research you choose, you will present your research to the class at the end of the semester in a short (5-7 mins) presentation. In addition, all students will

submit a research proposal and a historiographical essay (otherwise known as a literature review) prior to submitting their final research project.

Further instructions, including grading rubrics, on all assignments will be provided throughout the semester.

Grade Breakdown:

Attendance and Participation: 15%

Discussion Posts: 10%

Response Papers: 20%

Research Project:

- Project Proposal: 10%
- Historiography: 15%
- Final Project: 20%
- Project Presentation: 10%

Grade Scale:

100-93% A

92-90% A-

87-89% B+

83-86% B

80-82% B-

77-79% C+

73-76% C

70-72% C-

67-69% D+

63-66% D

60-62% D-

0-59% F

Course Policies:

The Syllabus: I reserve the right to make changes to the syllabus. Such changes will be announced in advance.

Contacting Me: My contact information is listed at the top of the syllabus. The best way to get in touch with me is through e-mail (aross1@loyola.edu). In order to guarantee the most useful response, e-mails should include a clear subject, your name, the course the message is regarding, and your question or message. I generally respond to e-mails in the early afternoon on weekdays. If you have not heard back from me within 24-hours, feel free to send me another note. Do not hesitate to contact me should you have any questions or concerns, but I will not respond to queries that could be answered by reading the syllabus.

Office Hours: Office hours are listed at the top of the syllabus. During office hours, I will be in my office in order to meet with students on a first-come-first-serve basis. No appointment is

necessary. This is your time to discuss with me whatever is on your mind; please take advantage of them.

Classroom Environment: As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise uncomfortable. This course, in particular, will address often sensitive issues related to sex and sexuality, including sexual violence and assault. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the [University's Community Standards](https://www.loyola.edu/departments/student-life/student-conduct) (<https://www.loyola.edu/departments/student-life/student-conduct>). Students who violate this code of conduct may be asked to leave the course and/or have their behavior reported to the administration.

Classroom Technology:

- Phones: All phones must be on silent (not vibrate) or turned off during class.
- Recording Devices: No recording devices may be used without my express, written permission.
- Computers and Tablets: Feel free to use your laptop or tablet to bring your readings to class or to take notes if that suits you, but refrain from using such devices for tasks unrelated to the class. Note that research consistently demonstrates that students retain information more readily by taking notes by hand.

Submission of Written Work: All written work will be submitted electronically via Moodle.

Late Assignments: Extensions on assignments will be granted under most circumstances, provided you speak with me prior to the due date. Assignments turned in late without my advance permission will receive a late penalty of one grade per day. Presentations must be given on the day they are scheduled. Make-ups will only be provided in the case of a true emergency (e.g. a hospital visit).

Academic Integrity: All students at Loyola are bound by the University's honor code and are expected to demonstrate the highest levels of academic integrity in all they can do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others' work)
2. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct.

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions in accordance with the University Honor Code. *In this course, instances of academic dishonesty may result in penalties up to and including failing the course referral to the Honor Council.*

Loyola Resources:

The Writing Center: The Loyola Writing Center serves undergraduates, grad students, faculty, and staff. We gladly work with writers in any stage of their writing process, and we welcome writing from any discipline or subject matter. Our main offices are on the Evergreen campus in Maryland Hall 057. We also have satellite offices on the Timonium and Columbia campuses. See our Locations & Hours for complete availability.

The Study: The Study, located on the third floor of Jenkins Hall, is a quiet study space and computer lab. The Study also offers tutoring and academic support services for Loyola undergraduate and graduate students. The Study's primary services include:

- Peer and Professional Tutoring in nearly all courses, Reading Strategies, ESL and Math: Request a Tutor
- Academic Success Workshops on a variety of study skills: Register for a Workshop
- Organization and Time Management Coaching: Request Coaching

The Counseling Center: Stress is a normal part of being a student. However, if personal or emotional concerns are interfering with your ability to live and learn at Loyola, please stop by the Counseling Center in Humanities 150 or call 410-617-CARE (2273). More information about the Counseling Center is on their website.

Students with Disabilities: If you are registered with DSS and a faculty notification email has been sent to me on your behalf, please schedule a brief meeting during my office hours to discuss accommodations. If you need academic accommodations due to a disability you must register with Disability Support Services. For more information please contact DSS at DSS@loyola.edu or (410) 617-2750.

Course Schedule

Introductions

Monday, Jan. 14: Introductions

Wednesday, Jan. 16: John d'Emilio, "Capitalism and Gay Identity," in *The Lesbian and Gay Studies reader*, ed. Henry Abelove, Michèle Aina Barale, and David M. Halperin (New York: Routledge, 1993), 467-476.

Friday, Jan. 18: Hubbard, chap. 1

Part 1: Moral Panic and Moral Geographies

Begin completing 3-2-1 posts

Monday, Jan. 21: No Class (MLK Holiday)

Wednesday, Jan. 23: Introduction: Hubbard, chap. 2

Friday, Jan. 25: Theory: Gayle S. Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality," in *The Lesbian and Gay Studies reader*, ed. Henry Abelove, Michèle Aina Barale, and David M. Halperin (New York: Routledge, 1993), 3-44

Monday, Jan. 28: Case Study: Walkowitz, Introduction and chaps 1-2

Wednesday, Jan 30: Brainstorming a Research Topic (Library Session)

Friday, Feb. 1: Case Study: Walkowitz, chap. 3

Monday, Case Study: Case Study: Walkowitz, chap. 4

Wednesday, Feb 6: Feb. 4: Walkowitz, chap. 7 and epilogue.

Response Paper 1 due by midnight on Friday, Feb. 8

Part 2: Borderlands and Transnational Cities

Friday, Feb, 8: Introduction: Hubbard, chap. 7

Monday, Feb. 11: Theory: Almaguer, Tomás. "Chicano Men: A Cartography of Homosexual Identity," in *Major Problems in the History of American Sexuality*, ed. Kathy Peiss, 506-516. Boston: Wadsworth, 2002.

Wednesday, Feb. 13: Case Study: Capó, Introduction and chaps. 1-2

Friday, Feb. 15: Case Study: Capó, chap. 3

Monday, Feb. 18: Case Study: Capó, chap. 4

Project Proposal Due Monday, Feb.18 by midnight

Wednesday, Feb. 20: Case Study: Capó, chaps 5-6

Friday, Feb. 22: Case Study: Capó, chap 7 and Epilogue

Five 3-2-1 Posts due before class on Friday, Feb. 22 (e.g. by Thursday, Feb. 21 at 2:00p).

Monday, Feb 25: Discussion with Julio Capó (tentative)

Wednesday, Feb. 27: Research Day (Meet in Library)

Friday, March 1: Project updates (Meet in regular classroom)

Response Paper 2 due by midnight on Friday, March 1

March 4 - March 10: Spring Break

Part 3: Gay Politics and Public Space

Monday, March 11: Introduction: Hubbard, chap. 4

Wednesday, March 13: Historiography: Marc Stein, "[Canonizing Homophile Sexual Respectability.](#)" *Radical History Review* 120 (2014): 53-73.

Friday, March 15: Case Study: Kennedy and Davis, Preface and chap. 1

Monday, March 18: Case Study: Kennedy and Davis, chaps 2-3

Wednesday, March 20: Research Day (Meet in Library)

Friday, March 22: Case Study: Kennedy and Davis, chap. 4

Monday, March 25: Case Study: Kennedy and Davis, chaps. 5-6

Historiographical Essays Due Monday, March 25 by midnight.

Wednesday, March 27: Case Study: Kennedy and Davis, chaps. 9 and 10.

Response Paper 3 due by midnight on Friday, March 29

Part 4: Public Sexual Cultures

Friday, March 29: Introduction: Hubbard, chap. 6

Monday, April 1: Theory: Berlant Lauren and Michael Warner, "[Sex in Public.](#)" *Critical Inquiry* 24, no. 2 (1998): 547-566.

Wednesday, April 3: Case Study: Delany, part 1

Friday, April 5: Case Study: Delany, part 2

Monday, April 8: Theory: Bailey, Marlon M., "Engendering space: Ballroom culture and the spatial practice of possibility in Detroit," *Gender, Place & Culture: A Journal of Feminist Geography* 21, no. 4 (2014): 489-507.

Wednesday, April 10: Case Study: Screening of *Paris is Burning*

Friday, April 12: Case Study: Screening and Discussion of *Paris is Burning*

Monday, April 15: Case Study: *Paris is Burning*

Response Paper 4 due by midnight on Wednesday, April 17

Part 5: Research and Conclusions

Wednesday, April 17: Research Day (Meet in Library)

Friday, April 19: No Class (Easter)

Monday, April 22: No Class (Easter)

Wednesday, April 24: Presentations

Friday, April 26: Presentations

Week 15: April 29 - April 3

Monday, April 29: Presentations and Conclusions

Final Research Projects Due Friday, May 10 at 1:00p (our scheduled exam time)