

## HS 328/416: Sex and the City

Fall 2023

MW 3:00p – 4:15p

Maryland Hall 243

### Professor Andrew Ross

Department of History

Humanities Center 311

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Office Phone: 410-617-2229

Office Hours (Available in-person or via Zoom):

- Drop-in or [make an appointment](#): Mondays and Wednesdays, 1:30p-2:30p
- [By appointment only](#): Tuesdays 1:30p-3:30p
- [E-mail me for an appointment](#) if you cannot attend office hours during these times

## Course Information

**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 a intersectional framework that also takes into account race, gender, and class.

**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 historical arguments books and articles
- Situate primary sources in their historical context through independent research
- Discuss complex ideas and present an original argument orally
- Understand the relationship between urban change and sexuality in the past relates to present-day issues

**Required Texts:** The following required materials are available at the Loyola Bookstore:

- Phil Hubbard, *Cities and Sexualities*. New York: Routledge, 2012.
- Hemphill, Katie M. *Bawdy City: Commercial Sex and Regulation in Baltimore, 1790-1915*. Cambridge, UK: Cambridge University Press, 2020
- Delany, Samuel R. *Times Square Red, Times Square Blue*. 20<sup>th</sup> Anniversary Edition. New York: New York University Press, 2019. (Original edition is fine)

**Required Material:** In addition to the course texts, each student should purchase a single trifold display board ([such as the one here](#)) for their final project.

*All other course texts or materials will be available on our course Moodle page, online, or as handouts in class.*

**Format:** The course will meet twice a week in a mixed lecture, discussion, small-group activity format.

## Course Requirements

1. *Engagement (15%):* Actively engaging with course material is the best way to ensure your success and learning in the course. Engagement is not simply equivalent to participation, but rather involves a broader effort to accomplish the goals of the course. Engagement will come in a number of forms:
  - a. Preparation: Prior to almost every class meeting you will have reading to complete, occasionally in combination with other media. Preparation entails engaging concretely with the material – using the provided reading questions -- in ways that show a willingness to deepen your understanding of the reading and go beyond a surface-level understanding of the text. You demonstrate this preparation by arriving to class with notes on the text and participating in discussion. You can also demonstrate good preparation by coming to class or office hours with questions, comments, and/or worksheets on the material or assignments.
  - b. Participation: Active participation is key to your success in this course and to your time at Loyola more generally. Active participation comes in a variety of forms:
    - i. Offering your assessment of a text in class
    - ii. Asking questions in class
    - iii. Coming to office hours
    - iv. Completing tasks in small groups
    - v. Taking good notes during lectures
    - vi. Being respectful of class time and of different opinions
    - vii. E-mailing me your questions or concerns about the course
    - viii. Following Covid-19 protocols, as applicable
    - ix. Other demonstrations of keeping up with the course, showing genuine interest in the material, and proceeding through assignments
2. *3-2-1 Posts (10%):* Eight times over the course of the semester, you will write a discussion post that consists of the following in response to the day's reading: **3 things you learned or found interesting, 2 things you didn't understand, and 1 discussion question for the class.** 3-2-1 posts do not need to be complete paragraphs, but must use proper grammar, punctuation, and be comprised of complete sentences. Posts should revolve around the readings of a single class meeting and are due by 1:00p before class. These posts will be graded on a high pass (100), pass (85), low pass (70), fail (50), and incomplete (0) scale. Posts will be used to aid me in preparing to lead discussion, will be the basis of your response papers, and will be used to develop questions on the final exam.

3. *In-Class Response Papers (15%)*: In lieu of a midterm exam, three times this semester you will respond to one of your classmate's discussion questions (from a list chosen by myself) in an in-class reading response. These will be timed, open-note exercises that will last about 20 minutes.
4. *Poster Presentation (45%)*: The research project for this class will be a poster presentation. Each student will select a topic that relates sexuality and urban history and present an argument about that topic visually and orally using a trifold display board. The project will progress over the course of the semester and will comprise of the following components:
  - a. *Primary Source Analysis (10%)*: After selecting your topic, you will conduct research on a primary source. Your task, in a relatively short (3-4 page) paper, will be to analyze your source in dialog with at least two high-quality, peer-reviewed secondary sources.
  - b. *Historiography (15%)*: Your second writing assignment will be a historiographical analysis of the secondary research on your topic. You will read an additional two high quality, peer-reviewed sources and construct an argument that relates all four sources together.
  - c. *Poster Presentation (20%)*: The culmination of your research will be a poster presentation that presents a clear argument using both primary sources and your knowledge of the relevant historiography. You will present your poster to the class during the final week of the semester.
5. *Final Exam (15%)*: An open-note essay exam will conclude our course and assess your understanding of the course content, with a particular emphasis on our readings. Questions will be developed in dialog with the class during our final review day.

*Full details of all assignments, including specific instructions and grading rubrics, will be provided throughout the semester.*

**Grade Scale:**

100-93% A  
 92-90% A-  
 87-89% B+  
 83-86% B  
 80-82% B-  
 77-79% C+  
 73-76% C  
 70-82% C-  
 67-69% D+  
 63-66% D  
 60-62% D-  
 59% and below F

Note: Final grades will be “rounded” to the nearest grade (i.e. a 92.5 becomes an A).

## Course Policies

**The Syllabus:** The syllabus serves as the official schedule and policy document of the class. I reserve the right to make changes to the syllabus. Such changes will be announced in advance. When in doubt about a course policy or deadline, refer to the syllabus.

**Attendance:** Attendance is a requirement of the course and will be taken every day. You will be allowed three “free” absences before your engagement grade begins to be affected. That said, in the context of a post-pandemic world, it is important for us to also prioritize our health. **DO NOT attend class if you are sick.** Please continue completing work assigned, get notes from a classmate, and see me in virtual office hours while you are out. Please be sure to be assessed by the Health Center if you believe you will need to be out for a longer period of time and keep me apprised as well.

**Contacting Me:** My contact information is listed at the top of the syllabus and on Moodle. The best way to get in touch with me is through e-mail ([aross1@loyola.edu](mailto: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 midday on weekdays and on Sunday (I do not respond to non-emergency e-mails on Saturdays). If you have not heard back from me within one business day, feel free to send me another note. Do not hesitate to contact me should you have any questions or concerns.

**Office Hours:** Office hours are for individual meetings about the course. We can review material, talk about assignments, go over drafts, or discuss any other concerns you may have. One of the best ways of showcasing engagement is to come to office hours.

Office hours are listed at the top of the syllabus. I will be holding office hours this semester in-person and over Zoom. Zoom meetings are by appointment only. In-person office hours are available either on a walk-in basis or by appointment. Appointments will be prioritized. If you cannot make my regular office hours, please [e-mail me for an alternative appointment day and time](#).

### Technology in the Classroom:

1. *Note Taking:* The use of laptop computers or tablets to take typed notes is prohibited in this class in order to reduce distractions; please keep them stored during class. You may use a tablet to take notes if you are using a stylus.
2. *Audio-visual Recording:* Recording of class lectures or discussion without permission from the instructor is strictly prohibited.
3. *“AI” or large-language-models (e.g. ChatGPT):* The use of large-language-model chatbots like ChatGPT may not be used in this course without permission and discussion with the instructor.
4. *Phones:* Smartphones and other devices should remain out of sight unless otherwise instructed.

**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. 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.

**Submission of Written Work:** All written work and homework will be submitted on Moodle.

**Late Assignments:** Feel free to discuss with me any difficulties you are having with your written work prior to the deadline. After we touch base, an extension on an assignment may be in order and will be granted without a penalty. In other words, *an extension on most assignments will be granted if you speak with me prior to the deadline.*

**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.

The use of ChatGPT, Caktus, and other generative AI tools will only be allowed when explicitly stated; otherwise, the use of AI is prohibited. Using AI at other times or in other ways than what is allowed would be considered a violation of the Honor Code.

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 and referral to the Honor Council.*

## **Loyola Resources and Policies:**

**The Counseling Center** ([www.loyola.edu/counselingcenter](http://www.loyola.edu/counselingcenter)) supports the emotional well-being of the student body and is committed to a respectful understanding and honoring of the social, emotional, and cultural contexts represented by each individual student. We provide brief individual and group counseling, emergency and crisis intervention, and comprehensive referral services for those in need of longer-term therapy. Please call (410) 617-CARE (2273) or [schedule online](#). For after-hours emergencies, please call our after-hours counselor at (410) 617-5530 or Campus Police at (410) 617-5911. Let's Talk!

**Togetherall** ([www.loyola.edu/togetherall](http://www.loyola.edu/togetherall)) is an online peer-to-peer platform, offering a safe space to connect with others experiencing similar feelings. There are trained professionals on hand, 24/7, 365 days a year, helping to moderate the platform, and all members are anonymous to each other. And, if sharing isn't your thing, Togetherall has tools and courses to help you look after yourself, along with plenty of resources to explore. Get Support. Take Control. Feel better.

**Disability and Accessibility Services:** [Disability and Accessibility Services](#) (DAS) works with students needing accommodations or support to live and learn at Loyola. Students must have documented physical or psychological conditions, and many conditions can be considered disabilities. For example, ADHD, anxiety and depression, hearing impairment, severe food allergies, etc., are examples of disabilities we serve.

Can DAS help you? Consider these questions, do you need help because you have trouble concentrating in class? Do you need more time for tests? Do you face a difficulty that prevents you from fully participating in class? If so, consider meeting with a DAS advisor to discuss support that might help. Please email [DAS@loyola.edu](mailto:DAS@loyola.edu) to set up a time to talk. The information you provide DAS is confidential, and DAS will not disclose information without your permission.

If you are a student registered with DAS and have academic accommodations, please send me your Faculty Notification Email as soon as possible and let me know a good time to meet to discuss the accommodations you need for this course.

**Title IX:** Loyola University Maryland is committed to a learning and working environment free from sexual and gender-based misconduct including sexual harassment, sexual assault, fondling, incest, statutory rape, domestic violence, dating violence, stalking, and sexual exploitation. Reports of such offenses are taken seriously, and Loyola encourages students experiencing sexual misconduct to report the incident in accordance with the University's policy on [Reporting Sexual Misconduct](#). Because of the University's obligation to respond to reports of sexual misconduct, mandated reporters including faculty members, are required to report incidents of sexual misconduct to the Title IX coordinator even if the reporting party requests confidentiality. Information about confidential resources that are not required to report sexual misconduct to the Title IX coordinator may be found on the [Title IX reporting resources page](#). For more information about policies and resources or reporting options, please review the [Title IX](#) web page. Once a student reports sexual misconduct, Title IX will contact the student to discuss supportive measures- such as no contact orders and academic support- and options for addressing the incident on and off campus. Loyola is also committed to an environment free of other forms of harassment and discrimination. For information about policies and reporting resources, please

review the Bias Related Behaviors Process and Policy in the [Community Standards](#) for policies related to students and the [harassment and discrimination policy](#) for policies related to employees.

**The Loyola Writing Center** is open for both face-to-face and Zoom appointments. The complete schedule of hours is posted on the website: <https://www.loyola.edu/department/writing-center/about/location-hours>. For questions, or help making an appointment, students can email [lwc@loyola.edu](mailto:lwc@loyola.edu).

**The Study** is located on the third floor of Jenkins Hall and serves as Loyola University Maryland's academic support center. Our mission is to help Loyola students become successful, independent learners. We do this through a variety of free academic support services, such as peer and professional tutoring, academic success workshops, academic coaching, and time management and organization coaching. These services are available in-person and online, and students can register for them through The Study's website at [www.loyola.edu/thestudy](http://www.loyola.edu/thestudy).

**Student Success Emergency Fund:** Any student who has difficulty securing their food, housing or textbooks is urged to apply for the Student Success Emergency Fund. The Student Success Emergency Fund Application can be found [here](#). Those requesting textbook or instructional supplies should complete the application [here](#). Should students have additional questions, they can reach out to the committee at [studentsuccessfund@loyola.edu](mailto:studentsuccessfund@loyola.edu). Loyola may have resources to help.

## Course Schedule

Week	Day	Date	Reading	Class Topic	Assignments Due <sup>1</sup>
Week 1: Introductions	Wednesday	Sept. 6		Introduction to the Course	<a href="#">First Day Questionnaire</a>
Week 2: Historicizing Sex and Place	Monday	Sept. 11	Jeffrey Weeks, "Framing Sexual History" in <i>What is Sexual History?</i>	What is the History of Sexuality? / Engagement Introduced	
	Wednesday	Sept. 13	Phil Hubbard, <i>Cities and Sexualities</i> , chap. 1	Historicizing Sex and Space / 3-2-1 Posts Introduced	
<b>Part 1: The Moral Geographies of the Industrializing City</b>					
Week 3: The Sexual Problem(s) of the City	Monday	Sept. 18	<a href="#">Friedrich Engels, <i>The Condition of the Working-Class in England in 1844</i> (Excerpts)</a> ; <a href="#">Harriet Robinson, "Lowell Mill Girls" (Excerpt)</a>	A Brief Introduction to Urbanization / Research Project Introduced	
	Wednesday	Sept. 20		Brainstorming a Research Topic (Library Session) / Primary Source Analysis Introduced	Bring laptop and ID with you to library.
Week 4: Queer Subcultures Part 1	Monday	Sept. 25	Phil Hubbard, <i>Cities and Sexualities</i> , chap. 2	Morality and the City	Topics due by e-mail
	Wednesday	Sept. 27	<a href="#">Anna Clark, ed. "Did female marriages undermine conventional marriage in the Victorian era?"</a>	Lesbian Subcultures	

<sup>1</sup> Unless otherwise noted, all assignments are due before midnight the day they are listed.



Week	Day	Date	Reading	Class Topic	Assignments Due <sup>1</sup>
<b>Week 5: Queer Subcultures Part 2</b>	Monday	Oct. 2		Reading Response 1 / Research Workshop	Bring list of sources to class
	Wednesday	Oct. 4	<a href="#">Andrew Israel Ross, “Public Hygiene, Public Sex, and Public Urinals,” in <i>Public City/Public Sex</i></a>	Queer Male Subcultures	
<b>Week 6: Defining Prostitution</b>	Monday	Oct. 9	Michael Ryan, <i>Prostitution in London, with a Comparative View of That of Paris and New York</i> (excerpt); Katie Hemphill, <i>Bawdy City</i> , 1-20	Prostitution as “Necessary Evil”	Primary Source Analysis
	Wednesday	Oct. 11		Introducing Historiography	
<b>Week 7: Sex Work in Baltimore, Part 1</b>	Monday	Oct. 16	Katie Hemphill, <i>Bawdy City</i> , chaps. 1 and 2	The Rise of the Brothel Economy	
	Wednesday	Oct. 18	Katie Hemphill, <i>Bawdy City</i> , chaps. 4 and 5	Regulating Sex Work in the United States	Historiography Sources via E-mail / At least four 3-2-1 posts should be completed by this date
<b>Week 8: Sex Work in Baltimore, Part 2</b>	Monday	Oct. 23	Katie Hemphill, <i>Bawdy City</i> , chaps. 7 and 8	Race and Nightlife	
	Wednesday	Oct. 25		Reading Response 2 / Historiography Workshop	
<b>Part 2: Urban Politics, Queer Politics</b>					
<b>Week 9: The Politics of Sex in</b>	Monday	Oct. 30	<a href="#">Letter from Romaine Cox on the Mattachine</a>	A Brief Introduction to Queer Politics	

Week	Day	Date	Reading	Class Topic	Assignments Due <sup>1</sup>
the Twentieth Century			<a href="#">Foundation; Gay Liberation Front Manifesto</a>		
	Wednesday	Nov. 1	Phil Hubbard, <i>Cities and Sexualities</i> , chap. 3	Post-War Domestic Sex	
Week 10: Public Sex and Public Space	Monday	Nov. 6	Phil Hubbard, <i>Cities and Sexualities</i> , chap. 4	Public Sex	
	Wednesday	Nov. 8	Joan Nestle, “The Bathroom Line;” Elizabeth Lapovsky Kennedy and Madeline D. Davis, “‘We’re going to be legends, just like Columbus is:’ The Butch-Fem Image and the Lesbian Fight for Public Space”	Lesbian Bar Culture	
	Friday	Nov. 10			Historiography
Week 11: Activism and Sex Work, Part 1	Monday	Nov. 13	Documents on the Stonewall Uprising	Reading Response 3 / The Stonewall Uprising	
	Wednesday	Nov. 15		Film Screening: <i>The Stroll</i> (dir. Kristin Lovell, 2023)	
Week 12: Activism and Sex Work, Part 2	Monday	Nov. 20		Gentrification, Sex Work, and Trans Lives (Optional Online Discussion)	
	Wednesday	Nov. 22		No Class (Thanksgiving)	
Week 13: Public Sex and Gentrification	Monday	Nov. 27	Samuel Delaney, “...Three, Two, One, Contact: Times Square Red, in <i>Times Square Red, Times Square Blue</i> ; <a href="#">Julian Lucas, “How Samuel</a>	The Power of Public Sex?	

Week	Day	Date	Reading	Class Topic	Assignments Due <sup>1</sup>
			<a href="#">R. Delany Reimagined Sci-fi, Sex, and the City,” <i>The New Yorker</i>, July 3, 2023</a> (optional, but recommended)		
	Wednesday	Nov. 29			Presentations
<b>Week 14: Presentations</b>	Monday	Dec. 4			Presentations
	Wednesday	Dec. 6			Presentations
<b>Week 15: Wrap Up</b>	Monday	Dec. 11			Final Exam Review
<b>Final Exam: Friday, December 15 at 6:30p (Not my fault!)</b>					