Course Description:
The idea of the incorrigible sexual monster still lingers in the discourses of medicine and law. This fact is never plainer than in the moments of crisis and panic following revelations of sexual misconduct. Through analysis of historical case studies and discussion of recent events, students in this class will explore ways that sexuality has been criminalized (and decriminalized) and pathologized (and depathologized). Students will choose one case study and prepare a final research project on this case. Readings include works by Gayle Rubin, Michel Foucault, Cesar Lombroso, Richard von Krafft-Ebing, Stanley Cohen, and Nicole Hahn Rafter.

This course is an examination of medical, scientific, legal and news media texts through a humanities lens. As a participant in class, you are expected to present arguments based on evidence from the texts we are reading together, and also to critique the texts (and the arguments of your classmates) with similar sorts of evidence. The weekly writing assignments are designed to help facilitate these discussions.

Course Objectives:
Students in this class can expect to:
- Develop skills in active reading, critical analysis and scholarly writing
- Learn the main ideas in the history of medical and scientific study of sexuality, especially as it relates to criminal behavior.
- Debate social, ethical, and legal attitudes surrounding selected topics in human sexual behavior.
- Learn to engage in the study of one subject (here, sexuality and sexual behavior) from multiple disciplinary angles.

Course Policies:
Attendance is mandatory: You are allowed ONE absence from class. Every absence in excess of that one will result in a reduction of your final grade (B+ to B, B to B-, etc). Our class time is 3:30-6:10, and you should expect to be present in the classroom and actively participating from 3:40pm–6:10, excepting a 15 minute break. Please use that break and the ten minutes at start of class to attend to the needs of the body (restrooms, food, texting friends). If you are not present in class for a significant portion—either by exiting the room or by putting more attention on your electronic devices than your
classmates–you will be considered absent for that day and marked accordingly. Egregious tardiness (more than 30 minutes late) or frequent unexplained tardiness will also be treated as an absence. If you foresee difficulty with this policy for any reason and would like to request accommodations, please speak with me by the end of class on February 2nd.

Late work is not accepted. Assignments are due in hard copy at the start of class on the dates listed below unless alternate arrangements are made in advance. Late work will automatically receive a zero. If you are absent from or significantly late to class without prior notice, you cannot receive credit for that week's assignment. If you experience an emergency or otherwise foresee difficulty meeting any of the stated deadlines, please contact me as soon as possible so we can agree on new due dates.

Plagiarism is not permitted. As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Please consult the Gallatin Bulletin or Gallatin website for more information.

Accommodations. New York University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you need a classroom accommodation please make an appointment with me to discuss this as soon as possible. Likewise, if you foresee difficulty meeting any of the stated deadlines, please contact me as soon as possible so we can agree on new due dates. All information will be held in the strictest confidence.

Grading:
Course grades will be determined by the following scale:

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This syllabus is subject to change. I reserve the right to revise the syllabus throughout the semester, according to the needs of the class as a whole.

Assignments:

Reading and Participation (25%): You are expected to come to class each session having actively read the article(s) assigned for that date on the syllabus. Class Participation consists of asking questions when material is unclear during lectures and engaging in productive, relevant, critical conversation during discussions. Although this class is humanities based in method, the subject of the class is sexuality studies, which is a highly interdisciplinary field. I encourage you to think about how to study the subject
matter we cover through the lenses of other disciplines and to bring those insights to class discussions and to your final paper projects.

The rule of thumb for interdisciplinary discussion is simple: no form of knowledge is inherently better than any other. You should be courteous and generous to your classmates when they offer evidence from other areas of knowledge, and, in turn, make sure you use your own interdisciplinary knowledge to enhance our experience rather than to close it down.

*Weekly Writing Assignments (25%):* You will hand in a total of 10 writing assignments, due at the start of class. These will usually take the form of SQuIDS (Select a Quotation, Identify and Discuss the Significance), detailed on the next page. SQuIDS are ~250 words in length. Starting at midterm, preparation for the final paper will take the place of SQuIDS in alternate weeks.

*Midterm Paper (20%):* In week nine, you will develop one or two of your SQuIDS into a 5-page paper. Details of what is expected in the short paper will be covered in class.

*Final Paper (30%):* You may choose one of the following options:

1. A research paper focusing on a specific legal or medical case, law, or diagnosis. You will be expected to include substantial primary sources for this paper.
2. An argumentative, theoretical or analytical essay about a subject we have discussed in class.
3. A creative work, such as screenplay, stage play, or short story, focused on a particular era we have discussed in class. Such work must reflect significant attention to detail and care for historical accuracy, both in the work itself and in the bibliography, and I may require you to include primary sources where applicable.
4. A research proposal for a study of human sexuality to be undertaken in a particular field.

You must identify the genre in which you wish to write when selecting your paper topic (topics are due March 28th), and then discuss details with me individually during the week of March 28th -April 4th. You are encouraged to pick a genre that complements your major(s) or area of concentration, especially one that highlights the other disciplines and media in which you have foundational knowledge. Details of what is expected in the final paper will be covered in class.

*Required Texts*
All required books are available in many forms and editions, but for ease of classroom discussion please attempt to purchase the edition specified. All readings marked with an asterisk are either articles or book excerpts and are available on Classes.

*Sex Fiends, Perverts and Pedophiles*, Chrysanthi Leon (2011, NYU Press)
**SQuIDS**
Your weekly reading responses must take the following form, **Select a Quotation, Identify and Discuss the Significance.** called SQuIDS for short:

**Select a Quotation:** Pick one or two significant sentences from any of the readings assigned that week. A significant quotation is usually one that states the main thesis of the article or section, one that states an important supporting thesis, or one that demonstrates a premise or assumption made by the author. You may also choose to pick a sentence demonstrating an important rhetorical move or (if you are very bold) one that demonstrates a weakness of the argument. Place your selected quotation at the top of the page, clearly differentiated from your response.

**Example:** “The history of mankind is a history of repeated injuries and usurpation on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.”

**Identify:** Give the title and author of the text that contains your chosen quotation, and then explain where in the text this sentence occurs, i.e., it is the opening line, it is the last portion before the author transitions to another topic, it is in the middle of the section on dolphins. Your explanation of where it occurs in the text must bear some relevance to its importance.

**Example:** This sentence is in the introduction of “The Declaration of Sentiments,” as recorded in Elizabeth Cady Stanton’s *The History of Women’s Suffrage*. It prefaces a long list of grievances, the “facts [to] be submitted,” that the women at Seneca Falls held against the men of the United States.

**Discuss the Significance:** Explain why you chose this quotation. If it states a main or supporting thesis, give that thesis in your own words, and explain how the author supports it otherwise in the work. If it gives a premise or assumption, explain what that piece of support is and why it is vital to the author’s overall argument. If the sentence makes an important rhetorical move, that is, if it is an example of the overall style or tone of the work, explain why.

**Example:** This section introduces the main arguments of the *Declaration*, including the lack of suffrage rights for women, and names them as part of a history of injuries committed by men against women. Read just as it is written, this introduction tells us that the writers saw their position, as women, as the victims of the tyranny of men. Further, they saw their subjugation as a simple and obvious truth, not an opinion. However, the section takes on another layer once we take into account that the *Declarations of Sentiments* is a play on the *Declaration of Independence*. Here, Cady Stanton has substituted “mankind” for the King of Great Britain, while woman stands in for the subjugated states. Woman is declaring her independence from the tyranny of man, a tyranny that is simply a matter of fact.
Class 1, January 25: Introduction

Class 2, February 1: Early Studies of Homosexuality/Trans* Identity
SQuIDS 1 DUE
*Gayle Rubin, “Thinking Sex” 143-178
*Karl Heinrich Ulrichs, The Riddle of “Man-Manly” Love, pp 375-402, 416-421
*Carl Westphal, “Contrary Sexual Feeling” pp 1-22
*Magnus Hirschfeld, The Transvestites pp 28-39
*Havelock Ellis, Psychology of Sex “Sexual Inversion” pp 65-74

Class 3, February 8: Born Criminals and Victorian Morality
SQuIDS 2 DUE
*Cesar Lombroso, Criminal Man pp 8-26, 81-84, 202-205, 212-220, 271-276
*Cesar Lombroso, Criminal Woman, the Prostitute, and the Normal Woman, pp 171-192
*Judith Walkowitz, City of Dreadful Delight, Introduction and “Jack the Ripper”, pp 1-13, 191-228
*Michel Foucault, The History of Sexuality “We Other Victorians” pp 1-13

NO CLASS February 15: President’s Day

Class 4, February 22: Sexual Science and Sexual Psychopathies
SQuIDS 3 DUE
*Michel Foucault, Abnormal pp 55-63
*Michel Foucault, The History of Sexuality “Scientia Sexualis” pp 53-73

Class 5, February 29: Moral Panic
SQuIDS 4 DUE
*Stanley Cohen, Folk Devils and Moral Panics pp 9-26
*Philip Jenkins, Moral Panic, pp 1-48
*Michel Foucault, Abnormal pp 309-318

Class 6, March 7: Psychoanalysis
SQuIDS 5 DUE
Sigmund Freud, Three Essays on the Theory of Sexuality
*Drusilla Cornell, “Sexual Freedom and the Unleashing of Women’s Desire” The Imaginary Domain, pp 168-227

NO CLASS March 14: SPRING BREAK
Class 7, March 21: Sex Work
*Frederick K. Grittner, White Slavery, pp 61-81
*Melinda Chateauvert Sex Workers Unite pp 1-46
*Marilynn Hill Their Sisters’ Keepers pp 217-250

Class 8, March 28: Sex, Race and “Judge Lynch”
**PAPER TOPIC DUE - must schedule meeting this week**
*Ida B. Wells-Barnett, Southern horrors: Lynch law in all its phases. pp 7-27
*Randall Kennedy, Race, Crime, and the Law. pp 34-49

Class 9, April 4: Pornography and the Sex Wars
**SQuIDS 6 DUE**
*The Miller Test for Obscenity

Class 10, April 11: Gay Panic; Liberation, AIDS, and DOMA
**BIBLIOGRAPHY DUE**

Class 11, April 18: Pedophilia, Sexual Predators and Sex Offenders
**SQuIDS 7 DUE**
Chrysanthi Leon, Sex Fiends, Perverts and Pedophiles

Class 12, April 25: Forbidden Bodies (Guest Lecturer: Raphi Soifer)
**OUTLINE DUE**
*Roach, Joe - Cities of the Dead, Chapter 1

Class 13, May 2: Rape and Sexual Assault
*Susan Brownmiller, Against Our Will pp 7-15, 375-404
Class 14, May 9: Sexual Autonomy and Consent

ROUGH DRAFT DUE (opt)

*Cheryl Hanna, “Sex is not a sport: Consent and violence in criminal law.” BCL Rev. 42 (2000): 239-289
*Catharine MacKinnon, Toward a Feminist Theory of the State, “Sexuality” pp 126-154

Final Paper Due May 13th