Topics in the History of Sexuality:
Sexual Violence in America

This undergraduate/graduate colloquium explores recent historical interpretations of the history of sexuality, with a focus on sexual violence. The readings cover 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. I have assigned a few non–American studies to provide comparative frameworks. Along with the focus on sexual assault, the course is concerned 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 largely of secondary interpretations (books and articles by historians), along with several primary source assignments. 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.

Majors and minors in History, Feminist/Gender/Sexuality Studies, American Studies, and Comparative Studies in Race and Ethnicity have priority in admission. Permission of the instructor is required; apply at the first class session.

Required readings ordered at the Stanford Bookstore and Green Library Reserves
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. "Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site http://studentaffairs.stanford.edu/oaes."

Please make an office hour appointment at least once during the quarter. A sign-up sheet is posted outside my office door and I will circulate additional times in class to meet about papers.
Student Responsibilities and Grading Guidelines:
The final grade will be determined equally by the following three contributions:

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

2. Weekly written reading responses
   For each week after the first class meeting, submit an analysis of the readings
   (double-spaced; one-inch margins; up to 3 pages or 800-900 words) on email to
   ebf@stanford.edu by 10 a.m. Thursday. The analysis should not simply summarize the
   readings, 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. 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 suggested guidelines on p. 7, below.) Graduate students will
   read one additional secondary source for one class of their choice (sign up at first class), report
   orally in class about the reading, and incorporate the reading into the written analysis.

   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 or A-. The second reading response will be graded for
   everyone. Of the remaining reading responses, choose at least two other weeks for graded
   papers for 4 units, three other weeks for 5 units; the remaining papers 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 for one of these reasons, please
   get notes from another student and submit a 3-4 page reading response before the next class
   meeting.

3. Final graded paper
   Undergraduate topical final paper (6-7 pages for 4 units, 9-10 pages for 5 units) based on
   required readings and at least two additional recommended readings (4 units) or three
   additional recommended readings (5 units). Choose a particular subject or theme covered in
   the course and either review this topic over time or compare historians’ approaches. If you
   prefer to write a paper based on a set of primary sources, please consult with me early in the
   quarter to design the research. All topics must be approved by February 27 (submit topic and
   additional readings on email). Optional first drafts are due no later than the last class meeting.
   Final papers are due by 9. a.m. Friday March 14, by email. No late papers or course
   incompleteds except in cases of documented health or family emergencies. Further
   instructions for the final paper will be provided in class.

   For their final papers graduate students will write a 10-12 page literature review based on a
   bibliography submitted by February 20th. I will help graduate students design final papers
   appropriate for their studies.

Dates, Topics, and Assignments
INTRODUCTION TO COURSE
I will provide an overview of the historical study of sexual violence and the course structure and requirements. Students apply in class; I will let you know by email this evening if you are admitted or waitlisted. To secure your place, confirm that you are taking the course by email reply before 5 p.m., January 10.

Freedman, Redefining Rape, Introduction (hereafter Redefining Rape)

EARLY AMERICA AND SLAVERY
What were the social and cultural origins of American responses to sexual violence? How did race construct the meaning of interracial sexual relations? What role did rape play in the growth of slavery? What, if any, agency could enslaved women exercise in response to the institutionalization of rape?

Redefining Rape, Chap 1
Sharon Block, "Rape without Women: Print Culture and the Politicization of Rape, 1765-1815," Journal of American History 89, no. 3 (December 2002 2002): 849-68, COURSEWORK
Annette Gordon-Reed, The Hemingses of Monticello (Norton, 2008), Chap 15, COURSEWORK
Martha Hodes, White Women, Black Men, Chap 3, COURSEWORK

INCEST, SEDUCTION, AND STATUTORY RAPE
How did age influence the response to sexual violence in North America? What meanings did the term seduction carry in the 19th century? Why did the sexual vulnerability of adolescent girls become a concern at the turn of the twentieth century? What difference did race make in statutory rape reforms?

Redefining Rape, Chaps 2, 7, 8
Helen H. Gardener, "What Shall the Age of Consent Be?" Arena (January 1895), pp. 196-98 (and at least 2 other Age of Consent documents in "How Did Gender and Class Shape the Age of Consent Campaign Within the Social Purity Movement, 1886-1914? ") COURSEWORK
PERIODIZED READING ASSIGNMENTS

1/30: SEXUAL PANICS, RACE, AND POLITICS
How did sexual violence help construct citizenship after emancipation? What was the relationship between rape and lynching? Who opposed lynching, and why? When and why did white women join the anti-lynching movement? How do American and southern African histories of rape panics compare?

Redefining Rape, Chaps 4-6, 12
Ida B. Wells, excerpts from Southern Horrors: Lynch Law in All Its Phases (1892) and A Red Record (1895), COURSEWORK

2/6: SUFFRAGE ERA CRITIQUES OF RAPE AND STREET HARASSMENT
How does the history of sexual violence illustrate the tensions between protective and equal rights politics in the 19th and early 20th centuries? What were the limitations of women's rights and feminist interpretations of rape?

Redefining Rape, Chaps 3, 10-11
Judith R. Walkowitz, "Going Public: Shopping, Street Harassment, and Streetwalking in Late Victorian London," Representations 62 (Spring, 1998), 1-30, COURSEWORK
"Smashing the Masher" illustrations in class

2/13: BOYS AND MEN
When and why did boys begin to be understood as sexually vulnerable? How did the image of the child predator change over time? How did race, ethnicity, and sexual identity influence the discourse on sexual crimes against children? Do you see any parallels with the age of consent movement? What do you learn about the methodological challenges of studying the history of sexuality?

Redefining Rape, Chap 9
Steven Maynard, "'Horrible Temptations': Sex, Men, and Working-Class Male Youth in Urban Ontario, 1890-1935," Canadian Historical Review 78(2) 1997, 191-235, COURSEWORK
RACE, ETHNICITY, AND POLITICS IN TWENTIETH-CENTURY RAPE CASES

How have historians moved beyond the black/white construction of rape to understand class and ethnic dynamics, and through what kinds of sources? What role does sexual violence play in the emergence of the modern civil rights movement? How does the rhetoric of the “protection of womanhood” influence rape cases?


Redefining Rape, Chap 13 (Scotsbobo)


“Scottsboro: An American Tragedy” (2001) film screened in class

Graduate student paper topics are due today.

FINAL PAPER TOPICS AND BIBLIOGRAPHIES MUST BE SUBMITTED FOR APPROVAL ON EMAIL BY FEBRUARY 26.

WAR AND CONQUEST

How has sexual violence contributed to war, militarism, and racial hierarchies? Why has wartime rape remained normative for so long?

Crystal Feimster, "General Benjamin Butler and the Threat of Sexual Violence during the American Civil War," COURSEWORK


http://www.jstor.org/stable/778926

Mary Louise Roberts, What Soldiers Do: Sex and the American GI in World War II France (University of Chicago Press, 2013), chaps. 7-8 COURSEWORK

Tuba Inal, Looting and Rape in Wartime, p. 92-112.

"The Invisible War" (2012) excerpts from film screened in class

Recommended reading: Brownmiller, Against Our Will, Chaps 3-4
3/6: SECOND-WAVE FEMINIST POLITICS AND BEYOND

*How have modern feminists tried to reconceptualize sexual violence? How have feminist policy initiatives challenged or sustained earlier understandings of race and gender?*

*Redefining Rape, Chap 14*
Susan Brownmiller, *Against Our Will: Men, Women, and Rape* (1975), Chaps 1, 6-10, (and browse other chapters)
COURSEWORK (and browse documents)
Recommended webpages:
http://www.stopstreetharassment.org/ and http://www.ihollaback.org/

"Anita: Speaking Truth To Power" (2013) film screened in class

First drafts of final papers should be completed before class. I will return feedback as soon as possible.

FINAL PAPERS ARE DUE ON EMAIL by 9 a.m. on MARCH 14th

GUIDELINES FOR WEEKLY READING ANALYSES:
You can choose the questions that are most applicable for the readings each week and address some of the discussion questions raised on the syllabus.

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

2. Author’s approach: questions asked, sources used; scope (time, location)


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 additional reading presented orally at one class session.
SELECTED SECONDARY SOURCES for final papers. Undergraduates should consult AT LEAST two (4 units) or three (5 units) of these sources to supplement required readings; graduate students will write more extensive review essays. You can find other citations in the notes to Redefining Rape. Please consult with me about using other studies.

HISTORICAL APPROACHES AND OVERVIEWS


Porter, Roy. "Rape - Does it have a Historical Meaning?" In Rape, edited by Sylvana Tomaselli and Roy Porter, 216-279 (Blackwell, 1986).


EARLY AMERICA


FRONTIERS, WEST, NATIVE AMERICANS


LEGAL HISTORY


RACE, RAPE, LYNCHING

Bardaglio, Peter w. "Rape and the Law in the Old South: 'Calculated to excite indignation in every heart'." Journal of Southern History LX, no. 4 (1994): 749-772


Edwards, Laura F. "Sexual Violence, Gender, Reconstruction, and the Extension of Patriarchy
McGuire, Danielle L. At the Dark End of the Street: Black Women, Rape, and Resistance—a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power (Knopf, 2010)

CHILD ASSAULT


### PRISON SEXUALITY


### SEXUAL HARASSMENT AND DATE RAPE


### INTERNATIONAL HISTORIES


