GSFS/AMST 0241: Sexuality in the US: Histories and Identities

Prof. Anson Koch-Rein  
akochrein@middlebury.edu  
Office hrs: Tues 11:00am-noon &  
Thurs 12:45-2:45pm or by appointment  
in Chellis House 202  
Fall 2015  
3:00-4:15pm TTh  
Lib 201

Course Description
What does sexuality mean? In the US the meanings of sexuality are highly contested, historically and in the present. Working from an interdisciplinary perspective, we will look at different historical and theoretical approaches to thinking about issues of sexuality and to writing its histories. Drawing from feminist scholarship, queer theory, and lesbian, gay, and transgender studies, we will discuss sexual identities, representations of sexuality, and sexual cultures, and examine how intersecting categories such as race, class, disability, and gender influence how sexuality is understood.

Sources
- Books (available in the bookstore or through other sellers):
  2) Michel Foucault: *History of Sexuality Vol. I*
  3) Hanne Blank: *Straight: The Surprisingly Short History of Heterosexuality*
  4) Regina Kunzel: *Criminal Intimacy*

- Other readings (see schedule below) can be found on electronic reserves:  
  Password: zpe3wvc

Course Blog: [http://sites.middlebury.edu/gsfs241f15/](http://sites.middlebury.edu/gsfs241f15/)

You can also find e-reserves and course blog linked on the Course Hub:  

Requirements, Assignments, and Grading:
You will come to class prepared, do the readings, and complete the assignments by the due dates. Failure to adhere to any requirements or meet deadlines will negatively affect your grade. Late work, for instance, will be penalized unless you negotiate an extension *ahead of time* due to special circumstances.

I. Participation: Discussion and Attendance – 20%
What is available to be learned in the classroom are not just the offerings I make as a teacher, but also the ideas we develop together as a class or in smaller group work settings, the thinking you do out loud in discussions, the brilliant comments other students make, the inspiration coming from a reading. As a fellow learner, I encourage you to challenge, question, and add to
what I have to bring to the class, and to listen to and discuss with each other. Active listening and your contributions to the discussions are what you will be graded on here. We will cultivate a passionately friendly attitude of debate at all times.

II. Reader’s Diary: Blog Entries in Response to Readings – 20%
By 1pm the day of each class meeting that has readings assigned, you will post to the course blog four (or more) key passages from the material (type up the quotes and give page numbers) with at least three keywords to mark themes you see as important in the source, AND formulate at least one question/point of discussion. If more than one source is assigned, please make sure they all appear in your reader’s diary. Please do not read your colleagues’ postings until after you have submitted yours.
These notes will help you actively contribute to class discussion and prepare for your final paper – as well as allowing me to make sure that you are keeping up with the reading. Please note: Because you will be preparing in-depth with your group, you won’t do an entry for the session in which your group will be experts (see below).

III. Group Presentation – 20%
You will form six groups which will each be assigned a session to be discussion leaders and experts in. I will hand out detailed instructions for the work and role of these groups on Oct. 1, but you can expect it to involve giving a 20-30 minute presentation as a group and each member submitting a 4-page write-up as well as a self- and group evaluation one week after the presentation.

IV. Final Project – (40%)
There are two options for your final project, please choose one.

Option a) Paper (12-15 pages; due 12/23 by 11:59pm):
For your final paper, please choose

1) a cultural representation of sexuality (in literature, television, movie, comic book, web media) that you think warrants scholarly attention
OR
2) an issue related to sexuality that you would like to discuss

and use it as a starting point to develop a research question/thesis/argument. This can take a number of different shapes, ranging from a close look at an individual aspect or theoretical issue to a comparison of two different sources or representations. Feel free to go into depth on something we have mentioned in discussions, readings, or that interested you from additional sources we have touched on in class – but feel equally free to look beyond course materials.
Use as many sources as you need for your argument and topic, but make sure you cite at least three. At least two of your sources have to be secondary/scholarly ones [monographs, book chapters, academic journal articles], drawn from the course materials and/or from your own research.
Option b) Oral Presentation (20min. + 10min. Q&A, finals week):
You will follow the same prompt as those completing a final paper, but instead of presenting your thoughts in the form of a paper, you will schedule a meeting with me during finals week to give a 20-minute oral presentation followed by 10 minutes of questions from and conversation with me. You are free to choose your own presentation technology: You can speak freely, from brief notes, read from full-fledged manuscript, or with a powerpoint/prezi/digital presentation. If you’d like, you can provide a handout of quotes, thesis, visual material etc. for me, but you MUST bring a bibliography showing your sources.

I highly recommend seeing me in office hours at some point during the research/writing/preparation process for instance to discuss your topic idea, your selection of sources, or a (full or partial) draft of your paper, handout, presentation materials [please send me any draft at least 48hrs. in advance of your office hour visit, so I will have time to read through and prepare written comments]. In general, I am happy to give feedback on a draft of your paper, if you submit it before/by Nov. 30.

Written Assignments Formatting and Submission: Send completed papers to me via e-mail. I will acknowledge receipt with a reply message. Only the following file formats will be accepted: .doc, .docx, .rtf. Submissions must meet the page requirement (+/-10%) while being in 12pt-size of a standard font and double-spaced with a 1-inch margin. All documents must include a carefully formatted bibliography (MLA, Chicago, etc. – your choice of style, but stick to one).

NOTE: Electronic submissions mean electronic comments. This will be a ‘paperless’ process (i.e. no hardcopies). If for some reason you might want hardcopy comments, you must submit a hardcopy to my office mailbox in addition to the electronic version.

PS: If you are new to writing longer papers or just looking for some helpful writing and citation tips, I recommend two small books: 1) Graff, Gerald and Cathy Birkenstein: “They Say/I Say”: The Moves That Matter in Academic Writing (Norton) and 2) Faigley, Lester: The Little Penguin Handbook (Penguin). Additional resources and support can also be found at the Middlebury Writing Center:
http://www.middlebury.edu/academics/resources/ctlr/students/writing_support/writing_resources

Grading Scale
A (4.00) = 100-94%
A- (3.77) = 93-90%
B+ (3.33) = 89-87%
B (3.00) = 86-84%
B- (2.7) = 83-80%

C+ (2.33) = 79-77%
C (2.00) = 76-74%
C- (1.67) = 73-70%
D (1.00) = 69-64%
F (0) = 63-0%

A note on academic integrity
I am sure you are familiar with the Middlebury honor code. You can refresh your memory on its definitions and policies at http://www.middlebury.edu/studentlife/dos/honorcode.
In short: Cite your sources - don’t be that guy...
Student Accessibility Services
If you need me to make accommodations for you in this class, please contact Student Accessibility Services immediately. Jodi Litchfield, the ADA Coordinator, can be reached at 802-443-5936 or via e-mail at litchfie@middlebury.edu. Jodi’s office is located in the lower level of Meeker House. Student Accessibility Services will determine the accommodations necessary and give you a letter specifying these for me – this will ensure your equal participation in the class while protecting your medical privacy. If your access needs have already been specified, please provide me with the letter.

Schedule
Disclaimer: This is a working document and subject to change in response to course progress and current events.

Thr 09/17
Introductions, Questions, Syllabus

Tue 09/22

Thr 09/24

Tue 09/29

Thr 10/01

Tue 10/06

Thr 10/08
=> Form Groups

Tue 10/13 *SKYPE THE AUTHOR SESSION WITH Hanne Blank!*
Blank: *Straight* – chs. 5-end, pp. 95ff.

Thr 10/15

Tue 10/20
Regina Kunzel: *Criminal Intimacy* – chs. 4-6 + Epilogue, pp. 111-237.
Thr 10/22

Tue 10/27

Thr 10/29

Tue 11/03 Group 1

Thr 11/05 Group 2

Tue 11/10 Group 3

Thr 11/12 NO CLASS – instructor is at NWSA conference.
Tue 11/17 Group 4

Thr 11/19 Group 5

Tue 11/24 Group 6

Tue 12/01

Thr 12/03

Tue 12/08

Thr 12/10 Wrap up and Final Paper Show & Tell
For this meeting, please each bring (a link to) one article (popular or scientific), literary piece, video/film, photograph, magazine clipping, advertisement, song, piece of art etc. to class that represents sexuality in some way – have a question or claim ready to offer it up with for discussion. This object of analysis may be coming directly from your final paper topic, but you are also free to bring something completely different.
Option a) Final Paper Due 12/23 at 11:59pm. Option b) Final Presentation to be scheduled individually during finals week.