This research seminar explores intersections between sexuality and political dissent in early America and the modern United States. Some of our readings interpret the politics of sexuality that have characterized various dissident communities and protest movements. These historians ask: how has sexual discourse shaped political activism and its outcomes? Other readings describe dissent against dominant sexual conventions, often called "sex radicalism," as a unique form of politics. These scholars consider the extent to which historic changes have been effected through nontraditional tactics and "micropolitics" (interpersonal dynamics). When and why have particular instances of sexual dissent grown into sexual revolutions? To what extent have those revolutions established new norms, from which later generations would dissent?

Students may pursue topics along either trajectory. Each student will produce an original paper based on primary research with the goal of contributing a fresh understanding to this scholarly dialogue.

Readings

Required:
1. Audre Lorde, Zami: A New Spelling of My Name, a Biomythography (Persephone press, 1982).
4. Additional articles posted on blackboard.

Recommended:
1. Lynn Rampolla, A Pocket Guide to Writing History, 6th ed. (Bedford/St. Martin’s, 2009). Two copies are on reserve in the library.
Assignment and grading rubric

30% Participation. Attend every class meeting prepared to discuss the assigned reading. We will meet seven times this quarter; after week 1, your performance in each meeting will account for 5 points of this grade.

20% Reviews (1 book review, 1 peer review; two pages each. No late submissions.)

50% Final paper. Twenty to twenty-five pages in length (double-spaced, 12-point font, with 1” margins). Due via blackboard at 10 a.m. Monday, June 11. If the paper is submitted after 10 am on the due date, I will subtract one-third of a letter grade from the grade that it otherwise would have earned (e.g., a B paper will become a B- paper). The paper will continue to lose one third of a letter grade per hour thereafter.

| A papers… | Are turned in on time  
|           | Meet the page requirement  
|           | Use primary sources in innovative ways  
|           | Persuasively argue an original thesis  
|           | Make a significant contribution to the existing historiography  
|           | Are superbly written and skillfully organized  |
| B papers… | Are turned in on the due date  
|           | Meet the page requirement  
|           | Interpret primary sources  
|           | Present a clear and persuasive argument  
|           | Are well-written and clearly organized  |
| C papers… | Are turned in on the due date  
|           | Meet the page requirement  
|           | Incorporate primary research, but only weakly interpret sources  
|           | Present a weak or unpersuasive argument  
|           | Are clearly written and have some sense of organization  |
| D papers… | Are turned in on the due date  
|           | Meet the page requirement  
|           | Rely on secondary, more than primary, sources  
|           | Present no clear argument at all or maintain an unoriginal thesis  
|           | Use primary sources without analysis  
|           | Have a few big writing problems  |
| F papers… | Are turned in after the due date  
|           | Don’t meet (or far exceed) the page requirement  
|           | Are plagiarized or fabricated  
|           | Show no evidence of original primary research  
|           | Are unintelligible due to poor writing  |
Week 1. Apr. 3

- **Session plan: introductions and resources**
  - Syllabus & course overview
  - 2:15 Linda Long, Knight Library, Special Collections
  - 3:15 John Russell, Knight Library 267B
  - 4-4:50 Introduction to research in the history of sexuality

Week 2. Apr. 10

- **Read: Snapshots of sex and dissent (available on blackboard)**

- **Session plan: overview of the history of sexuality in the U.S.**
  - Timeline of major events in U.S. history of sexuality
  - Working with theories of sexuality
  - Discussion of readings: historical analyses, case studies, & narratives

Week 3. Apr. 17

- **Read: Primary sources, in all their variety**
  - Three short primary sources, available on blackboard

- **Write: five possible paper topics**, assigning each a methodological approach (social, legal, cultural, etc.) and a research question.

- **Session plan: topics and sources**
  - Discussion of possible topics
  - How to frame a research question
  - Interpreting primary sources
Week 4. Apr. 24
- **Read:** A sample monograph
- **Session plan**
  - Research proposal and bibliography due
  - Discussion of reading: narrative, biography, and analysis

Week 5. May 1
- **Read:** An influential intervention in a major debate
  - A major work in your chosen subject area. Read in entirety.
- **Write:** Book review (of one major work in your subject area).
- **Session plan**
  - Discussion of reading: reconstruct the debate, evaluate methods of argumentation, consider application to your topic
  - Historiography: building block, conversation, and point of departure
  - Exercise: Two books, two ways
  - Schedule individual meetings with professor

Week 6. May 8
- **No class:** Independent research and writing
- Individual meetings with professor

Week 7. May 15
- **Write:** Rough draft due (three paper copies)
- **Session plan**
  - The purpose of peer review & how to do it well
  - Writing history: structure and argument
  - Schedule individual meetings with professor

Week 8. May 22
- **No class:** Independent research and writing
- Individual meetings with professor

Week 9. May 29
- **Write:** Peer review feedback due (two papers copies)
- **Session plan:**
  - Discussion of feedback
  - Writing history: evidence, citation, narrative
  - Schedule individual meetings with professor
Week 10. June 5

- No class: Independent research and writing
- Individual meetings with professor

**Final paper due via blackboard no later than 10 a.m. Monday, June 11.**