

LB 324A (001)
Science and Sex, Gender, and Sexuality (Arts and Humanities)

SEX CHANGES:
THE HISTORY OF SEXUALITY IN MODERN SCIENCE

M/W 3:00-4:50pm
C103 Holmes Hall
Fall 2017

Instructor: **Prof. Naoko Wake**

Email: wake@msu.edu

Office Hour: 10:00am-noon on Monday, W-29 Holmes Hall, or by appointment

Course Description

Can we talk about our sexuality “scientifically”? Is it possible for us to talk about our sexual experiences, feelings, and imagination in scientific language? Can we “examine” sexual matters in scientific studies without losing a sense of privacy, intimacy, and subjectivity that our sexuality seems to provoke almost inevitably? Is it reasonable for us to expect that science can define “normal” and “abnormal” sexualities? What are we saying, exactly, when we say either “Yes” or “No” to such questions? Are we simply stating our personal opinion, or are we revealing something deeper about ourselves, our culture, and our society? Whatever our answers may be to these questions, scientists around the world have long attempted to describe human sexuality in “rational” and “objective” ways. This course examines these scientists’ changing approaches to the subject in a range of different societies from the beginning of sexology in the late nineteenth century to the revival of biological studies at the end of the twentieth century. In addition to tracing theories of important Western sex researchers such as Havelock Ellis, Magnus Hirschfeld, Richard von Krafft-Ebing, Sigmund Freud, George W. Henry, Alfred Kinsey, Evelyn Hooker, John Money, William Masters, Virginia Johnson, and Simon LeVay, we will become familiar with the social and political dynamism and popular and literary culture that shaped sexology as it traveled to and from the Middle East, Russia, Asia, and Latin America.

Learning Goals

By taking this class, students can . . .

1. Identify important changes and continuities in the history of the science of sexuality.
2. Relate these examples of change and continuity to specific times, places, and people.
3. Identify important ideas, theories, and methods in the history of the science of sexuality.
4. Relate these ideas, theories, and methods to specific social, cultural, and historical contexts.
5. Identify important intersections of sexuality and gender, race, ethnicity, class, religion, ability, and nationality.

6. Recognize the significance of both individual uniqueness and commonly shared experiences in the history of the science of sexuality.
7. Recognize the significance of both scientific and subjective ways of understanding sexuality.
8. Explain the tension between public and private experiences in the history of the science of sexuality.
9. Explain the tension between the concepts of “normal” and “abnormal” in the history of the science of sexuality.
10. Demonstrate interest in and respect for difference.
12. Acquire skills to think, speak, and write in a well-informed, clear, and critical way.

Readings

Books

Angus McLaren, *Twentieth-Century Sexuality: A History*, 1999 (ISBN: 9780631208129).
 Heike Bauer ed., *Sexology and Translation: Cultural and Scientific Encounters Across the Modern World*, 2015 (ISBN: 1439912491).

Coursepack

Harry Oosterhuis, “Richard von Krafft-Ebing’s “Step-Children of Nature”: Psychiatry and the Making of Homosexual Identity” in Vernon A. Rosario ed., *Science and Homosexualities* (1997): 67-88.

Darryl B. Hill, “Sexuality and Gender in Hirschfeld’s *Die Transvestiten*: A Case of the “Elusive Evidence of the Ordinary,” *Journal of the History of Sexuality*, 14:3 (2005): 316-332.

Nayan Shah, “Between 'Oriental Depravity' and 'Natural Degenerates': Spatial Borderlands and the Making of Ordinary Americans,” *American Quarterly* 57.3 (Sep., 2005): 703-725.

Henry Abelove, “Freud, Male Homosexuality, and the Americans,” *Dissent*, 33 (1986): 59-69.

Jennifer Terry, *An American Obsession: Science, Medicine, and Homosexuality in Modern Society*, 1999, Chapter 6.

Estelle B. Freedman, “Uncontrolled Desires”: The Response to the Sexual Psychopath, 1920-1960,” *The Journal of American History*, 74.1 (1987): 83-106.

Jessamyn Neuhaus, “The Importance of Being Orgamistic: Sexuality, Gender, and Marital Sex Manuals in the United States, 1920-1963,” *The Journal of the History of Sexuality*, 9.4 (2000): 447-473.

Joanne Meyerowitz, “Sex Research at the Borders of Gender: Transvestites, Transexuals, and Alfred C. Kinsey,” *Bulletin of the History of Medicine*, 75 (2001): 72-90.

Evelyn Hooker, “The Adjustment of the Male Overt Homosexual,” *Journal of Projective Techniques*, 11 (1957): 18-31.

Richard Green & John Money, “Effeminacy in Prepubertal Boys: Summary of Eleven Cases and Recommendations for Case Management,” *Pediatrics* (1961): 286-291.

Kurt Freund, “A Laboratory Method For Diagnosing Predominance Of Homo- Or Hetero-Erotic Interest In Male,” *Behaviour Research and Therapy*, 21 (1963): 85-93.

Kater'ina Lis'kova, “Now You See Them, Now You Don't: Sexual Deviants and Sexological Expertise in Communist Czechoslovakia,” *History of the Human Sciences*, 29.1 (2016): 49-74.

Raúl Necochea López, "Gambling on the Protestants: The Pathfinder Fund and Birth Control in Peru, 1958-1965," *Bulletine of the History of Medicine*, 88.2 (2014): 344-372.

Janice M. Irvine, *Disorders of Desire*, 1990, Chapter 6.

Yanqiu Rachel Zhou, "Homosexuality, Seropositivity, and Family Obligations: Perspectives of HIV-infected Men Who Have Sex With Men in China," *Culture, Health, and Sexuality*, 8.6 (December 2006): 487-500.

Timothy F. Murphy, *Gay Science: The Ethics of Sexual Orientation Research*, 1997, Chapter 1.

Peter Hegarty, "Pointing to a Crisis? What Finger-Length Ratios Tell Us About the Construction of Sexuality," *Radical Statistics*, 83 (2003): 16-30.

The books are available for your purchase at Spartan Bookstore in International Center. All the other readings are in the coursepack, available for your purchase at the Collegeville Textbook Company at 321 E. Grand River St., East Lansing, 517-922-0013, www.ctcmsu.com.

Requirements

participation in discussion: 30% (10% for every 5 week)

1 group presentation: 10%

5 quizzes: 15% (3% each)

4 response papers: 20% (5% for each)

1 final paper: 25%

Grading Scale

You will receive a score out of 100 for all the requirements except for the quizzes. For example, you may receive . . .

89 out of 100 for the first 5 week of participation, 80 for the second 5 week of participation, 92 for the third 5 week of participation

91 for group presentation

3 for Quiz 1, 3, 5; 2 for Quiz 2; 1 for Quiz 4

88 for the 1st response paper, 92 for 2nd, 84 for the 3rd, and 91 for the 4th

86 for the final paper

At the end of the semester, these scores will be calculated as follows:

$$(89 + 80 + 92) \div 3 \times 0.3 = 26.1$$

$$91 \times 0.1 = 9.1$$

$$9 + 2 + 1 = 12$$

$$(88 + 92 + 84 + 91) \div 4 \times 0.2 = 17.8$$

$$86 \times 0.25 = 21.5$$

$$26.1 + 9.1 + 12 + 17.8 + 21.5 = 86.5$$

This means that you have obtained 86.5% out of 100%. Because the grading scale for this class is . . .

4.0: 93+ 3.5: 89+ 3.0: 85+ 2.5: 82+ 2.0: 79+ 1.5: 76+ 1.0: 73+ 0.0: 70+

. . . you will receive 3.0 out of 4.0 for the class.

Please be aware that you are expected to come to all the class meetings, and that your absence must be always approved by me to be valid. Valid excuses for absence include illness and family emergency with proper documentation, which you must submit within two weeks after your absence or, in case of an absence in Week 15, before Wednesday in the week of finals (December 13, 2017). Absence without proper documentation will result in 0 for missed attendance, participation, and any other assignments and activities. Also, please be aware that simply coming to class does not constitute valid participation; you need to contribute to discussion. If you remain silent when the instructor or a student poses a question or fail to speak up when you are in a small group for discussion, it will result in, again, 0 for missed participation.

Disability

Students with disabilities that may require assistance or who have questions about any accommodation for testing, note taking, reading etc. need to inform the instructor and provide certification from the Resource Center for Persons with Disabilities.

Civility

As members of this class, you are expected to be courteous and respectful of one another's ideas, life experience, and identities that might be different from yours. We all work together to learn to be fair and open-minded, by separating stigma, bias, and anachronism from well-informed thoughts and interpretations that we strive to acquire in this class. We also work together to become comfortable with and skilled in clarifying or revising our thoughts during our discussion; it is a dynamic aspect of any intellectual inquiry that we discover something new about ourselves. Thus, we can all expect that our first thought on a subject will not be our final thought.

This is a small class in which everyone's thinking, speaking, and sharing in person are essential. I ask you to put away your electronic devices (laptop, iPad, smartphone etc.) unless otherwise instructed. I also ask you not to eat during class. This class is a professional environment, not your snack or meal time. If you have medical or other conditions that necessitate an exemption from these rules, please consult with the instructor.

Academic Honesty

Students in this course are expected and required to follow the principles of academic honesty, broadly defined. Any assignments that violate the principles—for instance, assignments that involve cheating, fabrication, and plagiarism—will receive 0. Students who have violated the policy more than once will receive 0 for the class.

These rules are in line with the Spartan Code of Honor academic pledge, created by the Associated Students of Michigan State University (ASMSU) to value academic integrity and honest work ethics, which reads as follows:

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

This pledge was formally adopted by ASMSU in 2016 and subsequently endorsed by faculty governance, the Provost, President, and the Board of Trustees.

Schedule of Lectures and Assignments

Part I: What is sexuality?

Week 1

August 30 Introduction

Week 2

September 4 No class (Labor Day)
September 6 Reading: Harry Oosterhuis, "Richard von Krafft-Ebing's "Step-Children of Nature": Psychiatry and the Making of Homosexual Identity" (Coursepack pp. 1-12).

Week 3

September 11 Reading: Darryl B. Hill, "Sexuality and Gender in Hirschfeld's *Die Transvestiten*: A Case of the "Elusive Evidence of the Ordinary" (Coursepack pp. 13-29).
September 13 Readings: Heike Bauer, *Sexology and Translation*, Chapters 5 & 10: "British Sexual Science beyond the Medical" & "The Translation of Edward Carpenter's *The Intermediate Sex*."
Pair & Share

Week 4

September 18 Readings: Bauer, *Sexology and Translation*, Chapters 4 & 8: "Data of Desire" & "Translation and Two 'Chinese Sexologies'"
September 20 Readings: Bauer, *Sexology and Translation*, Chapters 6 & 7: "Translating Sexology in Late-Tsarist and Early-Soviet Russia" & "Translating Sexology, Writing the Nation"
Pair & Share
1st response paper (2 pages) due in class

Week 5

September 25 Reading: Angus McLaren, Introduction & Chapter 1: 'The Cult of the Clitoris': Sexual Panics and the First World War.
September 27 Reading: McLaren, Chapter 2: 'Hypersexual Youth': Premarital Sex and the Sex Educators.

Week 6

October 2 Readings: Bauer, *Sexology and Translation*, Chapters 9 & 12: "Novel Translations of the Scientific Subject" & "Suicidal Subjects"
Group presentation: Take I (Bauer, Chapter 9)

Part II: How did scientific approach to sexuality change over time?

October 4 Reading: McLaren, Chapter 3: 'Selfish Beasts': Marriage Manual and the Eroticization of Marriage.

Week 7

October 9	Reading: McLaren, Chapter 4: 'Race Suicide': Birth Control, Abortion, and Family Stability. 2nd response paper (2 pages) due in class
October 11	Readings: Nayan Shah, "Between 'Oriental Depravity' and 'Natural Degenerates'" (Coursepack pp. 30-53) Group presentation: Take II (Shah).

Week 8

October 16	Readings: McLaren, Chapter 6: 'Frigidity': Sigmund Freud, Psychoanalysis, and Gender; Henry Abelove, "Freud, Male Homosexuality, and the Americans" (Coursepack pp. 54-59).
October 18	No class

Week 9

October 23	Readings: Jennifer Terry, <i>An American Obsession: Science, Medicine, and Homosexuality in Modern Society</i> , Chapter 6: Committee for the Study of Sex Variants (Coursepack pp. 60-80). Group presentation: Take III (Terry).
October 25	Reading: McLaren, Chapter 7: "Compulsory Heterosexuality": Eugenics, Fascists, and Nazis.

Week 10

October 30	Reading: Estelle Freedman, "Uncontrolled Desires": The Response to the Sexual Psychopath, 1920-1960"; Jessamyn Neuhaus, "The Importance of Being Orgamistic" (Coursepack pp. 81-105 & 106-133). <u>Pair & Share</u> 3rd response paper (2 pages) due in class
November 1	Reading: McLaren, Chapter 8: 'Surveying Sex': From Alfred C. Kinsey to Hugh Hefner.

Week 11

November 6	Reading: Joanne Meyerowitz, "Sex Research at the Borders of Gender: Transvestites, Transexuals, and Alfred C. Kinsey" (Coursepack pp. 134-153). Group presentation: Take IV (Meyerowitz).
------------	---

Part III: Where is sexuality going?

November 8	Reading: Evelyn Hooker, "The Adjustment of the Male Overt Homosexual"; Richard Green & John Money, "Effeminacy in Prepubertal Boys" (Coursepack pp. 154-169).
------------	---

Week 12

November 13	Readings: Kurt Freund, "A Laboratory Method For Diagnosing Predominance Of Homo- Or Hetero-Erotic Interest In Male"; Kater'ina Lis'kova, "Now You See Them, Now You Don't" (Coursepack pp. 170-200). Group presentation Take V (Lis'kova).
-------------	--

November 15 Readings: McLaren, Chapter 9: 'Sexual Revolution?': the Pill, Permissiveness and Politics.

Week 13

November 20 Reading: Raúl Necochea López, "Gambling on the Protestants" (Coursepack pp. 201-230).

Group presentaiton Take VI (López)

4th response paper (2 pages) due in class

November 22 Reading: TBD

Thanksgiving!

Week 14

November 27 Reading: Janice M. Irvine, *Disorders of Desire*, Chapter 6: "Repairing the Conjugal Bed" (Coursepack pp. 231-254).

Group presentation: Take VII (Irvine).

November 29 Readings: McLaren, Chapter 10: 'Backlash': AIDS and the Sexual Counter-revolution; Yanqiu Rachel Zhou, "Homosexuality, Seropositivity, and Family Obligations" (Coursepack pp. 255-268).

Pair & Share

Week 15

December 4 Reading: Timothy F. Murphy, *Gay Science: The Ethics of Sexual Orientation Research*, 1997, Chapter 1: "Scientific Accounts of Sexual Orientation" (Coursepack pp. 280-304).

December 6 Reading: Peter Hegarty, "Pointing to a Crisis? What Finger-Length Ratios Tell Us About the Construction of Sexuality" (Coursepack pp. 305-319).

Group presentation: Take VIII (Hegarty)

Final Week

Final paper (5-6 pages, double-space, "Times" font, 1 inch margin all around) due noon, Wednesday, December 13th, 2017. Bibliography needs to be included at the end of your paper, although the bibliography does not count as part of the required length. Submit your paper via D2L. No late paper will be accepted.