Birds do it, bees do it, even educated fleas do it… Is it that simple? Do we all approach sex and love in the same way? This course will look at documents about love and sex in a variety of contexts – from different times, in different places, by different types of people. We will be looking at a diversity of sources in order to examine what might be shared about this experience and what might be different in different contexts. Topics will include love and courtship, unions, sexual identity, and pornography.

If you are a junior or senior, this course may count as Segment 3 General Education credit in the cluster “Human Sexuality: Biological, Psychological, Sociocultural, and Humanistic Aspects”. It is also an upper-level division course in any segment for the History major. The only prerequisite for this course is English 214.

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with documented disabilities must register with the DPRC to facilitate the reasonable accommodations process. Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 338-2724 (voice/TTY) or by e-mail at dprc@sfsu.edu.

Academic integrity is a fundamental principle of the university. Academic dishonesty, in the form of cheating or plagiarism, represents an attempt to gain an unfair advantage and it is expressly prohibited by the San Francisco State University Student Code of Conduct. Cheating includes, but is not limited to, gaining unfair access to answers to exams, fabrication of work, helping other students to cheat, etc. Plagiarism can be defined as using another person’s words or work without proper acknowledgment (see also
http://online.sfsu.edu/~rone/StudentHelp/Plagiarism.html#what for more information on avoiding plagiarism). Students who are found to have cheated or plagiarized will be subject to discipline ranging from receiving a failing grade for the specific assignment to referral to the Office of Judicial Affairs and Student Discipline to possible suspension or expulsion. All instances of academic dishonesty are reported to the Department Chair and College Dean. Students are responsible for knowing the SFSU regulations concerning cheating and plagiarism, found in the University Bulletin and online at: http://www.sfsu.edu/~helpdesk/docs/rules/conduct.htm.

Goals and Objectives for the course –

In this course, we will strive to:

- Make the past come alive by learning about people in the past,
- Approach people in the past as though we were travelers in a foreign country,
- Use the past to confront our present,
- Work together to learn how to read and interpret historical documents,
- Conduct enthusiastic and respectful discussions in the classroom, and
- Improve writing skills and produce clear, well-organized essays.

Attendance Policy –

Attendance is mandatory, and will be considered in your participation grade. Class participation will make up 10% of your final grade for the course. You are encouraged to ask questions at any time and are expected to participate in any class activity, discussion, or exercise. An attendance sheet will be passed around at the beginning of every class. You must sign the sheet in order to be counted as present. If you need to arrive late, please make sure you sign in before you leave the room at the end of class. If you need to leave early, please tell the instructor at the beginning of class.

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process.

Readings –

There are five required books that will be available at the SFSU bookstore. There are also readings that will be available on-line, through the ilearn website. Please bring the relevant book(s) to class when we discuss them. On-line readings will be available in .pdf format. These can be read with the Adobe Acrobat reader, which can be downloaded for free. When the readings are on-line, please either print out the on-line excerpt or take detailed notes on the text.

Vatsyayana, *Kamasutra*, trans. by Wendy Doniger and Sudhir Kakar, ISBN 978-0192839824 (This is the Oxford World’s Classics edition – **you must use this edition of this text.**)


**Course Requirements**

Hist 313 is a reading- and writing-intensive course. In addition to informed and enthusiastic participation in class activities, discussions, and exercises, students in the course will also complete a quick response paper, two short essays, and a group presentation to help the class review for the final. The written work will be completed at home and handed in at the start of class on the days that they are due. If the assignments are late, they will immediately lose points and will continue to drop in score the longer they are late. The course will also feature a midterm and final exam. The essays will reflect students’ analysis of the larger readings, and the exams will cover all material from class – including smaller texts and work from group activities.

The course grade will be determined as follows:

- **Class Participation:** 10%
- Response papers (1 – 2 pp., due weeks 3 and 5): 5%
- First essay (3 – 5 pp., due week 7): 10%
- Midterm exam (week 8): 15%
- Second essay (3 – 5 pp., due week 14): 20%
- Group presentation (week 15): 10%
- Final exam: 30%

If you are a History major and have already completed Hist 300, you may have the option to write a primary source research paper (10 – 15 pp.) in lieu of the two essays. You will choose the topic and create your own thesis. If you choose this option, you must have your topic approved by the professor before week 5. You will hand in a thesis statement in week 5, a first draft in week 12, and the final version on the last day of class. The thesis statement will count 5% toward the final grade, the first draft 10%, and the final paper 20%. You will need to keep on top of the deadlines yourself.
If you are a graduate student, you have two options. The first is that you can complete the course requirements as though you were an undergraduate History major who had already taken Hist 300 (see above). If you choose this option, your paper will be 20+ pages instead of 10 – 15, and you do not need to turn in a thesis statement and draft (though you are encouraged to do so). You will take the final exam, but not the midterm. Your paper will count 45% toward the final grade.

The second option is that you may also enroll in an additional unit of Hist 799: Directed Historiography, in conjunction with this class. If you choose this option, you will not write the two smaller essays and you will not take the midterm. You will take the final exam. Instead, you will read an additional list of secondary literature. We will have one additional meeting as a group to discuss this literature, and you will produce a 15 – 25 page historiographical essay from this reading. If you intend to take a field exam with me, it is highly recommended that you choose the Hist 799 option, because it will give you a headstart on your exam reading. The paper and readings discussions will count as 45% of your grade for Hist 337 (3 credits) and 100% for your grade for Hist 799 (1 credit).

All graduate students should see the instructor at the beginning of the course to discuss which option they would like to pursue.

**Syllabus –**

This syllabus and schedule are subject to change in the event of extenuating circumstances. **If you are absent from class, it is your responsibility to check on announcements made while you were absent.**

When the syllabus says a text is on-line, it can be found on our ilearn website. **Log on to our website at ilearn.sfsu.edu by putting in your ID # and pin #.**

**WEEK 1 – Introductions**

1/28: Lecture (“Welcome to 313!”)
1/30: Prep for Comparative Exercise

**WEEK 2 – A Comparative History of Love and Sexuality?**

2/4: Presentations for Comparative Exercise
2/6: More Presentations and Discussion of Comparative Exercise

**RESPONSE PAPER (1 – 2 pp.), due in class Monday 2/11: What are the advantages and obstacles of doing a comparative history of love and sexuality?**
WEEK 3 – Love and Courtship

2/11: Lecture (“What’s Love Got to Do With It?”) and exercise on love songs
2/13: What is Love? Discussions of love stories:
   • Beroul, *Romance of Tristan* (excerpts on-line – 12th century, northern France); Nizami, *Layla and Majnun* (excerpts on-line – original story is 7th century, Arabian Peninsula, Nizami wrote his version in 12th century Iran)

WEEK 4 – Is Love Universal?

2/18: Is Love Universal? Text discussions:
   • Lynn Thomas and Jennifer Cole, “Thinking Through Love in Africa,” from *Love in Africa* (on-line)
   • Feng Menlong, “The Pearl-Sewn Shirt” (on-line)
2/20: Personals ads
   • In-class activity – bring in personals ads or advice columns to discuss!

RESPONSE PAPER (1 – 2 pp.), due in class Monday 2/25: Using the stories and personals ads or advice columns you read as sources, what is love and is it universal?

WEEK 5 – Casablanca

2/25: Film: *Casablanca* (1942) – Director: Michael Curtiz
2/27: Film conclusion and discussion

WEEK 6 – Love in the Time of Cholera

   • pp. 3 – 103, 279 – 348
   • plot summary of middle sections can be found on-line at ilearn site

3/4: Discussion: LITC – pp. 3 – 103
3/6: Discussion: LITC – pp. 279 – 348

ESSAY (3 – 5 pp.), due in class Monday, 3/11 – Write a clear, well-organized essay with a coherent thesis statement about our readings so far. Questions will be distributed in class 2/27. This assignment must be typed in Times New Roman 12 and double-spaced with sensible margins, and must include footnotes and a bibliography. With the permission of the instructor, you may also write your own question.
WEEK 7 – Marriage

3/11: Lecture (“…Then Comes Marriage”) and text discussion:
- Sarah Pomeroy, *Women in Hellenistic Egypt: From Alexander to Cleopatra* (on-line – marriage contracts from 310 BCE to 92 BCE, Egypt)
- Offices for Same-Sex Unions from John Boswell, *Same-Sex Unions in Premodern Europe* (on-line – 10th – 12th century, documents from Eastern Orthodox churches)

3/13: Marriage, the State, and Colonialism
- “It’s Mine’ and ‘It’s Ours’ Are Not the Same Thing: Marrying and Marriage on a Shifting Colonial Terrain”, from *I Will Not Eat Stone: A Women’s History of Colonial Asante* (on-line – 20th century, Ghana)

WEEK 8 – Review Week and Midterm

3/18: In-class Review Session
3/20: MIDTERM EXAM


WEEK 9 – How to Do It

4/1: CESAR CHAVEZ DAY – NO CLASS
4/3: Sex Manuals
- Vatsyayana Mallanga, *Kamasutra* (3rd century, India): Book 1: entire, pp. 3 – 27; Book 2: chs. 1 – 2, pp. 28 – 42; ch. 6 “Unusual Sexual Acts”, pp. 55 – 56; chs. 7 – 10, pp. 56 – 74 [NOTE: Do not worry about the footnoted “Yashodhara’s Commentary” – it is very interesting, but we will not be discussing it in class!]

WEEK 10 – Sexual Identities

4/8: Lecture (“A Global Approach to Same-Sex Historiography”)
4/10: How stable are sexual identities? Text discussions:
- Ihara Saikaku, *The Great Mirror of Male Love* (on-line - 1687, Japan)

WEEK 11 – Spring Fire

Vin Packer (Marijane Meaker), *Spring Fire* (1952, U.S.)
- Selections TBA

4/15: Discussion: SF, TBA
4/17: Discussion: SF, TBA
WEEK 12 – Third Sex, Third Gender, and Herculine Barbin


WEEK 13 – Hustling is not Stealing


4/29: Discussion: *Hustling*, chs. 1, 2
5/1: Discussion: *Hustling*, chs. 4 – 6

ESSAY (3 – 5 pp.), due in class Monday, 5/6 – Write a clear, well-organized essay with a coherent thesis statement about the readings in the second half of the course. Questions will be distributed in class 4/24. This assignment must be typed in Times New Roman 12 and double-spaced with sensible margins, and must include footnotes and a bibliography. With the permission of the instructor, you may also write your own question.

WEEK 14 – Inside Deep Throat

5/8: Group Work Session for Class Presentations and Course Evaluations

WEEK 15 – Review Week

5/13: Class Presentations
5/15: Class Presentations

CLASS PRESENTATIONS, due in class 5/13 – 5/15. Guidelines and assignment will be given in class 5/6, and groups will have one class session on 5/8 and any additional time they choose to prepare.

FINAL EXAM – Wednesday, May 22, 8 – 10:30 (sorry!!)