Sex Panics in the US and UK Since 1890
University of Michigan
Winter 2017
ANTHRCUL WOMENSTD RCSSCI 428.001

Tu-Th 4PM - 5:30PM 3356 MH
Professor: Gayle Rubin grubin@umich.edu 104B West Hall
Hours: Monday 1:30- 3PM and by appointment 647-0947

COURSE DESCRIPTION
Periodically, large scale social movements provoked or mobilized by anxiety about sexuality have raged through British or American society. These “sex panics” generally leave in their wake durable deposits of social policy, law, attitude, and practice. This course will examine the paradigm of “sex panics” and examine several case studies, including anti-prostitution movements in Britain and the US, progressive era conflicts over age of consent, female sexual precocity and juvenile justice in the US, the eruption of concern over sexual psychopaths in the 1930s-1950s, and anti-homosexual crusades in the 1940s and 1950s. The lingering legacies of these conflicts and their imprint on more contemporary conflicts will be explored.

REQUIREMENTS and GRADING
The class is a seminar, so participation in discussion will be part of your grade. Seminars are relatively unstructured but intense investigations of a particular topic. They are designed for people who like to read and discuss the material in an intense and focused way, with the aim of understanding a body of work and sharpening their analytical tools. A seminar is a chance for members of the class to express their points of view and articulate their perspectives. The professor organizes the material, directs the discussions, and provides additional information, but the work is a collective undertaking. You need to be prepared to actively engage in the learning experience. Thus, you are expected to keep up with the reading, formulate and bring to class your questions and concerns, and contribute to the class discussions. Plan to bring a question about the reading, or a topic raised by it, to each session. You may be asked to take the lead in preparing discussions for one session during the semester.

The primary requirement is that you read the assigned texts before each class, and bring those texts to class so you can refer to them. If you do not print out those readings posted on Canvas, you may bring your laptop or tablet to class in order to have access to the texts. However, any web browsing, email, texting, etc. is strictly prohibited and, if detected, will negatively affect your final grade.

A brief comment on the readings should be posted to Canvas by 9PM, the night before each class. These comments will not be graded, but I will read them to help shape class discussion and see how the readings are being absorbed. Comments on the readings should be brief– a paragraph or a few sentences will suffice. The comment can be something you found especially interesting, or a question you have about the texts, or a topic you’d like to discuss in class.

On days when a film is shown, a brief response to the film should be posted to Canvas by 9PM the following day. Comments could note something you learned, or some new perspective that the film introduced, or a question it raised for you.

Over the course of the term, you may skip any two classes without explanation or consequences. Please notify me of any additional absences.
Written work will consist of a short research paper of 8-12 pages. For the paper, students will each “pick a panic” subject to my approval. A one paragraph abstract of the project and a preliminary list of sources is due at the start of class on **February 23.** Please note: Google searches are not sufficient for a serious research paper. You should plan to spend some time in the library, and to consult written, documentary, archival, artifactual, or similar kinds of sources. The paper is due on at the beginning of class on **April 18.**

Your grade will be based on your participation in class, evidence of preparation and knowledge of the readings, regular attendance, and the research paper. Although the research paper will have a substantial impact on your final grade, grades are not based on precise percentages. Final grade will reflect your work over the course of the term, the seriousness and thoughtfulness of your contributions, your level of engagement and intellectual growth, your understanding of the material, and the quality of your research paper.

**BOOKS:**
The following books are available at **Common Language**, 317 Braun Court, 734 663-0036. For your convenience, **Common Language** will come to class to sell the books on site, **January 10.**


You’ll have the option for them to deliver them to class on January 10.


**Recommended:**

Roger Lancaster: *Sex Panic and the Punitive State*. California, 2011.

**Canvas:**
Additional course readings will be available electronically on Canvas. Any reading not in one of the books will be posted to Canvas.

**CLASS SCHEDULE**

**WEEK 1**
January 5: **Introduction and Course Logistics**

**WEEK 2**
January 10: **An Exemplary Panic**

Film: *The Legacy: Murder and Media, Politics and Prisons* (2004) 77 Minutes

**Common Language** will be at class to sell the books and deliver pre-ordered books at 4PM.
January 12: What’s in the News? Porn, Pedophiles, Prostitutes, and Pizza
  Assorted recent news articles
  "Culture of Fear" clippings
  Lancaster, Sex Panic, Introduction, Chapters 1-2 (pp. 1-72). Canvas

WEEK 3
January 17: Sex and the Law: What is illegal? Where? And When?

January 19: The Sex Panic Paradigm
  Lancaster, Sex Panic, Chapters 3 (pp. 73-139). Canvas

WEEK 4
  Odem, Introduction, Chapters 1, 2 & 3, pp. 1-94.

January 26: Sexual Precocity, Female Delinquency, and Juvenile Justice
  Odem, Chapters 4, 5 & Conclusion, pp. 95-156, 185-190

WEEK 5
January 31: Federalizing Sexual Regulation: Prostitution, “White Slavery,” and the Mann Act
  Langum, Chapters 1,2,3 and Appendix: White Slave Traffic (Mann Act) Act of 1910, pp. 1-76, 261-264.

February 2: Collateral consequences: Enforcement of the Mann Act and the Growth of FBI
  Langum, chapters 5, 6, 7, pp. 97-160.
  Recommended:
  Film. Unforgivable Blackness: The Rise and Fall of Jack Johnson (2004), directed by Ken Burns.

WEEK 6
February 7: The Mann Act Lives
  Clippings on Eliot Spitzer and the Mann Act, Canvas
  Film: Client 9: The Rise and Fall of Eliot Spitzer (2011) dir. Alex Gibney.

February 9: Trafficking Then and Now
  Langum, Chapter 8, 10, 11 (pp. 161-197; 221-259).
January 31: Library Research: Session with Women’s Studies Subject Librarian Meredith Kahn. Room to be determined.

February 16: Constructing Sex Offenders in the Mid-Century US: Sexual Psychopaths and Homosexuals

February 21: Sex Offenses Then and Now: Homosexuals, Molesters, and Dangerous Strangers
Lancaster, Chapter 4 (pp. 104-136). Canvas
Brochure on “Camera Surveillance of Sex Deviates.” Canvas

February 23: Research Project Proposal Due

February 28-March 2: NO CLASS--SPRING BREAK

March 7: The Lavender Scare
Johnson: Introduction, Chapters 1, 2, 3 and 4, pp. 1-99.

March 9: Anti-Gay Crusades in Michigan
Guest Speakers: Tim Retzloff and special guest Daniel Tsang, Anti-gay purges at UM. Canvas
“Bag a Fag Report” Canvas

March 14: Persecuting Homosexuals: The Local and the Federal
“Employment of Homosexuals and Other Sex Perverts in Government” Canvas
Film: Fall of ’55 (2006), dir. Seth Randal.

March 16: **Threatened Children and Stranger Danger in the 1980s**  
Best: Chapters 1-4, pp. 1-86.  

**WEEK 12**  
March 21: **Hard Cases, Big Numbers, and the Making of Social Problems**  
Best, Chapters 5-9, pp. 87-188.  
Clippings and articles on missing children, mid-1980s: More on sex offenders (Halloween).  
Expansion of areas of concern: pre-scholars, children as offenders; teens; visual sexual aggression; anti-pedophile tests; photography as perversion. Yearning for Zion Raid and Immigration Raids. Canvas  
Recommended:  

March 23: **Feminist photography, porn, and censorship**  
Special guests: Carol Jacobsen and Marilyn Zimmerman  
Carole Vance, “Feminist Fundamentalism”  
Carol Jacobsen, “Redefining Censorship,” “Who’s Afraid of the Big Bad Sex Workers” and Anti-porn Feminism vs. Feminist Art  
Marilyn Zimmerman, articles

**WEEK 13**  
March 28: **Anti-Gay Mobilization After Stonewall**  
Herman: Chapters 1-3, pp. 1-91.  
March 30: **Institutionalizing Homo-hatred**  
Herman: Chapters 5-7, pp. 111-193

**WEEK 14**  
April 4: Film: *Ballot Measure 9* (1995), dir. Heather MacDonald

April 6: **Anti-Gay Crusades: From Oregon to Uganda**  
Samples of primary texts: Cameron, Dannemeyer, extreme right; letter to Dr. Laura. Canvas

**WEEK 15**  
April 11: Film: *God Loves Uganda* (2013) dir. Roger Ross Williams

April 13: TBA

**WEEK 16**  
April 18: Last Class: wrap up  
**FINAL PAPER DUE**
The LSA undergraduate academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. The College holds all members of its community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the College promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Conduct, without regard to motive, that violates the academic integrity and ethical standards of the College community cannot be tolerated. The College seeks vigorously to achieve compliance with its community standards of academic integrity. Violations of the standards will not be tolerated and will result in serious consequences and disciplinary action.

For a list of actions that constitute misconduct, and possible sanctions for those actions, please see the Code of Conduct at www.lsa.umich.edu/academicintegrity.

English Department statement on plagiarism:
http://www.lsa.umich.edu/english/undergraduate/advising/plagNote.asp