

NYU GALLATIN SCHOOL OF INDIVIDUALIZED STUDY  
IDSEM-1777: Sex Crimes, Sex Panics

Spring 2014  
Monday 3:30-6:10  
Gallatin 527

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Office: Gallatin 514  
Tues 9:30-12, Fri 12-3  
or by appointment

**Course Description and Goals:**

The idea of the incorrigible sexual monster still lingers in the discourses of medicine and law. This fact is never plainer than in the moments of crisis and panic following revelations of sexual misconduct. Through analysis of historical case studies and discussion of recent events, students in this class will explore ways that sexuality has been criminalized (and decriminalized) and pathologized (and depathologized). Students will choose one case study and prepare a final research project on this case. Readings include works by Gayle Rubin, Michel Foucault, Cesar Lombroso, Richard von Krafft-Ebing, Stanley Cohen, and Nicole Hahn Rafter.

Students in this class can expect to develop skills in active reading, critical analysis and scholarly writing; to learn the main ideas in the history of medical and scientific study of sexuality, especially as it relates to criminal behavior, and to learn about the major eras of sex crime law in the United States. This course is an examination of medical, scientific, legal and news media texts through a humanities lens. As a participant in class, you are expected to present arguments based on evidence from the texts we are reading together, and also to critique the texts (and the arguments of your classmates) with similar sorts of evidence. The weekly writing assignments are designed to help facilitate these discussions.

**Course Policies:**

*Attendance is mandatory:* You are allowed ONE absence from class. Every absence in excess of that one will result in a reduction of your final grade. We will meet from 3:40pm–6:10 pm with a break in the middle. Please use that break and the few minutes at start of class to attend to the needs of the body (restrooms, food, texting friends). If you are not present in class for a significant portion—either by exiting the room or by putting more attention on your electronic devices than your classmates—you will be considered absent for that day. Egregious tardiness (more than 30 minutes late) or frequent unexplained tardiness will also be treated as an absence.

*Late work is not accepted.* Assignments are due in hard copy at the start of class on the dates listed below unless alternate arrangements are made in advance. Late work will automatically receive a zero. If you are absent from or significantly late to class without prior notice, you cannot receive credit for that week's assignment. If you experience an emergency or otherwise foresee difficulty meeting any of the stated deadlines, please contact me as soon as possible so we can agree on new due dates.

*Plagiarism is not permitted.* As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Please consult the Gallatin Bulletin or Gallatin website for more information.

*Accommodations.* New York University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you need a classroom accommodation please make an appointment with me to discuss this as soon as possible. All information will be held in the strictest confidence.

*Grading:*

Course grades will be determined by the following scale:

100-93	A	86-83	B	76-76	C	66-60	D
92-90	A-	82-80	B-	72-70	C-	59-0	F
89-87	B+	79-77	C+	69-67	D+		

*This syllabus is subject to change.* I reserve the right to revise the syllabus throughout the semester, according to the needs of the class as a whole.

**Assignments:**

*Reading and Participation (25%):* You are expected to come to class each session having *actively* read the article(s) assigned for that date on the syllabus. Class Participation consists of asking questions when material is unclear during lectures and engaging in productive, relevant, critical conversation during discussions. Although this class is humanities based in method, the subject of the class is sexuality studies, which is a highly interdisciplinary field. I encourage you to think about how to study the subject matter we cover through the lenses of other disciplines and to bring those insights to class discussions and to your final paper projects.

The rule of thumb for interdisciplinary discussion is simple: no form of knowledge is inherently better than any other. You should be courteous and generous to your classmates when they offer evidence from other areas of knowledge, and, in turn, make sure you use your own interdisciplinary knowledge to enhance our experience rather than to close it down.

*Weekly Writing Assignments (25%):* You will hand in a total of 10 writing assignments, due at the **start** of class. These will usually take the form of SQuIDS (Select a Qotation, Identify and Discuss the Significance), detailed on the next page. SQuIDS are ~250 words in length. Starting at midterm, preparation for the final paper will take the place of SQuIDS in alternate weeks.

*Midterm Paper (20%):* In week nine, you will develop one or two of your SQuIDS into a 5-page paper. Details of what is expected in the short paper will be covered in class.

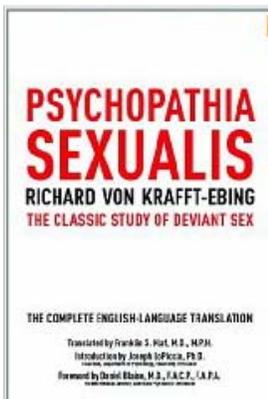
*Final Paper (30%):* You may choose one of the following options:

1. A research paper focusing on a specific legal or medical case, law, or diagnosis. You will be expected to include substantial primary sources for this paper.
2. An argumentative, theoretical or analytical essay about a subject we have discussed in class.
3. A creative work, such as screenplay, stage play, or short story, focused on a particular era we have discussed in class. Such work must reflect significant attention to detail and care for historical accuracy, both in the work itself and in the bibliography, and I may require you to include primary sources where applicable.
4. A research proposal for a study of human sexuality to be undertaken in a particular field.

You must identify the genre in which you wish to write when selecting your paper topic (topics are due March 31<sup>st</sup>), and then discuss details with me individually during the week of March 31st -April 7th. You are encouraged to pick a genre that complements your major(s) or area of concentration, especially one that highlights the other disciplines and media in which you have foundational knowledge. Details of what is expected in the final paper will be covered in class.

### Required Texts

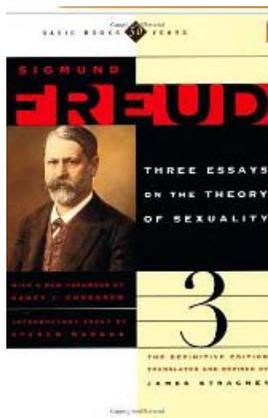
All required books are available in many forms, including, for those inclined, as Kindle eBooks. All other readings (marked with an asterisk) are either articles or book excerpts and will be posted throughout the semester to the Resources folder of our NYU Classes site.



### Psychopathia Sexualis

Richard von Krafft-Ebing, Arcade Publishing

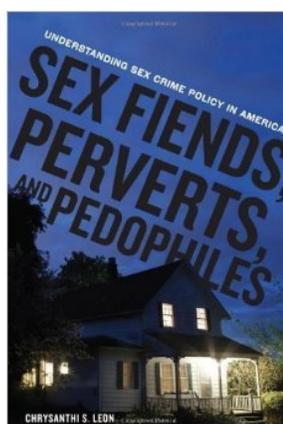
(you may purchase either the 1998 or 2011 edition, do NOT get the “case histories” edition.)



### Three Essays on the Theory of Sexuality

Sigmund Freud

(2000, Basic Books)



### Sex Fiends, Perverts, and Pedophiles

Chrysanthi Leon

(2011, NYU Press)

## SQuIDS

Your weekly reading responses must take the following form,  
**Select a Qotation, Identify and Discuss the Significance.**  
called SQuIDS for short:

**Select a Qotation:** Pick one or two significant sentences from any of the readings assigned that week. A significant quotation is usually one that states the main thesis of the article or section, one that states an important supporting thesis, or one that demonstrates a premise or assumption made by the author. You may also choose to pick a sentence demonstrating an important rhetorical move or (if you are very bold) one that demonstrates a weakness of the argument. Place your selected quotation at the top of the page, clearly differentiated from your response.

**Example:** “The history of mankind is a history of repeated injuries and usurpation on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.”

**Identify:** Give the title and author of the text that contains your chosen quotation, and then explain *where* in the text this sentence occurs, i.e., it is the opening line, it is the last portion before the author transitions to another topic, it is in the middle of the section on dolphins. Your explanation of where it occurs in the text must bear some relevance to its importance.

**Example:** This sentence is in the introduction of “The Declaration of Sentiments,” as recorded in Elizabeth Cady Stanton’s *The History of Women’s Suffrage*. It prefaces a long list of grievances, the “facts [to] be submitted,” that the women at Seneca Falls held against the men of the United States.

**Discuss the Significance:** Explain why you chose this quotation. If it states a main or supporting thesis, give that thesis in your own words, and explain how the author supports it otherwise in the work. If it gives a premise or assumption, explain what that piece of support is and why it is vital to the author’s overall argument. If the sentence makes an important rhetorical move, that is, if it is an example of the overall style or tone of the work, explain why.

**Example:** This section introduces the main arguments of the *Declaration*, including the lack of suffrage rights for women, and names them as part of a history of injuries committed by men against women. Read just as it is written, this introduction tells us that the writers saw their position, as women, as the victims of the tyranny of men. Further, they saw their subjugation as a simple and obvious truth, not an opinion. However, the section takes on another layer once we take into account that the *Declarations of Sentiments* is a play on the *Declaration of Independence*. Here, Cady Stanton has substituted “mankind” for the King of Great Britain, while woman stands in for the subjugated states. Woman is declaring her independence from the tyranny of man, a tyranny that is simply a matter of fact.

Class 1, January 27: Introduction - Robert F. Oaks, "Things Fearful to Name"

Class 2, February 3: Early Studies of Homosexuality/Trans\* Identity

**SQuIDS 1 DUE**

- \*Karl Heinrich Ulrichs, *The Riddle of "Man-Manly" Love*
- \*Carl Westphal, "Contrary Sexual Feeling"
- \*Magnus Hirschfeld, *The Transvestites*
- \*Havelock Ellis, "Sexual Inversion"

Class 3, February 10: Born Criminals and Victorian Morality

**SQuIDS 2 DUE**

- \*Cesar Lombroso, *Criminal Man*
- \*Cesar Lombroso, *Criminal Woman, the Prostitute, and the Normal Woman*
- \*Judith Walkowitz, *City of Dreadful Delight*
- \*Michel Foucault, "We Other Victorians"

NO CLASS February 17: President's Day

Class 4, February 24: Sexual Psychopathies

**SQuIDS 3 DUE**

- \*Michel Foucault, *Abnormals*
- \*Michel Foucault, "Scientia Sexualis"
- Richard von Kraft-Ebbing, *Psychopathia Sexualis* (emphasis on 1–31, 333–412)

Class 5, March 3: Moral Panic–Defective Delinquents

**SQuIDS 4 DUE**

- \*Stanley Cohen, *Folk Devils and Moral Panics*
- \*Nicole Rafter, *Creating Born Criminals*
- \*Philip Jenkins, *Moral Panic*
- \*Michel Foucault, *Abnormals*

Class 6, March 10: Psychoanalysis

**SQuIDS 5 DUE**

- Sigmund Freud, *Three Essays on the Theory of Sexuality*

NO CLASS March 17: SPRING BREAK

Class 7, March 24: Moral Panic–Sexual Psychopaths

**Short paper midterm (3–5pp) due**

- Chrysanthi Leon, *Sex Fiends, Perverts, and Pedophiles*, 1–53.
- \*Nicole Rafter, *Creating Born Criminals*
- \*Philip Jenkins, *Moral Panic*
- \*George Chauncey, "Urban Culture and the Policing of the "City of Bachelors"
- \*Estelle B. Freedman, " 'Uncontrolled Desires': The Response to the Sexual Psychopath, 1920–1960"

Class 8, March 31: Studying Sex

**PAPER TOPIC DUE - must schedule meeting this week**

- \*Kinsey et al *Sexual Behavior in the Human Male; Sexual Behavior in the Human Female*

- \*James H. Jones, “Dr. Yes,” *New Yorker*
- \*William Masters and Virginia Johnson, *Human Sexual Response; Homosexuality in Perspective*
- \*John Money, Joan and John Hampson, “Imprinting and the Establishment of Gender Role”
- \*Milton Diamond, “A Critical Evaluation of the Ontogeny of Human Sexual Behavior.”

Class 9, April 7: Criminal Rehabilitative Debates

**SQuIDS 6 DUE**

Chrysanthi Leon, *Sex Fiends, Perverts, and Pedophiles*, 54–106.

- \*Elise Chenier, *Strangers in our Midst*,
- \*Philip Jenkins, *Moral Panic*
- \*Michel Foucault, *Discipline and Punish*

Class 10, April 14: Sexual Science and LGBT Rights

**BIBLIOGRAPHY DUE**

- \*Stoller, Marmor, et al. “A Symposium: Should Homosexuality be in the APA Nomenclature?”
- \*R. Bayer, *Homosexuality and American Psychiatry* Ch 4. (“Diagnostic Politics”)
- \*Jennifer Terry, “The Seductive Power of Science in the Making of Deviant Subjectivity”
- \*Vernon Rosario, “Homosexual Bio-Histories”
- \*Janet Halley, “Sexual Orientation and the Politics of Biology,”

Class 11, April 21: Feminism and Consent

**SQuIDS 7 DUE**

- \*Gayle Rubin, “Thinking Sex”
- \*Susan Brownmiller, *Against Our Will*
- \*Catherine MacKinnon, “Sexuality”
- \*Cheryl Hanna, “Sex is Not a Sport: Consent and Violence in Criminal Law”

Class 12, April 28: Pedophilia, Child Abuse, Child Pornography

**OUTLINE DUE**

- \*Susan Elliot and Dianna Pendleton, “The Missing Children Act—Legislation by Hysteria”
- \*James Kincaid, *Erotic Innocence*
- \*Jeffrey F. Victor, “Moral Panics and the Social Construction of Deviant Behavior”
- \*Various News Items about Etan Patz, Adam Walsh and Child abuse – see folder on Classes

Class 13, May 5: Sexual Predators and Sex Offenders

Chrysanthi Leon, *Sex Fiends, Perverts, and Pedophiles*, 107–160

- \*David Boerner, “Confronting Violence: In the Act and in the Word”
- \*Simon Cole, “From the Sexual Psychopath Statute to ‘Megan's Law’”
- \*Jonathan Simon, “Megan’s Law: Crime and Democracy in Late Modern America”
- \*Various News Items about Earl Shriener and Jesse Timmendequas – see folder on Classes

Class 14, May 12: Current Laws and Effects

**ROUGH DRAFT DUE (opt)**

Chrysanthi Leon, *Sex Fiends, Perverts, and Pedophiles*, 179–196.

- \*Steven Angelides, “Inter/subjectivity, power and teacher–student sex crime”
- \*Mona Lynch, “Pedophiles and Cyber-predators as Contaminating Forces”
- \*Janet Halley, “Reasoning about Sodomy”
- \*Carlos Ball, “The Positive in the Fundamental Right to Marry”