
The African and African
Diaspora Studies
Department

AFR 372C/AMS
321/WGS 340
Women Behaving
Badly

Tuesday & Thursday, 12:30-2 PM
CPE 2.206

Professor Gross
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BUR 436

Course Description

This course focuses on *women behaving badly* in the late nineteenth and early twentieth centuries in the United States. We are especially interested in exploring the histories of female criminals as well as examining the experiences of women who transgressed racial, gendered, and sexual boundaries; ultimately, we will study crime and female sexual deviance as well as efforts to curtail and reform disorderly women—paying particular attention to social constructions of morality, delinquency, and womanhood.

Required Texts

- Cynthia Blair, *“I’ve Got To Make My Livin’”: Black Women Sex Workers in Turn-of-the-Century Chicago* (Chicago, 2010)
Lisa Duggan, *Sapphic Slashers: Sex, Violence, and American Modernity* (Duke, 2001)
Kali Gross, *Colored Amazons: Black Women, Crime, and Violence in the City of Brotherly Love, 1880-1910* (Duke, 2006)
Cheryl Hicks, *Talk With You Like a Woman: African American Women, Justice, and Reform in New York, 1890-1935* (UNC, 2010)
Mary Odem, *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920* (UNC, 1995)
Josie Washburn, *The Underworld Sewer: A Prostitute Reflects on Life in the Trade, 1871-1909* (Reprint, Bison Book, 1997)

Grading

Grading Rubric

Class Journal	25%	94-100 A	83-86 B	73-76 C	63-66 D
Engaged Participation	25%	90-93 A-	80-82 B-	70-73 C-	60-63 D-
3 Quizzes	25%	87-89 B+	77-79 C+	67-69 D+	59-0 F
2 Reflection Papers	25%				

Lecture & Quizzes

On examinations and quizzes, you will be responsible for content from lectures as well as from the reading. Lectures will highlight material covered in the readings, but will also discuss material that is not duplicated in the course readings. **Therefore, in order to have a chance at doing well in this course, you must attend ALL lectures ON TIME and complete ALL of the reading assignments.** If you miss a lecture, I will not provide you with lecture notes. No lecture notes or materials may be published in any form or distributed via the Internet. **You may not record my lectures.**

Flags

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Course Policies

Statement on Students with Disabilities

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See the following website for more information:
<http://deanofstudents.utexas.edu/ssd/providing.php>

Statement on Electronic Communication

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. We will also use Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online surveys. You can find support in using Blackboard at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly. I will not respond to emails that ask about information that has been covered in the syllabus, a handout, or otherwise communicated in class.

Policy on Late or Missed Assignments/Examinations

No late assignments will be accepted. Any assignment not turned in on the day it is due will receive a zero. Make-up in-class assignments, quizzes and/or examinations will only be given with a documented reason for absence. If the Professor determines that the excuse given for missing class is not valid or verifiable, the student will receive a zero (0) for the examination. ***Note: Make-up examinations and/or quizzes will not be given to accommodate your travel plans or non-emergency family events, etc. Please plan accordingly.**

Statement on Religious Holidays

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. As such, scholastic dishonesty will not be tolerated in any form. Any student who violates the University's rules on scholastic dishonesty is subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For further information visit the Student Judicial Services website: www.utexas.edu/depts/dos/sjs.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation. Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Use of Electronic Devices

You are permitted to use a laptop computer or tablet (i.e. iPad) only if you are using it to take notes or engage in activities pertinent to the course. If you are caught using a computer to get access Facebook, Twitter, or any other non-academic related activity, I will ban the use of such devices in the lecture hall/classroom.

Class Etiquette/ Code of Conduct:

Please make sure that all cellular phones are turned off while you are in class so as not to disturb others.

You will be expelled from the lecture hall/classroom:

- if your phone rings during the lecture
- if you disturb others by holding a conversation while the professor is speaking
- if you send text messages or play games on a handheld device
- if you read any materials not pertaining to this class.

Lateness disrupts the classroom environment. Chronic lateness (3 or more times) will result in the loss of 10% of your participation grade. More than 2 unexcused absences will result in a zero participation grade. **Sleeping in class counts as an absence.**

Respect the classroom environment.

Class Schedule

Keep in mind that this is a tentative schedule and may be adjusted by the Professor at any time.

Week 1 ***Why Talk About Sex, Race, Gender, Deviance, and Crime in History?***
Thursday, 8/29

Week 2 ***Sex, Race, and Gender in the Late-Nineteenth Century***
Tuesday, 9/3

Estelle B. Freedman and John D'Emilio, *Intimate Matters: A History of Sexuality in America*, Ch. 8,
"Civilized Morality Under Stress." (Blackboard)
Odem, Ch. 1 (Blackboard)

Thursday, 9/5

David J. Langum, *Crossing Over the Line: Legislating Morality and the Mann Act*, Ch.2,
"Prostitutes, Progressives, and Moral Panic, 1907-1914." (Blackboard)
Hicks, Ch. 3 (Blackboard)

Week 3 ***When the Sex Goes Wrong***
Tuesday, 9/10

Odem, Ch. 2
Hicks, Ch. 6

Thursday, 9/12

Hicks, Ch. 4
Duggan, Ch. 1

Week 4 ***Sensationalism and Sex***
Tuesday, 9/17

Washburn, pp. 7-52.
Duggan, Ch. 2

Thursday, 9/19 Quiz

Week 5 *Policing Sexualities*

Tuesday, 9/24

Odem, Ch. 4 AND Ch. 5

Thursday, 9/26

Duggan, Ch. 3

Hicks, Ch. 7

Week 6 *Money, Power, Illicit Sex*

Tuesday, 10/1

Washburn, pp. 53-99.

Blair, Ch. 2

Thursday, 10/3

Langum, *Crossing Over the Line*, Ch. 4, "Blackmail and Extortion," 77-96. (Blackboard)

Blair, Ch. 3

Week 7 *Fallen Women, Pros and Thieves*

Tuesday, 10/8

Blair Ch. 4 and 5

Thursday, 10/10

Gross, Ch. 2 AND Ch. 3

Week 8 *Homicidal Deviance*

Tuesday, 10/15

Duggan, Ch. 4 and Ch.5

Thursday, 10/17 Quiz

Week 9 *Representing Deviance & Punishing Pros*

Tuesday, 10/22

Gross, Ch. 4 AND Ch. 5

Thursday, 10/24

Cesare Lombroso, *The Criminal Woman*, Part 3, pp.107-158 AND part 4, 159-234 (Blackboard)

Week 10 *Midterm Week*

Tuesday, 10/29

Documentary: Lizzie Borden

Thursday, 10/31 1st Reflection Paper Due (No Later than 2PM)

Week 11 *Cleaning Up the Streets?*

Tuesday, 11/5

Hicks, Ch. 8 AND Ch. 9

Thursday, 11/7

Washburn, *The Underworld Sewer*, pp. 129-175.

Duggan, Ch. 6

Week 12 ***The Limits of Reform***

Tuesday, 11/12

Odem, Ch. 6

Blair, Ch. 6

Thursday, 11/14 **Quiz**

Week 13 ***Parole, Respectability, and Race***

Tuesday, 11/19

Hicks Ch. 8 AND Ch. 9

Thursday, 11/21

Washburn, pp. 175-315

Week 14 ***Thanksgiving Break***

Week 15 ***What Does It All Mean?***

Tuesday, 12/3

Odem, Conclusion

Hicks, Conclusion

Thursday, 12/5 **2nd Reflection Paper Due (No later than 2PM)**

Class Journal Guidelines & Expectations

As a part of our critical engagement of the texts, students will be required to maintain a class journal. **Please purchase a notebook with 8 X 11, lined paper, and a pen (blue or black ink).** The journals will help students organize and highlight key themes and texts that they may want to engage in their reflection papers. To be clear the purpose of the journals are as follows:

- 1) To facilitate critical thinking, reflection, and sustained writing practices
- 2) Journals will be handwritten so do write legibly; do not worry about spelling, but you should be writing in complete sentences
- 3) Typically, you may write self-directed entries but on occasion you will be asked to write in response to a question, comment, or quotation
- 4) You will be writing in each class session, except when we have quizzes or assignments due
- 5) I will typically collect the journals every three weeks or so
- 6) Your journals will be graded collectively at monthly intervals and the 25% grade will be assessed cumulatively
- 7) Missing entries will count as a zero and if you lose your journal, any entries that are lost (before I have had a chance to review/grade them) will receive a zero grade as well

Reflection Paper Guidelines

Each student is required to submit **two** reflection papers. Students may choose which readings (at least 5 per response) that they would like to discuss. These papers should build upon the themes and critical observations that you have been making in your class journals.

- 1) 1st Reflection paper is due: October 31, 2013.
- 2) 2nd Reflection paper is due: December 5, 2013.

These essays are designed measure and strengthen your comprehension and your writing skills. A well-written paper will contain a succinct summary of the main arguments as well as a critique or an observation or a comment about the information, sources, and the main points. This is not a book report nor is this a purely descriptive account. Rather this assignment asks you to boil down information from the texts and to offer incisive comments and/or opinions about them. Ideally, you should be making some kind of argument about the essays that you have chosen.

In your critiques, you should be mindful of how the readings relate to each other. Writing is an important skill that requires hard work, practice, and revision, so be disciplined and do not exceed the page limit.

Format

- Your reflection papers are to be between 5 and 7 pages
- Papers should be typewritten, using a font between 10 and 12 points, 1-inch margins
- Double spaced
- Each page is to be numbered
- Please be sure to proofread your work

No Late Papers Will Be Accepted