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| **UNIVERSITY OF FLORIDA**  **Honors Program** |

**IDH 3931:** (Un)common Reader: Sex in the City

**Fall 2016**

Class Meetings: T8 (3-3:50pm)

Location: Hume 0119

Instructor: Prof. Black

Office: ARCH 450

Office Hours: MW: 2:45-3:45pm, or by appointment

E-mail: jblack@ufl.edu

**COURSE DESCRIPTION**

The nation’s premier brothel—the fabulous Everleigh Club—animated Chicago’s seedy south side in the first decade of the twentieth century. Boasting imported silks, precious medals, and fine china, and catering to the city’s freewheeling dandies, the opulent den also nurtured deep divisions over women and vice—and the place of each in the modern city. In fact, by the time it closed in 1911—under pressure from city elites who has assembled a groundbreaking investigation into vice and inaugurated a new Morals Court—the Everleigh Club would recall an era before sexual regulation, and the criminalization of vice and sex work.

This course, which explores law, sexual regulation, and the city is designed to equip students to better understand the moral and legal regulation of city life a century ago—and the implications of that regulation today. Together we will read Karen Abbott’s *Sin and the Second City*, selections from the 1911 Chicago Vice Commission, and several primary materials. Students’ final grade will be divided between participation, a 750 word analytical paper, and a presentation on a topic related to course themes and content.

**LEARNING OBJECTIVES**  
As a result of taking this course, students will be able to:

* Demonstrate an in-depth knowledge of laws’ urban contexts
* Draw connections between legal knowledge and urban life
* Evaluate uses of evidence in historical interpretation
* Communicate ideas persuasively and effectively, both orally and in writing
* Evaluate and debate legal and ethical questions, about the meaning of issues that are not easily resolvable, but which have long-term intangible value

COURSE TEXTS

Required

* Karen Abbott, *Sin and the Second City: Madams, Ministers, Playboys and the Battle for America’s Soul*. New York: Random House, 2007.

**COURSE POLICIES**

**Special Accommodations**

Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see [http://www.dso.ufl.edu/drc/getstarted.php](https://mail.ufl.edu/OWA/redir.aspx?C=2899b0ce565f45969c2166a622bc08af&URL=http%3a%2f%2fwww.dso.ufl.edu%2fdrc%2fgetstarted.php).  The Dean of Students Office will review the case and, if appropriate, provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

**Attendance:** Attendance is ***MANDATORY***. Roll will (typically) be taken each class. Please notify me beforehand if you need to miss a class. If you incur more than two absences, your course grade will go down one letter grade increment for every additional class missed. You are expected to come to class on time (arriving before the class is scheduled to begin) and to stay until the end. Please let me know before class if you must leave early.

**Participation**: You are expected to come to class on time, prepared, and ready to participate. Your participation will contribute to the learning of your fellow classmates. A significant percentage of your grade will be determined by your participation.

**Late Assignments**: If you are unable to turn in an assignment on time, please contact me ***BEFOREHAND*** to discuss alternatives. Late assignments will be docked a letter grade increment each full day (24 hour period) they are late.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

**Computer Use:**  Students can use electronic devices only with special permission. Otherwise, computers, tablets, and phones—all electronic devices—are ***NOT*** permitted for use in this class. Students found to be using electronic devices during class time will be docked one whole letter grade. This policy is for your benefit, for the benefit of your fellow learners, and for my benefit.

**Classroom Climate**

Equitable participation in this class requires the use of inclusive language, methods, and materials. Students are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others. Students are also encouraged to identify language, methods, and materials used in this course that do not contribute to an inclusive classroom climate.

**Academic Integrity and the UF Honor Code**

All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at: [http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php](https://mail.ufl.edu/OWA/redir.aspx?C=2899b0ce565f45969c2166a622bc08af&URL=http%3a%2f%2fwww.dso.ufl.edu%2fsccr%2fhonorcodes%2fhonorcode.php).  The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy.  The policy places full responsibility on students to know and adhere to these standards for academic integrity.  All examinations, quizzes, projects, and assignments are subject to this policy.  Maintaining strict academic integrity is a priority; all instructors will fully enforce the UF Honor Code in their classes.

**Incomplete Grades**

An incomplete grade is described in the Undergraduate Catalog. It is the instructors’ discretion as to what extenuating circumstances warrant adequate excuse for not completing required course work.

**Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>

**COURSE ASSIGNMENTS & GRADING**

Attendance, Participation 25%

Blog Responses 10%

Reaction Papers 10%

Essay Outline, Abstract, Bibliography and Workshop 20%

Final Paper 35%

**Grading Scale**

**A** 93-100 4.0 **A-** 90-92.9 3.67

**B+** 87-89.9 3.33 **B** 83-86.9 3.0

**B-** 80-82.9 2.67 **C+** 77-79.9 2.33

**C** 73-76.9 2.0 **C-** 70-72.9 1.67

**D+** 67-69.9 1.33 **D** 63-66.9 1.0

**D-** 60-62.9 .67 **E** 0-59 0.0

Information in regard to UF's grading policy can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Assignments**:

* **Short Reaction Papers**: Students are expected to prepare and submit a typed, single-page, single-spaced response to the Abbott’s *Sin and the Second City*. This response, due at the beginning of class on September 6, is worth ten percent of your final grade. In your response, you are required to do two things.
  + Identify what you believe to be the **three** most crucial/compelling points in the readings.
  + Explain (for **each point**) why you think these are the most crucial points.
* **Essay Outline, Abstract and Bibliography**: Due at the beginning of class, one week before your workshop date. Your 150-word abstract will identify the main point that you plan to make in your paper, and explain why that point is significant. Your essay outline must also identify and explain the smaller points that you plan to develop in your essay, and the way that they support your larger claim. Your annotated bibliography must identify five primary sources and five secondary sources that you plan to use in your paper, and explain how those sources support your larger claim. Note: this is the document that you will post on the blog.
* **Workshop**: You will workshop you paper in two formats. The first format is a formal, 10-minute presentation, followed by a five-minute question period. In this presentation, students should demonstrate some progress from the ideas they presented in their outline, abstract and bibliography. Students are welcome to use PowerPoint, or prezi. The second format is less formal, and involves an online discussion blog (set up through canvas) in which students will respond to the topic and ideas expressed in the outline, abstract and bibliography. Students must post comments by Sunday evening at 5pm.
  + Please note: This class also gives students an opportunity to practice being an audience. All students are expected to respond to each blog posting, and to prepare two questions for each in-class presentation (although you may not need to ask them).
* **Final Paper**: You will submit your final paper on the last day of class. It will be 5-7 pages of text plus your revised outline, abstract, and bibliography. Also include a copy of your previous outline, abstract, and bibliography assignment. You will receive a handout in class.

**Possible Topic Areas** (just suggestions, not exhaustive):

* Sanitation
* Reform
* Regulation
* Legislation
* Progressive Era
* Crime
* Domestic Life
* Governance
* City Life
* Zoning/Redlining/Covenants
* Gender
* Sexuality
* Poverty
* Industry
* Celebrity

**WEEKLY SCHEDULE**

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| [August 23] – Week 1: Introduction |

Goals:

* Be introduced to both the process and the content of the course
* Sign up for a workshop
* Sign up for office visit

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| [August 30] – Week 2: *Sin and the Second City* |

Required Reading:

* Karen Abbott, *Sin and the Second City* (pp. 1-99, Part 1)

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| [September 6] – Week 3: *Sin and the Second City*, con’t |

Required Reading:

* Karen Abbott, *Sin and the Second City* (pp. 100-300, Part 2 and Part 3)

**\*\*Response paper due\*\***

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| [September 13] – Week 5: Lawyering |

Required Reading:

* [*Muller v. Oregon*](https://www.law.cornell.edu/supremecourt/text/208/412)(1908)
* Louis D. Brandeis, [Women in Industry:](https://babel.hathitrust.org/cgi/pt?id=coo1.ark:/13960/t7pn9nk1v;view=1up;seq=9) *Decision of the United States Supreme Court in Court Muller vs. State of Oregon.* 1908. (pp. 1-10, 104-112) (Hathi Trust)

Recommended Reading:

* *Minor v. Happersett* (1875)
* *Bradwell v. Illinois* (1873)
* *Ritchie v. People*, 155 Ill. 98 (1895)
* *Lochner v. New York* (1905)
* *Adkins v. Children’s Hospital* (1923)
* *West Coast Hotel Co. v. Parrish*, 300 U.S. 379 (1937)

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| [September 20] – Week 6: Moralizing |

Required Reading:

* Chicago (Ill.). [The Social Evil in Chicago](https://babel.hathitrust.org/cgi/pt?id=uc1.32106014110784;view=1up;seq=11)*; A Study Of Existing Conditions With Recommendations By The Vice Commission Of Chicago*. Chicago: Gunthorp-Warren Print. Co, 1911. (25-50) (Hathi Trust)
* [The Mann Act (1910)](https://www.law.cornell.edu/uscode/text/18/2421)
* Clifford Roe, [Panderers and their Slaves](https://babel.hathitrust.org/cgi/pt?id=nyp.33433075968796;view=1up;seq=17), (pp. 11-18) (Hathi Trust)

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| [September 27] – Week 4: Laboring |

Goals

* Understand how slavery generated new legal principles and ideas

Required Reading:

* Florence Kelly, [“The Sweating System”](https://babel.hathitrust.org/cgi/pt?id=mdp.39015005251791;view=1up;seq=9) *Hull House Maps and Papers*. Urbana: University of Illinois Press, 2007 [Orig. 1895]. (pp. 27-48) (Hathi Trust)
* Jeannette L. Gilder, [“From Dark to Bright](http://hullhouse.uic.edu/hull/urbanexp/main.cgi?file=new/show_doc.ptt&doc=385&chap=51) What the Working Girls Suffer and How to Relieve Them," *Chicago Tribune* (August 23, 1891).

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| [October 3] – Week 7: Office Visit—Sigh up! |

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| [October 18] – Week 8: Workshops |

Workshop 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Workshop 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| [October 18] – Week 9: Workshops |

Workshop 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Workshop 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| [October 25] – Class 10: Workshops |

Workshop 5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Workshop 6: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| [November 1] – Week 11: Workshops |

Workshop 7: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Workshop 8: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| [November 8] – Week 12: Workshops |

Workshop 9: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Workshop 10: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| [November 15] – Week 13: Workshops |

Workshop 11: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Workshop 12: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| [November 22] – Week 14: Workshops |

Workshop 13: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Workshop 14: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| [November 29] – Week 15: Office Meetings |

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| [December 6] – Week 16: Papers Due |

**Papers due**: Hard copy due at noon on Tuesday, December 6, 2016, at the beginning of class