

## **HIST\*3020      SEXUALITY & GENDER IN HISTORY**

Fall 2016  
University of Guelph  
ANNU, Room 204  
Tues & Thursday 11:30AM - 12:50PM

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Office hours: Tuesdays 4:00PM-6:00PM

### **COURSE DESCRIPTION:**

This course will explore gender and sexuality in pre-modern and modern history. The course is thematic and incorporates a long time span as well as various geographical regions. The focus is primarily on western culture, as represented in Western Europe, Canada and the USA, but we will also discuss the Soviet bloc. The main learning outcome of the course is for students to explore how gender, sexuality, class, and race are interconnected and given various meanings in different time periods.

The first section of the course will focus on the pre-modern time period and explore topics such as domestic violence; beards; female slave owners in Jamaica and male same-sex relations. The second half of the course examines the modern period with a focus on the two World Wars. Topics include mixed-race relationships, homophobic propaganda in Nazi Germany, post-traumatic sexual disorders in veterans and Playboy magazine. We will explore how views of masculinity, femininity, and sexuality changed - and stayed the same - throughout the course of the twentieth century.

This course is analytical and problem-oriented and not focused on the major historical events themselves. Instead we will explore unknown and sometimes controversial aspects of history. The course is meant to be exploratory and focused on developing independent and analytical thinking. Through this course the students will develop a deeper understanding of the role gender has played in history as well as its interconnection with other social categories. Students will also improve their critical thinking through examining and assessing historical arguments. Classes consist of two lectures. Active class participation will be crucial for the learning experience.

## REQUIRED TEXTS

All required weekly readings - journal articles and book chapters – are available on Course reserve (Ares) and/or posted on Courselink.

## REQUIREMENTS:

Participation:	10%	Ongoing – the participation is based on active participation in class activities. You will often be asked to hand in short write-ups.
Book review	20%	Due October 2 <sup>nd</sup> at 11.59pm in the dropbox
Midterm exam	25%	October 13 in-class. Covers weeks 2-5.
Book analysis of <i>Not so Quiet</i>	20%	Due November 6 <sup>th</sup> at 11.59pm in the dropbox
Take home exam	25%	December 7 <sup>th</sup> at 11.59pm in the dropbox. Covers weeks 7 & 10-13.

**Note:** *In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.*

### Participation (10%):

During classes we will be discussing readings, films and clips shown in class, and other topics. Students will in advance be provided with study questions and topics for the readings; these questions will help you prepare for the exams. We will very often discuss topics in smaller groups and students will be asked to hand in short write-ups summarizing the group discussion. At times you will also be asked to hand in individual responses to the readings. More information on the participation grade will be provided in class.

### Book review (20%):

You will be asked to write a critical review of a historical monograph focusing on the pre-modern era. A list of titles will be provided in the first class and you will be asked to sign up for one of them by September 15<sup>th</sup> (online). The book review shall be around 5 pages (1250 words). It should point out the main theses and ideas of the book as well as which supporting evidence/arguments the author provides. You will also be asked to describe which type of primary sources the author uses. In addition you shall describe in which ways the book challenged and confirmed your view of gender/sexuality. The book review must contain specific page references. Late penalties are 5% per day (a day being 24 hours starting at the deadline).

### Exams (25% and 25%)

Both exams will be in the form of shorter essays and analytical reading responses. The exams will be closely linked to in-class discussions. The midterm exam will be a so-called "open book

exam” and you will be allowed to bring books, articles, and your own notes to the exam room. Questions for the take home exam will be given in advance (on Dec 1) and will at least partly be taken from the study questions handed out throughout the semester. The exams answers shall be analytical (as opposed to descriptive) and must contain references. Late penalties: 5% per day.

### **Book analysis (20%)**

Helen Zenna-Smith’s novel *Not So Quiet...Stepdaughters of the War* is a hilarious, angry, and detailed description of the wartime service required of women during the First World War. She gives an honest portrayal of a woman who was not so happy to “do her bit for the country;” a woman who was very uncomfortable to be forced out of her traditional gender and social role to face the brutal reality of war. The novel’s critical stance on war has been called “feminist” and it highlights the discrepancies between the experiences of those at home and those at war. You will be asked to analyse this novel by comparing men’s and women’s experiences of war. You will be required to use the scholarly articles from weeks 8 and 9 in your answer. Your analysis should be around 5 pages (1250 words).

### **LEARNING OUTCOMES:**

To develop and improve students’:

- knowledge of gender, sexuality, class, and race in Western and Eastern European culture from around 1500 – 1960s;
- understanding of terminology such as gender, sex, sexuality, intersectionality, white privilege;
- critical thinking and ability to assess and evaluate historical arguments;
- ability to express arguments and opinions orally and in writing;
- ability to examine historiographical differences and the “politics of history”.

### **SPECIFIC STATEMENTS FOR THIS COURSE**

All written assignments and exams shall be uploaded to the dropbox on Courselink. No printed copy is needed. Phones shall be on silent. While I strongly disapprove of any use of laptops or smartphones that is distracting to other students or me (keep your texting to a minimum...) I encourage use of wireless devices to gather facts and information on topics discussed in class.

I strongly emphasize student-centered learning and communities of learning. Learning is best achieved through creating a generous, tolerant and comfortable environment for everyone. The responsibility to make sure that everyone feels comfortable and secure rests on all of us. We discuss sensitive topics at times – remember to always be respectful and considerate!

## **Support on Campus**

If this course brings up any personal issues for you, there are places to go on campus for help.

Student Counseling Services is located on the 3<sup>rd</sup> floor of University Centre. They do both individual and group counseling on a variety of issues.

<http://www.counselling.uoguelph.ca/counselling/>

The Guelph Resource Centre for Gender Empowerment and Diversity deals with a wide array of oppression-related issues:

<http://www.uoguelph.ca/~wrc/GRCGED/GRCGED.html>

The Wellness Centre offers a variety of workshops on safe sex and preventing sexual assault. It also provides one-on-one support.

<https://www.uoguelph.ca/studenthealthservices/wellness-centre/what-we-offer>

You can contact Guelph Pride at: <http://www.guelphpride.com/volunteer.html>

The Out on the Shelf Library is open again! This is a great resource for history of sexuality topics. They also run Guelph Pride and a series of other events and groups. They are hosting a great speaker series this Fall. Check them out: <http://www.outontheshelf.ca/>

## **SCHEDULE:**

The readings should be done before the Thursday class unless otherwise noted.

### **Week 1: September 8**     *Setting the Stage*

- ❖ Presentation of the course

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### **Week 2: September 13 & 15**     *Gender vs. Sex & Patriarchy*

- ❖ Concepts and terminology: gender, sex, and sexuality
- ❖ The patriarchal household
  - Susan Amussen, "'Being stirred to much unquietness': Violence and Domestic Violence in Early Modern England"
  - Gina M. Martino-Trutor, "As Potent a Prince as Any Round About Her": Rethinking Weetamoo of the Pocasset and Native Female Leadership in Early America

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### **Week 3: September 20 & 22**     *Early Modern Masculinities and Male Relationships*

- ❖ Foucault and sexual identities in the pre-modern era
- ❖ Homosociality
  - Alan Bray, "Homosexuality and the Signs of Male Friendship in Elizabethan England"
  - Will Fisher, "The Renaissance Beard: Masculinity in Early Modern England"

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### **Week 4: September 27 & 29**     *Early Modern Bodies*

- ❖ Pre-modern understandings of the male and female body
  - ❖ Racialized bodies
    - David Katz, "Shylock's Gender: Jewish Male Menstruation in Early Modern England"
- ➔ The book review is due on October 2 at 11.59pm.

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### **Week 5: October 4 & 6**     *Eighteenth-Century Capitalism and Colonialism*

- ❖ Early modern slavery
- ❖ Female entrepreneurship
  - Christine Walker, "Pursuing Her Profits: Women in Jamaica, Atlantic Slavery and a Globalising Market, 1700–60" – to be read before Tuesday's class.

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**Week 6: No class on October 11 – Happy Thanksgiving!**

→ **October 13 – Midterm exam in class**

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**Week 7: October 18 & 20** *Nineteenth-Century Masculinities and Colonialism*

- ❖ Private vs. public – domesticity and gender
- ❖ Gender and colonialism
  - John Tosh, "Masculinities in an Industrializing Society: Britain, 1800–1914"
  - Adele Perry, "'Fair Ones of a Purer Caste': White Women and Colonialism in Nineteenth-Century British Columbia"

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**Week 8: October 25 & 27** *Masculinities & Femininities During and After World War I*

- ❖ Gendered experiences of warfare
- ❖ Changes for women during World War I
  - Michael Roper, "Between the Psyche and the Social: Masculinity, Subjectivity and the First World War One Veteran"
  - Lucy Noakes, "Demobilising the Military Woman: Constructions of Class and Gender in Britain after the First World War"

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**Week 9: November 1 & 3** *Sexual and Racial Anxieties after World War I*

- ❖ Female sexuality and class
  - ❖ Sexuality and violence
    - Lucy Bland, "White Women and Men of Colour: Miscegenation Fears in Britain after the Great War"
    - Jason Crouthamel, "Male Sexuality and Psychological Trauma: Soldiers and Sexual Disorders in World War 1 and the Weimar Republic"
- Book analysis due November 6 at 11.59pm.

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**Week 10: November 8 & 10** *Creating Enemies of the State*

- ❖ Gender and racial ideologies
  - Stefan Micheler: "Homophobic Propaganda and the Denunciation of Same-Sex-Desiring Men under National Socialism"

- Naoko Shibusawa, "Femininity, Race, and Treachery: How 'Tokyo Rose' Became a Traitor to the United States after the Second World War"

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**Week 11: November 15 & 17**     *Women's Bodies and Sexualities*

- ❖ Femininity and ideas of "sexual integrity"
- ❖ Female sexuality and independence
  - Michaela Hampf, "'Dykes' or 'whores': Sexuality and the Women's Army Corps in the United States during World War II"
  - Christina Twomey, "Double Displacement: Western Women's Return Home from Japanese Internment in the Second World War"

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**Week 12: November 22 & 24**     *Remembering Violence and Warfare*

- ❖ Oral history
- ❖ The politics of history
  - Roger D. Markwick, "'A Sacred Duty': Red Army Women Veterans Remembering the Great Fatherland War, 1941-1945"
  - James Mark, "Remembering Rape: Divided Social Memory and the Red Army in Hungary, 1944-45"
    - ➔ NOTE: this article is on a sensitive topic and may be a painful read for survivors of sexual assault. All students should be aware of this during class discussions.

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**Week 13: November 29 & December 1**     *1950s and 1960s - Conservatism and Sexual Liberation*

- ❖ The nuclear family and traditional values in the 1950s
- ❖ Second wave feminism and sexual liberation
- ❖ Questions for the take-home exam will be released Dec 1 in class.
  - Lauren Jae Gutterman, "Another Enemy Within: Lesbian Wives, or the Hidden Threat to the Nuclear Family in Post-war America"
  - Carrie Pitzulo, "The Battle in Every Man's Bed: 'Playboy' and the Fiery Feminists"

➔ Take home exam due Wednesday December 7 at midnight (11.59PM)

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## **COLLEGE OF ARTS STATEMENTS**

### **EMAIL COMMUNICATION**

As per university regulations, all students are required to check their uoguelph.ca email account regularly: email is the official route of communication between the University and its students.

### **WHEN YOU CANNOT MEET A COURSE REQUIREMENT**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and email contact. See the Undergraduate Calendar's information on regulations and procedures for Academic Consideration.

### **DROP DATE**

The last date to drop one-semester courses, without academic penalty, is November 4, 2016. See the Undergraduate Calendar's regulations and procedures for Dropping Courses.

### **COPIES OF OUT-OF-CLASS ASSIGNMENTS**

Keep paper and/or other reliable backup copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### **ACCESSIBILITY**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or refer to the SAS website.

### **ACADEMIC MISCONDUCT**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the



responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

## **RECORDING OF MATERIALS**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **RESOURCES**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs: <http://www.uoguelph.ca/registrar/calendars>