

## **HIST\*3020**

## **SEXUALITY & GENDER IN HISTORY**

Winter 2016  
University of Guelph

Dr. Christine Ekholst  
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### **Lecture:**

Mon 2:30PM - 04:20PM  
MCKN Room 225

### **Seminars:**

Wed 12:30PM - 01:20PM (GRHM 2302)  
Wed 1:30PM - 02:20PM (GRHM 2302)

Office hours: Monday 1.00-2.00PM or by appointment.

### **COURSE DESCRIPTION:**

This course will explore gender and sexuality in pre-modern and modern Western culture. The course is thematic and incorporates a long time span as well as various geographical regions. The main focus of the course is 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; Elizabeth I; hermaphrodites; 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 one lecture and one seminar. 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 posted on Courselink except for Helen Zenna-Smith, *Not So Quiet. Stepdaughters of the War.*

## REQUIREMENTS:

Participation:	25%	Ongoing – the participation is based primarily on active participation in seminar discussions but also on participation in class activities during lectures.
Book review	15%	Due February 12 <sup>th</sup> at 11.59pm in the dropbox
Take home exam:	25%	Due February 28 <sup>th</sup> at 11.59pm in the dropbox
Book analysis of <i>Not so Quiet</i>	15%	Due March 13 <sup>th</sup> At 11.59pm in the dropbox
Final exam	20%	April 20 <sup>th</sup> at 2:30-4:30PM (location TBD)

**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 (25%):

During seminars we will be discussing the readings. Students will in advance be provided with study questions and topics to focus on. It is imperative that students come to seminar prepared; this will be the main criteria for assessment. However, in my evaluation of a student's participation I also emphasize effort to attend every seminar, curiosity, enthusiasm, support of fellow students and a genuine effort to create a learner friendly environment for everyone.

### Book review (15%):

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 February 1 (in class). The book review shall be 4-5 pages (1000-1250 words) and point out the main thesis 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).

### Take home exam (25%)

The take home exam will be in the form of shorter essays and analytical reading responses. The exams will be closely linked to in-class discussions. Questions for the take home exam will be

given a week in advance and will 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 (15%)**

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" and who was very uncomfortable to be forced out of her traditional 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. Your analysis should be 4-5 pages (1000-1250 words).

### **Final exam (20%)**

The final exam will also consist of shorter essays and analytical reading responses. The final exam will be closely linked to in-class seminar discussions and will partly be taken directly from the study questions handed out throughout the semester. The exam will be an "open book exam" and you will be allowed to bring books, articles, and your notes to the exam room.

## **LEARNING OUTCOMES:**

To develop and improve students':

- knowledge of gender, sexuality, class, and race in Western 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 Courouselink. No printed copy is needed. Phones shall be turned off or on silent. While I strongly disapprove of any use of laptops or smartphones that is distracting to other students or me I encourage use of wireless tools 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 seminar.

### **Week 1: January 11 & 13**                      *Setting the Stage*

- ❖ Presentation of the course
- ❖ Concepts and terminology: gender, sex, and sexuality
  - Susan Amussen, "'Being stirred to much unquietness': Violence and Domestic Violence in Early Modern England"

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### **Week 2: January 18 & 20**                      *Early Modern Patriarchy and Rulers*

- ❖ The patriarchal household
- ❖ Gendered rulership
  - Cynthia Herrup, "The King's Two Genders"
  - 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: January 25 & 27**                      *Early Modern Masculinities and Male Relationships*

- ❖ Foucault and sexual identities in the pre-modern era
- ❖ Homosociality and homosocial desire
  - 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: February 1 & 3**                      *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"
  - Lorraine Daston & Katharine Park, "The Hermaphrodite and the Orders of Nature: Sexual Ambiguity in Early Modern France"

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**Week 5: February 8 & 10**

*Eighteenth-Century Capitalism and Politics*

- ❖ Early modern colonialism and slavery
  - ❖ Gender and sexuality during the French Revolution
    - Christine Walker, "Pursuing Her Profits: Women in Jamaica, Atlantic Slavery and a Globalising Market, 1700–60"
    - Lynn Hunt, "The Many Bodies of Marie-Antoinette: Political Pornography and the Problem of the Feminine in the French Revolution"
- ➔ The book review is due on February 12<sup>th</sup> at 11.59pm.

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**Week 6: February 15 & 17 –**

◆◆◆ Reading week ◆◆◆

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**Week 7: February 22 & 24**

*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
- ➔ The take-home exam is due on Sunday February 28<sup>th</sup> at 11.59pm.

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**Week 8: February 29 & March 2** *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: March 7 & 9**

*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 March 13<sup>th</sup> at 11.59pm

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**Week 10: March 14 & 16**

*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: March 21 & 23**

*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: March 28 & 30**

*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 seminar discussions.

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**Week 13: April 4 & 6**      *1950s and 1960s - Conservatism and Sexual Liberation*

- ❖ The nuclear family and traditional values in the 1950s
- ❖ Second wave feminism and sexual liberation
  - 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"

➔ Final exam Wednesday April 20<sup>th</sup> at 2:30PM - 04:30PM

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## **COLLEGE OF ARTS STATEMENTS**

### **E-mail Communication**

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail 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 e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

### **Drop Date**

The last date to drop one-semester courses, without academic penalty, is **March 11, 2016**. For [regulations and procedures for Dropping Courses, see the Undergraduate Calendar.](#)

### **Copies of out-of-class assignments**

Keep paper and/or other reliable back-up 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 CSD at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or see the website: <http://www.csd.uoguelph.ca/csd/>

### **Student Rights and Responsibilities**



Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. [The Rights and Responsibilities are detailed in the Undergraduate Calendar](#)

### **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.