1 Course Details

1.1 Calendar Description
This course will examine the history of gender and/or sexuality in different cultures, paying close attention to various theoretical approaches to understanding the history of gender and/or sexuality. The chronological and geographic focus of the course may vary according to the interests and expertise of the instructor.

1.2 Course Description
This course will provide a thematic approach to the foundations of Western attitudes towards sexuality, especially as they developed in premodern Europe. The complex interweaving of medicine, Christian law and theology, and popular practices and beliefs will be explored.

This course is problem oriented rather than content oriented and will take an historiographical approach. This will allow students the opportunity to engage in an in-depth examination of a topic that is increasingly occupying the attention of scholars from all disciplines and for all periods and geographic areas.

This course is also designed to provide students with a sophisticated approach to historical enquiry. After considering some of the theoretical issues pertaining to the historical study of human sexuality, students will spend the majority of term reading and analysing the works of various historians on a variety of themes. As in so many areas of enquiry, there is no “right answer” but rather a variety of approaches to complex topics since scholars differ or reach consensus according to individual values, their disciplines, their theoretical and methodological approaches, and the kinds of sources they use.
1.3 Timetable

Wednesdays 2:30-5:20 pm in MCKN 521

Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

This course does not have a final exam.

2 Instructional Support

2.1 Instructional Support Team

| Instructor: | Jacqueline Murray |
| Email:      | jamurray@uoguelph.ca |
| Telephone:  | +1-519-824-4120 x58521 |
| Office:     | MCKNEXT 1005 |
| Office Hours: | By appointment. |

3 Learning Resources

4 Learning Outcomes

4.1 Course Objectives

Through the consistent practice of historiographical analysis, students will develop their ability to read critically and to identify the analytical perspectives authors necessarily bring to works of historical analysis.

By reading consistently and critically, students will hone their critical skills and refine their ability to use evidence and shape arguments, as well as enhance research expertise, all of which are transferable.

5 Teaching and Learning Activities
5.1 Seminar

Week 1 - January 8

Topics: Introduction

Week 2 - January 15

Topics: Theorizing Sexuality: Foucauldian Foundations

References: Michel Foucault, History of Sexuality, Vol. 1, Introduction


Lynn Hunt, “Foucault’s Subject” in The History of Sexuality, in Discourses of Sexuality; From Aristotle to AIDS, ed. Domna Stanton (Ann Arbor: University of Michigan, 1992), 78-93.


Week 3 - January 22

Topics: Research Strategies

Week 4 - January 29

Topics: The Ancient World


Week 5 - February 5

Topics: Medieval Values

References:


Week 6 - February 12

Topics: Science and Medicine
References:


Week 7 - February 26

Topics:

Male Homosexuality

References:


Joseph Cady, “The ‘Masculine Love’ of the ‘Princes of Sodom’ ... The Homosexuality of Henry III and His Mignons ...” in *Desire and Discipline. Sex and Sexuality in the*


Robert Mills, “Seeing Sodomy in the "Bibles moralisées“” Speculum 87 (2012), 413-468

Week 8 - March 4

Topics: Lesbian Sexuality

References:


**Week 9 - March 11**

**Topics:**

Trans/Inter Sex

**References:**


**Week 10 - March 18**

**Topics:**

Pleasure and Desire

**References:**

Andrew Taylor, “Reading the Dirty Bits,” in *Desire and Discipline. Sex and Sexuality in the Premodern West*, ed. J. Murray and K. Eisenbichler (Toronto: University of Toronto


Mohammed-Hocine Benkheira, Anal sex in medieval Islamic law. Citation to follow


Week 11 - March 25

Topics: Sexual Anxieties

References:


Book of the Knight of the Tower, ch. 35 & 36


6 Assessments

6.1 Marking Schemes & Distributions

**Historiographical Essay - 40%**

Students will write an historiographical essay on a topic of their individual choosing, approved by the instructor. The should reflect upon the development of a field of research including the historical perspectives of the authors, the historical problems under investigation, the use or limitations of sources that are available, and propose new directions for research. Students should identify their topic before Reading Week and submit it on the last day of classes, April 3rd.

**Seminar Readings Summaries - 10%**

**Seminar Presentation - 20%**

Each student will select one week to prepare an in-depth introduction to and analysis of one of the historiographical problems. Up to two students may select the same week, however, they need to coordinate to ensure they present on different issues. The presentation should not exceed 10-12 minutes and should highlight the theoretical and methodological issues encountered by historians, the types of sources available and how they either illuminate or obscure our understanding of the past. To enhance the historiographical and research goals of the course, each student should find two additional articles/books on their topic and present them to the group. Assessment will be based on quality of historical analysis, quality of presentation style (PowerPoint and other media are not permitted – this is an exercise in oral presentations), and quality of the two additional sources.

**Seminar Participation - 15%**

Given that much of the learning in this course will occur through the exchange of ideas and exploration of problems in the seminar, it is imperative that all students attend, are well prepared, and participate in every seminar discussion. To receive a good evaluation for seminar participation, a student will need to have prepared all the readings in advance and be
able to summarize the content and arguments of each assigned reading. To assist in this process students will submit a summary of no more than two pages of each week’s readings in advance of the beginning of class. Excellent participation will consist of having attended all classes and participated actively and intelligently. For an excellent evaluation, a student will have demonstrated a critical and analytical understanding of the material and the ability to isolate and expand on themes and historical problems. To be evaluated as outstanding, a student will have met all the above criteria, and in addition, will have demonstrated the ability to synthesize problems across time and space and will have regularly applied various theoretical and methodological approaches to the analysis of the material under discussion. Participation grades will be arrived at through written peer and self and instructor assessment.

**Peer Review - 15%**

Students will provide peer feedback to every other group member at the end of every class. This will create a culture of continuous assessment and professionalism as well as help to develop a safe intellectual space. At the end of the semester, students will submit a transparent written assessment for every other group member (signed with a copy to the individual and the instructor). Oral and written feedback will be assessed by the instructor for fairness, comprehensiveness, ability to provide examples, and to suggest and encourage areas for improvement. This is perhaps the most supportive aspect of the course.

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**7 University Statements**

**7.1 Email Communication**

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

**7.2 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. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Graduate Calendar - Grounds for Academic Consideration
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml
7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

Graduate Calendar - Registration Changes
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-regregchg.shtml

Associate Diploma Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml

7.4 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.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
https://www.uoguelph.ca/sas

For Ridgetown students, information can be found on the Ridgetown SAS website
https://www.ridgetownc.com/services/accessibilityservices.cfm
7.6 Academic Integrity

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 encourages academic integrity. 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.

Undergraduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

Graduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

7.7 Recording of Materials

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

7.8 Resources

The Academic Calendars are the source of information about the University of Guelph’s procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars
https://www.uoguelph.ca/academics/calendars