



# **HIST\*6360 History of Sexuality and Gender**

Winter 2020

Section(s): C01

Department of History

Credit Weight: 0.50

Version 2.00 - January 08, 2020

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## **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.

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## 2 Instructional Support

### 2.1 Instructional Support Team

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

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## 3 Learning Resources

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## 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.

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## 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*

John Boswell, "Towards the Long View: Revolutions, Universals and Sexual Categories," in *Hidden From History. Reclaiming the Gay and Lesbian Past*, ed. M. Duberman, M. Vicinus, and G. Chauncey (New York: Penguin, 1981), 17-36.

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.

David Halperin, "Forgetting Foucault: Acts, Identities, and the History of Sexuality," *Representations* 63 (1998): 93-120.

### Week 3 - January 22

**Topics:** Research Strategies

### Week 4 - January 29

**Topics:** The Ancient World

**References:** Helen King, "Sowing the field: Greek and Roman sexology," in *Sexual Knowledge, Sexual Science*, ed. R. Porter and M. Teich (Cambridge: Cambridge University Press, 1994), 29-46.

Anne Carson, "Putting Her in Her Place: Woman, Dirt, and Desire," in *Before Sexuality. The Construction of Erotic Experience in the Ancient Greek World*, ed. D.M. Halperin, J.J. Winkler, F.I. Zeitlin (Princeton: Princeton University Press, 1990), 135-69.

John J. Winkler, "Laying Down the Law: the Oversight of Men's Sexual Behavior in Classical Athens," in *Before Sexuality. The Construction of Erotic Experience in the Ancient Greek World*, ed. D.M. Halperin, J.J. Winkler, F.I. Zeitlin (Princeton: Princeton University Press, 1990), 171-209.

Amy Richlin, "Not Before Homosexuality: The Materiality of the *Cinaedus* and the Roman Law against Love between Men," *Journal of the History of Sexuality* 3 (1993): 523-73.

Alastair J. L. Blanshard, "Queer Desires and Classicizing Strategies of Resistance," in *Sex, Knowledge, and Receptions of the Past*, ed. Kate Fisher and Rebecca Langlands. Oxford Scholarship Online: September 2015

## Week 5 - February 5

### Topics:

Medieval Values

### References:

Ruth Mazo Karras, "Sexuality in the Middle Ages," in *The Medieval World*, ed. P. Linehan and J.L. Nelson (New York: Routledge, 2001), 279-93.

Jacqueline Murray, "Historicizing Sex, Sexualizing History," in *Writing Medieval History*, ed. Nancy Partner (London: Hodder, 2005), 133-52.

Peter Brown, "Bodies and Minds: Sexuality and Renunciation in Early Christianity," in *Before Sexuality. The Construction of Erotic Experience in the Ancient Greek World*, ed. D.M. Halperin, J.J. Winkler, F.I. Zeitlin (Princeton: Princeton University Press, 1990), 479-93.

James A. Brundage, "Marriage and Sexuality in the Decretals of Pope Alexander III," in James A Brundage, *Sex, Law and Marriage in the Middle Ages*, Variorum Collected Studies 397 (Aldershot UK: Ashgate, 1993), Essay IX.

## Week 6 - February 12

### Topics:

Science and Medicine

**References:**

Thomas Laqueur. *Making Sex. Body and Gender from the Greeks to Freud* (Cambridge: Harvard University Press, 1990), 63-113.

Lesley Dean-Jones, "The Politics of Pleasure: Female Sexual Appetite in the Hippocratic Corpus," in *Discourses of Sexuality; From Aristotle to AIDS*, ed. Domna Stanton (Ann Arbor: University of Michigan, 1992), 48-77.

Robert Martensen, "The transformation of Eve: women's bodies, medicine and culture in early modern England," in *Sexual Knowledge, Sexual Science*, ed. R. Porter and M. Teich (Cambridge: Cambridge University Press, 1994), 107-33.

Kim M. Phillips. "Bodies of Knowledge, Bodies of Mystery: Recent Work in the History of Bodies, Genders and Sexualities," *History Workshop Journal*, 87 (2018): 271-282.

Leah deVun, "Erecting Sex: Hermaphrodites and the Medieval Science of Surgery," *Scientific Masculinities*, ed. Erika Lorraine Milam and Robert A. Nye, *Osiris* 30:1 (2015): 17-37.

**Week 7 - February 26****Topics:**

Male Homosexuality

**References:**

James M. Saslow, "Homosexuality in the Renaissance: Behaviour, Identity, and Artistic Expression," in *Hidden From History. Reclaiming the Gay and Lesbian Past*, ed. M. Duberman, M. Vicinus, and G. Chauncey (New York: Penguin, 1981), 90-105.

Alan Bray, "Homosexuality and the Signs of Male Friendship in Elizabethan England," in *Queering the Renaissance*, ed. J. Goldberg (Durham, NC: Duke University Press, 1994), 40-61.

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*

*Premodern West*, ed. J. Murray and K. Eisenbichler (Toronto: University of Toronto Press, 1996), 123-54.

Richard Trexler, *Sex and Conquest, Gendered Violence, Political Order, and the European Conquest of the Americas* (Ithaca: Cornell University Press, 1995), chapters 4 & 5

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

## **Week 8 - March 4**

**Topics:** Lesbian Sexuality

**References:** Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence," *Journal of Women's History* 15.3 (2003): 11-48.

Jacqueline Murray, "Twice Marginal and Twice Invisible: Lesbians in the Middle Ages," in *Handbook of Medieval Sexuality*, ed. V.L. Bullough and J. Brundage (New York: Garland, 1996), 191-222.

Judith M. Bennett, "'Lesbian-Like' and the Social History of Lesbianisms," *Journal of the History of Sexuality* 9 (2000): 1-24.

Brigitte Eriksson, "A Lesbian Execution in Germany, 1721. The Trial Records," *Journal of Homosexuality* 6 (1980/81): 27-40.

Helmut Puff, "Female Sodomy: The Trial of Katherina Hetzeldorfer (1477)," *Journal of Medieval and Early Modern Studies*, 30.1 (2000): 41-61.

Valerie Traub, "The Renaissance of Lesbianism in Early Modern England," *GLQ*, 7.2 (2001): 245-63.

Amer, Sahar Amer. "Medieval Arab Lesbians and Lesbian-Like Women" *Journal of the History of Sexuality* 18.2 (2009): 215 - 236.

Judith Bennett. "Remembering Elizabeth Etchingam and Agnes Oxenbridge." In: N. Giffney, M.M. Sauer, D. Watt, eds. *The Lesbian Premodern* (Palgrave Macmillan, New York, 2011), pp. 131-143.

## Week 9 - March 11

**Topics:** Trans/Inter Sex

**References:** Ruth Mazo Karras and David Lorenzo Boyd, "*Ut Cum Mulier: A Male Transvestite Prostitute in Fourteenth-Century London*," in *Premodern Sexualities*, ed. L. Fradenburg and C. Freccero (New York: Routledge, 1996), 101-116.

Ruth Karras and Tom Linkinen. (2016). "John/Eleanor Rykener Revisited." In L. Doggett & D. O'Sullivan, eds., *Founding Feminisms in Medieval Studies: Essays in Honor of E. Jane Burns* (Boydell & Brewer, 2016), pp. 111-222.

Leah DeVun, "Animal Appetites," *GLQ* 20 (2014): 461-490.

Jeremy Goldberg, "John Rykener, Richard II and the Governance of London," *Leeds Studies in English, New Series* XLV (2016): 49-70

Samantha Charland, "Gender Fluidity in Medieval London. Considering the Transvestite Prostitute Eleanor John as a Lesbian-Like Woman," in *Imagining the self, constructing the past*, ed. Robert G. Sullivan and Paiges Meriem. Newcastle-upon-Tyne, England : Cambridge Scholars, 2016, pp. 44-52.

Karen A Lurkhar, "Medieval Silence and Modern Transsexuality," *Studies in Gender & Sexuality* 11 (2010): Pages 220 - 238.

## 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

Press, 1996), 280-95.

Vern L. Bullough et al., "Sadism, Masochism and History, or When is behaviour sado-masochistic?" in *Sexual Knowledge, Sexual Science*, ed. R. Porter and M. Teich (Cambridge: Cambridge University Press, 1994), 47-62.

Joyce E. Salisbury, "Bestiality in the Middle Ages," in *Sex in the Middle Ages*, ed. J. Salisbury (New York: Garland, 1991), 173-86.

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

Lawrence Stone, "Libertine Sexuality in Post-Restoration England: Group Sex and Flagellation among the Middling Sort in Norwich in 1706-07," *Journal of the History of Sexuality*, 2:4 (1992): 511-26.

## Week 11 - March 25

### Topics:

Sexual Anxieties

### References:

"Penis Captivus" in *Sex in the Middle Ages*, ed. J. Salisbury (New York: Garland, 1991), 232-238.

Dyan Elliott, "Sex in Holy Places: An Exploration of a Medieval Anxiety" *Journal of Women's History* 6:3 (1994):6-34.

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

Jacqueline Murray, "The Battle for Chastity: Miraculous Castration and the Quelling of Desire in the Middle Ages." *Journal of the History of Sexuality* 28:1 (2019): 96–116.

"Pollution, Illusion, and Masculine Disarray: Nocturnal Emissions and the Sexuality of the Clergy." In *Constructing Medieval Sexuality*. Ed. Karma Lochrie, Peggy McCracken, and James A. Schultz, 1-23. Minneapolis: University of Minnesota Press, 1997.



**Week 12 - April 1****Topics:**

Conclusions

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## 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.

## **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>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions  
<https://www.uoguelph.ca/registrar/calendars/diploma/current/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-reg-regchg.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>

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