

The University of Western Ontario
Department of History
2012-2013

HISTORY 4803E (001) – TOPICS IN GENDER HISTORY

Wednesday, 9:30 am-11:30 am
Room: STVH 2166

Professor Monda Halpern
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Office Hours: Mondays, 3:00 pm-4:30 pm,
and by appointment

COURSE DESCRIPTION:

This seminar course explores nineteenth and twentieth-century gender history in Canada and the United States. It will examine selected topics and themes, with consideration of sexuality, nationality, race, ethnicity, and class. In the first term, students will read all or portions of four required books, as well as some articles, and will discuss them in class. In the second term, each student will write and present a research paper, and will be expected to contribute to the seminars of classmates by reading, evaluating, and discussing their work.

REQUIRED TEXTS:

(All readings, including articles, are available on two-hour reserve at Weldon Library):

Kimmel, Michael S. *Manhood in America: A Cultural History*. 3rd edition. New York: Oxford University Press, 2012.

McPherson, Kathryn, ed. *Gendered Pasts: Historical Essays in Femininity and Masculinity in Canada*. Don Mills: Oxford University Press, 1999.

Ruiz, Vicki L. And Carol Ellen DuBois, eds. *Unequal Sisters: An Inclusive Reader in U.S. Women's History*, Fourth Edition. New York: Routledge Press, 2008.

Srebnick, Amy Gilman. *The Mysterious Death of Mary Rogers: Sex and Culture in Nineteenth Century New York*. New York: Oxford University Press, 1995.

COURSE REQUIREMENTS:

First-term article review (8-10 pp.):	November 21, 2012	20%
Second-term research paper (15-18 pp.):	TBA	40%
Second-term seminar presentation:	TBA	10%
Attendance/Participation:		15%
Second-term critiques (three at 2 pp. each):		15%

LEARNING OUTCOMES:

Students should be able to:

analyze the ways in which gender is socially constructed, and thus varies over time, place, class, and cultures.

examine the ways in which gender intersects with issues of ethnicity, race, class, and sexuality, and the ways in which it has influenced, and has been shaped by, selected historical trends and movements.

explore the ways in which discourses about gender have often been used as a tool of oppression, and as a way to promote the status quo.

PLEASE NOTE:

During all lectures, videos, student presentations, and class breaks, the recreational use of laptops (web browsing, emailing, etc.), as well as the use of all wireless handheld devices (cell phones, etc.), is not permitted in the classroom. Failure to comply will adversely affect your attendance/participation mark.

REMINDER:

Students are reminded that academic accommodation on medical grounds can in most instances **only** be granted if supported by a **University of Western Ontario Student Medical Certificate**. This form can be accessed at the following website:

https://studentservices.uwo.ca/secure/medical_document.pdf or be picked up at the Academic Counselling Office in the student's home faculty (For Social Science students 2105 SSC).

Further details on this policy can be found at the following website:

<http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

A copy of the Faculty of Social Science policy on plagiarism has been attached to this syllabus. Students who violate these guidelines can expect to incur the full weight of the penalties outlined therein. The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.

SCHEDULE:

Sept. 12	Introduction
Sept. 19	What is Women's History? (Part I) Optional: Gail Cuthbert Brandt, "Postmodern Patchwork: Some Recent Trends in the Writing of Women's History in Canada," <i>Canadian Historical Review</i> , LXXII, 4 (1991): 441-70.
Sept. 26	No Class: Yom Kippur
Oct. 3	What is Women's History? (Part II); Feminist Theory
Oct. 10	The Sears Case: Women's History Challenged Jacquelyn Dowd Hall and Sandi E. Cooper, "Women's History Goes on Trial: EEOC vs. Sears Roebuck and Co.," <i>Signs</i> , 11 (1986): 751-79. Ruth Milkman, "Women's History and the Sears Case," <i>Feminist Studies</i> , 12 (Summer 1986): 375-400. Alice Kessler-Harris, "EOC vs. Sears Roebuck: A Personal Account," in Vicki L. Ruiz and Ellen C. DuBois, <i>Unequal Sisters: a</i>

Multi-Cultural Reader in U.S. Women's History (1994), 545-59.

Vicki Schultz, "Women `Before' the Law: Judicial Stories about Women, Work, and Sex Segregation on the Job," in Judith Butler and Joan W. Scott, *Feminists Theorize the Political* (1992), pp. 297-338.

Oct. 17

Gendered Pasts:
Manhood:

What is Gender History?

"Introduction," pp. 1-11.
pp. 1-8; 38 (middle)-43 (bottom).

Oct. 24

Unequal Sisters:

Manhood:

Issues of Racial and Ethnic Diversity

"Introduction," pp. xi-xv.
"Race and the Politics of Identity in U.S. Feminism," pp. 1-14.
"Migrations and Destinations," pp. 248-58.
pp. 67-71, 141-42, 251-55 (middle).

Oct. 31

Mary Rogers:
Gendered Pasts:
Unequal Sisters:

Sex and the City

pp. 1- 60.
"It Was Only a Matter of Passion'...", pp. 65-79.
"Sexual Geography and Gender Economy . . .," pp. 325-41.

Nov. 7

Mary Rogers:
Manhood:
Gendered Pasts:
Unequal Sisters:

Image and the Written Word

pp. 61-83.
pp. 43 (bottom)-51(middle), 109 (middle)-114.
"Sex Fiends or Swish Kids?...", pp. 158-78.
"The Feminized Civil War...", pp. 130-55.

Nov. 14

Mary Rogers:
Manhood:
Gendered Pasts:

Crime and Punishment

pp. 84-108, 134-57.
pp. 269 (middle)-75 (middle).
"The Homeless, the Whore, the Drunkard . . .," pp. 29-47.

Nov. 21

Manhood:
Gendered Pasts:

Marriage Minded (ESSAY DUE)

pp. 115-17 (middle).
"A Fit and Proper Person," pp. 123-38.
"The Miner's Wife...", pp. 139-57.

Nov. 28

Manhood:
Gendered Pasts:
Unequal Sisters:

Parent Minded

pp. 149, 163 (middle)-66 (top), 176 (bottom)-79.
"To Take an Orphan...", pp. 106-22.
"Nonmothers as Bad Mothers...", pp. 521-34.

Dec. 5

Manhood:
Unequal Sisters:
Gendered Pasts:

Constructing Sexuality

pp. 147 (bottom)-48, 150-52, 175-76.
"Was Mom Chung a 'Sister Lesbian'?...", pp. 467-82.
"The Case of the Kissing Nurse," pp. 179-98.

WINTER BREAK

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca