



The University of Western Ontario
HISTORY/GENDER, SEXUALITY, AND WOMEN'S STUDIES 9827B

The History of Sexuality

Winter 2021

On Zoom, Thursdays 9:30am-12:30pm

Instructor: Associate Professor Laurel Clark Shire

Office Hours: TBA

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Although people have always engaged in a wide variety of sexual acts, sexuality (as a mode of individual and group identity) is a very recent social category. The idea that individuals possess a “sexual orientation” emerged in psychological and sexological discourses in the West in the second half of the nineteenth century, even as modern capitalism increasingly enabled some individuals to eschew getting married and having children. Most modern societies did not develop fully “heterosexual” norms and consistently heteronormative laws until after the Second World War. Thus, “sexuality” as we know it - a mode of identification - developed long after other socially and historically contingent categories such as gender and race. It also forever changed how gender, race, class, and other identities operated in the world. Today, many people claim sexual identities as heterosexual, bisexual, homosexual, pansexual, or asexual (and others). By doing so they seek and find sexual partners, create diverse kinds of families and households, remake and reproduce social norms and cultural worlds, and build political movements. Those partnerships, norms, communities, and movements are all shaped by other factors as well, especially race, class, and gender.

This course will examine the intersectional history of sexuality through histories of those who have violated or changed sexual norms, and accounts of those who obeyed or reinforced them, in the modern world. In doing so, we will seek to better understand how we arrived at the diverse sex (and gender and racial and ableist) arrangements under which we live, resist, and organize in the present. While much of the literature available in English on this subject concerns Europe and North America, the syllabus will include some readings about sexuality in other parts of the world. Just as sexual norms were not the same in the past, neither are they the same in different cultures across the world. Putting our own norms and “truths” in comparison with those of other cultures will allow us to think critically about the ways that social and historical contexts shape sexuality and sexual identity, and how those contexts are also reshaped by changing sexual practices, norms, and identities.

Methods of Evaluation:

WEEKLY PARTICIPATION IN SEMINAR (30%)

Did you attend? Had you done the reading effectively? Were you prepared to ask questions and interact with the readings and your peers in a respectful and critical manner? Did you ask questions or make comments that drew common threads or useful comparisons across different readings (from this or any week of the course)? Did you participate meaningfully each week, or only when we read something you were interested in? Did you share your thoughts, positive or negative, or did you save “what you really think” for discussions outside of class? If you must

miss a seminar meeting due to illness or a family emergency, please inform me in writing and provide any available documentation.

DISCUSSION LEADERSHIP IN SEMINAR (5%)

Once during the seminar you (and possibly 1-2 others) will begin our discussion of the week's readings with a short presentation (5-10 minutes) to the whole seminar that outlines: 1) main arguments 2) methodologies 3) sources 4) reviews of author(s)'s work and its implications for the field and 5) discussion questions. Hit each of these effectively, and you'll earn all 5 points.

FIVE BOOK REVIEWS (25%)

We will read several monographs in this course. You must write a 500-800 word review of five of them. Send each to lshire@uwo.ca before class on the date we discuss the book. A good book review pinpoints and pithily summarizes the thesis, methods, and sources of the study; identifies the most important implications of the research findings and places them in conversation with others who agree and disagree in the field; points out any substantive omissions or problems; indicates what new questions the study has raised for future research. If you are unsure what a good book review looks like, browse the review section of your favorite academic history journal. These cannot be accepted after the seminar meets on that book (whether or not you attend), so please plan accordingly.

ESSAY (40%)

Choose a reasonably delimited question about the history of sexuality (anywhere in the world and at any time in history) and conduct original research into primary and secondary sources to answer it in 18-20 pages (double spaced, exclusive of notes and bibliography). You might choose a particular cultural artifact/event or primary source to analyze, or carve out a small piece of a larger research project to explore in this essay. You should use as many of our shared course materials as are relevant to your research question, in addition to those you find in your research. Your final draft is due on DEC X by 12 noon. Late essays will be penalized 5% per day, and extensions will be granted only in advance and if requested. It must include a title, footnotes or endnotes, and a bibliography in Chicago/Turabian (exceptions will be made for students from disciplines that use other citation styles, discuss with me please). If possible and appropriate, you are encouraged to use this to begin research for a conference paper, journal article, MA cognate, or dissertation chapter. If your seminar paper does continue into one of those venues, I will be happy to provide feedback even after the course is complete.

COURSE MATERIALS (in DBW library, available at the bookstore and/or online): Do not purchase books before the first seminar, as we will choose which texts to read together at our first meeting. Those listed below are among our possible choices.

Films: "A Florida Enchantment" (1914); "Tongues Untied" (1989); "Coming Out Under Fire" (1994); "Moonlight" (2016)

Weeks 1 & 2 - Introductions

Leila J. Rupp, *A Desired Past: A Short History of Same-Sex Love in*

Hanne Blank, *Straight: The Surprisingly Short History of Heterosexuality*

Domna C. Stanton Discourses of Sexuality from Aristotle to AIDS, editor
Katherine Crawford, European Sexualities: 1400-1800
Susan Stryker, The Transgender Studies Reader

Weeks 3 & 4 – Theoretical Foundations

Michel Foucault, History of Sexuality, vol. 1.
Anne Laura Stoler, Race and the Education of Desire
Anjali Arondekar, For the Record: Sexuality and the Colonial Archive

Weeks 5 & 6 - Colonialism, Slavery and Sexualities, pre-1900

Sharon Block, Rape and Sexual Power in Early America
Jennifer Morgan, Laboring Women: Reproduction and Gender in New World Slavery
Claire Sears, Arresting Dress: Cross-Dressing, Law, and Fascination in 19th Century San Francisco
Sharon Marcus, Between Women: Friendship, Desire and Marriage in Victorian England
Alys Eve Weinbaum The Afterlife of Reproductive Slavery: Biocapitalism and Black Feminism's Philosophy of History
Lamonte Aidoo, Slavery Unseen: Sex, Power, and Violence in Brazilian History

Weeks 6 through 8 – The Mid-Century Modern ... Closet

Margot Canady, The Straight State: Sexuality and Citizenship in 20th Century America
Laura Briggs, Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico
Allan Berube, Coming Out Under Fire: The History of Gay Men and Women in World War II
George Chauncey, Gay New York: Gender, Urban Culture and the Making of the Gay Male World, 1890-1940
John D'Emilio, Lost Prophet: The Life and Times of Bayard Rustin
Regina Kunzel, Criminal Intimacy: Prison and the Uneven History of Modern American Sexuality
Heather Murray, Not in this Family: Gays and the Meaning of Kinship
Lakisha Michelle Simmons, Crescent City Girls: The Lives of Young Black Women in Segregated New Orleans

Week 9 - Discourses of sex and health

Claude Quétel, History of Syphilis
Ellen Samuels, Fantasies of Identification: Disability, Gender, Race
Johanna Schoen, Choice and Coercion: Birth Control, Sterilization, and Abortion in Public Health and Welfare
Nayan Shah, Stranger Intimacy: Contesting Race, Sexuality and the Law in the American West

Weeks 10-12 - Sexualities around the World

Afsaneh Najmabadi, Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran
Amanda Lock-Swarr, Sex in Transition: Remaking Gender and Race in South Africa
Gloria Wekker, The Politics of Passion: Women's Sexual Culture in the Afro-Surinamese Diaspora
James Green, Beyond Carnival: Male Homosexuality in 20th Century Brazil
Kathy Davis, The Making of Our Bodies, Ourselves: How Feminism Travels Across Borders

Additional Statements

You may also wish to contact Accessible Education (formerly known as Services for Students with Disabilities (SSD)) at 661-2111 x 82147 for any specific question regarding an accommodation. See: <http://success.uwo.ca/academics/sas/index.html>

Request for Accommodations/Medical Issues

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Nancy Rhoden (nrhoden@uwo.ca) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

Copyright

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

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.

For more information on plagiarism and other scholastic offenses at the graduate level see: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

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 are 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 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.

If a History graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss this situation, and so that the student can present or respond to evidence. Afterwards the graduate

chair will make a decision about whether misconduct has occurred and any penalties; this will be communicated in writing to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm, affirm, vary, or overturn the graduate chair's decision or penalty.

Information on the appeals procedures for graduate students can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority.

- Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/> and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>
- Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>
- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: <http://www.sdc.uwo.ca>.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.