**Global History of Sexuality and Gender**

Prof. Samuel Clowes Huneke Fall 2020

He/him/his HIST 615-003/635-004 & CULT 860-004

Office Hours: Virtual, by appointment Online

shuneke@gmu.edu Thurs. 7:20-10:00 PM

**Course Description**

What are sexuality and gender identity, what do they have to do with each other, and how have they changed over time? Why have different regimes regulated sexuality in different ways and for different reasons? How have individuals understood their sex and sexuality in different times and places? These are a few of the questions we will tackle this semester, reading some of the most influential histories of gender and sexuality in Europe, the United States, and Asia. The course includes a focus on oral history.

**Course Goals & Expectations**

As this is a graduate seminar, we will focus on reading significant historiography and thinking about how historians “do” the history of sexuality and gender. By the end of the semester you should:

1. Understand how and why different societies have regulated sexuality, and what those regulations say about citizenship and the state;
2. Have a good understanding of the state of the field of the history of sexuality and gender;
3. Feel comfortable integrating the history of sexuality and gender into your own research; and
4. Have learned how to conduct oral histories.

The reading load is around one to one-and-a-half books per week. You are expected to participate on the online discussion board and come to class prepared to make substantive contributions to the conversation. Due to COVID-19, the course is being held online, which means our course discussions will take place Thursdays at 7:20 PM on Blackboard Collaborate Ultra. Each student will lead discussion one week, which will also involve writing a page-long response to that week's readings. You will review a book not on the syllabus and complete a substantial project of your own design.

**Required Texts**

1. Michel Foucault, *The History of Sexuality*, Vol. I
2. Dan Healey, *Russian Homophobia from Stalin to Sochi*
3. Afsaneh Najmabadi, *Women with Mustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*
4. Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States*
5. Martin Duberman, *Has the Gay Movement Failed?*

**Schedule**

**August 27: What is the History of Sexuality?**

­­MichelFoucault, *The History of Sexuality*, Vol. I

Martha Vicinus, “‘They Wonder to Which Sex I Belong’: The Historical Roots of the Modern Lesbian Identity,” *Feminist Studies* [JSTOR]

**September 3: Queer Approaches to Sexuality and Gender**

Monique Deveaux, “Feminism and Empowerment: A Critical Reading of Foucault,” *Feminist Studies* [JSTOR]

Lisa Duggan, "The New Homonormativity" [Blackboard]

Judith Butler, "Violence, Mourning, Politics" [Blackboard]

Heather Love, *Feeling Backward: Loss and the Politics of Queer History*, 1-30 [JSTOR]

Elizabeth Freeman, "Time Binds, or, Erotohistoriography" [Blackboard]

**September 10: Queer Oral History**

Madeline Davis and Elizabeth Lapovsky Kennedy, “Oral History and the Study of Sexuality in the Lesbian Community: Buffalo, New York, 1940-1960,” *Feminist Studies* [JSTOR]

Pete Sigal, “Latin America and the Challenge of Globalizing the History of Sexuality,” *The American Historical Review* [JSTOR]

Lisa Rofel, “Qualities of Desire: Imagining Gay Identities in China,” *GLQ* [JSTOR]

Look at the LGBTQ [Oral History Hub](http://lgbtqdigitalcollaboratory.org/oral-history-hub/) and [LGBTQ+ Digital Humanities](https://www.elspethbrown.org/lgbtq-digital-humanities/)

**September 17: Queer Oral History, Pt. II**

[Best Practices](https://www.oralhistory.org/best-practices/), Oral History Society

Nan Alamilla Boyd, “Who is the Subject? Queer Theory Meets Oral History,” *Journal of the History of Sexuality* [JSTOR]

Horacio N. Roque Ramírez, "Memory and Mourning: Living Oral History with Queer Latinos and Latinas in San Francisco" [JSTOR]

Kevin Murphy, Jennifer Pierce, and Jason Ruiz, "What Makes Queer Oral History Different" [Blackboard]

**September 24: Sexuality and Gender in Ancient and Early Modern Europe**

Bernadette Brooten, *Love Between Women: Early Christian Responses to Female Homoeroticism*, selections [Blackboard]

Craig Williams, *Roman Homosexuality*, selections [Blackboard]

John Boswell, *Christianity, Social Tolerance, and Homosexuality*, selections [Blackboard]

**October 1: East Asian Homosocial Traditions**

Jennifer Robertson, “Dying to Tell: Sexuality and Suicide in Imperial Japan,” *Signs* [JSTOR]

Matthew Sommer, *Sex, Law, and Society in Late Imperial China*, 114-165

Wu Cuncun, [*Homoerotic Sensibilities in Late Imperial China*](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwj-wcLl9f3qAhUyOn0KHQ7KD00QFjABegQIBBAB&url=http%3A%2F%2Fwww.bnasie.eu%2FAsset%2FSource%2FbnBook_ID-1318_No-01.pdf&usg=AOvVaw15bj9TrYHvs-Q0x7hCC55k), Introduction + Chapter 5

Sophie Volpp, “Classifying Lust: The Seventeenth-Century Vogue for Male Love,” *Harvard Journal of Asiatic Studies* [JSTOR]

**\*\* Meet to Discuss Final Project \*\***

**October 8: Gender and Sexuality in Early Modern Iran**

Afsaneh Najmabadi, *Women with Mustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*

**October 15: Race, Sexuality, and Gender**

Thomas A. Foster, "The Sexual Abuse of Black Men under American Slavery" [JSTOR]

Robin Mitchell, "Another Means of Understanding the Gaze: Sarah Bartmann in the Development of Nineteenth-Century French National Identity" [JSTOR]

Heike Bauer, "Sexual Rights in a World of Wrongs: Reframing the Emergence of Homosexual Rights Activism in Colonial Contexts" [JSTOR]

**\*\* Book Review Due Midnight October 18 \*\***

**October 22: Histories of Heterosexuality**

Matthew Sommer, *Wife Selling and Polyandry in Qing Dynasty China*, selections [Blackboard]

Laura Doan, "Sex Education and the Great War Soldier: A Queer Analysis of the Practice of 'Hetero' Sex" [JSTOR]

Jonathan Ned Katz, "[The Invention of Heterosexuality](http://ieas.unideb.hu/admin/file_9700.pdf)"

**October 29: Sexual Citizenship in Nazi Germany**

Laurie Marhoefer, “Lesbianism, Transvestitism, and the Nazi State: A Microhistory of a Gestapo Investigation, 1939-1943,” *The American Historical Review* [JSTOR]

Harry Oosterhuis, “Medicine, Male Bonding and Homosexuality in Nazi Germany*,” Journal of Contemporary History*, [JSTOR]

Geoffrey J. Giles, “The Denial of Homosexuality: Same-Sex Incidents in Himmler’s SS and Police,” *Journal of the History of Sexuality* [JSTOR]

Annette Timm, “Sex with a Purpose: Prostitution, Venereal Disease, and Militarized Masculinity in the Third Reich,” *Journal of the History of Sexuality* [JSTOR]

**November 5: Mapping Queer Subcultures**

[Mapping LGBT St. Louis](https://wustl.maps.arcgis.com/apps/MapSeries/index.html?appid=19fbb02a5c2f40eebfacc794aa3372dd)

[OUTgoing: Explore NYC’s historic queer nightlife](https://outgoingnyc.com)

[Queering the Map](https://www.queeringthemap.com)

[NYC LGBT Historic Sites Project](https://www.nyclgbtsites.org/)

Moira Rachel Kenney, *Mapping Gay L.A.*, Chapters 1 + 6 [Blackboard]

Michelle Schwartz and Constance Crompton, "Representing Canadian Queer Authorship" in *Cultural Mapping and the Digital Sphere: Place and Space* [Available online through Fenwick Library]

**November 12: Global Gay Rights Movements**

Josie McLellan, “Glad to be Gay Behind the Wall,” *History Workshop Journal* [JSTOR]

Mal Palmberg, “Emerging Visibility of Gays and Lesbians in Southern Africa” [JSTOR]

Martin Duberman, *Has the Gay Movement Failed?*

**November 19: Trans Histories**

Joanne Meyerotwitz, *How Sex Changed: A History of Transsexuality in the United States*

**December 3: Contemporary Homophobia**

Dan Healey, *Russian Homophobia from Stalin to Sochi*

Byrne Fone, *Homophobia: A History*, Introduction [Blackboard]

**\*\* Final Paper Due Midnight December 10 \*\***

**Course Information**

**Grading**

Your final grade will be calculated according to the following rubric:

Participation — 20%

Leading Discussion — 20%

Book Review — 20%

Final Paper — 40%

**Attendance & Participation**

Class discussions will be held each Thursday at 7:20 PM on Blackboard Collaborate Ultra. Participation is worth 20% of your final grade. Attendance will account for 20% of your participation grade and performance in class and on the Blackboard discussion board will account for the remaining 80%. In other words, participation is a significant component of your course performance. More than two absences will severely affect a student’s participation grade, and insufficient attendance will result in failure of the course. If a student has a prolonged illness or other personal situation that might lead to more than two absences, the student should contact me in advance, and may be provided an opportunity to make up the work missed.

It is critical that all students actively engage in the discussion of readings. Come to class prepared to make comments, express opinions, and ask questions that will move discussion forward. Actions that will adversely affect your participation grade include absences from class, coming to class unprepared, and displaying a lack of respect for your classmates.

Please do not hesitate to check in with me throughout the semester to discuss your in-class participation should you have any questions or concerns.

**Assignments**

*Leading Discussion*

Each week one (and sometimes two) students will lead discussion. This means you will submit a 1-page, single-spaced response to that week’s book by noon of the Wednesday before class, in which you draw out the book’s principal themes and arguments, its supporting evidence, and any critiques you have of it. You will also post five discussion questions on the Blackboard discussion board by noon on Wednesday before class, to which other students will respond. These questions and responses will serve as a springboard for class discussion. You will be responsible for presenting the book at the start of class and for using your questions to guide discussion.

*Book Review*

You will write a 2,000-word book review. You should choose a book outside the syllabus that covers something of particular interest to you in the history of sexuality and gender. I will distribute a list of possible books to choose from at the beginning of the semester, although you are free to choose your own. Your essay should explicate the book, explaining and critiquing its interventions in the historiography. You should draw out what its key research questions are, how the author/s answer them, and give your own view of the book's merits. The kind of synthetic thinking and writing necessary for a book review is an important skill for scholars as they plan their own research agendas. Ideally this paper will help prepare you for your final paper. This review is due by midnight on October 18 and is worth 20% of your grade.

*Final Paper*

In consultation with me, you will design and complete a substantial final project related to the course material. This project should be equivalent in work to a 5,000-word paper. This project may take the form of a scholarly review essay, oral history research project, a traditional research paper, course plan (with annotated syllabus), research proposal, museum exhibit, or some other scholarly project. By October 1 you should have met with me to discuss possible projects. The project is due by midnight on December 10 and is worth 40% of your final grade.

**Writing Assessment**

Your writing will be evaluated for its argumentation, style, and mechanical consistency. In each of your assignments you must advance and support a clear argument, or interpretation, of primary sources, and demonstrate an understanding of how your argument relates to the arguments of secondary sources we read. You should endeavor to write in a clear, readable style that supports the logical structure of your argument. Papers must be free of typographical and grammatical errors. In each of these three areas, I will work with you throughout the semester to improve your writing. One of the primary goals of this course is the development of each student’s writing abilities.

**Office Hours**

Especially since this is a seminar, please visit me during my office hours so that we can get to know one another. The more we’re on the same page, the better. I’m happy to discuss the course, writing, history, or academic life more generally. I encourage you to stop by in the first week or two to help me get to know you, but you must meet with me by mid-semester at the very latest to discuss both your oral history project and your historiography paper.

**Submissions and extensions**

Failure to complete any one graded assignment will result in a failing grade for the semester. Late submissions will be penalized 1/3 grade per day. (An A- becomes a B+, for instance). Students may request short-term extensions on assignments up to 24 hours before the due date.

**Digital Communication**

I will communicate with you using your Mason email address. Please check it regularly.

**Diversity + Inclusion**

This course strives to promote a culture of inclusion and belonging where diverse opinions, backgrounds, and practices have the opportunity to be voiced, heard, and respected, consistent with [Mason’s Diversity Statement](https://stearnscenter.gmu.edu/purpose-and-mission/mason-diversity-statement/).

I will use whatever name and pronoun/s by which you wish to be addressed. You should feel free to introduce yourself in this way in class or to speak to me in private if you would prefer.

**Title IX**

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

**Special Needs**

Students with disabilities or other special needs will receive appropriate accommodations.

**Honor Code**

All students are responsible for understanding and complying with the George Mason Honor Code. For details, see <https://oai.gmu.edu/mason-honor-code/>