

Global History of Sexuality and Gender

Prof. Samuel Clowes Huneke

Fall 2023

He/him/his

HIST 615-003/635-004 & CULT 860-004

Office Hours: Virtual, by appointment

Tues. 7:20-10:00 PM

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Aquia Building 219

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 and gender in different ways and for different reasons? How have individuals understood their gender 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.

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; and
3. Feel comfortable integrating the history of sexuality and gender into your own research.

The reading load is substantial: 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. Each student will lead discussion one week, which will also involve writing a page-long response to that week's readings, posting discussion questions on Blackboard, and guiding discussion during class. 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. Afsaneh Najmabadi, *Women with Mustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*
3. Londa Schiebinger, *The Mind Has No Sex?*
4. Eric Stanley, *Atmospheres of Violence*
5. Jen Manion, *Female Husbands*
6. Evren Savci, *Queer in Translation*
7. Dan Healey, *Russian Homophobia from Stalin to Sochi*
8. Christopher Chitty, *Sexual Hegemony*
9. Heather Love, *Underdogs*
10. Samuel Huneke, *A Queer Theory of the State*

All other readings are available online, either through a link or on Blackboard, JSTOR, or Fenwick Library's online catalog.

Schedule

August 22: What is the History of Sexuality and Gender?

Michel Foucault, *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]

Joan Scott, "Gender: A Useful Category of Historical Analysis," *The AHR* [JSTOR]

August 29: The Queer Turn

Lauren Berlant and Michael Warner, "What Does Queer Theory Teach Us About X?" *PMLA* [JSTOR]

Lisa Duggan, "The New Homonormativity" [Blackboard]

Judith Butler, "Critically Queer" [JSTOR]

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

Joan Scott, "The Evidence of Experience," *Critical Inquiry* [JSTOR]

September 5: Sexuality and Gender in Ancient and Medieval 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]

September 12: East Asian Homosocial Traditions

Matthew Sommer, *Sex, Law, and Society in Late Imperial China*, 114–165 [Fenwick]

Wu Cuncun, [Homoerotic Sensibilities in Late Imperial China](#), 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 ****

September 19: Gender, Sexuality, and Colonialism

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

September 26: The Science of Gender

Londa Schiebinger, *The Mind Has No Sex?*

Anne Fausto-Sterling, "The Bare Bones of Sex: Part 1 – Sex and Gender," *Signs* [JSTOR]

October 3: Queer of Color Critique

Eric Stanley, *Atmospheres of Violence*

Kimberle Crenshaw, "[Demarginalizing the Intersection of Race and Sex](#)," *University of Chicago Legal Forum*

Roderick Ferguson, "Introduction," *Aberrations in Black* [Blackboard]

October 10

Fall Break: Tuesday Classes Do Not Meet

**** Book Review Due 11:59 PM, October 12 ****

October 17: 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](#)"

Marc Epprecht, "Sexuality, Africa, History," *The AHR* [JSTOR]

October 24: Trans Histories

Jen Manion, *Female Husbands*

Zavier Nunn, "Trans Liminality and the Nazi State" [Fenwick]

October 31: Global Queer Rights Movements

Evren Savci, *Queer in Translation*

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

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

November 7: The History of Homophobia

Dan Healey, *Russian Homophobia from Stalin to Sochi*

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

November 14: Queer Marxism

Christopher Chitty, *Sexual Hegemony*

November 21: Critiques of Queer

Heather Love, *Underdogs*

Samuel Huneke, *A Queer Theory of the State*

November 28: No Class

**** Final Paper Due 11:59 PM, December 7 ****

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

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 you 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 Monday 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 Monday 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 12 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, a traditional research paper, course plan (with annotated syllabus), research proposal or prospectus, 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 7 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.

Citations

Please use Chicago-style footnote citations in your papers.

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.

Privacy

Students must use their Mason email account to receive important University information, including communications related to this class. I will not respond to messages sent from or sent messages to a non-Mason email address.

Sharing Class Materials

All course materials posted to Blackboard or other course sites are private to this class; by federal law, any materials that identify specific students must not be shared with anyone not enrolled in this class.

Artificial Intelligence

Except where explicitly allowed, the use of artificial intelligence (e.g., ChatGPT) to write all or part of any assignment is not allowed and will result in a failing grade for the course and possible referral to the Office for Academic Integrity.

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](#).

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/>