

## **Gender and Sexuality in World History 1800 – Present**

### **Objectives:**

This course explores several key themes in the fields of gender and identity studies as they apply to world history since about 1800. The goal of the course is to assist students in understanding the critical significance of gender, sex, sexuality, and identity to the world events we will be discussing, and also how these contentious subjects continue to influence the contemporary world. To accomplish this goal, we will investigate a series of major movements in geopolitics, labor, economics, culture and society in order to understand how individual and group identities, as well as mass assumptions about behavior and performance have shaped these events. We will also be considering a broad geographical scope, taking into account the ways in which identities and performance differed in different countries at different times, and how concepts of identity changed due to trans-national or international contact, especially in terms of European imperialism and world wars. In each discussion, the three issues of gender, sex, and sexuality will prove integral to our discussions of work, welfare, art, culture, violence, war, and activism.

### **Learning Goals:**

By the end of the semester, students in this class will be able to:

- Recognize and discuss how notions of gender, sexuality, power, and privilege influenced world historical events and continue to shape the world around us today
- Recognize and critically evaluate alternative and evolving viewpoints on past events
- Evaluate the advantages and disadvantages of using contemporary writing to explore past events
- Perform research using digital and print sources, and discuss their findings in written and verbal form
- Construct scholarly arguments and defend them using evidence, both in written and oral form
- Express themselves clearly, articulately, and correctly in written and oral work
- Efficiently negotiate the demands of college-level reading and writing

### **Required Readings:**

- *A Companion to Gender History*, Eds. Teresa A. Meade, Merry E. Wiesner-Hanks (Blackwell Publishing, 2006)
- Angela Bourke, *The Burning of Bridget Cleary* (Penguin Books, 1999)
- Jennie Burnet: *Genocide Lives in Us: Women, Memory, and Silence in Rwanda*
- Begoña Aretxaga: *Shattering Silence: Women, Nationalism, and Political Subjectivity in Northern Ireland* (Princeton University Press, 1997)
- Ed. Shula Marks, *Not Either An Experimental Doll: The Separate Worlds of Three South African Women* (Indiana University Press, 1988)

### **Course Requirements and Grading Scale:**

All grades are based on the following scale: 94-100 A, 90-93 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, 70-73 C-, 67-69 D+, 64-66 D, 60-63 D-; 59 and below, F

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| <b>Weekly Response Papers</b>   | <b>25</b> |
| <b>Participation</b>  | <b>15</b> |
| <b>Historic News Assignment</b>   | <b>10</b> |
| <b>Contemporary News Assignment</b>                                     | <b>10</b> |
| <b>Final Research Paper Preparation<br/>(Discussion, outline, etc.)</b> | <b>10</b> |
| <b>Final Research Paper</b>   | <b>30</b> |

### **Assignments:**

**Weekly Response Papers:** These are responses to the readings, as well as the topics discussed in class, or issues that you find relevant to the class going on outside the classroom (for example, campus policies, news articles, movies). These papers should be 1-2pp., typed and double-spaced (approximately 300-500 words). They should demonstrate your growing understanding of the topics of this course, as well as emphasize your preparation for that week's discussions. Students will be responsible for five of these responses over the course of the semester (each paper is worth 5% of the grade, for a cumulative 25% of the grade).

**Historic News Assignment:** Following a presentation from one of the specialist librarians at Snell, students will chose 1-3 news articles from an historic newspaper (depending on what event/person the articles are covering), and discuss the themes of gender, sex, and sexuality that can be found in those sources. Alternatively, students can also chose one piece of historic media (such as a film, photograph, or advertisement) for this assignment. This assignment should be about 3pp, typed and double-spaced (approximately 1000 words). This assignment will help students perform historic research, as well as discuss theme from the course independently.

**Contemporary News Assignment:** Using the 2016 Presidential Race to our advantage, students will choose 1 debate or 1 primary election, and compose an analysis on themes of sex, gender, sexuality and identity that are brought up either by candidates or by the news outlet covering the event (news outlets must be reputable sources—this will be discussed as election coverage progresses). This assignment should be 3-4pp., typed and double-spaced (approximately 1300 words). This will allow students to consider and discuss how the issues of sex, gender, sexuality, and identity are still highly influential to our current politics, culture, and society.

**Final Research Paper:** This paper will be on a topic of the student's choice, and can be on a historic topic, or contemporary issues, depending on what will be most beneficial to the individual student. This is intended to be a collaborative process that helps students learn how to conduct research, ask productive, scholarly questions of their sources, and identify key concepts

to investigate. In order to obtain the highest possible grade, students must meet with the instructor in person to discuss their ideas, and comply with all deadlines associated with this paper, which include producing an outline or prospectus for the paper, providing an update on the status of research or a rough draft, and turning in the final research paper. This paper should be approximately 8-10pp., typed and double spaced (approximately 2,500 – 3,000 words).

### **Policies:**

*Participation:* This is a course that requires both preparation and participation. Written work, both inside and outside class will help us all engage with the reading and issues under discussion, and will particularly help me identify topics that you want to discuss further. As a result, your weekly response papers will contribute to your participation grade.

Participation grades will be based on 1) thoughtful contributions to discussion in any form (questions or comments) 2) demonstration of having done the reading, either through essays or discussion. Absences will most assuredly affect your cumulative participation grade.

I am always available to discuss problems you are having with assignments, due dates, or class attendance. However, without a discussion, I cannot help you, so I ask that you bring any issues you are having to my attention as soon as possible so that we can work together to make this class enjoyable and beneficial to everyone.

*Attendance:* Attendance is your choice, but be aware that frequent absences affect both your ability to perform in class and your participation grade

*Computers in class:* I do not allow computers for note taking in my class, unless special arrangements are discussed in a face to face conversation.

*Cell phones:* Turn them off and leave them alone, or you will be counted absent.

*Questions about grades:* Before coming to me with questions about your grade on a given assignment, you must wait 24 hours from the time it was returned to you.

### **Academic Integrity:**

Your instructors and Northeastern University are intolerant of **any form** of academic dishonesty. Cheating or plagiarism of **any** kind will result in an automatic **F** for the course. Students who cheat will immediately be referred to the Office of Student Conduct and Conflict Resolution, and will receive the maximum university discipline possible. To ensure you understand Northeastern's policy on Academic Integrity, visit

<http://www.northeastern.edu/osccr/academicintegrity/index.html>.

### **Reasonable Accommodation:**

Students with documented learning disabilities will receive reasonable accommodation in this class. If you have a learning disability, please see me so that we can work out the details. To contact and register with Northeastern's Disability Resource Center, go to 20 Dodge Hall or [www.drc.neu.edu](http://www.drc.neu.edu) , or call 373-4428.

## **Calendar:**

*Note: Specific lecture topics and readings for each day will be added as this course is developed. Readings that are listed as being on Blackboard will be selections from the books, approximately 10-15 pages.*

### **Week 1**

#### **Theme: Theory**

##### **In-Class assignment: Introductions, In-class essay on identity and privilege**

Lecture Topics/Themes: Welcome & Introduction, and Introduction to Gender theory, discussion of identity, power, agency, etc.,

#### *Readings:*

- ✓ *A Companion to Gender History:*
  - Teresa A. Mease and Merry E. Wiesner-Hanks, Introduction, pg 1-10
- ✓ Judith Butler, *Undoing Gender* (Routledge Paperback Edition, 2004): pp. 1-56  
OR
- ✓ Judith Butler, *Gender Trouble* (Routledge Paperback Edition, 1990): pp., 1-46

### **Week 2**

Gender, Work, and the State

#### **Class Presentation by Librarian: Doing research, finding historic sources**

##### **Assignment: One page written response to readings (optional)**

Lecture Topics/Themes: Catching up to the Industrial Revolution, Work and Family, Identities inside and outside the home, gendered expectations for men and women in the Industrial Revolution (with a consideration of how these expectations did and did not change over time)

#### *Readings:*

- ✓ *A Companion to Gender History:*
  - Laura Levine Frader, “Gender and Labor in World History” in *A Companion to Gender History*
  - Merry E. Wiesner-Hanks, “Structures and Meanings in a Gendered Family History”
- ✓ Sonya O. Rose, *Limited Livelihoods: Gender and Class in Nineteenth Century England* (University of California Press, 1992) **{Blackboard}**

### **Week 3**

Gender and Power (Imperialism and Empire)

#### **Assignment: One page written response to readings (optional)**

Lecture Topics/Themes: The origins of imperialism, with an emphasis on the fact that different nations developed different empires, and what that meant for those who lived in and under them, as well as discussion of how imperialism gendered both the colonizer and the colonized, the roles of men and women in colonial spheres, the gendering of natives and the potential for agency.

*Readings:*

- ✓ Julia C. Wells, “Eva’s Men: Gender and Power at the Cape of Good Hope” in *Bodies in Contact*, ed. Tony Ballantyne & Antoinette Burton (Duke University Press, 2005), 84-105 {**Blackboard**}
- ✓ Angela Meyer, “Self-determined Sacrifices? Victimhood and Volition in British Constructions of Sati in the Rajput States, 1830–60”, *History and Anthropology*, 17(4), 2006 pp. 313-325

**Week 4**

Gender and Power

**Assignment: One page written response to readings (optional)**

**Assignment: Historic news assignment due Feb. 5**

Lecture Themes (Continued from previous week): Sexuality in the empire, the roles of natives and women in the empire, a comparative look at Ireland and Africa in the history of British colonialism, the role of women, and the powerful of culture through a discussion of Bourke’s text.

*Readings:*

- ✓ *A Companion to Gender History:*
  - Mary D. Sheriff, “How Images Got Their Gender: Masculinity and Femininity in the Visual Arts”
- ✓ Angela Bourke: *The Burning of Bridget Cleary* (Penguin Books, 1999)

**Week 5**

Gender, Sex, and Identity (Transgender identities)

**Assignment: One page written response to readings (optional)**

**Assignment: Students must meet in person with Bridget to discuss the topic of their papers by the end of the week.**

Lecture Themes: A consideration of transgender identities, privilege, and power in history, and a discussion of how we can access these stories outside of our own time. This will involve a consideration of current debates, politics, and opinions as well as a study of the past.

*Readings:*

- ✓ *A Companion to Gender History:*
  - Robert A. Nye, “Sexuality”
- ✓ Rachel Holmes: *Scanty Particulars* {**Blackboard**}

**Week 6**

Sexuality (Fin-de-Siècle)

**Assignment: One page written response to readings (optional)**

Lecture themes: Emerging concepts of sexuality in the fin-de-siècle, the rise of aestheticism and the threat of people like Oscar Wilde to prevailing concepts of masculinity, the rise of sexology and the publication of Ellis’ and Kraft-Ebbings’ texts on sexuality and behavior. If you had any suggestions here, especially regarding queer theory, they would be most appreciated.

*Readings:*

- ✓ *A Companion to Gender History*:
  - Deborah Valenze, “Gender in the Formation of European Power, 1750-1914”
- ✓ Anna Clark, *Desire: A History of European Sexuality*, (Routledge, 2012) Chapter 9: Boundaries of the Nation, Boundaries of the Self, 1860-1914, pp. 142-162

## Week 7

War (World War One)

**Assignment: One page written response to readings (optional)**

**Assignment: Outline/Proposal on Paper Due by Feb. 17**

Lecture Themes: Causes/reasons for the outbreak of the First World War, a consideration of men’s and women’s gendered roles in war and portrayal in wartime propaganda, and the gendered construction of shell-shock as a masculine condition during war, and how we can reclaim women’s wartime experiences and trauma.

*Readings:*

- ✓ Tracey Loughran, “A crisis of masculinity? Re-writing the history of shell-shock and gender in First World War Britain”, *History Compass* 11(9), pp. 727-738 **{Blackboard}**
- ✓ Jessica Meyer, “Separating the Men from the Boys: Masculinity and maturity in understandings of shell shock in Britain”. *20th Century British History*, **20** (1), pp. 1-22.
- ✓ Nicolleta Gullace, *Blood of our Sons: Men, Women, and the Renegotiation of British Citizenship During the Great War* **{Blackboard}**

## Week 8

War and Postwar

**Assignment: One page written response to readings (optional)**

**Assignment: Contemporary News Assignment Due**

Lecture Themes: A consideration of how World War Two developed out of lasting conflicts from World War One, and how the nature of warfare evolved to include civilians, women, and children. A re-evaluation of women’s roles and work in wartime and portrayal in wartime propaganda, and the sexualization of warfare, as well as violence in the Holocaust, which will lead into next week’s lecture on genocide and violence.

*Readings:*

- ✓ Dagmar Herzog, *Sex After Fascism* **{Blackboard}**
- ✓ Mary Louise Roberts *What Soldiers Do* **{Blackboard}**

## Week 9 (SPRING BREAK)

## Week 10

Gender, Violence, and Gender Violence (War)

**Assignment: One page written response to readings (optional)**

Lecture Themes: Looking specifically at violence and genocide, and how the experiences of women and men differed, the role of men and women as perpetrators as well as victims, and their

role in later peace-processes. We will consider the Armenian Genocide, and the Rwandan Genocide, in a comparative context with the Holocaust from our previous discussion

*Readings:*

- ✓ K. Derderian, "Common Fate, Different Experience: Gender-Specific Aspects of the Armenian Genocide, 1915-1917", *Holocaust and Genocide Studies*, 19(1), 2005, pp. 1-15
- ✓ Jennie Burnet: *Genocide Lives in Us: Women, Memory, and Silence in Rwanda* {**Most likely will be selections**}

## **Week 11**

Gender and the State

**Assignment Rough Draft of Paper/Status Update Due by Mar 21**

**Assignment: One page written response to readings (optional)**

Lecture Themes: The rise of the welfare state, particularly after World War Two, and the assumptions made about men and women's roles, the policing of gender during the Cold War, including the role of women as consumers, using the comparison of Pulju's work and the League of Women Shoppers in the US.

*Readings:*

- ✓ Rebecca Pulju, *Women and Mass Consumer Society in Postwar France*{**Blackboard**}
- ✓ Landon Storrs, "Left-Feminism, The Consumer Movement, and Red Scare Politics in the United States, 1935-1960", *Journal of Women's History* 18(3), 2006: 40-67 {**Blackboard**}

## **Week 12**

Activism and Protest

**Assignment: One page written response to readings (optional)**

Lecture Themes: How women utilized their roles as mothers, homemakers, and their sexuality in anti-imperialist and revolutionary movements, with a particular emphasis on the role of women during the Troubles in Northern Ireland.

*Readings:*

- ✓ *A Companion to Gender History:*
  - Barbara Winslow, "Feminist Movements: Gender and Sexual Equality"
- ✓ Begoña Aretxaga, *Shattering Silence: Women, Nationalism, and Political Subjectivity in Northern Ireland* (Princeton University Press, 1997)

## **Week 13**

Race, Class, Power

**Assignment: One page written response to readings (optional)**

Lecture Themes: How race, class, and power intersect to promote and isolate various groups and causes, and how these three themes have influenced the historic moments we have studied to this point. I think the Shula Marks work will provide very helpful insight, but any theoretical works you could suggest would be very welcomed here, especially as issues to present in the lectures.

*Readings:*

- ✓ *A Companion to Gender History:*

- Deidre Keenan, “Race, Gender, and Other Differences in Feminist Theory”
- ✓ Ed. Shula Marks, *Not Either An Experimental Doll: The Separate Worlds of Three South African Women* (Indiana University Press, 1988)

#### **Week 14**

Humanitarianism and Global Feminism

**Assignment: One page written response to readings (optional)**

Lecture Themes (In conjunction with last week’s discussion): How globalization, particularly after the Cold War, affected feminist movements, as well as LBGTQI movements in various locations, with a consideration of topics such as the veil, and its portrayal in various cultures, the AIDS crisis, and female circumcision. Again, theory-based readings here would be most welcome. The reading I have listed here can be switched out very easily.

*Readings:*

- ✓ Ashraf Zahedi, “Contested Meaning of the Veil and Political Ideologies of Iranian Regimes”, *Journal of Middle East Women's Studies*,3(3): 2007, pp. 75-98 **{Blackboard}**

#### **Week 15**

**Assignment: Final Paper Due**

Wrapping Up, Final Discussion