

HIS 734: Seminar in Western European History
University of Southern Mississippi
Spring 2017
W 6:30p – 9:15p

Theme: Gender and Sexuality in Modern Western European History

Professor Andrew Ross
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Office Hours: T 11-12 and 1-2; Th 11-12 and 1-4
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Course Description: This course will survey approaches to the history of gender and sexuality in modern European historiography. Proceeding from the Enlightenment to the present-day, the course introduces students to major theoretical, methodological, and historiographical debates that have shaped the field. Through readings in both classic and current work, provide grad students with the tools to deploy analyses of gender and sexuality in their own research, the grounding in European history and the history of gender and sexuality necessary to teaching the field, and the necessary background in the historiography to succeed in various comprehensive examination fields.

Required Books:

- 1) Michel Foucault, *The History of Sexuality, Vol. 1: An Introduction* (1978) - 978-0679724698
- 2) Dena Goodman, *The Republic of Letters: A Cultural History of the French Enlightenment* (1996) - 978-0801481741
- 3) Jennifer Heuer, *The Family and the Nation: Gender and Citizenship in Revolutionary France, 1789-1830* (2007) - 978-0801474088
- 4) John Tosh, *A Man's Place: Masculinity and the Middle-Class Home in Victorian England* (2007) - 978-0300123623
- 5) Mary Gibson, *Prostitution and the State in Italy, 1860-1915* (1986) - 978-0814250488
- 6) Scott Spector, *Violent Sensations: Sex, Crime, and Utopia in Vienna and Berlin* (2016) - 978-0226196787
- 7) Lora Wildenthal, *German Women for Empire, 1884-1945* (2001) - 978-0822328193
- 8) Gullace, N. *The Blood of Our Sons: Men, Women, and the Renegotiation of British Citizenship During the Great War* (2001) - 978-1403967107
- 9) Laurie Marhoefer, *Sex and the Weimar Republic: German Homosexual Emancipation and the Rise of the Nazis* (2015) - 978-1442626577
- 10) Bunk, Brian, *Ghosts of Passion: Martyrdom, Gender, and the Origins of the Spanish Civil War* (2007) - 978-0822339434
- 11) Victoria de Grazia, *How Fascism Ruled Women: Italy, 1922-1945* (1992) - 978-0520074576
- 12) Kristin Ross, *Fast Cars, Clean Bodies: Decolonization and the Reordering of French Culture* (1996) - 978-0262680912
- 13) Joan Scott, *The Politics of the Veil* (2010) - 978-0691147987

Evaluation:

Leading Discussion and Class Participation: All members of the class will choose a single week where they will lead our discussion for at least an hour. This involves two primary tasks. First, the student discussion leader will prepare a brief introduction to text of the day, situating the text within the historiographical debates that shaped the book, as well as any theoretical innovations or influence that may be relevant. You may also want to point out some strengths and weaknesses of the book. This brief introduction should last about 7-10 minutes. Second, the student discussion leader will guide our initial discussion as if you were the professor. The goal is to guide the class toward a greater understanding of the book, as well as developing a facility with critique. I will keep my comments to a minimum during this part of the class and will pick things up during the second half of our meeting. Note that additional reading may be required in order to gain the necessary background knowledge to successfully present and lead our discussion.

As a seminar, class participation is an absolute requirement. Participation includes coming to class prepared with the readings, actively and respectfully participating in discussion, and remaining attentive throughout.

Theory Paper: Your first writing assignment will choose a single book of theory relevant to the study of gender and sexuality and apply it to your own research. The paper should first review the theoretical work, briefly summarizing its argument and importance, before proceeding to an analysis of its usefulness (or lack thereof) for your own research interests. It is left to your discretion as to the book you choose (but you may not use Foucault's *History of Sexuality*, the subject of our first discussion), but I am available to guide you, especially if you are unfamiliar with theoretical approaches. This paper should be between 6-8 pages.

Historiographical Paper: A historiography analyzes some theme, debate, or approach within a particular field and your second writing assignment is a historiographical paper on some aspect of the history of gender and sexuality in modern western European historiography. Your paper should be based on a reading of at least four monographs, supplemented as needed by peer-reviewed articles. The paper should summarize the debate and assess each work's contribution, keeping in mind the use of evidence, organization, and method, as well as theoretical approach, to the topic at hand. By the end of the paper, the reader should understand how these works relate to one another and your own assessment of the state of the debate. This paper should be between 15-20 pages.

See below for all due dates.

Grade Breakdown:

Discussion and Class Participation: 35%

 Leading Discussion: 20%

 Participation: 15%

Theory Paper: 30%

Historiographical Paper: 35%

Grade Scale:

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: 0-59%

Academic Integrity

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others' work)
2. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct." For more details, please see the University's [Academic Integrity Policy](#). Note that repeated acts of academic misconduct will lead to expulsion from the University.

Students in this class who are determined to have plagiarized will automatically receive an XF grade for the class.

ADA Syllabus Statement

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1.800.582.2233 (TTY) or email oda@usm.edu

Web: <http://www.usm.edu/oda>

Class Schedule

Week 1: January 18: Introductions

Week 2: January 25: Theorizing the History of Gender and Sexuality

Reading: Foucault, *The History of Sexuality vol. 1*; Joan Scott, "Gender: A Useful Category of Historical Analysis," *The American Historical Review* 91, no. 5 (1986) (<http://www.jstor.org/stable/1864376>)

Week 3: February 1: Gender and the Public Sphere

Reading: Goodman, *The Republic of Letters*; Harold Mah, "Phantasies of the Public Sphere: Rethinking the Habermas of Historians," *Journal of Modern History* 72, no. 1 (2000) (<http://www.jstor.org/stable/10.1086/315932>)

Week 4: February 8: Gender, Nation, Citizen

Reading: Heuer, *The Family and the Nation*; Suzanne Desan, "The Political Power of Love: Marriage, Regeneration, and Citizenship," in *The Family on Trial in Revolutionary France* (Berkeley: University of California Press, 2004)

Week 5: February 15: Masculinity and the Home

Reading: Tosh, *A Man's Place*; Sharon Marcus, "The Haunted London House, 1840-1880," in *Apartment Stories: City and Home in Nineteenth-Century Paris and London* (Berkeley: University of California Press, 1999).

Week 6: February 22: Urbanization, Prostitution, and the State

Reading: Gibson, *Prostitution and the State in Italy*; Charles Bernheimer, "Parent-Duchâtelet: Engineer of Abjection," in *Figures of Ill Repute: Representing Prostitution in Nineteenth-Century France* (Cambridge, Mass: Harvard University Press, 1989).

Theory Paper Due Friday, February 24 by 5:00p via e-mail.

Week 7: March 1: Sexual Knowledges

Reading: Spector, *Violent Sensations*; Kirsten Leng, "Anna Rüling, Michel Foucault, and the 'Tactical Polyvalence' of the Female Homosexual," in *After the History of Sexuality: German Genealogies with and Beyond Foucault*, ed. Scott Spector, Helmut Puff, and Dagmar Herzog (New York: Berghahn, 2012).

Week 8: March 8: Gender and Empire

Reading: Wildenthal, *German Woman for Empire*; Elisa Camiscioli, "Women, Gender, Intimacy, and Empire," *Journal of Women's History*, 25, no. 4 (2013): 138-148.

Spring Break

Week 9: March 22: World War I and the Reconfiguration of Gender

Reading: Gullace, *The Blood of Our Sons*; Laura Doan, "Topsy-Turvydom: Gender, Sexuality, and the Problem of Categorization," in *Disturbing Practices: History, Sexuality, and Women's Experience of Modern War* (Chicago: University of Chicago Press, 2013).

Week 10: March 29: Sex, Gender, and Interwar "Modernity"

Reading: Marhoefer, *Sex and the Weimar Republic*; Stefan Slater, "Pimps, Police and Filles de Joie: Foreign Prostitution in Interwar London," *The London Journal* 32, no. 1 (2007): 53-74

Week 11: April 5: Gender, Politics, and Propaganda

Reading: Bunk, *Ghosts of Passion*; Frances Gouda, "Good Mothers, Medeas, or Jezebels: Feminine Imagery in Colonial and Anticolonial Rhetoric in the Dutch East Indies, 1900-1942," in *Domesticating the Empire: Race, Gender, and Family Life in French and Dutch Colonialism* (University Press of Virginia, 1998).

Week 12: April 12: Gender, Sex, and the Experience of Fascism

Reading: De Grazia, *How Fascism Ruled Women: Italy, 1922-1945*; Dagmar Herzog, "Sex and the Third Reich," in *Sex after Fascism* (Princeton: Princeton University Press, 2005).

Week 13: April 19: Decolonization and the Body

Reading: Ross, *Fast Cars, Clean Bodies*; Todd Shepard, "'Something Notably Erotic': 'Arab Men,' and Sexual Revolution in Post-decolonization France, 1962-1974," *Journal of Modern History* 84, no. 1 (2012): 80-115.

Week 14: April 26: Immigration, Citizenship, and Gender

Reading: Scott, *The Politics of the Veil*; Ruth Mandel, "Veiling Modernities," in *Cosmopolitan Anxieties: Turkish Challenges to Citizenship and Belonging in Germany* (Durham: Duke University Press, 2008).

Week 15: May 3: No Class: Work on your Papers

Wednesday, May 10: Final Papers Due