

HS 478: Global Histories of Sexuality
Fall 2019
Mondays 3:00-5:30p
Humanities Center 322B

Professor Andrew Ross

Department of History

Humanities Center 311

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Office Hours: Tues 3-5p, Wed 1-3p, and by appointment

Course Information:

Description: Can sex have a history? If so, what kind? This course takes a comparative and transnational perspective to the history of sexuality in pursuit of this question. It examines how societies from around the world and across time have regulated, constructed, and policed sexual behaviors and identities. The course asks how race, gender, class, and ability have inflected and shaped people's diverse sexualities and sexual experiences. In doing so, it showcases the ways that the history of sexuality reshapes our understanding of social, political, and cultural history more broadly. Topics vary by semester, but may include male homosexuality, lesbianism, (trans) gender identity and transsexuality, heterosexuality, sexual knowledge, regulation and policing, reproduction, sexual violence and crime, sex work and prostitution, queer and feminist politics, and health and medicine.

Objectives: By the end of the semester, students in HS 478 will be able to:

- Identify and explain key themes, events, and ideas central to the history of sexuality
- Compare and contrast different sexual systems from around the world
- Understand how sexuality shapes and has been shaped by histories of race, gender, and class
- Complete original research and construct an original historical argument in writing
- Assess and analyze historical scholarship
- Orally discuss and critique complex ideas

Required Texts: The following required materials are now available at the Loyola Bookstore:

1. Foucault, Michel. *The History of Sexuality Volume 1: An Introduction*. New York: Vintage, 1990. ISBN 978-0679724698.
2. El-Rouayheb, Khaled. *Before Homosexuality in the Arab-Islamic World, 1500-1800*. Chicago: University of Chicago Press, 2009. 978-0226729893
3. Ray, Carina E. *Crossing the Color Line: Race, Sex, and the Contested Politics of Colonialism in Ghana*. Columbus, Ohio University Press, 2015. ISBN 978-0821421802.
4. Sang, Tze-Lan D. *The Emerging Lesbian: Female Same-Sex Desire in Modern China*. Chicago: University of Chicago Press, 2003. ISBN 978-0226734804

In addition, the following book has been ordered at the Loyola Bookstore and will be available in October:

1. Abercombie, Thomas A. *Passing to América: Antonio (Née María) Yta's Transgressive, Transatlantic Life in the Twilight of the Spanish Empire*. College Park: Penn State University Press, 2019.

All other course texts will be available on our course Moodle page or as handouts in class.

Format: Class will meet once a week in a seminar format.

Course Requirements:

1. **Readings:** All readings are due the day they are listed on the syllabus. As a discussion seminar, this course requires more than most that you come prepared to discuss each reading. You are not expected to understand every nuance of the readings before coming into class. But you are expected to make a good faith effort toward understanding the text in preparation for class discussion.
2. **Attendance and Participation:** As a seminar, this course requires a great deal of active engagement. Attendance is a basic requirement. You will be permitted only one absence before your attendance and participation grade will automatically drop a full grade. Missing more than three classes will result in automatically failing the course. Please speak to me as soon as possible if you have an emergency that will require you to miss class. *Barring a true medical emergency, students may not miss their workshopping day (November 25) and still receive a passing grade in attendance and participation.*

Good attendance, however, is only the bare minimum of this component of your grade. Rather, active participation is key to your success in this course and to your time at Loyola more generally. While active participation comes in a variety of forms – such as coming to office hours, helping a classmate, remaining attentive, and coming to class on time – a seminar requires active participation amongst all class members. If you are nervous participating in class, please come see me early in the semester so that we can strategize how best to encourage participation.

3. **Presentations and Discussion Facilitator:** Working with a partner, every student will co-present and co-facilitate our discussion of a week's reading. Each pair therefore has two tasks: to present the day's text(s) and begin our discussion with well-considered questions for the class. While the precise format of your presentation/discussion will be determined by you, you should plan on leading the class for at least an hour. Each pair should plan on meeting with me by the Thursday before your discussion day at the latest.
4. **Response Papers:** Three times over the semester, you will complete a "response paper" (2-3 pages) to a week's readings. A response paper assesses the argument of a text, describing how the scholar proved their claims, what evidence they used, and their success. A strong response will connect the reading to broader course themes and may

reference other course readings as well. You should plan on completing a response paper once for each part of the course; two of the response papers should be on a book. Response papers are due anytime before class discussion of the chosen text(s).

5. **Research Paper:** The major assignment for this course is a research paper in which you will construct an original historical argument on the basis of primary and secondary source research. Topics for this paper are restricted only insofar as they must relate to the history of sexuality. Provided there are sufficient primary sources, you may complete this research paper on any topic, place, or time period. These research papers will be between 17-20 pages and will be completed in stages:
 - a. **Proposal and Annotated Bibliography:** You will draft a brief proposal, laying out your initial thesis, evidence, and research plans. With the proposal, you will submit an annotated bibliography of both primary and secondary sources that you will use to complete the paper.
 - b. **First Draft:** An initial draft (c. 12 pages) will be turned in both for a grade and for peer-workshopping.
 - c. **Workshopping:** Every student will be assigned to a group of three for peer review. You will read the rough drafts, provide written comments using a worksheet, and oral feedback during our workshopping session (November 25). You will be graded on both the quality of your written evaluation and your oral participation.
 - d. **Final Draft:** A final draft will be assessed on the basis of the rubric discussed in class.

Full details of all assignments, including specific instructions and grading rubrics, will be provided throughout the semester.

Grade Breakdown

Attendance and Participation: 15%
 Presentations and Leading Discussion: 15%
 Response Papers: 15%
 Research Papers:
 Proposal: 10%
 Rough Draft: 15%
 Workshopping: 10%
 Final Draft: 20%

Grade Scale:

100-93% A
 92-90% A-
 87-89% B+
 83-86% B
 80-82% B-

77-79% C+
73-76% C
70-72% C-
67-69% D+
63-66% D
60-62% D-
0-59% F

Course Policies:

The Syllabus: I reserve the right to make changes to the syllabus. Such changes will be announced in advance.

Contacting Me: My contact information is listed at the top of the syllabus. The best way to get in touch with me is through e-mail (aross1@loyola.edu). In order to guarantee the most useful response, e-mails should include a clear subject, your name, the course the message is regarding, and your question or message. I generally respond to e-mails in the early afternoon on weekdays (I generally do not respond to e-mail during the evening). If you have not heard back from me within 24-hours, feel free to send me another note. Do not hesitate to contact me should you have any questions or concerns, but I will not respond to queries that could be answered by reading the syllabus.

Office Hours: Office hours are listed at the top of the syllabus. During office hours, I will be in my office in order to meet with students on a first-come-first-serve basis. No appointment is necessary. This is your time to discuss with me whatever is on your mind; please take advantage of them.

Classroom Environment: As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise uncomfortable. This course, in particular, will address often sensitive issues related to sex and sexuality, including sexual violence and assault. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the [University's Community Standards](https://www.loyola.edu/departments/student-life/student-conduct) (<https://www.loyola.edu/departments/student-life/student-conduct>). Students who violate this code of conduct may be asked to leave the course and/or have their behavior reported to the administration.

Classroom Technology:

- **Phones:** Phones may not be used in class. All phones must be on silent (not vibrate) or turned off during class.
- **Recording Devices:** Recording devices may only be used owing to accommodations certified by Disability Support Services. Please see me during office

hours if you have an accommodation.

- **Computers and Tablets:** Feel free to use your laptop or tablet to bring your readings to class or to take notes if that suits you, but refrain from using such devices for tasks unrelated to the class. Note that research consistently demonstrates that students retain information more readily by taking notes by hand.

Submission of Written Work: All written work will be submitted electronically via Moodle.

Late Assignments: Extensions on assignments will be granted under most circumstances, provided you speak with me prior to the due date. Assignments turned in late without my advance permission will receive a late penalty of one grade per day. Presentations must be given on the day they are scheduled. Make-ups will only be provided in the case of a true emergency (e.g. a hospital visit).

Academic Integrity: All students at Loyola are bound by the University's honor code and are expected to demonstrate the highest levels of academic integrity in all they can 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 in accordance with the University Honor Code. *In this course, instances of academic dishonesty may result in penalties up to and including failing the course referral to the Honor Council.*

Loyola Resources:

The Writing Center: The Loyola Writing Center serves undergraduates, grad students, faculty, and staff. We gladly work with writers in any stage of their writing process, and we welcome writing from any discipline or subject matter. Our main offices are on the Evergreen campus in Maryland Hall 057. We also have satellite offices on the Timonium and Columbia campuses. See our Locations & Hours for complete availability.

The Study: The Study, located on the third floor of Jenkins Hall, is a quiet study space and computer lab. The Study also offers tutoring and academic support services for Loyola undergraduate and graduate students. The Study's primary services include:

- Peer and Professional Tutoring in nearly all courses, Reading Strategies, ESL and Math: Request a Tutor
- Academic Success Workshops on a variety of study skills: Register for a Workshop

- Organization and Time Management Coaching: Request Coaching

The Counseling Center: Stress is a normal part of being a student. However, if personal or emotional concerns are interfering with your ability to live and learn at Loyola, please stop by the Counseling Center in Humanities 150 or call 410-617-CARE (2273). More information about the Counseling Center is on their website.

Students with Disabilities: If you are registered with DSS and a faculty notification email has been sent to me on your behalf, please schedule a brief meeting during my office hours to discuss accommodations. If you need academic accommodations due to a disability you must register with Disability Support Services. For more information please contact DSS at DSS@loyola.edu or (410) 617-2750.

Course Schedule

Introductions

September 9: What is the History of Sexuality?

- Jeffrey Weeks, *What is Sexual History?* (Selections, Handout)

September 16: How to do the History of Sexuality

- Michel Foucault, *The History of Sexuality Volume 1*, 1-75
- [Leila Rupp, "Toward a Global History of Same-Sex Sexuality," *Journal of the History of Sexuality* 10, no. 2 \(2001\): 287-302.](#)

Before Sexuality

September 23: Brainstorming Topics/Writing a Proposal (Meet in Library)

September 30: Sexual Systems in the Classical World:

- David M. Halperin, "Sex before Sexuality: Pederasty, Politics, and Power in Classical Athens" (Handout/Moodle)
- [Ellen Greene, "Subjects, Objects, and Erotic Symmetry in Sappho's Fragments," in *Among Women: From the Homosocial to the Homoerotic in the Ancient World*, ed. Nancy Sorkin Rabinowitz and Lisa Auanger \(Austin: University of Texas Press, 2002\).](#)
- [Daniel Boyarin, "Are There Any Jews in the History of Sexuality?" *Journal of the History of Sexuality* 5, no. 3 \(1995\): 333-355.](#)

October 7: "Homosexuality" in the Early Modern Islamic World:

- Khaled El-Rouayheb, *Before Homosexuality in the Arab-Islamic World, 1500-1800*

Friday, October 11: Proposal due by midnight via Moodle

Sexuality and Colonization

October 14: Sex and Gender in the Atlantic World

- Thomas A. Abercrombie, *Passing to América* (tentative)

October 21: Prostitution and “Modernity:”

- [Gail Hershatter, “The Hierarchy of Shanghai Prostitution,” *Modern China* 15, no. 4 \(1989\): 463-498.](#)
- Elisa Camiscioli, “Coercion and Choice: The “Traffic in Women” between France and Argentina in the Early Twentieth Century,” *French Historical Studies* 42, no. 3 (2019): 483-507. (Handout/Moodle)
- Phillipa Levine, “Modernity, medicine and colonialism: the contagious diseases ordinances in Hong Kong and the Straits Settlement,” In *Gender, Sexuality, and Colonial Modernities*. Ed. Entoinette Burton, 35-48. London: Routledge, 1999. (Handout/Moodle)

October 28: Sex, Race, and Empire:

- Carina E. Ray, *Crossing the Color Line*

November 4: Research Day (Meet in Library)

Sexuality in the Modern World

November 11: The Emergence of Homosexuality:

- Tze-Ian D. Sang, *The Emerging Lesbian* (chapters 1-2, 4-7, 9, and epilogue)

November 15: First drafts due by midnight via Moodle

November 18: Being Queer in a Globalized World:

- Amadeus Mack Mehammed, “The Banlieue Has a Gender: Competing Visions of Sexual Diversity,” in *Sexagon: Muslims, France, and the Sexualization of National Culture* (New York: Fordham University Press, 2017) (Handout/Moodle)
- [Notisha Massaquoi, “No Place Like Home: African Refugees and the Emergence of a New Queer Frame of Reference,” in *Sexual Diversity in Africa: Politics, Theory, and Citizenship*, ed. S.N. Nyeck and Marc Epprecht \(Montreal: McGill University Press, 2013\).](#)
- [Afsaneh Najmabadi, “Transing and Transpassing Across Sex-Gender Walls in Iran,” *Women’s Studies Quarterly* 36, no. 3/4 \(2008\): 23-41.](#)

November 25: Peer Workshopping

November 25: Peer evaluation due in class (one copy for the author of the paper, one copy for me)

December 2: Research Day/Individual Consultations

December 9: Research Day

December 14 at 1:00p (our final exam time): Final Papers Due via Moodle