

Kirsten Leng
WGSS 693E-01
Mondays, 2:30-5:00pm
Classroom: Herter Hall Room 400

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Historicizing Sexuality Spring 2020

Course Description

This graduate level seminar introduces students to the historical study of sexuality. It presumes no prior knowledge or experience. Together, we will address the following questions:

- How can sexuality have a history?
- Why study the history of sexuality?
- What is included in the study of the history of sexuality?
- How can one study the history of sexuality?
- What are some challenges to the historical study of sexuality?

To approach answers, we will engage an eclectic array of texts that deploy different methods, use different kinds of evidence, operate on different scales, and focus on different regions of the world. While they all focus on the modern era, these texts are intersectional in their orientation. This course does not aim to provide a comprehensive historiography of any particular topic; rather, it hopes to introduce various ways one can historicize sexuality.

Readings

I am committed to keeping costs low for the course, and making readings accessible. There is only one book that I would recommend purchasing (because it is not available as an Ebook at UMass):

- Michel Foucault, *The History of Sexuality, vol. 1*, trans. Robert Hurley (New York: Vintage, 1990)

You should be able to acquire this text fairly cheaply secondhand. Many of the other texts we will use are available as Ebooks at UMass, or will be scanned and available through Moodle. I will indicate which texts are available where.

I'm not going to sugarcoat it: the volume of reading is substantial. However, the texts are fascinating! I've tried to select really interesting, provocative, and relevant books. Besides, it's really crucial that everyone completes the readings so that she/he/they can practice informed participation in our discussion. Please budget your time accordingly.

Assignments and Evaluative Criteria

Participation: 35%
Leading Discussion: 15%
Book Reviews: 30%
Final Paper: 20%

Participation

Consistent, intensive, attentive engagement is essential to the success of this course. You are expected to do the readings and prepare notes and questions. The objective of this course is not only to learn ideas, but also to gain skills, namely close reading and analysis. For this reason, participation is weighted heavily. Please be in communication with me regarding potential absences.

Leading Discussion

Each student will be responsible for leading class discussion of a text one time during the semester. The discussion leader will prepare questions to guide our conversation and provide additional information about the book and its author (in order to contextualize). It would be optimal if questions could be circulated in advance of meeting. If the presenter has any special insight into the subject area and its historiography, it would certainly enrich the conversation!

Book Reviews

Students will prepare two book reviews of texts we have read and discussed in class. Students are expected to read the whole book, and not just the section assigned for class. Each book review should address the following questions:

1. What is the subject/topic of historical analysis?
2. What is the author's argument/intervention? How does he/she/they establish their argument (this often involves clarifying what the author is arguing *against*)
3. How does the author build his/her/their case? What evidence is presented? How is it analyzed?
4. What is the scale of analysis?
5. What is the author's method/oology?

You are *not* expected to critique the text. Aim for 5-7 pages; let's establish a maximum of 10 pages please! Each review will be worth 15%, for a total of 30%, and will be due in class on February 24 and March 30. Please bring hard copies.

Final Paper

Here you have options!

Option #1: Literature Review

-For this assignment, you will prepare a literature review that examines historical writing on a topic of your own choosing. Using a minimum of 5 books, you will consider how historians have approached the topic differently, with a particular focus on methods, arguments, and evidence, and how these approaches have changed over time (should the texts you have selected span a considerable timeframe). Here you may also indicate which approaches you find most convincing, and why.

Option #2: Extending Historical Arguments and Insights

-For this assignment, you will choose at least one text or author from our class, and explore how their ideas expand or enrich your area of research and expertise.

Option #3: Pitch me something!

-Let's talk.

Papers should be 10-15 pages double-spaced. I have no preferred citation style, as long as it is consistent. Please bring hard copies to class on April 27.

A note about formatting assignments:

- If you have to submit work electronically, I would prefer that assignments are prepared on Microsoft Word so I can track changes and provide comments. Such interaction is not possible if assignments are submitted as PDFs or on alternative formats (e.g. Pages). If this requirement poses a difficulty for you, please let me know.
- When submitting work electronically, please title your document as follows: “LAST NAME_TITLE OF ASSIGNMENT_COURSE NUMBER”
- Please ensure that your assignments contain the following elements:
 - Your name on the first page
 - A Title on the first page
 - Page numbers

Extensions

If you think you will need an extension, please get in touch with me at your earliest convenience.

Emails

I do not answer emails on the weekend.

Statement Regarding Pronouns

There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. I will gladly honor your request to address you by the name you prefer and gender pronouns that correspond to your gender identity. Please advise me of your name’s proper pronunciation, and any name or pronouns not reflected by the record in Spire early in the semester so that I may make appropriate changes to my records.

Policy on Use of Course Materials

Course materials can be shared among classmates, roommates, friends and family. They cannot be shared on social media. Recording of class sessions is not allowed barring special permission; these recordings cannot be shared on social media.

Accommodation Statement

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.

Academic Honesty

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism,

and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

Schedule of Readings

DATE	THEME	READING	ASSIGNMENTS
01/27/2020	Introduction	n/a	
02/03/2020	Initial Salvos...	Michel Foucault, <i>The History of Sexuality, Vol. 1</i> , trans. Robert Hurley (New York: Vintage, 1990)	
02/10/2020	Complicating Foucault	Ann Laura Stoler, <i>Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things</i> (Durham, NC: Duke University Press, 1995) 1-54, 165-210 <u>MOODLE</u>	
02/18/2020	"Critical" Approaches	Laura Doan, <i>Disturbing Practices: History, Sexuality, and Women's Experience of Modern War</i> (Chicago: University of Chicago Press, 2013): 1-98, 195-200 <u>MOODLE</u>	
02/24/2020	State, Administrative Law	Margot Canaday, <i>The Straight State: Sexuality and Citizenship in Twentieth Century America</i> (Princeton, NJ: Princeton University Press, 2011) <u>EBOOK</u> 1-18, 137-264	Book Review 1
03/02/2020	Criminal Law, Taboo, Rural Life	Jens Rydstrom, <i>Sinners and Citizens: Bestiality and Homosexuality in Sweden, 1880-1950</i> (Chicago: University of Chicago Press, 2003), 1-158 <u>MOODLE</u>	
03/09/2020	City, Migration	Julio Capo, <i>Welcome to Fairyland: Queer Miami before 1940</i> (Chapel Hill: University of North Carolina Press, 2017) <u>EBOOK</u> 1-23, 159-290	
03/16/2020	n/a	NO CLASS	
03/23/2020	n/a	NO CLASS	
03/30/2020	Microhistories	Saidiya Hartman, <i>Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval</i> (New York: W. W.	Book Review 2

		Norton, 2019) xiii-xxi, 217-350 <u>MOODLE</u>	
04/06/2020	Racialization	Amy Sueyoshi, Discriminating Sex: White Leisure and the Making of the American 'Oriental' (University of Illinois Press, 2018) <u>EBOOK</u> 1-73, 93-113, 151-158	
04/13/2020	Discourse	Joeph Massad, Desiring Arabs (Chicago: University of Chicago Press, 2008) <u>EBOOK</u> 1-98, 160-190	
04/22/2020	Im/migration	Andrew D. J. Shields, Immigrants in the Sexual Revolution: Perceptions and Participations in Northwestern Europe (Palgrave MacMillan, 2017) 1-52, 177-258 <u>MOODLE</u>	
04/27/2020	Dis/ability	Dagmar Herzog, Unlearning Eugenics: Sexuality, Reproduction, and Disability (Madison: University of Wisconsin Press, 2019) <u>EBOOK</u>	Final Paper due on Monday, April 27 at the end of class