



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Susan Johnston		
(b)	Office Hours:	Monday 10:30 to 11:20, Wednesday 10:30 to 11, 2:00 to 2:20, or by appointment		
(c)	Location:	Young 319		
(d)	Phone:	(250) 370-3360	Alternative Phone:	
(e)	Email:	johnstos@camosun.bc.ca		
(f)	Website:	http://camosun.ca/learn/subjects/history		

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

Upon completion of this course the student will be able to:

1. Describe sexuality as a category of analysis.
2. Explain the contexts/historical settings in which modern expressions of sexuality in western societies arose.
3. Identify and describe theories and beliefs regarding gender and sexuality in 19th and 20th century western societies.
4. Link political and socio-economic change to changes in sexuality theory and to the invention of sexual identity.
5. Explain the development of multiple sexual identities.
6. Critically analyze historical sources to explain shifts in sexual identities and popular responses to these shifts.
7. Identify traditional Indigenous gender roles and sexualities before contact with European societies.
8. Identify and analyze the impact of government legislation and policies on gender roles and sexualities in Indigenous societies.
9. Compare and contrast differing views of sexuality in western societies.
10. Demonstrate skills in research, and in written and oral communication.

3. Required Materials

(a) Print texts:

McLaren, Angus. *Twentieth-Century Sexuality A History*. Malden MA: Blackwell Publishing, 1999.
HIST115 Course Readings. Available from the Lansdowne campus bookstore.

(b) Online texts:

Additional Weekly Readings for Seminars available on the HIST115 D2L site.
History Style Guide available on the HIST115 D2L site and the History website.

4. Course Content and Schedule

Each week you will attend a two-hour lecture and a one-hour seminar. Prepare for class by reading the assigned readings beforehand. Lectures will add material and ideas beyond what the course readings cover.

Seminar attendance is monitored. More than three absences results in the loss of the 10% participation mark. If you cannot attend please consult with me. The seminars are forums for discussion. Your journal assignment should prepare you to discuss the readings and how they fit into the topic.

Exams are non-cumulative, will cover both lecture and seminar material, and will consist of short-answer and essay questions. The final test will be held during the college examination period.

Week One

January 05 Introduction: Does Sexuality Have a History? Keeping an Academic Journal
January 07 Seminar: The framework
Seminar Reading:
Angus McLaren, "Introduction," *Twentieth Century Sexuality* (TCS)
Robert W. Connell and Gary W. Dowsett, "The Unclean Motion of the Generative Parts': Frameworks in Western Thought on Sexuality." HIST115 course readings (CR)
Jill Alaers, "Two Spirited People," D2L

Week Two

January 12 Lecture: **Roots of Modern Sexuality in the West: Christianity & Colonialism**
January 14 Seminar: Christian views of sexuality
Seminar Reading:
Anna Clark, *Desire*, Chapter 3 CR
Genesis 1-3 D2L
Jesus on sexuality D2L
Romans 1 D2L
Saint Augustine D2L
David Newhouse, "Magic and Joy," D2L

Week Three

January 19 Lecture: Sex Panics: Masturbation and "White Slavery" (Reading: Ch.1 and 2
TCS)
January 21 Seminar: They had sex in the past? **Journal Assignment 1 due**
Seminar Reading:
Lawrence Stone, "Libertine Sexuality in Post Restoration England," D2L
Lesley Hall, "Forbidden by God, Despised by Men: Masturbation, Medical Warnings, Moral Panic, and Manhood in Great Britain, 1850-1950," D2L
David Gaimster, "Sex and Sensibility," D2L

Week Four

January 26 Lecture: The Doctors Discover Sex: (Reading: Ch.4, Ch.5 TCS)
January 28 Seminar: Labels Create Identity; Race Fixes Identity
Seminar Reading:
Jonathan Katz, *Invention of Heterosexuality*, Ch. 5 CR
Amin Ghaziani, "Reinvention of Heterosexuality," D2L

Week Five

February 02 Lecture: Postwar Sexuality (Reading: Ch.3, Ch.6 TCS)
February 04 Seminar: The Hedonistic 20s
Seminar Reading:
Featherstone, "Fitful Rambles," D2L
Songs: download lyrics, read, then listen to these songs at home (all available on youtube)
Bessie Smith, "Do Your Duty,"
Gertrude Rainey, "Prove it on Me Blues"
Helen Kane, "I Wanna Be Bad"

Week Six

February 09 **FAMILY DAY (STATUTORY HOLIDAY)**
February 11 Seminar: You Can't Eroticize Marriage without Creating Frigidity
Seminar Reading: Ch.3 and Ch.6 TCS

Week Seven**February 16**

Lecture: Midterm Exam

February 18

Seminar: Writing assignments for history classes

Seminar Reading: History Style Guide

Week Eight**February 23**Lecture: Tying Sexuality to Eugenics, Film: *Sterilization of Leilani Muir* (Reading, Ch. 7 TCS)**February 25**

Seminar: Eugenics in Canada

Seminar Reading:

Jean Barman, "Taming Aboriginal Sexuality," D2L

Mikkel Dack, "Alberta Eugenics Movement," D2L

Week Nine**March 02**

Lecture: Sexual Politics and the Second World War (Reading, Ch. 7, Ch. 8 TCS)

Document Analysis Due**March 04**

Seminar: Everything and Nothing Changes for Women and Homosexuals

Seminar Reading:

Michaela Hampf, "Dykes or Whores," D2L

Editorial cartoons from the *New Yorker*, D2L

Emma Vickers, "Queer Sex in the Metropolis," D2L

Week Ten**March 09**Lecture: The Trouble with Normal, Film: *Forbidden Love* (Reading: Ch. 8 TCS)**March 11**

Seminar: Cold War Normative Sexuality

Seminar Reading:

Joan Nestle, "Butch-Femme Relationships," CR

Films to watch at home then discuss in seminar:

Boys Beware, 1961, 10 minutes, D2L*Borderline*, 1956, 28.56 minutes, D2L**Week Eleven****March 16**

Lecture: Lesbian and Gay Liberation (Reading: Ch. 9 TCS)

March 18

Seminar: Liberation Theory and Sexual Orientation

Seminar Reading:

Carl Wittman, "A Gay Manifesto" (1970) D2L

Radical Lesbians, "The Woman Identified Woman" (1970) D2L

Combahee River Collective Statement (1977) D2L

Week Twelve**March 23**

Lecture: Heterosexuality in the 1970s (Reading: Ch. 9 TCS)

March 25

Seminar: Liberation and Heterofeminism

Journal Assignment 2 due

Seminar Reading:

Anne Koedt, "Myth of the Vaginal Orgasm," D2L

Jane Gaines, "Feminist Heterosexuality and its Politically Incorrect Pleasures,"

D2L

Week Thirteen**March 30**

Lecture: Backlash: The Moral Majority and the Emergence of AIDS (Ch.10 TCS)

April 01

Seminar: AIDS kills the 70s

Seminar Reading:

Gilman, "Aids and Syphilis," D2L

Crimp, "How to Have Promiscuity in an Epidemic" D2L

Week Fourteen**April 06****EASTER MONDAY (STATUTORY HOLIDAY)****April 08****EXAM REVIEW****5. Basis of Student Assessment (Weighting)***(This section should be directly linked to the Intended Learning Outcomes.)*

(a) Assignments	Due Dates	Weighting
Reflective Journal 1	January 21	10
Reflective Journal 2	March 25	10
Document Analysis Plan	individual consultation	05
Document Analysis	February 4	25
 (b) Exams		
Midterm	February 16	20

Final	In exam period	20
(c) Other Seminar Participation	Ongoing	10

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

History 115 Academic Journal Instructions

What is an academic journal?

An academic journal is a systematic means of recording your ideas, personal insights, and reflections on the readings, seminar discussions, and lectures presented weekly. This course uses a structured reading journal format. You will briefly summarize readings, answer specific questions (on some weeks), reflect on how the weekly readings fit into the subject, and reflect on what you have learned that week.

Why bother? This assignment promotes active learning by allowing you to reflect on what you are learning and its value to your ideas, experiences, and opinions. The assignment also teaches you to synthesize and analyze materials while improving your writing skills.

Writing journal entries

How do I begin? Begin by reading the assigned chapter of the textbook and any seminar readings. Note the main points of each reading. Then think about connections: why have these readings been put together? What insights into the past and present were provoked by these readings? Answer any questions posed that week? Think of any questions you would like answered and note those questions. What do you think is the key information presented by the authors? Answering these questions and writing your thoughts will provide a basis for seminar discussions.

Following the seminar, reflect again on the week's readings, lecture, and discussion. What have you learned? What do you now know that you did not know last week? How does this week's content inform the present? Briefly present those insights.

Your journal entries should be typed not handwritten for ease of marking. Some students write on sticky notes, or use handwritten notes initially, then type them up for presentation.

How will this journal be marked?

Journal marking is necessarily subjective because it evaluates personal reflection. That said, I will use a marking rubric which awards points for reflection, presentation of textual evidence and historical context, writing style, and completeness: demonstration of learning process. A rubric will be posted on the HIST115 D2L site.

Student Privacy

You are being asked to reflect on readings and beliefs about sexuality and the creation of sexual identities. Reflecting on such topics may include both academic reflection and reflection on personal identity or beliefs. Please be assured that journal entries will be treated as private and confidential and personal information disclosed in your reflections will not be shared. During seminar discussions you control whether or not to disclose personal information. You will never be required to identify your sexual orientation, your religious beliefs, or past experience. Please come and see me if you have any concerns about your privacy or that of your classmates. Those concerns will be addressed.

HISTORY 115 Document Analysis Instructions

The Assignment

A primary source is a piece of the past. The source could be a statute, a court document or legal record, a diary, a newspaper report, a novel, a painting or any document or artefact created at the time period being studied. You will chose a source, meet with the instructor to insure that it is suitable for this assignment, then analyze the source for what it can tell you, the historian, about views toward desire, sexual practice, and belief systems at that time and place.

The Method

1. Think of a topic of the history of sexuality that you would like to explore further. Use the internet to find a primary source. Paul Halsall's "Internet History Sourcebooks Project, "People with a History: An Online Guide to Lesbian, Gay, Bisexual, and Trans* History," available at <http://legacy.fordham.edu/Halsall/pwh/index-eur1.asp>, is one place to search. Click on a chapter then search for a primary source. You can also use a search engine or the library search to find sources.
2. Having chosen your source, think about a question you could pose and answer using that source as evidence. Course readings may be helpful to contextualize the document.
3. Make an appointment with the instructor to discuss your choice and possible question/approach to the analysis. Bring the source and question to that meeting. (5 points)
4. Write your analysis. (25 points)

Essay Structure

Length: 800-900 words

Verb Tense: use simple past tense in history essays

Format: double-space, one-inch margins, title page, footnotes and bibliography

Footnote and bibliography format: use the History Style Guide available at the HIST115 D2L page and on the History website.

Thesis and Introduction – Include a thesis statement and briefly introduce the document and the author. To formulate your thesis, read the document carefully, and then come up with a conclusion: what you think that document tells you about the past. Your introduction should consist of the thesis and three or four sentences which introduce the points you will use to prove the thesis.

Body of Essay – In subsequent paragraphs, develop the points you raised in your thesis statement and support your points using evidence from your primary source – you must include quotes from that source to support your points. You may not quote from any other source.

Conclusion – If you have not already considered the following questions in your analysis, please do so in your concluding paragraphs:

- a) Subject position: how might the author's class, race or gender influence their respective positions?
- b) Purpose: To what was the author responding when s/he wrote the document? Why did s/he write these documents?

Finally, conclude your essay by restating your thesis.

Footnotes & Bibliography - You may use footnotes at the bottom of each page or endnotes that appear at the end of your essay. Append a bibliography on a separate page at the end of your essay. The bibliography will consist of your primary source and any readings used to contextualize your course. See History Style Guide for format.