



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: | Tuesday 12:00 to 12:30; Wednesday 10:30 to 11:00; Thursday 12:00 to 12:30; Friday 10:30 to 11:30, 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 entire participation mark. If you cannot attend please consult with me. The seminars are forums for discussion. Your journal should prepare you to discuss the readings and how they fit into the topic.

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

Week One

January 12 Introduction: Does Sexuality Have a History? Keeping an Academic Journal
January 14 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 19 Lecture: **Roots of Modern Sexuality in the West: Christianity & Colonialism**
January 21 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 26 Lecture: Sex Panics: Masturbation and "White Slavery" (Reading: Ch.1 and 2 TCS) **JOURNAL ASSIGNMENT 1 DUE**
January 28 Seminar: They had sex in the past?
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

February 02 Lecture: The Doctors Discover Sex: (Reading: Ch.4, Ch.5 TCS)
February 04 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 09 Lecture: Postwar Sexuality (Reading: Ch.3, Ch.6 TCS)
February 11 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 16 Seminar: You Can't Eroticize Marriage without Creating Frigidity
Seminar Reading: Ch.3 and Ch.6 TCS
February 18 **READING BREAK NO CLASS**

Week Seven**February 23**Lecture: **MIDTERM EXAM****February 25**

Seminar: Writing assignments for history classes

Seminar Reading: History Style Guide

Week Eight**March 01**Lecture: Tying Sexuality to Eugenics, Film: *Sterilization of Leilani Muir* (Reading, Ch. 7 TCS)**March 03**

Seminar: Eugenics in Canada

Seminar Reading:

Jean Barman, "Taming Aboriginal Sexuality," D2L

Mikkel Dack, "Alberta Eugenics Movement," D2L

Week Nine**March 08**

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

March 10

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 15**Lecture: The Trouble with Normal, Film: *Forbidden Love* (Reading: Ch. 8 TCS)**March 17**

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, 10minutes, D2L; *Borderline*, 1956, 28.56 minutes, D2L**Week Eleven****March 22**

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

March 24

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 29**

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

March 31

Seminar: Liberation and Heterofeminism

Seminar Reading:

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

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

D2L

Week Thirteen**April 05**

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

April 07

Seminar: AIDS kills the 70s

Seminar Reading:

Gilman, "Aids and Syphilis," D2L

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

Week Fourteen**April 11**

Lecture: Gender Fluidity and Sexuality (Ch.10 TCS)

April 13**EXAM REVIEW****5. Basis of Student Assessment (Weighting)**

| A. Assignments | Due Dates | Weighting |
|------------------------------|------------------|------------------|
| Reflective Journal 1 | January 26 | 10 |
| Reflective Journal 2,3,4,5,6 | Ongoing | 40 |
| B. Exams | | |
| Midterm | February 23 | 15 |
| Final | In exam period | 20 |
| C. Other | | |
| Seminar Participation | Ongoing | 15 |

6. Grading System

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 history of sexuality or weekly theme, 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. Journaling cuts down on the time needed to study for exams.

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 will be handed in to the D2L Dropbox and will be marked electronically. Accordingly, they should be typed and saved as a word document, pdf, or rtf file. Ensure your full name is included in the file name (example: Susan Johnston journal week 4.doc). Further instructions for posting can be found on D2L under "written assignments". Some students write on sticky notes, or use handwritten notes initially, then type them up for presentation.

An example of a good student's journal entry for week 1 will be posted on D2L.

How will this journal be marked?

You will hand in 6 journal entries although you are strongly encouraged to journal your thoughts for each of weeks which contain seminar readings, films, or songs. Your journal entry is due in class the Tuesday following that seminar. Each marked entry will be worth 10 marks, and I will throw out the lowest mark you receive so the assignment is worth 50% rather than 60% of your total grade. 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. This rubric can be found in the "dropbox" 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.