



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-115-001
Sexuality in the West
Winter 2018

COURSE OUTLINE

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

☐ Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Susan Johnston		
(b) Office hours	Monday 10:00 to 10:20 and 12:30 to 1:00; Wednesday 10:00 to 10:20 and 12:30 to 1:00 or by appointment		
(c) Location	Y319		
(d) Phone	250 370-3360	Alternate	
(e) E-mail	johnstos@camosun.bc.ca		
(f) Website			

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

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.
- (b) Online texts: Weekly readings for seminars are 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 08

Introduction: Does Sexuality Have a History? Keeping an Academic Journal

January 10

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 15

Lecture: **Roots of Modern Sexuality in the West: Christianity & Colonialism**

January 17

Seminar: Christian views of sexuality

Seminar Reading:

Anna Clark, *Desire*, Chapter 3 D2L

Genesis 1-3 D2L

Jesus on sexuality D2L

Romans 1 D2L

Saint Augustine D2L

David Newhouse, "Magic and Joy," D2L

Week Three

January 22

Lecture: Sex Panics: Masturbation and "White Slavery" (Reading: Ch.1 and 2 TCS)

JOURNAL ASSIGNMENT 1 DUE

January 24

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

January 29

Lecture: The Doctors Discover Sex: (Reading: Ch.4, Ch.5 TCS)

January 31

Seminar: Labels Create Identity; Race Fixes Identity

Seminar Reading:

Jonathan Katz, *Invention of Heterosexuality*, Ch. 5 D2L

Amin Ghaziani, "Reinvention of Heterosexuality," D2L

Week Five

February 05

Lecture: Postwar Sexuality (Reading: Ch.3, Ch.6 TCS)

February 07

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

READING BREAK NO CLASS

Week Seven**February 19** Lecture: **MIDTERM EXAM****February 21** Seminar: Writing assignments for history classes (read the history style guide)**Week Eight****February 26** Lecture: Tying Sexuality to Eugenics, Film: *Sterilization of Leilani Muir* (Reading, Ch. 7 TCS)**February 28** Seminar: Eugenics in Canada

Seminar Reading:

Jean Barman, "Taming Aboriginal Sexuality," D2L

Mikkel Dack, "Alberta Eugenics Movement," D2L

Week Nine**March 05** Lecture: Sexual Politics and the Second World War, Film: *Paragraph 175* (Reading, Ch. 7, Ch. 8 TCS)**March 07** Seminar: Everything and Nothing Changes for Women and Homosexuals

Seminar Reading:

Michaela Hampf, "Dykes or Whores," D2L

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

Week Ten**March 12** Lecture: The Trouble with Normal, Film: *Forbidden Love* (Reading: Ch. 8 TCS)**March 14** Seminar: Cold War Normative Sexuality

Seminar Reading:

Joan Nestle, "Butch-Femme Relationships," D2L

Films to watch at home then discuss in seminar: *Boys Beware*, 1961, 10 minutes, D2L;*Borderline*, 1956, 28.56 minutes, D2L**Week Eleven****March 19** Lecture: Lesbian and Gay Liberation (Reading: Ch. 9 TCS)**March 21** 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 26** Lecture: Heterosexuality in the 1970s (Reading: Ch. 9 TCS)**March 28** 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 02** **Statutory Holiday No Class**

Lecture: Backlash: The Moral Majority and the Emergence of AIDS (Ch.10 TCS) will be posted on D2L

April 04 Seminar: AIDS kills the 70s

Seminar Reading:

Gilman, "Aids and Syphilis," D2L

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

Week Fourteen**April 09** Lecture: Gender Fluidity and Sexuality (Ch.10 TCS)**April 11** **EXAM REVIEW**

5. Basis of Student Assessment (Weighting)

(a) Assignments	Due Dates	Weighting
Reflective Journal 1	January 22	10
Reflective Journal 2, 3, 4, 5, 6	Ongoing	40
(b) Exams		
Midterm	February 19	15
Final	In exam period	20
(c) Other		
Seminar Participation	Ongoing	15

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

The HIST115 D2L site contains assignment instructions, hints for seminar success, and the History Style Guide with links to writing history essays and evaluating sources created in the past (primary) and sources discussing the past (secondary). Reading through these materials will help students with assignments.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

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 textbook, seminar 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 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. All journal entries must be posted to the D2L Dropbox.

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 the 10 weeks which contain seminar readings, films, or songs. Your journal entry is due the Friday 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 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.