



BRIERCREST

HIS 619 Gender, Sex, and Sexuality in Global History Fall 2019

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Course Dates: October 21-25, 2019

3 Credit Hours

COURSE DESCRIPTION

This course will explore a range of methodological approaches to the study of gender, sex, and sexuality within the discipline of history. Using a variety of case studies, it will also examine the construction of gender identities and self-hood as well as the relationship between power and sex within particular cultural and historical contexts.

COURSE INTEGRATION

Gender, sex, and sexuality are prominent features of personal identity in the modern world. Our goal is to understand how current beliefs and practices have taken shape over time. We will explore the ways that these categories intersect with other aspects of life (family, economics, religion, etc.) and we will consider the present state of knowledge in these fields of scholarship. Ultimately, we will seek to grow in our capacity to be sensitive ministers of the gospel in the church and the world.

COURSE TEXTS

Hiestand, Gerald and Todd Wilson. *Beauty, Order, and Mystery: A Christian Vision of Human Sexuality*. IVP Academic, 2017.

Miescher, Stephan F., Michele Mitchell and Naoko Shibusawa. *Gender, Imperialism and Global Exchanges*. Wiley Blackwell, 2015.

Sanlon, Peter. *Plastic People: How Queer Theory is Changing Us*. Latimer studies 73. Latimer Trust, 2010.

Woolf, Virginia. *A Room of One's Own*. New York: The Fountain Press, 1929. Reprint: 2015 Albatross Publishers. Additional readings will be made available on Canvas and are listed below in Appendix A.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>. This course will use *The Chicago Manual of Style*.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>); cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

Students will:

- Develop their ability to think historically about the past.
- Expand their knowledge of gender, sex, and sexuality in global history and become familiar with some of the documents that have come down to us from the past.
- Expand their understanding of critical issues in the historiography (i.e. the writings of historians) on gender, sex, and sexuality in global history.
- Gain an appreciation for the global as both content and method.
- Gain an appreciation for gender as both content and method.
- Improve their analytical skills as they read and critique historical writing.
- Improve their oral and written communication skills.
- Develop their ability to speak into current issues in the life of the church.

COURSE OUTLINE AND CONTENT

Date	Class Topic	Readings	Supporting Assignments
October 21 Morning	Introduction Sex and Gender: Are we talking about the same thing? Discussing Theory: Sex and Power	Foucault, 115-130.	Commonplace Book (Due: Oct. 18, 2019)
	Afternoon Marriage and Family Education and Culture	Davidoff and Hall, 321-356.	Commonplace Book (Due: Oct. 18, 2019)
October 22 Morning	Education and Culture (cont.) History of Feminism	Woolf, <i>Room of One's Own</i> Scott, 28-50.	Book Review #1 (Due: Sept. 20, 2019) Commonplace Book (Due: Oct. 18, 2019)
	Afternoon Economic Life: Gendering Production and Consumption	Miescher, <i>Gender, Imperialism and Global Exchanges</i>	Commonplace Book (Due: Oct. 18, 2019)
October 23 Morning	Gender and Violence Modern Masculinities Women and Men of Sport	Allen, 117-139.	Commonplace Book (Due: Oct. 18, 2019)
	Afternoon Gender in Film/Gender as Method		
October 24 Morning	Modern Canadian Perspectives: The Calgary Stampede Gender and Immigration	Forestell, 251-290. Iacovetta, 482-513.	Commonplace Book (Due: Oct. 18, 2019)
	Afternoon Modern Sexuality Third Genders		
October 25 Morning	Religion and Gender A Historical Theology of Gender, Sex, and Sexuality	Sanlon, <i>Plastic People</i> DeFranza, 68-150 Hiestand, <i>Beauty, Order and Mystery</i>	Seminar Leadership (Due: Oct. 25, 2019) Commonplace Book (Due: Oct. 18, 2019) Book Review #2 (Due: Oct. 4, 2019)

ASSIGNMENTS

Pre-Course Assignments:

1. Book Reviews: 20%

Students will submit two critical book reviews (5-7 pages, 12-pt. Times New Roman font) in preparation for the course. The first review will critique *A Room of One's Own*, by Virginia Woolf and is due on Canvas on **Sept. 20, 2019**. The second review will critique *Beauty, Order, and Mystery: A Christian Vision of Human Sexuality*, edited by Gerald Hiestand and Todd Wilson and is due on Canvas on **Oct. 4, 2019**. See the "Critical Book Review" assignment sheet on Canvas for further guidance.

2. Commonplace Book: 20% (pre-course); 10% (post-course)

The commonplace book was a private and often erratic collection of material that emerged in the early modern era for jotting down quotations, opinions and various sundry reflections. Although finding its origin in the Renaissance, 'commonplacing' was practiced well into the nineteenth century. In preparation for class discussions, students will submit a commonplace book reflecting on the assigned readings. Each entry in the commonplace book should include the date, the title and author of the reading, a quote from the text and a personal reflection on the quote. The length of reflections may vary but each one should be at least a paragraph. Two to three entries per assigned chapter should be ample preparation for discussion. Students should pay attention to arguments being made in each reading, as well as any points that evoke a strong personal response (in agreement or disagreement). This is also a good place to make note of any questions that emerge from the readings. We will use the commonplace books as a starting point for our discussions.

Your commonplace book should:

- faithfully reflect the assigned readings listed in Appendix A;
- include a date beside each entry;
- include excerpted quotes and written responses;
- include other mediums if you so desire, i.e. drawing, etc.

Commonplace books will be marked on:

- breadth of reflections on assigned readings;
- quality of reflections on readings;
- presentation;
- evidence of thoughtful effort.

For a useful website on the commonplace book see:

<http://www1.assumption.edu/users/lknoles/commonplacebook.html>

Students will have the opportunity to submit the commonplace book twice, once before the classes begin and then again at the end of the post-course period. The first submission is due on **Oct. 18, 2019**. It may be uploaded to Canvas or submitted as a hard copy. Either typed or handwritten commonplace books are acceptable.

Mid-Course Assignments:

3. Attendance and Participation: 10%

Students are expected to come having read the assigned texts and ready to participate actively in class discussions. This will include: carefully reading the texts and preparing the commonplace book before class, bringing the texts to class, and asking questions, sharing your opinions and engaging the material in class. More than half a day of absence will negatively affect the participation grade, as will unprofessional behaviour (including tardiness, texting, sleeping, talking out of turn, etc.). Students are welcome to take advantage of office hours or make an appointment with the instructor to discuss course readings and assignments. Email will also be an effective way to communicate with the instructor throughout the term.

4. Seminar Leadership: 10%

On Friday morning, **Oct. 25, 2019**, the seminary students will take responsibility for teaching and leading the college students in a discussion of gender, sex, and sexuality in the Christian tradition. In doing so, they should seek to incorporate their learning from the assigned readings, especially the texts by Sanlon, DeFranza, and Hiestand, et al. (Please note, the college students are not reading the Hiestand text so you will need to avoid the assumption that they share your knowledge of it). Other readings and personal experience may give shape to this assignment but additional reading is not required. Careful reading for the commonplace book and the second book

review should be adequate pre-course preparation for this assignment. Seminary students will meet with the instructor on Monday afternoon to discuss this assignment and divvy up the responsibilities for Friday. The goal is to lead the class in a consideration of the following questions:

- A. What does it mean to hold to an orthodox Christian understanding of gender, sex, and sexuality in the modern world?
- B. What is unique about an evangelical perspective on the topics we have discussed?
- C. How might having a broader historical and global perspective on this field of knowledge shape our views?
- D. How can the things we have learned this week shape our efforts as ministers of the gospel in the church and in our various vocational contexts?

Post-Course Assignments:

5. Final Submission of Commonplace Book (optional): 10%

See assignment details under pre-course work. The final submission of the Commonplace Book is due on **Dec. 20, 2019**, either on Canvas or as a hard copy. Students who prefer to have their first submission count for the full grade of 30% may opt out of the second submission.

6. Research Paper: 30%

The goal of the research paper is to think about the impact of change over time on some aspect of the course material. Since everything has a history, students are encouraged to choose a topic that has some relevance for their own fields of study, work or interest. For example, counselling students might choose to explore how counselling practices with regard to gender, sex, or sexuality have changed over time or how the DSM has changed its assessment and articulation of such illnesses over time. Likewise, theology students might write a historical theology and ministry students might explore how church practices have evolved. Students will submit a 3000-word research paper focusing on the history of some aspect of the course content. All topics are to be approved by the instructor by **Nov. 1, 2019**. The paper should draw on research from a minimum of ten scholarly sources, including both monographs and journal articles. It should contain a cogent argument and include orderly and balanced development of the material formatted according to *The Chicago Manual of Style*. Further instructions will be given in class and an assignment sheet is available on Canvas. The paper will be due on Canvas on **Dec. 20, 2019**. Late papers will be penalized according to the Briercrest Academic Handbook (see below).

Appendix A: List of Assigned Readings

(N.B. These can be read in any order but they are listed in the order in which we will discuss them. All book excerpts are available on Canvas.)

Foucault, Michel. "Sexuality and Power (1978)," in *Religion and Culture: Michel Foucault*. Edited by Jeremy R. Carrette. New York: Routledge, 1999, pp. 115-130.

Davidoff, Leonore and Catherine Hall. *Family Fortunes: Men and Women of the English Middle Class, 1780-1850*. Chicago: University of Chicago Press, 1987, pp. 321-356.

Scott, Joan Wallach. *Gender and the Politics of History*. New York: Columbia University Press, 1988, pp. 28-50.

Miescher, Stephan F., et al. *Gender, Imperialism and Global Exchanges*. Malden, MA: Wiley Blackwell, 2015.

Allen, David G. "Multiplying Masculinities: An Overview of Contemporary Theories of Masculinity." In *Sex, Gender, and Christianity*. Edited by Priscilla Pope-Levison and John R. Levison. Eugene, OR: Cascade Books, 2012, pp. 117-139.

Forestell, Nancy M. "Bachelors, Boarding-Houses, and Blind Pigs: Gender Construction in a Multi-Ethnic Mining Camp, 1909-1920." In *A Nation of Immigrants: Women, Workers, and Communities in Canadian History, 1840s-1960s*. Edited by Franca Iacovetta, et al. Toronto: University of Toronto Press, 1998, pp. 251-290.

Iacovetta, Franca. "Making 'New Canadians': Social Workers, Women, and the Reshaping of Immigrant Families." In *A Nation of Immigrants: Women, Workers, and Communities in Canadian History, 1840s-1960s*. Edited by Franca Iacovetta, et al. Toronto: University of Toronto Press, 1998, pp. 482-513.

Sanlon, Peter. *Plastic People: How Queer Theory is Changing Us*. Latimer Studies 73. London: The Latimer Trust, 2010.

DeFranza, Megan K. *Sex Difference in Christian Theology: Male, Female, and Intersex in the Image of God*. Grand Rapids, MI: William B. Eerdmans, 2015, pp. 68-150.

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar: <https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

Students are expected to attend 100% of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email (studentsuccesscentre@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

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- Armstrong, Karen. *Shifting Ground and Cultural Bodies: Postcolonial Gender Relations in Africa and India*. New York: University Press of America, 1999.
- Basu, Srimati. *She Comes to Take Her Rights: Indian Women, Property, and Propriety*. Albany: State University of New York Press, 1999.
- Beard, Mary. *Women and Power: A Manifesto*. New York: Liveright Publishing Corporation, 2017.
- Beauvoir, Simone de. *The Second Sex*. New York: Vintage Books, 2011.
- Bederman, Gail. *Manliness and Civilization: A Cultural History of Gender and Race in the United States*,

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