

BRIERCREST

HIS 619 Gender, Sex, and Sexuality in Global History Winter 2022

Professor: Joy Demoskoff
Email: jdemoskoff@briercrest.ca
Phone: 306-756-3207
Course Dates: Feb. 28 – Mar. 4, 2022
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

Epp, Marlene and Franca Iacovetta. *Sisters or Strangers? Immigrant, Ethnic, and Racialized Women in Canadian History*. Second Edition. Toronto: University of Toronto Press, 2016.

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

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

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/>.

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
February 28 Morning	- Introductions - Sex and Gender: Are we talking about the same thing? - Discussing Theory: Sex and Power	Foucault, 115-130.	Commonplace Book (Due: Feb. 25, 2022)
Afternoon	- Marriage and Family	Davidoff and Hall, 321-356.	Commonplace Book (Due: Feb. 25, 2022)
March 1 Morning	- Education and Culture - History of Feminism	Scott, 28-50.	Commonplace Book (Due: Feb. 25, 2022)
Afternoon	- Economic Life: Gendering Production and Consumption	Miescher, <i>Gender, Imperialism and Global Exchanges</i>	Book Review #1 (Due: Feb. 25, 2022)
March 2 Morning	- Gender and Violence - Modern Masculinities - Women and Men of Sport	Allen, 117-139.	Commonplace Book (Due: Feb. 25, 2022)
Afternoon	- Gender in Film/Gender as Method		
March 3 Morning	- Modern Canadian Perspectives - Gender and Immigration	Forestell, 251-290. Epp and Iacovetta, <i>Sisters or Strangers?</i>	Commonplace Book (Due: Feb. 25, 2022) Book Review #2 (Due: Feb. 25, 2022)
Afternoon	- Modern Sexuality - Third Genders and Transgender History		

March 4 Morning	- Religion and Gender - A Historical Theology of Gender, Sex, and Sexuality	Sanlon, <i>Plastic People</i> . DeFranza, 68-150.	Seminar Leadership (Due: Mar. 4, 2022) Commonplace Book (Due: Feb. 25, 2022)
Afternoon	Conclusions/Beginnings		

ASSIGNMENTS

Please submit all written assignments to Canvas.

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 *Gender, Imperialism, and Global Exchanges* edited by Stephan F. Miescher, Michele Mitchell and Naoko Shibusawa and is due on Canvas on **Feb. 25, 2022**. The second review will critique *Sisters or Strangers? Immigrant, Ethnic, and Racialized Women in Canadian History*, edited by Marlene Epp and Franca Iacovetta and is also due on Canvas on **Feb. 25, 2022**. 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 listed in Appendix A. (**N.B.** The book review texts do not need to be included in the commonplace book). 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 short entries or one long one 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 class begins and then again at the end of the post-course period. The first submission is due on **Feb. 25, 2022**. 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 pre-course assignments, 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, **Mar. 4, 2022**, 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 and DeFranza. Other readings and personal experience may give shape to this assignment but additional reading is not required. 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:

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

See assignment details under pre-course work. The final submission of the Commonplace Book is due on **Apr. 12, 2022**, 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.

2. 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 **Mar. 11, 2022**. 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 **Apr. 12, 2022**. 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.

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.

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

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent 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 (1) 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.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. 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.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

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 (egordon@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

BIBLIOGRAPHY

Adams, Amy Singleton and Vera Shevzov. *Framing Mary: The Mother of God in Modern, Revolutionary, and Post-Soviet Russian Culture*. DeKalb: Northern Illinois University Press, 2018.

Amin, Camron Michael. *The Making of the Modern Iranian Woman: Gender, State Policy, and Popular Culture, 1865-1946*. Gainesville: University Press of Florida, 2002.

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, 1880-1917*. Chicago: University of Chicago Press, 1995.
- Bellamy, Joan, et al., eds. *Women, Scholarship and Criticism: Gender and Knowledge c. 1790-1900*. New York: Manchester University Press, 2000.
- Bisha, Robin. *Russian Women, 1698-1917: Experience and Expression: An Anthology of Sources*. Bloomington: Indiana University Press, 2002.
- Bourke, Joanna. *Dismembering the Male: Men's Bodies, Britain and the Great War*. London: Reaktion Books, 1996.
- Brownell, Susan and Jeffrey N. Wasserstrom. *Chinese Femininities, Chinese Masculinities: A Reader*. Berkeley: University of California Press, 2002.
- Chan-Tiberghien. *Gender and Human Rights Politics in Japan: Global Norms and Domestic Networks*. Stanford: Stanford University Press, 2004.
- Chant, Sylvia and Cathy McIlwaine. *Three Generations, Two Genders, One World: Women and Men in a Changing Century*. London: Zed Books, 1998.
- Charrad, Mounira. *States and Women's Rights: The Making of Postcolonial Tunisia, Algeria and Morocco*. Berkeley: University of California Press, 2001.
- Connell, R.W. *Masculinities*, 2nd edition. Berkeley: University of California Press, 2002.
- Clark, Anna. *The Struggle for the Breeches: Gender and the Making of the British Working Class*. Berkeley: University of California Press, 1995.
- Clements, Barbara Evans, et al. *Russia's Women: Accommodation, Resistance, Transformation*. Berkeley: University of California Press, 1990.
- _____. *A History of Women in Russia: From Earliest Times to the Present*. Bloomington: Indiana University Press, 2012.
- Connell, R.W. *Masculinities*. Berkeley: University of California Press, 2005.
- _____. *The Men and the Boys*. Berkeley: University of California Press, 2000.
- Downs, Laura Lee. *Writing Gender History*. London: Hodder Arnold, 2004.
- Dudink, Stefan, et al., eds. *Representing Masculinity: Male Citizenship in Modern Western Culture*. New York: Palgrave Macmillan, 2007.
- Einhorn, Barbara. *Cinderella Goes to Market: Citizenship, Gender, and Women's Movements in East Central Europe*. London: Verso, 1993.
- Enders, Victoria Loree and Pamela Beth Radcliff, eds. *Constructing Spanish Womanhood: Female Identity in Modern Spain*. Syracuse: State University of New York Press, 1999.
- Engel, Barbara Alpern. *Five Sisters: Women Against the Tsar: The Memoirs of Five Young Anarchist Women of the 1870's*. New York: Routledge, 1987.
- _____. *Mothers and Daughters: Women of the Intelligentsia in Nineteenth-Century Russia*. Cambridge: Cambridge University Press, 1983.
- Ford, Caroline. *Divided Houses: Religion and Gender in Modern France*. Ithaca, NY: Cornell University Press, 2005.
- Foucault, Michel. *The History of Sexuality, Vols. I-III*. New York: Vintage Books, 1990.
- Freud, Sigmund. *Three Essays on the Theory of Sexuality*. New York: Basic Books, 2000.
- Fuchs, Rachel G. *Gender and Poverty in Nineteenth-Century Europe*. Cambridge: Cambridge University Press, 2005.
- Gardiner, Judith Kegan. *Masculinity Studies and Feminist Theory: New Directions*. New York: Columbia University Press, 2002.
- Glendon, Mary Ann. *The Transformation of Family Law: State, Law, and Family in the United States and Western Europe*. Chicago: University of Chicago Press, 1989.
- Goscilo, Helena. *Dehexing Sex: Russian Womanhood during and after Glasnost*. Ann Arbor: University of Michigan Press, 1996.

- _____ and Beth Holmgren. *Russia, Women, Culture*. Bloomington: Indiana University Press, 1996.
- Hodes, Martha, ed. *Sex, Love, Race: Crossing Boundaries in North American History*. New York: New York University Press, 1999.
- Hunt, Lynn. *The Family Romance of the French Revolution*. Berkeley: University of California Press, 1992.
- Iacovetta, Franca et al., eds. *A Nation of Immigrants: Women, Workers, and Communities in Canadian History, 1840s-1960s*. Toronto: University of Toronto Press, 1998.
- Inoue, Miyako. *Vicarious Language: Gender and Linguistic Modernity in Japan*. Berkeley: University of California Press, 2006.
- Jardins, Julie Des. *Women and the Historical Enterprise in America: Gender, Race, and the Politics of Memory, 1880-1945*. Chapel Hill: University of North Carolina Press, 2003.
- Johanson, Christine. *Women's Struggle for Higher Education in Russia, 1855-1900*. Kingston: McGill-Queen's University Press, 1987.
- Kent, Susan Kingsley. *Queen Victoria: Gender and Empire*. The World in a Life Series. Oxford University Press, 2015.
- Keough, Willeen and Lara Campbell. *Gender History: Canadian Perspectives*. Oxford University Press, 2013.
- Koonz, Claudia. *Mothers in the Fatherland: Women, the Family, and Nazi Politics*. New York: St. Martin's Press, 1987.
- Kubik, Wendee and Gergory P. Marchildon. *Women's History: History of the Prairie West Series, Vol. 5*. Regina, SK: University of Regina Press, 2015.
- LaRossa, Ralph. *The Modernization of Fatherhood: A Social and Political History*. Chicago: University of Chicago Press, 1997.
- Lewis, Reina and Nancy Micklewright, eds. *Gender, Modernity and Liberty: Middle Eastern and Western Women's Writings*. New York: I.B. Tauris, 2006.
- Marks, Lara. *Sexual Chemistry: An International History of the Pill*. New Haven, CT: Yale University Press, 2001.
- Marsh, Rosalind. *Women in Russia and Ukraine*. Cambridge University Press, 1996.
- Meriwether, Margaret L. and Judith E. Tucker. *A Social History of Women and Gender in the Modern Middle East*. Boulder, CO: Westview Press, 1999.
- Minturn, Leigh. *Sita's Daughters: Coming out of Purdah: The Rajput Women of Khalapur Revisited*. New York: Oxford University Press, 1993.
- Molony, Barbara, et al. *Gender in Modern East Asia: China, Korea, Japan: An Integrated History*. Boulder, CO: Westview Press, 2016.
- Moore, Erin P. *Gender, Law, and Resistance in India*. Tucson: University of Arizona Press, 1998.
- Nadell, Pamela S. and Kate Haulman. *Making Women's Histories: Beyond National Perspectives*. New York: New York University Press, 2013.
- Nye, Robert A. "Western Masculinities in War and Peace," *American Historical Review*, 112 (Apr. 2007), 417-38.
- Passmore, Kevin, ed. *Women, Gender and Fascism in Europe, 1919-1945*. Manchester: Manchester University Press, 2003.
- Power, Margaret. *Right-Wing Women in Chile: Feminine Power and the Struggle Against Allende, 1964-1973*. University Park: Pennsylvania State University Press, 2002.
- Ragone, Helena and France Winddance Twine, eds. *Ideologies and Technologies of Motherhood: Race, Class, Sexuality, and Nationalism*. New York: Routledge, 2000.
- Randall, Amy, ed. *Russian Studies in History* 51, no. 2 (2012): 3-97.
- Randall, Vicky and Georgina Waylen. *Gender, Politics and the State*. London: Routledge, 1998.
- Ransel, David L. *The Family in Imperial Russia: New Lines of Historical Research*. Urbana: Indiana University Press, 1978.
- _____. *Mothers of Misery: Child Abandonment in Russia*. Princeton, NJ: Princeton University Press, 1988.
- Rao, Anupama. *Gender and Caste*. London: Zed Books, 2005.
- Roberts, Mary Louise. *Civilization without Sexes: Reconstructing Gender in Postwar France, 1917-1927*.

- Chicago: University of Chicago Press, 1994.
- _____. *What Soldiers Do: Sex and the American GI in World War II France*. Chicago: University of Chicago Press, 2013.
- Rose, Sonya O. *What is Gender History?* New York: Polity, 2010.
- Rosslyn, Wendy and Alessandra Tosi. *Women in Russian Culture and Society, 1700-1825*. New York: Palgrave, 2007.
- Sangster, Joan. *Through Feminist Eyes: Essays on Canadian Women's History*. Edmonton: AU Press, 2011.
- Schandevyl, Eva. *Women in Law and Lawmaking in Nineteenth and Twentieth-Century Europe*. Burlington, VT: Ashgate, 2014.
- Scott, Joan Wallach. *Gender and the Politics of History*. New York: Columbia University Press, 1999.
- Sherwin, Susan and Barbara Parish. *Women, Medicine, Ethics and the Law*. Burlington, VT: Ashgate, 2002.
- Smith, Bonnie, ed. *The Gender of History: Men, Women, and Historical Practice*. New York: Oxford University Press, 1998.
- Smith, Bonnie, ed. *Global Feminisms since 1945: Rewriting Histories*. New York: Routledge, 2000.
- Sonbol, Amira El-Azhary. *Women of Jordan: Islam, Labor, and the Law*. Syracuse, NY: Syracuse University Press, 2003.
- Stearns, Peter N. *Gender in World History*. London: Routledge, 2000.
- Stites, Richard. *The Women's Liberation Movement in Russia: Feminism, Nihilism, and Bolshevism, 1860-1930*. Princeton, NJ: Princeton University Press, 1978.
- Stone, Lawrence. *The Family, Sex and Marriage in England, 1500-1800*. New York: Penguin Books, 1979.
- Wagner, William G. *Marriage, Property, and Law in Late Imperial Russia*. Oxford: Clarendon Press, 1994.
- Wienbaum, Alys Eve, et al. *The Modern Girl Around the World: Consumption, Modernity, and Globalization*. Durham: Duke University Press, 2008.
- Wiesner-Hanks, Merry E. *Gender in History: Global Perspectives*, Second Edition. Malden, MA: Wiley-Blackwell, 2011.
- Worobec, Christine D. *The Human Tradition in Imperial Russia*. New York: Rowman and Littlefield, 2009.
- _____. *Possessed: Women, Witches, and Demons in Imperial Russia*. DeKalb: Northern Illinois University Press, 2001.