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# HTST 308

## Gender History

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Winter 2019  
M/W/F 13:00 – 13:50

Instructor: Nancy Janovicek  
E-Mail: [njanovic@ucalgary.ca](mailto:njanovic@ucalgary.ca)  
Phone: 403.220.6403  
Office: SS 612  
Office Hours: Monday 9:30 – 10:30 and  
Wednesday 14:30 – 15:30

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### Overview

This course examines how ideas about sex and gender have changed over time and how these ideas have been rooted in specific political, cultural, and economic contexts. HTST 308 aims to be global in scope and will examine major historical events using gender as a category of analysis. We'll read and discuss documents to tease out how people used ideas about masculinity and femininity to discuss political and social issues. The course will begin in the 18th century and end with an examination of how gender history can inform current debates about social equity, gender identities, and sexuality.

### Course Policies

- *All assignments and the final exam must be completed to pass the course.*
- Assignments will be submitted digitally on D2L.
- Deadlines are firm. Late assignments will be penalized.
- Readings for class discussion and short assignments will be posted on D2L.
- Class discussions are an important component of this course. Students must come to class prepared to discuss weekly readings.

### Course TA

Chloe Carr E-mail: [chloe.carr@ucalgary.ca](mailto:chloe.carr@ucalgary.ca)

Office Hours TBA

### Assigned Readings

There is no course textbook. All of the readings are digital sources and are available on-line or through the TFDL.

The reading list will be posted on D2L.

### Deadlines & Evaluation

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#### February 8<sup>th</sup>

Document Analysis: Gender and Political Discourse (20%)

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#### March 15<sup>th</sup>

Document Analysis: Gender and 19C Sexuality (20%)

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#### April 5<sup>th</sup>

Document Analysis: Gender and Race (20%)

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#### To be scheduled by Registrar

Final Exam (40%)

## Assignments

### Document Analyses (3 x 20% = 60%)

Students will write three 1200-word papers (each worth 20%) based on three documents, which we will also discuss in class. The papers will explain how gender shaped the author's argument in different historical moments. To put the documents into historical context, you will read scholarly historical research related to the topic. Details about the assignments and more specific instructions will be posted on Desire2Learn (D2L).

Written work must be submitted electronically on D2L. You must have a University of Calgary IT account to access D2L. Students will submit their papers in the Digital Dropbox.

All papers must be submitted on the D2L Digital Dropbox by 5:00 p.m. on their due dates. Students are responsible for making sure that their work is submitted. Deadlines are firm, but students who make arrangements with me in person at least one week before the assignment is due may receive an extension if I deem the circumstances to be appropriate. Late papers will lose 1/3 of a mark for each day that it is late; in other words: a paper assessed as a B turned in 2 days late (including weekends) will receive a C+.

I expect that all papers will have a clear thesis statement, be well-organized, and have a logical argument. You should read [\*The History Student's Handbook: A Short Guide to Writing History Essays\*](#), which is available on the History Department Website.

Use footnotes or endnotes to reference your term papers and follow the format outlined in *The History Student's Handbook*. You may also refer to *The Chicago Manual of Style*, 16<sup>th</sup> Edition or Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. Both are available on-line at the Taylor Family Digital Library. Include a bibliography for your papers. (Note: the Bibliography does not count toward the word count).

Students must meet the minimum word requirements for each assignment, but should not exceed them (by too many words) either. It is as important to learn how to make an argument in a few pages as it is to sustain an argument in a longer paper.

Internet sources (Wikipedia, popular history websites, etc.) are usually not reliable scholarly sources. They can be a good place to start research to help you refine your search. All secondary sources must be from peer-reviewed academic books or journals. Academic journals that are on-line are acceptable sources.

### Final Exam (40%)

The final exam will be scheduled by the registrar. The exam will be 2 hours and will cover the entire course. Students will answer two essay questions. I will post the exam questions on D2L on the last day of classes (or a bit earlier if we have a very early exam).

## Classroom Environment and Distribution of Class Content

I expect students to be respectful of the learning environment and the needs of other students. As a courtesy to your fellow students and your instructor, please turn off all cellular telephones and personal stereos during lectures and discussions. In accordance with university privacy policies, it is forbidden to tape or digitally record lectures and/or discussions without the explicit consent of the instructor and any students affected. Using laptops and similar typing devices is acceptable as long as it does not disrupt the class. If the images on your screen distract or offend other students, I will ask you to turn your computer off and/or no longer bring it to class. Materials related to the course (including hand-written lecture notes) are for your own use only and may not be distributed to anyone not officially registered in the course.

## Departmental Grading System

The following percentage-to-letter grade conversion scheme has been adopted for use in all History courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

## Office Hours and Communication

Please visit me or the teaching assistant during our scheduled office hours. I can make an appointment if you are not available during my scheduled office hours.

When you e-mail either of us, please put HTST 308 in the subject and I advise that you use your university account so that your message does not go to the spam filter. Your e-mail should also be formal. Use the proper salutation, sign the e-mail, and check the message for grammar and spelling errors. If your e-mail requires more than a short response, I will probably advise you to see one of us during our office hours or by appointment. A short conversation about a complicated question is always more useful (and usually more efficient) than a long e-mail correspondence.

We will respond to your e-mail in a timely manner. Please be aware that we will not check or respond to student e-mails outside of business hours (Monday – Friday 8:30 a.m. to 5:00 p.m.).

## Plagiarism

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

## Class Schedule

Most of the sources are available on-line. Some documents are long and I don't expect you to read the whole document. I will post announcements on D2L throughout the semester about which chapters to read from longer documents.

Lecture and Readings for Discussion
<b>Week 1 (January 11): Introduction</b>
<ul style="list-style-type: none"> <li>• Linda Gordon, "'Intersectionality,' Socialist Feminism and Contemporary Activism: Musings by a Second Wave Socialist Feminist," <i>Gender &amp; History</i> 28, 2 (August 2016): 340 – 57.</li> </ul>
<b>Week 2 (January 14 - 18): "Making Sex"</b>
<ul style="list-style-type: none"> <li>• Gregory D. Smithers, "Cherokee 'Two-Spirits': Gender, Ritual, and Spirituality in the Native South," <i>Early American Studies: An Interdisciplinary Journal</i> 12, 3 (Fall 2014): 626 – 651.</li> </ul>
<b>Week 3 (January 21 – 25): 18C Constructions of Femininity and Masculinity</b>
<ul style="list-style-type: none"> <li>• Excerpts from T. S. Arthur, <i>Advice to Young Ladies on their Duties and Conduct in Life</i> (1855) Available on "Defining Gender" Database at: <a href="http://www.gender.amdigital.co.uk.ezproxy.lib.ucalgary.ca/Documents/Details/Advice%20to%20Young%20Ladies%20on%20their%20Duties%20and%20Conduct%20in%20Life">http://www.gender.amdigital.co.uk.ezproxy.lib.ucalgary.ca/Documents/Details/Advice%20to%20Young%20Ladies%20on%20their%20Duties%20and%20Conduct%20in%20Life</a> (Read for Tuesday)</li> <li>• Excerpts from T. S. Arthur, <i>Advice to Young Men on their Duties and Conduct in Life</i> (1855): Available on "Defining Gender" Database at: <a href="http://www.gender.amdigital.co.uk.ezproxy.lib.ucalgary.ca/Documents/Details/Advice%20to%20Young%20Men%20on%20their%20Duties%20and%20Conduct%20in%20Life">http://www.gender.amdigital.co.uk.ezproxy.lib.ucalgary.ca/Documents/Details/Advice%20to%20Young%20Men%20on%20their%20Duties%20and%20Conduct%20in%20Life</a> (Read for Thursday)</li> </ul>
<b>Week 4 (January 25 - 31): Gender and Rights Discourses</b>
<ul style="list-style-type: none"> <li>• Mary Wollstonecraft, <i>A Vindication of the Rights of Women</i> Available at: <a href="http://www.bartleby.com/144/">http://www.bartleby.com/144/</a> <b>Read for discussion on Friday January 31</b></li> </ul>
<b>Week 5 (February 4 – 8): North American Colonial Encounters</b>
<ul style="list-style-type: none"> <li>• "Substance of the Speech of Good Peter to Governor Clinton and the Commissioners of Indian Affairs, at Albany, on the occasion referred to in the discourse" (1788) in William W. Campbell, ed., <i>The Life and Writings of DeWitt Clinton</i> (New York: Baker and Scriber, 1849) Appendix III Available at: <a href="https://books.google.ca/books?id=1Qk1AAAAIAAJ&amp;pg=PR1&amp;source=gbv_selected_pages&amp;cad=2#v=onepage&amp;q&amp;f=false">https://books.google.ca/books?id=1Qk1AAAAIAAJ&amp;pg=PR1&amp;source=gbv_selected_pages&amp;cad=2#v=onepage&amp;q&amp;f=false</a> (Read for Tuesday – focus on page 380)</li> <li>• <i>Connolly v. Woolrich and Johnson et al</i> 1867): Available at: <a href="http://gsdl.ubcic.bc.ca/collect/firstna1/index/assoc/HASH015e/4954e019.dir/doc.pdf">http://gsdl.ubcic.bc.ca/collect/firstna1/index/assoc/HASH015e/4954e019.dir/doc.pdf</a></li> </ul>
<b>Assignment 1 due Friday, February 8</b>
<b>Week 6 (February 11 - 15): Regulating Colonial Bodies</b>
<ul style="list-style-type: none"> <li>• Katherine Mayo, <i>Mother India</i> (1937), Chap 9. Available at: <a href="http://gutenberg.net.au/ebooks03/0300811h.html#ch-10">http://gutenberg.net.au/ebooks03/0300811h.html#ch-10</a></li> </ul>

- House of Commons Debates, 11 December 1929 “Colonial Policy in Relation to Coloured Nations” Available at: <http://hansard.millbanksystems.com/commons/1929/dec/11/colonial-policy-in-relation-to-coloured>

<b>Reading Week: February 18 - 22</b>
<b>Week 7 (February 25 – March 1): Gender and the Rights and Responsibilities of Citizenship</b>
<ul style="list-style-type: none"> <li><i>Levee en Mass</i> (1763) Available at: <a href="http://sourcebooks.fordham.edu/mod/1793levee.asp">http://sourcebooks.fordham.edu/mod/1793levee.asp</a></li> <li>Mary Church Terrell, “The Progress of Colored Women” (1898). Available at: <a href="http://antislavery.eserver.org/legacies/the-progress-of-colored-women">http://antislavery.eserver.org/legacies/the-progress-of-colored-women</a></li> </ul>
<b>Week 8 (March 4 - 8): Sexology and Sexual Identities</b>
<ul style="list-style-type: none"> <li>Havelock Ellis, <i>Studies in the Psychology of Sex</i>, vol 2: <i>Sexual Inversion</i> (1897), Chapter 4 "Sexual Inversion in Women." Read the case study "History XXXIX -- Miss D." It begins halfway down page 143 in this document to halfway down 149. Available at: <a href="https://jenseyatvajameh.files.wordpress.com/2008/07/studies-in-the-psychology-of-sex-volume-2-by-havelock-ellis.pdf">https://jenseyatvajameh.files.wordpress.com/2008/07/studies-in-the-psychology-of-sex-volume-2-by-havelock-ellis.pdf</a> <b>Read for discussion on Friday, March 8.</b></li> </ul>
<b>Week 9 (March 11 - 15): The World Wars: Did War Change Gender Roles?</b>
<ul style="list-style-type: none"> <li>Mark Humphries, “War’s Long Shadow: Masculinity, Medicine, and the Gendered Politics of Trauma, 1914 – 1939,” <i>Canadian Historical Review</i> 91, 3 (September 2010): 503 – 531.</li> </ul>
<b>Assignment 2 due Friday, March 15</b>
<b>Week 10 (March 18 - 22): Gender &amp; Race in Postwar Anti-colonial Movement</b>
<ul style="list-style-type: none"> <li>Franz Fanon, <i>Wretched of the Earth</i> (1961) Chap 1 “Concerning Violence” Available at: <a href="http://www.openanthropology.org/fanonviolence.htm">http://www.openanthropology.org/fanonviolence.htm</a></li> <li>Combahee River Collective Statement, “The Combahee River Collective Statement” Available at: <a href="https://www.sfu.ca/iirp/documents/Combahee%201979.pdf">https://www.sfu.ca/iirp/documents/Combahee%201979.pdf</a> <b>Read for discussion Friday, March 15</b></li> </ul>
<b>Week 11 (March 25 - 29): The Long Sexual Revolution</b>
<ul style="list-style-type: none"> <li>Anne Koedt, “The Myth of the Vaginal Orgasm” (1970) Available at: <a href="https://www.cwluherstory.org/classic-feminist-writings-articles/myth-of-the-vaginal-orgasm">https://www.cwluherstory.org/classic-feminist-writings-articles/myth-of-the-vaginal-orgasm</a></li> </ul>
<b>Week 12 (April 1 – 5): Postwar Feminist Thought and Transnational Women’s Movements</b>
<ul style="list-style-type: none"> <li>Excerpts from Simone de Beauvoir, <i>The Second Sex</i> Available at: <a href="http://uberty.org/wp-content/uploads/2015/09/1949_simone-de-beauvoir-the-second-sex.pdf">http://uberty.org/wp-content/uploads/2015/09/1949_simone-de-beauvoir-the-second-sex.pdf</a></li> </ul>
<b>Assignment 3 due Friday, April 5</b>
<b>Week 13 (April 8 - 12): Gender and Sexual Identities in the Contemporary World</b>
<ul style="list-style-type: none"> <li>Finn Enke, “Collective Memory and the Transfeminist 1970s” <i>Transgender Studies Quarterly</i> 5, 1 (February 2018): 9 – 29</li> </ul>

## Important Departmental, Faculty, and University Information

### Faculty of Arts Program Advising and Student Information Resources

Have a question, but not sure where to start? The Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call 403.220.3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at 403.220.5881 or visit their office on the 3<sup>rd</sup> floor of the Taylor Family Digital Library.



For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403.210.ROCK [7625] or visit their office in the MacKimmie Library Block.

## Student Success Centre and Writing Support Services

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Students are encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can visit the service for assistance structuring their assignments, constructing thesis statements ensuring proper citation, and improving the overall clarity and correctness of their writing.

Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

## Copyright

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will be strictly adhering to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course Blackboards or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

## Red Box Policy

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

## Universal Student Ratings of Instruction

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference - please participate in USRI Surveys.

## Student Accessibility Services:

**Academic Accommodations** – It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403.220.6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at [www.ucalgary.ca/access](http://www.ucalgary.ca/access).

## Other Useful Information:

- *Faculty of Arts Representatives*: 403.220.6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- *Safewalk and Campus Security*: 403.220.5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

- *Academic Accommodations*: <http://www.ucalgary.ca/drc/node/46>
- *Freedom of Information*: <http://www.ucalgary.ca/secretariat/privacy>
- *Emergency Evacuation Assembly Points*: <http://www.ucalgary.ca/emergencyplan/assemblypoints>
- *Safewalk*: <http://www.ucalgary.ca/security/safewalk>
- *Student Union Information*: <http://www.su.ucalgary.ca/>
- *Graduate Student Association*: <http://www.ucalgary.ca/gsa/>
- *Student Ombudsman Office*: <http://www.ucalgary.ca/provost/students/ombuds>