
HTST 501

Gender & Sexuality in History

Overview

This course examines gender and sexuality in History focusing on the theme of gender, sexuality, citizenship, and social policy in the 20th century. The primary geographical focus of the course is Canadian, but includes some readings about American and British history. The term paper is based on archival research and will therefore be on a Canadian History topic.

Course Policies

- *All assignments and the final exam must be completed to pass the course.*
- Assignments will be submitted digitally on D2L. Assignments are due at midnight.
- Deadlines are firm. Late assignments will be penalized.
- Students must come to class prepared to discuss weekly readings.

Fall 2016

Tuesday 5:00 – 7: 45

Instructor: Nancy Janovicek

E-Mail: njanovic@ucalgary.ca

Phone: 403.220.6403

Office: SS 613

Office Hours: Wednesday 11:00 – 12:00 and

Thursday 1:00 – 2:00

Materials

There is no course textbook. All of the readings are digital sources and are available on-line through the TFDL or posted on D2L.

Deadlines & Evaluation

Class Participation: 30%

Throughout the semester

Archives Project/Proposal: 20%

Due: Friday, October 27th

Research Presentation: 15%

To be scheduled during Weeks 10 – 13

December 15: 35%

Final Term Paper Due Tuesday, December 13th

Assignments

Seminar Participation (30%)

Student participation is crucial to the success of a seminar. Your class participation grade will be based, in part, on evidence of careful reading of the assigned articles. Students should prepare careful reading notes in preparation for the meeting. Be prepared to discuss the arguments, sources, and the strengths and weaknesses of each article. Think about questions that will stimulate class discussion. In the seminar meetings, I will call upon a student to introduce a reading to the class before we discuss it as a group. This includes a brief discussion of the argument, the sources, and how it contributes to the field.

Consider the following questions when you take reading notes to prepare for seminar discussions:

1. What is the author's argument and how does it contribute to the field?
2. How does the book chapter/article contribute to historical debate?
3. Does the article introduce innovative methodological and theoretical perspectives to the field?
4. What evidence supports the argument? How does the historian justify their choice of materials and research questions? Are there limitations to the sources that the author decided to use? How do they address the possibilities and limitations of archival sources?
5. What theories influence the work? Is the author writing against a particular theoretical perspective? How do they use gender as a category of analysis?
6. Does the author use methodological and theoretical insights from other disciplines?
7. Does the article raise new questions for future study?

The participation grade will be based on:

1. *Informed and regular participation in weekly seminar discussions:* See above.
2. *Peer review of one of your colleagues' research paper and presentation:* You will read a draft of one of your fellow students' papers and provide a 3-5 minute comment on the work in progress. The purpose of this assignment is to learn to provide constructive criticism to help others improve their work.
3. *Constructive feedback during the presentation of research projects.* Class participation during the last three weeks of class is mandatory and I expect all students to engage (ask questions and provide feedback) with every presentation.

Term Paper Proposal/Analysis of Archival Records (20%)

Students will write a 5-page paper (1250 words) based on the archival collection that you use to write your term paper. You will also submit a preliminary bibliography (not included in word count).

It is important to go to the archives and begin to read the documents in a collection early in the semester because working in archives is slower than using secondary sources or online documents. The best archives to work in for this course are the Glenbow Archives downtown. The Glenbow Library and Archives are open to the public Tuesday to Thursday 10:00 to 4:30.

The purpose of this assignment is to encourage you to think critically about the documents you will use for your research paper. Students should consult with me before they begin the research to ensure that the paper is within the scope of the course. Though your paper may not be about gender and social welfare policy, it must engage with the history of gender and sexuality.

While you are reading in the archives, ask the following questions about the records:

- How is this collection useful for my research topic?
- What are its limitations? What questions can't be answered and why?
- How do the documents help you understand historical constructions of gender, race, class, and/or sexual identity?
- Did the people who left these documents challenge assumptions about gender, race, class and/or sexual identity? If so, how? If not, why?
- How can this collection add to historical knowledge?
- What else could be done with this collection?
- What does this collection reveal about gender roles and gender relations at the time when they were created?

The paper should begin with a definition of the research question and a critical discussion of the available literature. I don't expect you to have read your entire bibliography at this point, but you should be able to identify the important debates in the historiography. Most of the paper should discuss the collection. Give a brief synopsis of the contents of the collection, and then provide your analysis.

Research Presentation (15%)

Students will present their research in class. The presentation will be 20 minutes long. One of your classmates will read the draft of your paper before class and will present a short critique of it after your presentation. This will be followed by questions. The purpose of this assignment is to provide you with feedback to help you improve your final paper. You must provide a draft of your paper to the instructor and to the person who will critique your paper no later than the Friday before your presentation. I will be grading the presentation, not the paper, so the draft need not be polished. It should, however, be as complete as possible so that I can give you critical feedback to help you write a good final paper.

Final Paper (35%)

The purpose of this assignment is to learn to work in archives and to write an essay based on archival research. Students will write a term paper based on primary research conducted at the Glenbow Archives. Students will write a 4500 – 5000 word paper based research conducted in an archive. Students must pay careful attention to proper footnoting and bibliography. Consult *The Department of History Essay Guide* on the Department of History home page or *The Chicago Manual of Style*, which is available on-line in the library.

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 during scheduled office hours if you have questions about the class and or the assignments. I can make an appointment if you are not available during my scheduled office hours.

When you e-mail me, please put HTST 501 in the subject and 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 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.

I will respond to your e-mail in a timely manner. Please be aware that I do 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*.

Seminar Schedule & Readings

Week 1 (September 13): Introduction
Week 2 (September 20): Masculinity, Trauma, and the Great War
<ul style="list-style-type: none"> • 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 • Joanna Bourke, "Effeminacy, Ethnicity, and the End of Trauma: The Sufferings of 'Shell-Shocked Men' in Great Britain and Ireland, 1914 – 1939," <i>Journal of Contemporary History</i> 35, 1 (2000): 57 – 69. • Annessa C. Stagner, "Healing the Soldier, Restoring the Nation: Representations of Shell Shock in the USA During and After the First World War," <i>Journal of Contemporary History</i> 49, 2 (2014): 255 – 274.
Week 3 (September 27): Gender, Citizenship, and Welfare during the Great War
<ul style="list-style-type: none"> • Susan Pederson, "Gender, Welfare, and Citizenship in Britain during the Great War," <i>American Historical Review</i> (1990): 983 – 1006. • Marjorie Levine Clark, "The Politics of Preference: Masculinity, Marital Status, and Unemployment Relief in Post-First World War Britain," <i>Cultural and Social History</i> 7, 2 (April 2010): 233 – 252. • Katharine McGowan, "'A Question of Caste and Colour': The Displacement of James Bay Native Soldiers' Wives during the First World War, Soldiers' Family Support, and the Maintenance of Pre-War Canadian Society," <i>Native Studies Review</i> 21, 1 (2012): 103 – 123.
Week 4 (October 4): Sexual and Moral Regulation of the Working Girl in the Early-Twentieth Century
<ul style="list-style-type: none"> • Val Marie Johnson, "'The Rest Can Go to the Devil': Macy's Workers Negotiate Gender, Sex, and Class in the Progressive Era," <i>Journal of Women's History</i> 19, 1 (Spring 2007): 32 – 57. • Cheryl D. Hicks, "'Bright and Good Looking Colored Girl': Black Women's Sexuality and 'Harmful Intimacy' in Early-Twentieth-Century New York," <i>Journal of the History of Sexuality</i> 18, 3 (September 2009): 418 – 456. • Constance Backhouse, "The White Women's Labor Laws: Anti-Chinese Racism in Early Twentieth-Century Canada," <i>Law and History Review</i> 14, 2 (Autumn 1996): 315 – 368.
Week 5 (October 11): Gender, Work, and Relief during the Great Depression
<ul style="list-style-type: none"> • Lara Campbell, "'We who have wallowed in the mud of Flanders': First World War Veterans, Unemployment and the Development of Social Welfare in Canada, 1929 – 1939," <i>Journal of the Canadian Historical Association</i> 11, 1 (2000): 125 – 149. • Margaret Hobbs, "Equality and Difference: Feminism and the Defense of Women Workers during the Great Depression," <i>Labour/Le Travail</i> 32 (Fall 1993): 201 – 223. • Sally Alexander, "Men's Fears and Women's Work: Responses to Unemployment in London Between the Wars," <i>Gender and History</i> 12, 2 (July 2000): 401 – 425.
Week 6 (October 18): Gender and the Construction of Postwar Social Welfare States: Working Mothers
<ul style="list-style-type: none"> • Lisa Pasolli, "'I ask you, Mr. Mitchell, is the emergency over?': Debating Day Nurseries in the Second World War," <i>Canadian Historical Review</i> 96, 1 (March 2015): 1 – 31. • Ann Porter, <i>Gendered States: Women, Unemployment Insurance and the Political Economy of the Welfare State in Canada, 1945 – 1997</i> (Toronto: University of Toronto Press, 2003): Chap. 3 "From Exclusion to Entitlement: Pregnancy, Maternity, and the Canadian State."* • Shirley Tillotson, "The Family as Tax Dodge: Partnership, Individuality, and Gender in the Personal Income Tax Act, 1942 – 1970," <i>Canadian Historical Review</i> 90, 3 (September 2009): 391 – 425.
Archives Assignment/Paper Proposal due Friday, October 21st.

Week 7 (October 25): Creating Juvenile Delinquents
<ul style="list-style-type: none"> Joan Sangster, "Criminalizing the Colonized: Ontario Native Women Confront the Criminal Justice System, 1920 – 1960," <i>Canadian Historical Review</i> 80, 1 (March 1999): 32 – 60. Franca Iacovetta, "Gossip, contest, and power in the making of suburban bad girls: Toronto, 1945 – 60," <i>Canadian Historical Review</i> 80, 4 (December 1999): 585 – 623. Abigail Willis, "Delinquency, Masculinity and Citizenship in England 1950 – 1970," <i>Past and Present</i> 187 (May 2005): 157 – 185.
Week 8 (November 1): The Sixties Scoop: Colonialism, Poverty, and Indigenous Families
<ul style="list-style-type: none"> Margaret D. Jacobs, "Remembering the 'Forgotten Child': The American Indian Child Welfare Crisis of the 1960s and 1970s," <i>The American Indian Quarterly</i> 37, 1-2 (Winter/Spring 2013): 136 – 159. Meg Devlin O'Sullivan, "'More Destruction to these Family Ties': Native American Women, Child Welfare, and the Solution of Sovereignty," <i>Journal of Family History</i> 4, 1 (2016): 19 – 38. Karen Balcom, <i>The Traffic in Babies: Cross-Border Adoption and Baby-Selling between the United States and Canada</i> (Toronto: University of Toronto Press, 2011): Chap 6 "Promoting and Controlling Cross-Border Adoption, 1950 – 1972"
Week 9 (November 8): Community Based Anti-Poverty Activism in the 1960s & 1970s
<ul style="list-style-type: none"> Heather Howard-Bobiwash, "Women's Class Strategies as Activism in Native Community Building in Toronto, 1950 – 1975," <i>American Indian Quarterly</i> 27, 3 & 4 (Summer and Fall 2003): 566 – 582. Margaret Hillyard Little, "Militant Mothers Fight Poverty: The Just Society Movement, 1968 – 1971," <i>Labour/Le Travail</i> 59 (Spring/Printemps 2007): 179 – 197. Jessica Wilkerson, "The Company Owns the Mine but They Don't Own Us: Feminist Critiques of Capitalism in the Coal Fields of Kentucky in the 1970s," <i>Gender and History</i> 28, 1 (April 2016): 199 – 220.
Week 10 (November 15): LGBTQ Families
<ul style="list-style-type: none"> Daniel Rivers, "'In the Best Interests of the Child': Lesbian and Gay Parenting Custody Cases, 1967 – 1985," <i>Journal of Social History</i> 43, 4 (Summer 2010): 917 – 943. Rebecca Jennings, "Lesbian Mothers and Child Custody: Australian Debates in the 1970s," <i>Gender and History</i> 24, 2 (August 2012): 502-517. Ian M. Baldwin, "Rethinking the 'Era of Limits': Equitable Housing, Gay Liberation, and the Opening of the American Family in Greater Los Angeles during the Long 1970s," <i>California History</i> 91, 3 (Fall 2014): 42 – 59. *
Week 11 (November 22): Research Presentations
Week 12 (November 29): Research Presentations
Week 13 (December 6): Research Presentations
Term Paper due Tuesday, December 13th

*Posted on D2L. The rest of the articles can be accessed through the TFDL holdings.

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. 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 3rd 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 3rd 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.

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). 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.

Other Useful Information:

- *Faculty of Arts Representatives:*
403.220.6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, 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>