

School of History, Philosophy, Political Science and International Relations
Te Hunga Aro Whakamuri
Trimester 1, 2009: 2 March – 7 June, 2009

History 329 – Special Topic: Sex and Society in Modern Europe CRN7173



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Office Hours: To be announced.

Lectures: Wednesday 2.10-3.00pm MY 102
Tutorials: Thursday 9.00-10.50am OK 523
Thursday 12.10-1.50pm OK 301

COURSE AIMS,

This course examines the history of sexuality in the European social context. It covers the period from the late Enlightenment to the Second World War.

COURSE CONTENT

Course assignments aim primarily to develop students' research and analytical skills. The course introduces students to various important studies in social and cultural history, including the work of Michel Foucault, Klaus Theweleit, and George Mosse. Finally, the course exposes students to the thought of significant historical sources, including the diaries of Saint-Simon, sexological studies by Samuel Tissot, Anne Besant, and Magnus Hirschfeld.

SCHEDULE OF LECTURES

4 March – Introduction to the history of sexuality

Women's history and gender history, gender and sex, sex and sexuality.

Geneviève Ribordy, "The Two Paths to Marriage: The Preliminaries of Noble Marriage in Late Medieval France," *Journal of Family History*, vol. 26, no. 3 (2001), 323-336.

Duc of Saint-Simon, *Memoirs of the Court of Louis XIV*, "Chapter XL" (first published 1788).

11 March – Marriage, property and power in the "Old Regime"

Jeffrey Merrick, "Sexual Politics and the Public Order in late 18th century France," in: Fout, *Forbidden History*, 171-87.

Elizabeth Colwill, "Just Another 'Citoyenne?' Marie-Antoinette on Trial, 1790-1793," *History Workshop*, no. 28 (Autumn, 1989), 63-87.

18 March – The revolutionary era and the public/private distinction

Janet Polasky, "Women in Revolutionary Belgium: From Stone Throwers to Hearth Tenders," *History Workshop*, no. 21 (Spring, 1986), 87-104.

Jane West, "Absurdities and Licentiousness among Women of Fashion," in: *Letters to a Young Lady*, (1806) 210-225, 239-54.

Full text online at: http://books.google.com/books?lr=&as_brr=1&id=P7ELAAAIAAJ

19 March: Milestone 1 !!! (One-page analysis of a primary source)

25 March – Sexuality and social control

Samuel Tissot, *Disorders produced by Masturbation, or, the Dangers Effects of Secret and Excessive Venery*, (1760), 72-98.

Michel Foucault, *History of Sexuality* "The Repressive Hypothesis" 17-49.

1 April – Fantasies of femininity

Coventry Patemore, "The Angel in the House" (1854), 44-45, 82-83, 137, 177-79.

Elizabeth Menon, "Les filles d'Eve," in: *Evil by Design*, 43-68.

2 April: Milestone 2 !!! (eight pages of notes)

8 April – Prostitution

"Prostitution in relation to the National Health," in: Keith Nield, *Prostitution in the Victorian Age: Debates on the Issue* (1869), 179-200.

Judith Walkowitz, "The Men and Women's Club," in *City of Dreadful Delight* 135-160.

Mid-Trimester break: April 15, April 22

29 April – The medicalisation and classification of deviance

Anne McClintock, "Race, Cross-Dressing and the Cult of Domesticity," in *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*, 132-180.

Harry Oosterhuis, "Richard Krafft-Ebings's 'Stepchildren of Nature'," in: Phillips, Reay, *Sexualities in History*, 271-292.

30 April: Essay draft due for peer review !! One-page peer review due Monday 4 May !!

6 May – Fantasies of national sexuality

Ian Littlewood, "Forbidden Fruit," in: *Sultry Climates: Travel and Sex*, 119-143.

Reina Lewis, "Harem Travellers" and "Harem – The Limits of Emancipation," in *Rethinking Orientalism*, 12-30; 96-115.

Optional: Alexander Maxwell, "National Endogamy and Double Standards," *Journal of Social History* (winter 2007) <http://www.historycooperative.org/journals/jsh/41.2/maxwell.html>

13 May – Feminism, birth control, and eugenics

Annie Besant, *The Law of Population* (chapters III and IV), 180-201 (1877).

Havelock Ellis, "Eugenics and Love," in: *The Task of Social Hygiene* (1912).

13 May: Final essay due date !!

20 May – Sexuality and the First World War

Magnus Hirschfeld, "War Wives and Immorality," "Venereal diseases," "Prostitution Behind the Lines," in: *The Sexual History of the World War*, 33-49, 82-97, 134-46 (1930).

Klaus Theweleit, *Male Fantasies* "Men and Women" 3-53.

27 May – Postwar sexology

Willem Melching, "'A New Morality': Left-Wing Intellectuals on Sexuality in Weimar Germany" *Journal of Contemporary History*, vol. 25, no. 1 (Jan., 1990), 69-85.

Dan Healey, "The 'Queer Subject' and the Language of Modernity," *Homosexual Desire in Revolutionary Russia*, 100-125.

3 June – In-class test

George Mosse, "Fascism and Sexuality," *Nationalism and Sexuality*, 153-70.

K. Mark, "Remembering Rape: Divided Social Memory and the Red Army in Hungary" *Past and Present*, vol. 188, no. 1 (2005), 133-161.

COURSE DELIVERY

Every week, the course has a one-hour lecture and a two-hour tutorial.

LEARNING OBJECTIVES

Students taking this course will read several influential works of European social history, and have the opportunity to read several primary sources related to the social history of sexuality. The course requires students to write a research paper based on significant research using both primary and secondary sources, and will thus give students an opportunity to expand their analytical skills. The course also requires students to give one public presentation during the course of the semester, and thus gives students a chance to practice their PowerPoint and public speaking skills.

ASSESSMENT REQUIREMENTS

Class presentation	10%, date varies
Peer review of papers	5%, due 4 May (250 words)
Research essay	50%, due 13 May (5000 words)
Internal test	35%, due 3 June

Class presentation (10%, date varies)

Each student must give one presentation during tutorials using PowerPoint. The presentation should be around 7-8 minutes long, but not longer than 10 minutes. Presentations should **not** summarise the reading: assume that the class has done its homework. Instead, presentations should highlight a important passage in the reading, and explain what about that particular passage is significant. Each presentation end with a question for class discussion. Students unsure about how to use of PowerPoint can consult the following: <http://researcharchive.vuw.ac.nz/handle/10063/534>

Internal test (35%, 3 June)

The final test covers the course readings. It consists of 12 memorable quotations or important concepts from the course readings, students must identify and explain 10/12 (60% of the test). Students will also be given a brief passage from two primary sources and asked to comment on both them in light of what they have learned in the course (40% of the test).

Tutorials (possible penalty from final grade)

Attendance at lectures is encouraged, but the tutorials are mandatory: discussing the reading with other students is an essential part of the learning experience. With instructor consent, students unable to make one tutorial for a special occasion may attend the other session (e.g. a student registered for the 12:10 tutorial may attend the 9:00 tutorial). Students who are absent from tutorials receive the following penalties

<u>Number of absences</u>	<u>Penalty from final grade</u>
1	1%
2	2%
3	4%
4	8%

Research essay (50%, due 13 May, 5000 words)

The research paper should select a self-selected primary source that sheds light on European sexuality in the period 1700-1940. The source must be at least 40 pages long. It may be a work of fiction (e.g. a novel), in which case it should be at least 60 pages long. The paper is the central item of assessment in a third-year course, and students are expected to conduct extensive research in the library consulting both primary and secondary sources. To receive a passing grade, the essay must cite a minimum of four primary sources and eight secondary sources. Students aiming for high marks should expect to exceed these amounts. All sources must have appeared in print at some point, though students may locate them electronically.

Milestones (part of research essay grade)

To ensure continuous progress, students must demonstrate progress on their research paper as the semester progresses. Students who fail to meet a milestone on time will have 4 points deducted from their final essay grade for each milestone not completed on time (= 2% of the total course mark) Milestones will be checked in tutorials. The student has the responsibility to demonstrate to the instructor that the milestones have been completed. Milestones may be completed early.

Milestone 1: (19 March) students must select a primary source and write a single page analysis of that source in its historical context.

Milestone 2: (2 April), students must come to tutorial showing that they have taken at least eight pages of notes that further their understanding of their primary source. Notes may come from either primary or secondary sources. Notes should consist of information that might be used in the research paper, and must therefore contain all citation data: author name, page numbers, the title of the book or article, the date of publication, etc.

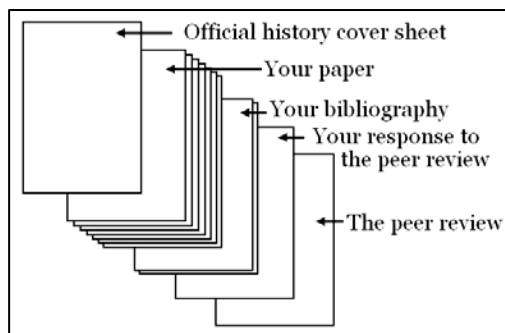
Peer review of papers (5%, due 4 May, 250 words)

On Thursday 20 April, all students must present a draft of their essay to another student for peer review. The reviewer will then email his or her review BOTH to the author AND to the instructor by Monday 4 May. The reviewer must write a paragraph addressing each the following questions (i.e. three paragraphs in total).

- (a) Does the student make a good argument about the primary source? Why or why not?
- (b) Does the student cite secondary literature in a way that supports the main argument?
- (c) What could the student do to improve the paper? Try to make practical suggestions.

Authors who do not receive their review should contact the instructor. It is the author's responsibility to put an email address on the draft essay.

Authors must include their review with their paper, and should attach a single page explaining whether or how they modified their paper in response to the criticism. Students are marked based on the quality of the advice they give, not on their ability to receive a favourable review.



The paper as you hand it in

MANDATORY COURSE REQUIREMENTS

To pass this course, students must (1) Submit all the written work by the specified dates (subject to provisions for late submission of work), (2) Attend 7/11 course tutorials, and (3) Sit the final test.

A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course. A course mark less than 50% will result in the appropriate fail grade (D, E or F).

PENALTIES

History Programme policy stipulates that Students will be penalised for late submission of essays: 5% for the first day late and, 2% thereafter for a maximum of 8 days. After 8 days, work can be accepted as a completion of mandatory course requirements but will not be marked. This penalty can be waived if there are valid grounds. Nevertheless, no penalty can be waived without supporting documentation. Contact the course coordinator as soon as a potential problem emerges. Extension forms are available in the History Programme office. If granted an extension, students must agree to a new due date.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes: Material from books, journals or any other printed source, the work of other students or staff, information from the internet, software programs and other electronic material, designs and ideas, and the organisation or structuring of any such material. Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

How to find sources for your essay

The essay requires students to examine a primary source in depth. Students are free to choose any primary source that meets the following criteria: (1) it is at least 40 pages long, or 60 pages for a work of fiction (2) the author of the source was in some part of Europe (3) it was originally printed in the period 1750-1938 (4) it illuminates some aspect of human sexuality.

Students are solely responsible for finding an intriguing primary source, but students unclear how to proceed may consult this page for suggestions. Sources could also be found by typing key words into Google books; if students specify "full view only" then several search results will be books published in the nineteenth century.

NON-FICTION:

Many relevant medical or governmental sources are available online or in the library. Some sample sources include Kieth Nield, *Prostitution in the Victorian Age* (government documents); Lord Acton, *Prostitution, considered in its moral, social and sanitary aspects*; Celeste Mogador, *Memoirs of a courtesan in nineteenth-century Paris*; Merlin Holland, *The real trial of Oscar Wilde: the first uncensored manuscript*; Krafft-Ebbing, *Psychopathia Sexualis* (online), Havelock Ellis, *Studies in the Psychology of Sex*. Students can examine the figure of Sigmund Freud.

FICTION

Students may analyse a novel or short story as evidence of European sexual mores. Note: students should not analyse works of fiction as literary critics, but as historians: ask what the work reveals about the culture in which it was produced, not about purely literary questions such as narrative structure, prose style, etc.

Novels that discuss courtship and marriage are too numerous for any full list, but students may wish to consider: Jane Austin, *Pride and Prejudice*; Johann Goethe, *The Sorrows of Young Werther*; Lev Tolstoy *Anna Karenina*; Gustav Flaubert, *Madame Bovary*; Mor Jokai, *The Man with the Golden Touch* (about bigamy)

Novels that discuss prostitution include: John Clelland, *Fanny Hill, or Memoirs of a Woman of Pleasure*; Elizabeth Gaskell, *Mary Barton*, Emile Zola, *Nona*, Joris-Karl Huysmans, *Marthe*, Honoré de Balzac, *Harlot High and Low*.

Novels that discuss alternative sexuality include: Thomas Mann, *Death in Venice*; Leopold von Sacher-Masoch, *Venus in Furs*; Marquise de Sade, *Philosophy in the Bedroom* (or any number of other works).

PERIODICALS:

The library subscribes to several databases that contain relevant sources. Students may wish to examine "Nineteenth Century Index" or "British Periodicals". Sample results for "British Periodicals" (ProQuest) are given below:

Results for "Sodomite"	20	Results for "Sexual"	7,131
Results for "Venereal"	357	Results for "Bachelor"	8,725
Results for "Prostitution"	1,686	Results for "Widow"	37,497
Results for "Courtship"	3,316	Results for "Marriage"	61,281

REQUIRED TEXTS

(1) HIST 329 Book of Readings (2) The History Programme's guidebook *Writing History Essays*. Textbooks available at Vicbooks; Books of Reading available at Student Notes. Both are in the Student Union Building on Kelburn Campus. Order textbooks and student notes online at www.vicbooks.co.nz; email orders or enquiries to enquiries@vicbooks.co.nz; phone: 463-5515

USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.