

HH2002: Gender in History

Course description:

This course analyses diverse ideas about what makes men ‘masculine’ and women ‘feminine’ in the modern world, as well as diverse experiences of modern men and women. We will analyse how gender has intersected with various dimensions of modernity, including: class; domesticity and family; imperialism; race; citizenship; nationalism; sexuality; the body; and the emergence of feminist and queer movements. Students will gain an understanding of how contemporary ideas about masculinity and femininity are historically specific and analyse the processes by which contemporary gender and sexual regimes in various parts of the world emerged.

Course Overview

Weekly themes

Week 1	Introduction
Week 2	Studying gender and sexuality
Part I: Gender and modernity	
Week 3	Domesticity
Week 4	Imperialism and race
Week 5	Nationalism
Week 6	Feminism
Week 7	Consumerism, pop culture and globalization
Week 8	NO CLASS – time to work on your major essay
Part II: Rethinking gender and sexual categories	
Week 9	Beyond binary gender
Week 10	Early modern sexualities
Week 11	Nineteenth and twentieth century sexual “types”
Week 12	Sexual identity in contemporary Asia
Week 13	Review and take-home test preparation

Learning Outcomes:

By the end of this course students will have:

- An understanding of the way all gendered identities are socially constructed.
- An awareness of the intersection of gender with other forms of social power, like religion, race and class.
- The ability to deconstruct historically gendered identities from a diverse range of primary sources.

- A familiarity with the silences which frequently mask gendered identities.

Student Assessment

Assessment	Percentage	Due date
Gender analysis assignment (700 words)	10%	Week 5: Tuesday 12 th September 5:00 pm
Research essay proposal and primary source analysis (800 words)	15%	Week 7: Tuesday 26 th September 5:00 pm
Research essay (2000 words)	40%	Week 10: Friday 27 th October 5:00 pm
Take-home test	25%	Week 13: released Thursday 16th November 11:59 pm; due Sunday 19 th November 11:59 pm
Participation in class	10%	Ongoing

Weekly themes and readings

Week 1: Introduction

No readings. However, it is **highly recommended to begin reading Rose.**

Week 2: Studying gender and sexuality

Rose, Sonya O. *What is Gender History?* Cambridge: Polity Press, 2010, 1-35, 102-121.

Optional further reading:

If your essay is on sexuality: Cocks, H.G., and Matt Houlbrook. "Introduction." In *Palgrave Advances in the Modern History of Sexuality*, edited by H.G. Cocks and Matt Houlbrook, 1-18. New York: Palgrave Macmillan, 2006.

If your essay is on issues of race, ethnicity or class: Rose, Sonya O. *What is Gender History?* Cambridge: Polity Press, 2010, Chapter 3 "Gender and Other Relations of Difference."

If your essay is on masculinity:

Rose, Sonya O. *What is Gender History?* Cambridge: Polity Press, 2010, Chapter 4 "Men and Masculinity."

Tosh, John. "The History of Masculinity: An Outdated Concept?" In *What is Masculinity? Historical Dynamics from Antiquity to the Contemporary World*, ed. John H. Arnold and Sean Brady, 17-33. New York: Palgrave Macmillan, 2011.

If your essay is on political movements, revolutions or nationalism:

Rose, Sonya O. *What is Gender History?* Cambridge: Polity Press, 2010, Chapter 5 "Gender and Historical Knowledge."

Scott, Joan W. "Gender: A Useful Category of Historical Analysis." *The American Historical Review* 91, no. 5. (1986): 1053-1075.

Part I: Gender and modernity

Week 3: Domesticity and family

John Tosh, *A Man's Place: Masculinity and the Middle-Class Home in Victorian England* (White Haven: Yale University Press, 1990), Chapter 2.

Choi, Hyaewol. "Wise Mother, Good Wife": A Transcultural Discursive Construct in Modern Korea." *Journal of Korean Studies* 14, no. 1 (2009): 1-33.

Optional further reading:

Walsh, E. Judith. *Domesticity in Colonial India: What Women Learned When Men Gave Them Advice*. Lanham, Maryland: Rowman & Littlefield, 2004.

Week 4: Imperialism and race

Standfield, Rachel. "Violence and the Intimacy of Imperial Ethnography: The *Endeavour* in the Pacific." In *Moving Subjects: Gender, Mobility and Intimacy in an Age of Global Empire*, ed. Tony Ballantyne and Antoinette Burton, 31-48. Chicago: University of Illinois Press, 2009.

Philippa Levine, *Prostitution, Race, and Politics: Policing Venereal Disease in the British Empire* (New York: Routledge, 2003), chapter 2.

Optional further readings:

Levine, Philippa. "Sexuality, Gender and Empire." In *Gender and Empire*, ed. Philippa Levine, 134-155. Oxford: Oxford University Press, 2004.

Woollacott, Angela . *Gender and Empire*. Houndmills and New York: Palgrave Macmillan, 2006.

Week 5: Nationalism

Mosse, George L. *Nationalism and Sexuality: Respectability and Abnormal Sexuality in Modern Europe*. New York: Howard Fertig, 1985, Chapter 1.

Wieringa, Saskia E. "The Birth of the New Order State in Indonesia: Sexual Politics and Nationalism." *Journal of Women's History* 15, no. 1 (2003): 70-91.

Optional further readings:

Gao, Yunxiang. "Nationalist and Feminist Discourses on *Jianmei* (Robust Beauty) during China's 'National Crisis' in the 1930s." *Gender & History* 18, no. 3 (2006): 546-73.

Holden, Phillip. "A Man and an Island: Gender and Nation in Lee Kuan Yew's the Singapore Story." *Biography* 24, no. 2 (2001): 401-424.

Banerjee, Sikata. "Armed Masculinity, Hindu Nationalism and Female Political Participation in India." *International Feminist Journal of Politics* 8, no. 1 (2006): 62-83.

Week 6: Feminism

Edwards, Louise P., and Mina Roces. "Introduction: Orienting the Global Women's Suffrage Movement" In *Women's Suffrage in Asia: Gender, Nationalism and Democracy*, ed. Edwards, Louise P., and Mina Roces, 1-23. London: RoutledgeCurzon, 2004.

Lyons, Leonore. "A Curious Space 'In-Between': The Public/Private Divide and Gender-based Activism in Singapore." *Gender Technology and Development* 11, no. 1 (2007): 27-51.

Optional further readings:

Ajinkya, Julie. "Intersecting Oppressions: Rethinking Women's Movements in the United States." In *Women's Movements in the Global Era: The Power of Local Feminisms*, ed. Amrita Basu, 415-444. Westview Press, 2010.

Naihua Zhang and Ping-Chun Hsiung. "The Chinese Women's Movement in the Context of Globalization." In *Women's Movements in the Global Era: The Power of Local Feminisms*, ed. Amrita Basu, 157-192. Westview Press, 2010.

Lyons, Lenore. *State of Ambivalence: The Feminist Movement in Singapore*. Leiden: Brill, 2004.

Other chapters in Edwards, Louise P., and Mina Roces (ed.). *Women's Suffrage in Asia: Gender, Nationalism and Democracy*. London: RoutledgeCurzon, 2004.

Week 7: Consumerism, pop culture and globalization

Epstein, Stephen J. and Rachael M. Joo. "Multiple exposures: Korean bodies and the transnational imagination." *The Asia-Pacific Journal* 10, no. 33 (2012). Available: http://japanfocus.org/-Rachael_M.-Joo/3807.

Hoesterey, James, and Marshall Clark. 'Film Islami: Gender, Piety and Pop Culture in Post-Authoritarian Indonesia.' *Asian Studies Review* 36, no. 2 (2012): 207-226.

Week 8: STUDY WEEK - NO CLASS

This week we have a study week so that you can work on your major essay.

Part II: Rethinking gender and sexual categories

Week 9: Beyond binary gender

Oram, Alison. "Cross-Dressing and Transgender." In *Palgrave Advances in the Modern History of Sexuality*, ed. H.G. Cocks and Matt Houlbrook, 256-85. New York: Palgrave Macmillan, 2006.

Blackwood, Evelyn. "Gender Transgression in Colonial and Postcolonial Indonesia." *Journal of Asian Studies* 64, no. 4 (2005): 849-79.

Optional further readings:

Hossain, Adnan. "Beyond Emasculation: Being Muslim and Becoming Hijra in South Asia." *Asian Studies Review* 36, no. 4 (2012): 495-513.

Besnier, Niko, and Kalissa Alexeyeff, ed. *Gender on the Edge: Transgender, Gay and Other Pacific Islanders*. Honolulu: University of Hawai'i Press, 2014.

Boellstorff, Tom. "Playing Back the Nation: *Waria*, Indonesian Transvestites." *Cultural Anthropology* 19, no. 2 (2004): 159-195.

Jackson, Peter, A. "An Explosion of Thai Identities: Global Queering and Re-Imagining Queer Theory." *Culture, Health & Sexuality* 2, no. 4 (2000): 405-24.

Week 10: Early modern sexualities

Mann, Susan. *Gender and Sexuality in Modern Chinese History*. Cambridge: Cambridge University Press, 2011, 83-95, 137-153.

Behrend-Martinez, Edward. "'Taming Don Juan': Limiting Masculine Sexuality in Counter-Reformation Spain." *Gender & History* 24, no. 2 (2012): 333-352.

Optional further readings:

Walthall, Anne. "Masturbation and Discourse on Female Sexual Practices in Early Modern Japan." *Gender & History* 21, no. 1 (2009): 1-18.

Schofield, Katherine Butler. "The Courtesan Tale: Female Musicians and Dancers in Mughal Historical Chronicles, c. 1556-1748." *Gender & History* 24, no. 1 (2012): 150-71.

Week 11: Nineteenth and twentieth century sexual "types"

Waters, Chris. "Sexology." In Cocks, H.G., and Matt Houlbrook, ed. *Palgrave Advances in the Modern History of Sexuality*, 40-63. New York: Palgrave Macmillan, 2006.

Oswin, Natalie. "Sexual Tensions in Modernizing Singapore: The Postcolonial and the Intimate." *Environment and Planning D: Society and Space* 28 (2010): 128-141.

Optional further reading:

Clark, Anna. "Anne Lister's Construction of Lesbian Identity." *Journal of the History of Sexuality* 7, no. 1 (1996): 23-50.

Week 12: Sexual identity in contemporary Asia

Read Jackson, Peter. "Bangkok's Early Twenty-First-Century Queer Boom." In *Queer Bangkok: Twenty-First-Century Markets, Media, and Rights*, ed. Peter A. Jackson, 19-40. Hong Kong: Hong Kong University Press, 2011.

Listen to and take notes from this interview with Lynette Chua, a scholar from NUS, about the LGBTB movement in Singapore: <http://newbooksnetwork.com/lynette-j-chua-mobilizing-gay-singapore-rights-and-resistance-in-an-authoritarian-state-temple-up-2014-3/>. **Please listen from 11:55** until the 50 minute mark. However, the concluding discussion on Pink Dot is very interesting, so I encourage you to listen to the entire podcast.

Optional further reading:

Blackwood, Evelyn. *Falling into the Lesbi World: Desire and Difference in Indonesia*. Honolulu: University of Hawai'i Press, 2010.

Week 13: Overview and preparation for take-home test

There are **no readings** this week. However, it is important that you attend class, since I will give a synthesis of the course and we will do activities that will help you to prepare for the take-home test.

Provisional

Before you start any assignment read this: The course style guide

Please see the “**HH2002 Course Style Guide**” for all matters related to the formatting and referencing of your essays. This style guide is based on the History Final Year Project style guide. Getting used to it now will assist you in your final year. (This is not an excuse for non-history students not to use it though!!)

In this course, you are required to use the *Chicago Manual of Style* referencing style. This style uses **footnote references**. The *Chicago Manual of Style* is available in the NTU library. An outline of the referencing style can also be found in the Course Style Guide.

Assignments that have errors in referencing will be deducted 3% for minor errors (such as occasional punctuation mistakes) **and up to 10%** for repeated errors in punctuation and failures to follow the required style.

Assessment

*****ALL assignments should be submitted on Turnitin in word format*****

1. Gender analysis assignment (15%) – 700 words DUE Tuesday 12th September 5pm (week 5)

Primary source analysis is a key skill that is required for historical research. In this short essay, you will practice analyzing the ideas about gender expressed in historical primary sources.

You are required to choose **ONE** primary source from the list of primary sources uploaded to Turnitin. Write an essay on the chosen primary source which addresses the following question: **‘How does the representation of masculinity and femininity in the primary source reflect the historical context in which it was written?’**

In order to answer this question, you will need to conduct research on the historical context of the primary source.

Your essay should address the representation of both masculinity and femininity. It may seem that your primary source addresses masculinity more than femininity, or femininity more than masculinity. However, ideas about femininity are almost always implicit in discussion of masculinity, and vice versa, either through implicit comparisons or through ‘silences’ in the text.

Your essay will be assessed on the following:

- Does it have a clearly argued and convincing argument that answers the essay question?
- Is it clearly and logically structured?
- Does it include thoughtful analysis of the gender discourses in the primary source?
- Is it based on solid research on the historical context of the primary source?
- Does it provide evidence to back up the argument by giving good examples from the primary source as well as historical context from secondary source research?
- Are footnotes included when facts, ideas, arguments and direct quotes are taken from primary and secondary sources? **3-10% will be deducted for incorrect referencing style.**

Tips on analyzing primary sources:

When analyzing primary sources, the following are very important to making a convincing analysis:

- a) Analysing the primary source in its historical context: How did the political, economic and social context shape the ideas expressed in the primary source and the language or images used to express such ideas? More specifically for this assignment, how does this context explain the representation of gender in the primary source?
- b) Providing an analysis of the author of the text: What social background does the author come from? What is the primary viewpoint or agenda of the author? For instance, what particular ideological, political, economic, social or religious perspective do they bring to the subject? How does this effect the primary source account?
- c) Providing an analysis of the audience of the text: Who does the text address? How does the author try to appeal to this audience? How does this shape the arguments and representations made in the text?

2. Essay proposal and annotated bibliography (10%) – 800 words total DUE Tuesday 26th September 5pm (week 7)

Developing a research question is a key skill required for historical research. As such, in your major essay you will be required to develop your own research project and write your own essay question. This assignment will prepare you for your major essay assignment by giving you the chance to receive feedback on your project.

Step 1: Choose a topic that is relevant to the history of gender and/or sexuality and is focused on the period from the eighteenth century to the present day. Your essay can focus on any geographical context. Your essay topic should be manageable and practical, meaning that: a) you can address it within 2000 words; b) the geographical or time scope are not too wide; c) there are both primary and secondary historical sources available on the topic.

Step 2: Conduct preliminary research on the topic. You will need to find some good primary sources and secondary sources for this assignment (at least 10 - see below).

Step 3: Develop an essay question on the topic you have chosen. Your major essay will make an argument in response to this essay question. **An essay 'question' is not the same as an essay 'topic.'** The latter merely describes a subject area, whereas a research question points towards the key issue at stake in the essay, upon which there may be debate. Devising a research question is a

skill. You will need to do research on your chosen topic area before you devise a research question. The question you outline in the research proposal does not have to be the final question and you may alter and refine it for the major essay.

Step 4: Brainstorm your preliminary argument based on the research you have done thus far.

The assignment has two sections:

Section A: Research proposal (300 words)

In this part of the assignment you need to do two things.

First, explain your **essay question**. After stating your question, explain why it addresses an issue of historical significance and give a *brief* explanation of the scope of the essay (i.e. time period, geographical focus, etc.).

Second, your research proposal will outline your **preliminary argument** based on the conclusions you have drawn from your research thus far. This second aspect of the research proposal—in which you outline your preliminary argument—should be the focus of the proposal and take up the majority of the 300 words.

Section B: Annotated bibliography (500 words, not counting citations)

This section takes the form of an annotated bibliography, that is, a list of sources with annotations explaining why the source is relevant to your essay following each source. The purpose of the annotated bibliography is to help you prioritise your time by reading the most relevant sources and to demonstrate the extent of your research thus far.

The annotated bibliography should include **TEN sources**, at least **TWO** of which should be **primary sources**. The primary sources could take written, visual or oral form. Primary sources include memoirs, novels, official reports, newspaper reports, speeches, newsreels, films, oral history recordings, artworks, photographs and posters, among other source types. However, the primary sources should be contemporary with the subject of your major essay. That is, they should be from the period which you are studying in the major essay.

An **annotation** of **50 words** should be included following each referenced source. This annotation should not only state what the source is about, but also explain **why it is relevant to your research**.

The sources should be properly referenced in the Chicago style outlined in the course style guide. **3-10% will be deducted for incorrect referencing style**. The citations themselves do not count towards the word limit of 500 words.

You are expected to have read at least some parts of all of the sources referenced. It will be quite obvious from the annotations if you haven't read much or any of the sources you include.

3. Research essay (40%) - 2000 words

DUE Friday 27th October 5:00 pm (Week 10)

The research essay should be a polished piece of writing that demonstrates the student's skill in research and critical analysis. The research essay should include interpretation of **several primary sources**. An excellent essay will also position the argument of the essay in relation to different approaches to the study of gender (which we read about in week 2).

The essay question should appear at the beginning of the first page of the essay.

Please use the Chicago referencing style (outlined in the Course Style Guide). **3-10% will be deducted for incorrect referencing style.**

4. Take-home test (25%)

Released Thursday 16th November 11:59 pm; DUE Sunday 19th November 11:59 pm (end of Week 13)

In the final week of the semester, students will be given **3 full days** from Thursday 16th November 11:59 pm until Sunday 19th November 11:59 pm to complete a take-home test. The test will be in **essay format**. Students will be given three questions and will have to answer **ALL THREE questions**.

The essay-format test will examine students' understanding of the arguments of the assigned readings and the major themes of the course. The test will assess their ability to critically analyse connections between different case studies and to compare and contrast various approaches to the study of gender history.

5. Participation 10% (Ongoing)

Since in-class discussion will be an important means by which students develop their critical thinking and communication skills, the contribution of the students to discussion in class will be assessed. It is not enough to merely turn up to class. Rather, students will be assessed on the extent to which they participate in and contribute to the class discussion.

Punctuality: Students are expected to be punctual to class. As such, students who are more than 15 minutes late will not receive any participation marks for that class. If a student arrives more than 15 minutes late and there are serious extenuating circumstances, I may at my discretion award them participation marks. However, a late bus, a traffic jam or an accidental sleep-in are not adequate extenuating circumstances. Late students are nonetheless encouraged to attend so that they do not miss class content.

Medical certificates: Providing a medical certificate does not mean that you will be awarded participation marks for the missed class. A medical certificate gives you the right to make up for your non-attendance in class. If you are ill and unable to attend class, you can email me your medical certificate (showing you were sick on the day of class) along with a 300-400 word discussion of the readings for that week by Sunday evening in order to make up your participation marks.

Useful journals

Gender & History

Journal of Women's History

Women's History Review

Journal of the History of Sexuality

Men and Masculinities

Plagiarism and improper citation

NTU's academic integrity policy applies at all times. If you don't know what plagiarism is or are unclear on the details, review this module: <http://academicintegrity.ntu.edu.sg/for-students/module>.

Plagiarism occurs when an author attempts to pass off the work of another author as their own. It is a serious offence. **Assignments that are plagiarised will receive a fail mark.** Assignments that are improperly cited will be significantly marked down or failed.

The following are general principles for proper citation:

- a) Quote sentences or phrases that you feel are particularly important or cannot be matched by paraphrasing. **Every direct quote requires a reference in a footnote.**
- b) Paraphrasing material shows that you understand it and extensive quotes (particularly from secondary sources) are not recommended. **You need to reference a source in a footnote whenever you borrow an idea, argument or piece of information from another author.** If a sentence contains material paraphrased from several different sources, you can cite multiple sources separated by semi-colons in a footnote at the end of the sentence. Several sentences that contain material paraphrased from a single source can be referenced at the end of the sequence of sentences, or in some cases, at the end of the paragraph.
- c) Always include specific page numbers in footnote references.
- d) **NEVER, NEVER, NEVER LEAVE THE FOOTNOTE REFERENCES UNTIL AFTER YOU HAVE WRITTEN YOUR ESSAY!** Reference as you go, so that you know exactly what source and which pages each part of the essay draws upon. (A good tip is to merely note the author and page in the footnote when you are drafting, and then go back

to insert the full references after completing the essay.) Always leave at least a few hours to do the final footnote referencing and bibliography!

Late submission of assignments and extensions

Assignments that are submitted past the due date will be deducted **5%** off the mark assigned per day that the assignment is late (including weekend days).

It is each student's responsibility to ensure that their assignment is properly uploaded on Blackboard. If you have any issues, immediately email me your assignment and an explanation of the technical difficulty you are having so that no late penalties are deducted.

Extensions: If you require an extension please email me **prior to day the assignment is due.** Extensions will only be given in cases of illness (in which a student presents a medical certificate) or in serious extenuating circumstances.

Provisional