This writing-intensive course introduces students to the discipline of history using examples that address sex, gender, and sexuality in North America. The emphasis is on critical analysis of primary and secondary sources, historical research methods, historiography, and historical writing. The content focuses on change and continuity in the cultural meanings and lived experiences of manhood, womanhood, masculinity, femininity, cross-sex sexuality, same-sex sexuality, and other sexed, gendered, and sexual phenomena. The goal is to teach students about the craft, practice, and discipline of history while also offering a broad introduction to sex, gender, and sexuality in the North American past.

The course highlights the multiple and complex ways in which sex, gender, and sexuality have been defined, understood, and lived over the last several centuries. The topics explored include the history of men's and women's roles in diverse communities and societies; the history of same-sex and cross-sex sexualities; the history of trans and intersex genders; relations of power based on sex, gender, and sexuality; intersections of sex, gender, and sexuality with one another and with other categories of power and difference, including class, race, and religion; and the agency, resistance, and movements of people who have worked within and against existing arrangements of sex, gender, and sexuality.

Theoretically, the course emphasizes the social construction, cultural performance, and political character of sex, gender, and sexuality. Geographically, the course emphasizes the history of people who have lived on land claimed today by the United States and Canada, though the course also addresses Mexico and the Caribbean.

Organization of the Course

The class meets twice a week (six hours/week). The format features integrated lectures and discussions. There is a ten-minute break in the middle of each class meeting. The required weekly readings are central to the course and must be completed before each class. During four of the class sessions, we will have 90-minute visits by guest historians. Three of the class sessions will feature 90-minute visits to libraries/archives on the York campus.

Readings

The three assigned books are available at the York University Bookstore in York Lanes and are on reserve at Scott Library. There is also a coursekit available for purchase at the York University Bookstore. Coursekit readings are labeled below with asterisks. The other course readings are available via electronic links provided on the syllabus and the course website or through Scott Library electronic access. Note that the materials below labeled “readings” are
assigned texts that should be read before class; the “discussion materials” will be distributed or shown in class. Whenever possible, assigned course readings should be brought to class in published, photocopied, printed, or electronic form. The required books are:


**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>May-August</td>
<td>20%</td>
</tr>
<tr>
<td>Short Assignments (Best 8 of 10)</td>
<td>May-August</td>
<td>20%</td>
</tr>
<tr>
<td>Paper 1 (1500 words)</td>
<td>25 June</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2 (2500 words)</td>
<td>August</td>
<td>30%</td>
</tr>
<tr>
<td>Best Graded Component</td>
<td>May-August</td>
<td>5%</td>
</tr>
</tbody>
</table>

For class participation, students are expected to attend every class meeting (except in cases of serious illnesses and emergencies); make up missed work; come to class on time and remain present until the end of class; complete all readings assigned before coming to class; come to class prepared to discuss the readings; respond to the comments of other students and the instructor; read and respond to the messages generated by the electronic discussion system; and help create a positive learning environment for the class as a whole. Class attendance is mandatory; unexcused absences will result in failure. Excuses will only be accepted for documented health and family emergencies. All work missed because of class absence must be made up by arrangement with the instructor.

There will be ten short writing assignments, each of which will be due at the beginning of class. Each student's best eight scores will be used. It is recommended that students complete all ten assignments, but students may choose to not submit two of the assignments. The tenth assignment is required.

In preparing your assignments and papers, students are expected to read and follow the guidelines set forth in Marc Stein, “Writing History,” which will be distributed in class.

The "best graded component" is the component of the course in which you earn your best grade: participation, paper 1, paper 2, or combined short assignments.

Technology in the classroom: You are welcome to bring cell phones, laptop computers, and other electronic devices to class, but only if you ensure that they do not make disruptive sounds during class, you do not make disruptive sounds in using them, and you use these devices only for class-related purposes and personal emergencies.

Important Deadlines for Summer 2013 Courses: The last date to enrol in a course without the permission of the instructor is 17 May. The last date to enrol in a course with the permission of the instructor is 31 May. The last date to drop a course without receiving a grade is 9 July.
Academic Honesty: The York University Senate Policy on Academic Honesty states, “Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat.... Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.” In particular, copying the answers of another student or looking at books or notes during an examination is unethical and violates university policy. Using ideas, words, phrases, sentences, or paragraphs taken from books, articles, or internet sources without the appropriate quotation marks and citations is unethical and violates university policy, even if you make minor modifications of the original. Penalties may include a failing grade in the course, suspension, and expulsion. For the complete university policy, see http://www.yorku.ca/secretariat/policies/document.php?document=69.

Schedule

7 May: What Is History?
Discussion Materials:
  York University History Department, http://www.yorku.ca/uhistory/
  Book Reviews – York Historians of Gender and Sexuality
Writing Exercise: History and Tense

9 May: What Are Sex, Gender, and Sexuality?
Readings:
Discussion Materials:
  Book Reviews – York Historians of Gender and Sexuality
Writing Exercise: Quotations, Notes, and Punctuation

14 May: Gender Politics in the Discipline of History
Readings:

Discussion Materials:

Writing Assignment 1: Formatting, Tense, Quotations, Notes, and Punctuation

16 May: Sexual Politics in the Discipline of History
Readings:

Discussion Materials
York University History Department Course Offerings [http://www.yorku.ca/uhistory/undergraduate/course/index.html](http://www.yorku.ca/uhistory/undergraduate/course/index.html)
Sexuality Studies Program Course Offerings [http://www.yorku.ca/laps/gsws/sxst/courses.html](http://www.yorku.ca/laps/gsws/sxst/courses.html)
21 May: Narratives of Cross-Cultural Encounters – Part 1

Readings:

Discussion Materials

Writing Assignment 2: Primary Source Analysis

23 May: Narratives of Cross-Cultural Encounters – Part 2

Readings:
*Sarah Carter, ‘‘Captured Women’: A Re-examination of the Stories of Theresa Gowanlock and Theresa Delaney,” in *Two Months in the Camp of Big Bear* (Regina: Canadian Plains Research Centre, 1999), vii-xxxiii.

Library/Archives Visit 1 – Scott Library

28 May: Letters, Journals, and Diaries – Part 1

Readings:

Discussion Materials
*A Midwife’s Tale*, dir. Richard P. Rogers, 1997

Writing Assignment 3: Secondary Source Praise and Criticism

30 May: Letters, Journals, and Diaries – Part 2

Discussion Materials:

**Guest Historian – Professor Kathryn McPherson**

Readings:


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**4 June: Autobiographies and Memoirs – Part 1**

Readings:


Library/Archives Visit – Archives of Ontario

Writing Assignment 4: Primary Source Analysis

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**6 June: Autobiographies and Memoirs – Part 2**

Readings:


Discussion Materials:

Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845), Chapter 10, [http://www.gutenberg.org/files/23/23-h/23-h.htm#link2HCH0010](http://www.gutenberg.org/files/23/23-h/23-h.htm#link2HCH0010)


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**11 June: Newspapers and Magazines – Part 1**

Readings:


Discussion Materials:

The Geography of Slavery in Virginia,
http://www2.vcdh.virginia.edu/gos/index.html
Writing Assignment 5: Secondary Source Comparison

13 June: Newspapers and Magazines – Part 2
Discussion Materials:
Gay and Lesbian Newspapers and Magazines, 1950-80

Guest Historian – Professor Michele Johnson
Readings:

18 June: Class, Labour, and Work Documents – Part 1
Readings:

Discussion Materials:
Labor Arts, http://www.laborarts.org/

Writing Assignment 6: Revise and Resubmit

20 June: Class, Labour, and Work Documents – Part 2
Readings:
Jo Ann E. Argersinger, The Triangle Fire: A Brief History with Documents (Boston: Bedford, 2009), 94-107, 117-121.

Library/Archives Visit 2 - Clara Thomas Archives and Special Collections

25 June: Political Declarations, Manifestos, Speeches, and Actions – Part 1
Paper 1 Due: Comparative Article Review
Discussion Materials: U.S. and Canadian Women's Movement Sources
27 June: Political Declarations, Manifestos, Speeches, and Actions – Part 2
Discussion Materials: U.S. and Canadian LGBT Movement Sources
Guest Historian – Professor Craig Heron
Readings:
Craig Heron, "Boys Will Be Boys: Working-Class Masculinities in the Age of Mass Production," *International Labor and Working-Class History* 69 (Spring 2006): 6-34.

2 July: Government, Legal, and Census Records – Part 1
Readings:
“Torture and Truth: Angelique and the Burning of Montreal,”
http://www.canadianmysteries.ca/sites/angelique/accueil/indexen.html
Discussion Materials:
Writing Assignment 7: Primary Source Analysis

4 July: Government, Legal, and Census Records – Part 2
Readings:
Discussion Materials:
Constance Backhouse, "Canada's First Lesbian Sexual Assault Trial,"
7 Feb. 2011,
http://www.youtube.com/watch?v=J4a1xUhvXbo&list=PLQR0_kPqPmbPDr3MXhFO59v5ioFpnC-&index=12

9 July: Popular Culture – Part I
Guest Historian – Professor Anne Rubenstein
Readings:

Discussion Materials: **Popular Culture – Part 1**
“Wild Women Don’t Have the Blues,” 1989, [http://www.youtube.com/watch?v=ieEN44N0PZ0](http://www.youtube.com/watch?v=ieEN44N0PZ0)
One Hour Mama, 1939: [http://www.youtube.com/watch?v=S3eJJ1m63M](http://www.youtube.com/watch?v=S3eJJ1m63M)
Prove It On Me Blues, 1928: [http://www.youtube.com/watch?v=yRyaUcVfhak](http://www.youtube.com/watch?v=yRyaUcVfhak)

Writing Assignment 8: Secondary Source Comparison

**11 July: Popular Culture – Part 2**
Readings:

Discussion Materials:
“The Honeymooners,” 1955, [http://www.youtube.com/watch?v=mTzG1lpN8wY](http://www.youtube.com/watch?v=mTzG1lpN8wY)
“Christine Jorgensen,” 1952, [http://www.youtube.com/watch?v=M9Q50y5IsJU](http://www.youtube.com/watch?v=M9Q50y5IsJU)

**16 July: Oral History – Part 1**
Readings:
Michele A. Johnson, “‘Problematic Bodies’: Negotiations and Terminations in

Discussion Materials:
*Hatsumi: One Grandmother’s Journal through the Japanese Canadian Internment*, dir. Chris Hope, 2012

Writing Assignment 9: Revise and Resubmit Paper 1

18 July: Oral History – Part 2
Readings:


Discussion Materials:
*Forbidden Love: The Unashamed Stories of Lesbian Lives,* dir. Lynne Fernie and Aerlyn Weissman, 1992,
http://www.youtube.com/watch?v=SWjuOFBHvY
Marc Stein, “Introduction to the Philadelphia LGBT History Project,” 2009,

23 July: Scientific Materials – Part 1
Readings:


Discussion Materials:
“Eugenics Archive,” http://www.eugenicsarchive.org/eugenics/list2.pl
Living Archives of Eugenics in Western Canada, http://eugenicsarchive.ca/
The Deadly Deception, dir. Denisce Dilanni, 1993

Writing Assignment 10: Proposal for Paper 2

25 July: Scientific Materials – Part 2
Readings:

Discussion Materials:

30 July – Public History – Part 1
Readings (all can be found at [http://activehistory.ca/](http://activehistory.ca/)):
Angela Rooke, "Not As Funny As 'Binders Full of Women,'" *Active History*, 29 Oct. 2012.

Writing Assignment 10: Research Paper Proposal

1 August – Public History – Part 2
Readings: