



Department of History

HTST 308
Gender History
Fall 2021

Instructor: Nancy Janovicek

Email: njanovic@ucalgary.ca

Office Hours and Location/Method: Tuesday, 2:30 – 3:30; Wednesday, 11:00 – 12:00

I will be in my office. Students who come in person must wear a mask. You may also set up a Zoom appointment at these times.

Class Room Location, Days and Times: SA 106, Tuesday & Thursday, 12:30 – 1:45

Course Delivery: In person.

COVID-19 Protocols

To be safe during the pandemic, please do not come to class if you are sick. I will make an audio recording of lectures for students who cannot come to class because they are not well.

Please wear a mask during class. Masks are the most effective way to prevent the spread of COVID-19. Many of us are fully vaccinated, but you may be sitting beside someone with children under 12 or with a family member who is immunocompromised and has not yet been able to be vaccinated. Please show care for the other students in the class.

I will wear a mask to and from class. I will remove my mask when I lecture and maintain a safe distance from students. If you would prefer that I wear a mask when I lecture, please e-mail the department head; she will maintain confidence and advise me to wear the mask for the entire class.

Description

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.

Learning Outcomes

Through successful completion of this course, which includes regular attendance, reading

assigned materials, and participating in discussions, students will be expected to:

- Understand how gender theory has shaped historical research and methodologies
- Understand intersectional theory and how it has influenced research and writing in history
- Learn how to read and interpret primary sources using gender as a category of analysis

Reading Material

There are no texts to purchase for this course. All readings for this course are available on-line databases or the Taylor Family Digital Library.

Assessment

Method	Due Date	Weight
Comparative Document Analysis <ul style="list-style-type: none">• “Speech of Good Peter” and <i>Connolly v. Woolrich</i>	Friday, October 15	15%
Document Analysis <ul style="list-style-type: none">• “The Case of Miss D”	Friday, November 5	25%
Document Analysis <ul style="list-style-type: none">• “The Combahee River Collective Statement”	Friday, November 26	30%
Final Exam		30%

Grading Policies

As outlined below, the assignments are the same length and require the same research. I have weighted them differently with the hope that your writing and analysis will improve based on feedback from us. Grades will be recorded as points in D2L. The point value is converted to a percentage grade and letter grade that accord to the grading system outlined on page 6. If you have questions about your grade, please speak first to the person who graded your paper to understand how to improve your writing and analysis for the next assignment.

It is in your best interests to meet deadlines for the papers so that you receive timely feedback to help you with the next assignments. Students who make arrangements with me before the assignment is due will always receive an extension. I am as generous with extensions as we are with Hallowe’ en candy, so do not hesitate to ask for an extension and, in my class, never feel guilty for doing so. I do not require an explanation or documentation, but as a professional courtesy, I do insist that you send an e-mail to ask for an extension.

Details on Methods of Assessment

Document Analysis:

Students will write three 1200-word (5 pages) papers based on primary sources, which we will discuss in class one week before the assignment is due. Links to the documents are in the class

schedule below. The papers will explain how gender shaped the authors' arguments in different historical moments. To put the documents into historical context, you will read scholarly historical research related to the topic. Guidelines with more specific instructions for each assignment will be posted on 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 midnight on their due dates. Students are responsible for making sure that their work is submitted.

I expect that all papers will have a clear thesis statement, be well-organized, and have a logical argument. Papers are assessed on comprehension of the document and secondary sources, strength of the thesis and argumentation, and writing style.

Use endnotes and follow the *The Chicago Manual of Style*, 17th Edition. This is 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 (30%)

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 a 6 exam questions on D2L on the last day of classes (or a bit earlier if we have a very early exam); 4 of these questions will be on the final exam. Excellent exams will incorporate lectures and course readings, so it's best to keep up with the readings throughout the course.

Learning Technologies Requirements

There is a D2L site for this course. All assignments are to be submitted on D2L by midnight on the due date. I will post guidelines for the assignments on D2L. I post the lecture outlines before class. Updates on lectures and any accommodations that may be required to keep us safe and healthy as we live and work through the COVID-19 pandemic will also be posted on D2L.

Inclusiveness, Accommodation, Privacy, and Conduct

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. Permission to record lectures will be given to students registered with the Student Accessibility Services. Using laptops and similar typing devices is acceptable as long as it does not disrupt other students in 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.

Schedule

The readings are available on-line. Some documents are long; I don't expect you to read the whole document. I will post announcements on D2L throughout the semester about which sections to read from longer documents.

Lecture and Readings for Discussion
<p>Week 1 (September 7 & 9): Introduction & “Making Sex”</p> <ul style="list-style-type: none"> Linda Gordon, “‘Intersectionality,’ Socialist Feminism and Contemporary Activism: Musings by a Second Wave Socialist Feminist,” <i>Gender & History</i> 28, 2 (August 2016): 340 – 57. Please read this for the first class (September 7).
<p>Week 2 (September 14 & 16): Was the Gender Binary Universal?</p> <ul style="list-style-type: none"> 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.
<p>Week 3 (September 21 & 23): 18C Gender and Work</p> <ul style="list-style-type: none"> Christine Walker, “Pursuing her Profits: Women in Jamaica, Atlantic Slavery and the Globalizing Market, 1700-60
<p>Week 4 (September 28): Gender and Rights Discourses in the European Revolutionary Age</p> <ul style="list-style-type: none"> Mary Wollstonecraft, <i>A Vindication of the Rights of Women</i> Available at: http://www.bartleby.com/144/ No class September 30 for National Day for Truth and Reconciliation
<p>Week 5 (October 5 & 7): North American Colonial Encounters</p> <ul style="list-style-type: none"> “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: https://books.google.ca/books?id=1Qk1AAAIAAJ&pg=PR1&source=gbs_selected_pages&ad=2#v=onepage&q&f=false (begins on page 375; focus on page 380) <i>Connolly v. Woolrich and Johnson et al</i> 1867): Available at: http://gsdl.ubcic.bc.ca/collect/firstna1/index/assoc/HASH015e/4954e019.dir/doc.pdf Read for discussion on October 5 to prepare for paper 1
<p>Week 6 (October 12 & 14): Regulating Colonial Bodies</p> <ul style="list-style-type: none"> Katherine Mayo, <i>Mother India</i> (1937), Chap 9. Available at: http://gutenberg.net.au/ebooks03/0300811h.html#ch-10 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
<p>Assignment 1 Due: Friday, October 15</p>
<p>Week 7 (October 19 & 21): Gender and the Rights and Responsibilities of Citizenship</p>

<ul style="list-style-type: none"> • <i>Levée en Mass</i> (1763) Available at: http://sourcebooks.fordham.edu/mod/1793levee.asp • Mary Church Terrell, “The Progress of Colored Women” (1898). Available at: https://www.blackpast.org/african-american-history/1904-mary-church-terrell-progress-colored-women/
Week 8 (October 26 & 28): Sexology and Sexual Identities
<ul style="list-style-type: none"> • 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: https://jenseyatvajameh.files.wordpress.com/2008/07/studies-in-the-psychology-of-sex-volume-2-by-havelock-ellis.pdf Read for discussion October 26 to prepare for Paper 2. • Watch a short clip from <i>Different from the Others</i> (1919) Available at: https://www.youtube.com/watch?v=cKZ5JwvtVil (For Thursday)
Week 9 (November 2 & 4): The World Wars: Did War Change Gender Roles?
<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.
Assignment 2 Due: Friday, November 5
Reading Week: (November 8 – 12)
Week 10 (November 16 & 18): Gender & Race in Postwar Anti-colonial Movement
<ul style="list-style-type: none"> • Franz Fanon, <i>Wretched of the Earth</i> (1961) Chap 1 “Concerning Violence” Available at: http://www.openanthropology.org/fanonviolence.htm • Combahee River Collective Statement, “The Combahee River Collective Statement” Available at: https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/ Read for discussion November 16 to prepare for paper 3.
Week 11 (November 23 & 25): The Long Sexual Revolution
<ul style="list-style-type: none"> • Anne Koedt, “The Myth of the Vaginal Orgasm” (1970) Available at: https://www.cwluherstory.org/classic-feminist-writings-articles/myth-of-the-vaginal-orgasm
Assignment 3 Due: Friday, November 26
Week 12 (November 30 and December 2): Postwar Feminist Thought and Transnational Women’s Movements
<ul style="list-style-type: none"> • Excerpts from Simone de Beauvoir, <i>The Second Sex</i> Available at: http://uberty.org/wp-content/uploads/2015/09/1949_simone-de-beauvoir-the-second-sex.pdf
Week 13 (December 7 & 9): Gender and Sexual Identities in the Contemporary World
<ul style="list-style-type: none"> • Finn Enke, “Collective Memory and the Transfeminist 1970s” <i>Transgender Studies Quarterly</i> 5, 1 (February 2018): 9 – 29

Final Exam to be scheduled by registrar.

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to [the Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L 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 course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have

experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Fall 2021 (in-person)