



Department of History

HTST 511 Gender & Sexuality in Modern Europe Winter 2022

Course Outline Update: January 10-28, Online

As announced by the University of Calgary on Dec. 22, 2021, almost all classes will be offered online for the first three weeks of the Winter Term, 2022 (Jan 10-28), and possibly longer, depending upon the ongoing Covid-19 situation in the province. For this period, several important modifications to the original course outline will be in effect:

Class Time

At least until January 28, all classes will be held synchronously on Zoom. I have created links for each class on D2L. Go to “Communication” and pick “Zoom” from the dropdown menu. Then pick the appropriate date to enter the class and use the passcode **proftimm**. (Unless we have a security breach, you will also use this passcode for all online office hours.)

Office Hours

While classes remain online, my regularly scheduled office hours will be held on Zoom. You can sign up for additional office hours at <https://volunteersignup.org/CC77W>. The waiting room will be in effect during all online office hours. Once we return to in-person classes, my regular office hours (MW, 1-2 pm) will take place in my office (SS 630). To come to office hours, use the following links:

Dr. Timm’s Office Hours: MW, 1-2 pm
Additional virtual office hours (signup):
<https://volunteersignup.org/CC77W>
Personal Zoom ID: 309 246 5922
Passcode: proftimm

Online Instruction Specifics

Our seminar discussions will take place synchronously and will not normally be recorded. It is therefore very important to attend class. If you any student faces an unpredictable crisis, I will consider making recordings available, but this will require the permission of other students in the class. Contact me immediately if you face such a situation.

Assessments

There are no major changes to the assessments while we are online in January. I may, however, use the facilities of Zoom to ask you to participate in online quizzes or other more structured forms of discussion. Be prepared to discuss the readings in breakout rooms and to immediately respond to prompts from me. Passive listening won’t be enough to score well in the participation component of the course.

Tech. Requirements

In order to participate effectively in our course while we are online, you must have reliable internet access and a computer or other device to access D2L and Zoom. You will be muted upon entry into the class, but since you will have to speak during our discussions, your device will also have to have a microphone. These discussions will be much more enjoyable for all of us if you turn your video on and if you find a quiet and private space from which to participate in the class!

HTST 511

Gender & Sexuality in Modern Europe

Course Description

This course is intended as an overview of the various ways in which historians of Europe have been challenged and inspired by gender theory in Modern European History, particularly but not exclusively with reference to issues of sexuality. We will concentrate on the British, German and French cases. With some attention to theory, class discussions and assignments will focus primarily on methodology. How do gender historians construct their arguments? What kind of sources do they use? How can their work contribute to our broader understanding of the political, social, and cultural conditions of the periods about which they write? Each week seminar discussions will focus on a selection of articles related to a broad theme. We will begin with a discussion of the transition from "women's history" to "gender history" in historical methodology and then explore how historians have applied gender theory with reference to a selected series of topics. Areas of concentration will include: the contribution of natural science to theories of gender difference; public/private distinctions; political, cultural, and social definitions of gender roles; and gendered definitions of nation and race, including the influence of gender roles on state reproductive policies. Changing policies and norms concerning the public expression of sexuality will be a recurring theme.

Course Policies

- Deadlines are firm. Two percentage points will be deducted from your paper grade for every day your paper is late unless you have made an alternative arrangement with me *in advance*.
- Essays must be submitted to D2L in PDF format, they must be written using the Word template provided there, and they must use Chicago-style footnotes. I will not grade work that fails to follow the citation format outlined in the department's [History Student's Handbook](#).
- Use of the Internet in class is acceptable only if you are briefly looking up factual or supplementary information relevant to the class. Students who are distracted by social media, etc., will be asked to turn off devices.

Winter 2022

Wednesdays, 15:00 to 17:45, SS 613

Course Delivery: in person

Instructor: Dr. A. Timm

Email: atimm@ucalgary.ca

Phone: 403-220-6411

Office: SS 630

Website: <http://hist.ucalgary.ca/atimm>

Office Hours: MW, 1-2 pm

Additional virtual office hours (signup):

<https://volunteersignup.org/CC77W>

Personal Zoom ID: 309 246 5922

Passcode: proftimm

Purchase at Bookstore:

- N.O. Body, *Memoirs of a Man's Maiden Years*.
- Michel Foucault, *History of Sexuality, Vol. 1: An Introduction*. Reissue edition.

Readings Provided on D2L:

- Annette F. Timm and Joshua A. Sanborn, *Gender, Sex and the Shaping of Modern Europe*, 3rd edition (2022).
- other online readings listed below

Due Dates & Weighting

Individually scheduled

Gendered Lives Presentation: 15%

February 18 (by 9 pm)

Book Review: 20%

Individually scheduled, Weeks 7-9

Research Proposal: P/F

March 21 (by 9 pm)

Term Paper Outline: 5%

April 11 (by 9 pm)

Term Paper: 40%

Assessed throughout term

Participation: 20%

Learning Outcomes

Intense engagement with readings and structured oral and written assignments will help students to improve their ability to:

- **read deeply** and with scrupulous attention to the broader context (historical, philosophical, political, and social) of any text. This means understanding what it means to think and argue historically and requires a critical appreciation of how present-day perspectives influence interpretations of the past.
- **inquire rigorously and fruitfully**. Identify promising avenues of research and present findings in lucid and structured ways.
- **develop the capacity for scholarly rigour and informed citizenship** through the practice of **productive disagreement**. This means paying special attention to the difference between debate and inquiry and maintaining an openness to having one's mind changed. Crucially, it also means keeping one's own emotions in check and **treating each other with respect**.
- **listen closely, observe carefully, think creatively**. A productive exchange of ideas begins with listening, and all debates benefit from creative resolutions to seemingly intractable oppositions. Knowledge arises from the confrontation between a diversity of views and experiences.
- **develop an appreciation for the complexities of investigating the history of gender and sexuality and how such explorations can contribute meaningfully to present-day discussions**.
- **present thoughtful and well-structured arguments** in the form of document analyses of primary sources. This includes choosing appropriate sources and properly citing them, developing a convincing thesis, and backing up arguments with evidence.

Assignment Descriptions

Assessment Method	Due Date	Description	Weight
Gendered Lives Presentation	Individually Scheduled	<p>Each student will help to begin a class session by presenting a 10-minute (no longer!) report on the life story of an individual whose experiences can be linked to the themes covered by the required reading for that week. You should model this presentation on the kinds of arguments made in the Vignettes in <i>Gender, Sex and the Shaping of Modern Europe</i>. You can use this book to find the individual you would like to profile or consult with me in office hours, but you <i>must</i> pay attention to chronology. In other words, choose only people alive during the era we are discussing in the week you are presenting.</p> <p>Specific instructions:</p> <ol style="list-style-type: none"> 1. Your presentation must quote at least one primary source (a diary or memoir, a newspaper article, a letter, or something else specifically relevant to your subject's life). 2. Upload a bibliography for your presentation to the appropriate dropbox on D2L. You must consult at least two scholarly secondary sources. Wikipedia may be a great place to start your research, but find other sources that speak specifically to issues of gender and sexuality in the person's life. 3. At the end of your presentation, you must provide the class with a specific discussion question, linking the life story you have provided to the themes of the required reading for that week. Remember that the other students will <i>not</i> have read the sources you used for your presentation, so your questions must be broadly framed and explicitly linked to the required readings. <p>Hints for high marks:</p> <ul style="list-style-type: none"> • Do not read from a prepared text. Informal presentations are easier to follow. • Do not assume knowledge that your listeners cannot have. • You may use PowerPoint if you wish, but it is not required. (If you want to, please email me the file before class.) • You will be graded both on your analysis of the life story and the usefulness of your discussion question. 	15%
Assessment Method	Due Date	Description	Weight

Book Review	February 18 (uploaded to D2L in PDF format by 9 pm)	Your book review should be between 3 and 5 double-spaced pages (1000 to 1,200 words). You may choose a book from the supplemental reading list or find your own. If you find your own book. Your review can be related to your “Gendered Lives Presentation” or to your term paper, but it <i>must be a scholarly monograph</i> (as opposed to a memoir or a popular, unfootnoted, book), and if it is not on the “Books for Review” list, you must clear it with me in advance. Your review must take a critical approach that goes beyond summary to assess the contribution of the book to the field of gender history. You must use the MS-Word template that I will provide on D2L to write your review. Further instructions will be given in class.	20%
Research Proposal	Individually scheduled between Weeks 6 & 9	Students will present a brief oral summary (3 to 5 minutes) of their research project (plans for the term paper) to the class. This is a pass/fail assignment meant to help you brainstorm a feasible topic and useful strategies for your term paper. Not presenting your research idea in class will result in a deduction from your class participation grade of half a letter grade. I will create a signup sheet for these presentations on VolunteerSignp.com and provide the link for you on D2L.	P/F
Term Paper Outline	March 21 (uploaded to D2L in PDF format by 9 pm)	You must provide a detailed outline of your term paper and receive my feedback on it before writing the paper itself. I will give detailed instructions about how to present the outline in class and on D2L. Generally, you must sketch out the sections of your essay, and provide an annotated bibliography of the sources you will be using. I will only accept research papers from students who have turned in an outline and read my comments.	5%
Term Paper	April 11 (uploaded to D2L in PDF format by 9 pm)	Research topics will be chosen in consultation with the instructor, and they must fit within the scope of this course in terms of being relevant to the history of gender and sexuality in Europe (including colonial history). The goal of this assignment is to apply gender theory and/or methodology to a specific historical case study. You must develop a coherent, sustained, and well-argued thesis that demonstrates your grasp of the historical scholarship on your topic. You should use primary sources when possible, and your secondary sources must be published scholarly works – meaning peer-reviewed books and scholarly articles , not websites. It is fine to use reputable repositories of online primary documents, but it would be wise to check these with me in advance. Papers should be 15 to 20 double-spaced pages or 4,000 to 5,000 words in length, and they must be properly documented following the <i>exact</i> format described in The History Student's Handbook . Papers without proper Chicago-style documentation will be returned unread for corrections. To write your paper, you must use the MS-Word template that I will provide on D2L , which contains a plagiarism statement on the title page.	40%
Class participation	throughout the term	Class discussion is very important in this course. The quality of our sessions will depend upon student preparedness and willingness to engage in active discussion and debate. To get high marks for participation, you must do all the required reading and bring it with you to class , either on paper or in digital form. I demand that all participants treat each other with respect and courtesy , regardless of any ideological differences. Please note that you do not have to have understood everything you have read in order to make a valuable contribution. Expressing doubts, disagreements or confusion and asking for clarification is a useful way of contributing to a seminar. Your class participation mark will be based on the quality rather than the quantity of your contribution. Dominating discussion without listening to others will damage your mark. Students who feel unable to actively engage in classroom discussion must bring their concerns to my attention early so that we can devise strategies to ensure adequate performance. Unexplained absences will be reflected in a lowered participation grade.	20%

Office Hours: Contacting the Instructor and the TA

Please make good use of my office hours, especially if you are having difficulty with this course. If you cannot make it to my posted office hours (or the time slots we I will create at <https://volunteersignup.org/CC77W>) please contact me to arrange another mutually acceptable time. Feel free to contact me by email, but be aware that university employees receive a huge volume of

correspondence. It is vital that you include HTST 511 in your subject line to ensure that your message receives priority and does not wind up in a spam filter. (It is highly advisable to send your email from a university account.) Please address me politely (with the appropriate title of Dr. or Prof.) and sign your email with the name that you would like me to use in my response. (For a good guide on writing to professors, see: <http://www.wikihow.com/Email-a-Professor>.) I will strive to get back in touch with you within 24 hours (or on Monday if you sent your message over the weekend).

Grading Policies

You will be graded according to the percentage-to-letter grade conversion scheme that has been adopted for use in all Canadian Studies, History, and Latin American Studies courses. Final grades are reported as letter grades. In this course, I will be assigning only letter grades to all assignments. Your grade will then be calculating as a weighted score using the appropriate percentage in the column “Numerical Value in Gradebook” in the table below.

Note that I frequently give split grades (an A/A-, for instance), so I have also added those lines to the table below. When you receive a split grade, I am telling you that you are just barely squeaking into the higher of the two letter grades. You will get assigned a numerical value that is at the bottom of the range of the higher grade. So if you receive an A, it will be calculated in D2L as 87%, but if you receive an A/A-, the value entered into the gradebook will be 85%. Both are As, but one is a little lower. Only full letter grades (so the higher of the two if you receive a split grade from me) will be reported on your transcript.

Percentage	Letter Grade	Grade Point Value	Numerical Value in Gradebook	Description
90-100	A+	4.00	95	Outstanding
90	A+/A		90	
85-89	A	4.00	87	Excellent performance
85	A/A-	4.00	85	
80-84	A-	3.70	82	Approaching excellent performance
80	A-/B+	3.70	80	
77-79	B+	3.30	78	Exceeding good performance
77	B+/B	3.30	77	
73-76	B	3.00	75	Good performance
73	B/B-	3.00	73	
70-72	B-	2.70	71	Approaching good performance
70	B-/C+	2.70	70	
67-69	C+	2.30	68	Exceeding satisfactory performance
67	C+/C	2.30	67	
63-66	C	2.00	65	Satisfactory performance
63	C/C-	2.00	63	
60-62	C-	1.70	61	Approaching satisfactory performance
60	C-/D+	1.70	60	
56-59	D+	1.30	58	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	53	Minimal Pass. Insufficient preparation for subsequent courses in the same subject
0-49	F	0	49 or lower	Failure. Did not meet course requirements

The Following Information Appears on All Department of History Course Outlines

Departmental Grading System

See above. I added to the department table by adding my split grades and the percentages recorded in my gradebook.

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 schedule. 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 University of Calgary [Student Academic Misconduct Policy](#) 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

Reading List & Lecture Schedule

Instructions for printing readings and bringing them to class:

I insist that you have your readings with in you in class. Ideally, you will have marked up your copies (or added electronic bookmarks) so that you can easily find passages that you wish to discuss. All digital readings are optimized for display on electronic devices. However, I very strongly recommend that you print these readings out, since research has demonstrated that information is much more likely to be retained when you read on paper. Printing 2-to-a-page is the best way of being environmentally conscious and replicating a standard photocopy. NOTE: Starred readings are available for purchase in the bookstore. Readings with a hyperlink can be accessed online or using your library login.

Week 1 (Jan. 12): Introduction

Introductions, explanation of course outline and goals.

Week 2 (Jan. 19): Women's History. Gender History. Men's History?

Annette F. Timm and Joshua A. Sanborn, *Gender, Sex and the Shaping of Modern Europe: A History from the French Revolution to the Present Day*, 3rd ed. (London: Bloomsbury Publishing, 2022), Introduction. (PDF available on D2L).

Joan W. Scott, "[Gender: A Useful Category of Historical Analysis.](#)" *American Historical Review* 91, no. 5 (1986): 1053-75.

John Tosh, "[What Should Historians Do with Masculinity? Reflections on Nineteenth Century Britain.](#)" *History Workshop Journal* 38 (1994): 179-202.

Week 3 (Jan. 26): The French Revolution and Patriarchy

Timm & Sanborn, Vignette I and Ch. 1.

Mary Wollstonecraft, *A Vindication of the Rights of Woman* (1792), Chs. 1–4 and 13.

Carole Pateman, *The Sexual Contract* (Stanford: Stanford University Press, 1988), Preface and Chapter 1, pp. 1-18.

Olympe de Gouges, "[Olympe de Gouges \(1748–1793\): Declaration of the Rights of Woman and Citizen \(1791\).](#)" in *Transatlantic Feminisms in the Age of Revolutions*, ed. Lisa L. Moore, Joanna Brooks, and Caroline Wigginton (Oxford and New York: Oxford University Press, 2012), 245–56.

John Stuart Mill, *The Subjection of Women* (New York: Routledge, [1870] 2001), Ch. 1 (pp. 1-28).

Week 4 (Feb. 2): Separate Spheres, Class and Patriarchy in the Nineteenth Century

Timm & Sanborn, Vignette II and Ch. 2.

Leonore Davidoff, "[Class and Gender in Victorian England: The Diaries of Arthur J. Munby and Hannah Cullwick.](#)" *Feminist Studies* 5, no. 1 (1979): 86–141.

Week 5 (Feb. 9): The Science of Sexual Difference in the Nineteenth Century

Thomas Laqueur, *Making Sex: Body and Gender from the Greeks to Freud* (Cambridge: Harvard University Press, 1990), Ch. 5 (pp. 149-192).

Richard von Krafft-Ebing, "Psychopatia Sexualis [1886] (12th ed., 1903)," in *Sexology Uncensored: The Documents of Sexual Science*, ed. Lucy Bland and Laura Doan (Chicago: University of Chicago Press, 1998), 45–47. (You can find the entire book as a free ebook [here.](#))

Leopold von Sacher Masoch, *Venus in Furs*, 1870. (PDF Downloaded from <http://archive.org/details/VenusInFurs>)

Week 6 (Feb. 16): Gender, Power, and Prostitution in Turn-of-the-Century England

Judith Walkowitz, "[Male Vice and Feminist Virtue: Feminism and the Politics of Prostitution in 19th Century Britain.](#)" *History Workshop Journal* 13, no. 1 (1982): 79-93.

Jeffrey Weeks, "[Inverts, Perverts, and Mary-Annes: Male Prostitution and the Regulation of Homosexuality in England in the Nineteenth and Early Twentieth Centuries.](#)" *Journal of Homosexuality* 6, no. 1–2 (1981): 113–134.

W. T. Stead, "The Maiden Tribute of Modern Babylon," *The Pall Mall Gazette*, 1885. I will recommend portions from this series of articles in class. (<http://www.attackingthedevel.co.uk/pmg/tribute>)

Feb. 21-26: Term Break – no classes

Week 7 (March 2): The Creation of Sexual Identities: Freud, Sexology and Foucault

*Michel Foucault, *The History of Sexuality*, pp. 77-131.

Sigmund Freud, "The Origin and Development of Psychoanalysis," Lectures at Clark University, 1909. (PDF downloaded from "Classics in the History of Psychology," <http://psychclassics.yorku.ca/Freud/Origin/index.htm>)

*N. O. Body, *Memoirs of a Man's Maiden Years*, trans. Deborah Simon (Philadelphia: University of Pennsylvania Press, 2009).

Week 8 (March 9): Sexual Panics of the Interwar Period

Mary Louise Roberts, "["This Civilization No Longer Has Sexes': La Garçonne and Cultural Crisis in France After World War I."](#) *Gender & History* 4, No. 1 (1992): 49-69.

Christopher And His Kind (2011), BBC adaption Isherwood's Autobiographical novel.

<http://www.youtube.com/watch?v=9hjidIaTYiE> NOTE: I might have to replace this if I can't get permission to use it.)

Dan Healey, "[Homosexual Existence and Existing Socialism: New Light on the Repression of Male Homosexuality in Stalin's Russia.](#)" *GLQ: A Journal of Lesbian and Gay Studies* 8, no. 3 (2002): 349-378.

Lutz Sauerteig, "["The Fatherland Is in Danger, Save the Fatherland!': Venereal Disease, Sexuality, and Gender in Imperial and Weimar Germany."](#) in *Sex, Sin and Suffering: Venereal Disease and European Society Since 1870, Studies in the Social History of Medicine* (London: Routledge, 2001).

Week 9 (March 16): Gender, Sex & Race

Timm & Sanborn, Vignette III and Ch. 3.

Ann Laura Stoler, "[Carnal Knowledge and Imperial Power: Gender and Morality in the Making of Race.](#)" in *Politics and Kinship*, ed. Erdmute Alber and Tatjana Thelen (London: Routledge, 2021), 142-75.

Tina M. Camp, "[Converging Spectres of an Other within: Race and Gender in Prewar Afro-German History.](#)" *Callaloo* 26, no. 2 (2003): 322-41.

Week 10 (March 23): Masculinity in the World Wars

Timm & Sanborn, Vignette IV and Ch. 4.

Thomas Kühne, "Comradeship: Gender Confusion and Gender Order in the German Military, 1918-1945," in *Home/Front: The Military, War and Gender in Twentieth-Century Germany*, ed. Karen Hagemann and Stefanie Schüler-Springorum (Oxford: Berg Publishers, 2002), 233-254.

Sonja Levensen, "[Constructing Elite Identities: University Students, Military Masculinity and the Consequences of the Great War in Britain and Germany.](#)" *Past and Present* 198 (2008): 147-198.

Week 11 (March 30): The Sexual Revolution

Timm & Sanborn, Vignette V and Ch. 5.

Dagmar Herzog, "["Pleasure, Sex and Politics Belong Together': Post-Holocaust Memory and the Sexual Revolution in West Germany."](#) *Critical Inquiry* 24, no. 2 (1998): 393-444.

Week 12 (April 6): Gender and Sexuality in the 21st Century

Timm & Sanborn, Vignette VI, Ch. 6, and Conclusion.

Online newspaper articles, TBA.