

University of California, Davis

HIS 201Q
Cross-Cultural Women's and Gender History:
Global Intimacies

Winter 2019

Seminar: Tue 4:10-7:00pm, SSH 4204

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Yinka Shonibare, *Nelson's Ship in a Bottle*, 2010

Course Description:

This graduate seminar provides a critical introduction to the history of gender, sexuality, and intimate relations in the modern world. It pays special attention to the production of knowledge, the operation of power, and how they relate to the construction of personhood and the body as sites of meaning-making, grounds for political struggle, loci of cultural identity and social conflict, objects of scientific study and legal regulation, and guarantors of human difference. A key agenda of this course is to develop the intellectual capacity to bring questions conventionally directed towards the private/intimate sphere to bear on historical narratives and analyses concerning macro-structural transformations. This involves the careful interrogation of the concepts, categories, and questions used by scholars in the past and present, always

measured against a varying body of empirical evidence. As such, a more general objective of this course is to cultivate the appropriate tools for rigorous critical historical thinking.

This is a reading-intensive course. Weekly seminar discussions will unpack theoretical perspectives from methodological approaches and evaluate primary research in light of existing historiographical trends. We will survey a broad range of secondary literature, thereby exploring not only the historical interactions of gender, sexuality, corporeality, and geopolitics, but also their intricate historiography—the history of their histories emerging from diverse interregional and comparative inquiries. We will assess the ways in which theoretical paradigms, disciplinary orientations, methodological styles, data contents, and genres of scholarly writing have evolved over time, and compare them against one another, while never losing sight of the global framing that unifies them. The readings cover selected regions of Africa, Asia, the Middle East, Europe, and the Americas, focusing primarily on the nineteenth and twentieth centuries. Although the course does not assume prior knowledge in global history, students should be prepared to familiarize themselves with background knowledge in world/regional history beyond the remit of the assigned readings.

Required Textbooks:

All required readings will be posted on Canvas except for the following books, which are available for purchase at the Bookstore and on reserve at Shields Library.

- Howard Chiang, *After Eunuchs: Science, Medicine, and the Transformation of Sex in Modern China* (Columbia University Press, 2018).
- Veronika Fuechtner, Douglas E. Haynes, and Ryan M. Jones, eds., *A Global History of Sexual Science, 1880-1960* (University of California Press, 2017).
- Dagmar Herzog, *Cold War Freud: Psychoanalysis in an Age of Catastrophe* (Cambridge University Press, 2017).
- Nancy Rose Hunt, *A Colonial Lexicon: Of Birth Ritual, Medicalization, and Mobility in the Congo* (Duke University Press, 1999).
- The Modern Girl Around the World Research Group, *The Modern Girl Around the World: Consumption, Modernity, and Globalization* (Duke University Press, 2008).
- Afsaneh Najmabadi, *Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran* (Duke University Press, 2013).
- Ann Laura Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (University of California Press, 2002).
- Zeb Tortorici, *Sins Against Nature: Sex and Archives in Colonial New Spain* (Duke University Press, 2018).
- Valerie Traub, *Thinking Sex with the Early Moderns* (University of Pennsylvania Press, 2015).

Course Requirements:

Participation: 40%

Presentation and Essay: 20%

Final Project: 40%

Participation: You are expected to come to class every week having read the assigned material closely and prepared to discuss it. It is important that our in-class discussions are informed, wide ranging, and open-ended: no comments, criticisms, or debates should become personalized. Every week you are required to submit a **response paper** (ranging from one paragraph to one page) that documents your reaction to some aspect of the reading. This could be a question or a series of questions, but if so, the questions should be explained, justified, and placed in an intellectual context. They should be authentic and carefully thought-out—not something forced or dashed off. Post weekly response paper on Canvas by **5 p.m. on the day before the seminar**. Accessible to all participants prior to the class sessions, these posted papers will help set the agenda for in-class discussion. Each student is given an opportunity to miss one response paper, no questions asked. However, if you start to miss more than one response paper, your participation grade will be affected. **No late submissions will be accepted.** Late submissions will be automatically regarded as a miss. Your weekly response papers and seminar contributions together form 40% of your overall grade.

Presentation and Essay: Once during the term, you will assume responsibility for providing the class with a historiographical framework for discussion. This normally entails consulting other important related works (the bibliography of the assigned material is always a good place to start), reading state-of-the-field essays, and taking a stab at how the week's reading fits into larger historiography. You are expected to submit a **5-7 page essay** by 5 p.m. on the day before the seminar. Again, no late submissions will be accepted. You are also exempted from the weekly response paper assignment for the week of your presentation. At the beginning of the seminar, you will have **15-20 minutes** to present your ideas and the critical issues and should also be prepared to open the discussion by posing **3 big questions**. The main function of this exercise is to familiarize your fellow students with the bibliography on the subject. Together, your presentation and essay form 20% of your final grade.

Final Project: A longer paper of **15-20 pages** is due by the end of the quarter. This can be informed by your interim presentation and essay but does not have to be so. You have five options: (1) a historiographical essay, (2) a research proposal, (3) an intellectual biography of an established historian/scholar, (4) a keyword essay, or (5) a research paper that draws on primary sources. For the third option, you should read the scholar's "canon" and describe what you see as their central preoccupations, methodologies, and contributions. What are the questions their work raises or does not answer? How do they exemplify or extend (or neither) the broader development of the (sub)field? What is the relationship between earlier and later work? Is this relationship influenced by the evolving trends in the historical profession? Does the scholar's views or approaches change over time? Given the interdisciplinary nature of many aspects of this course, the scholar you pick does not have to be a historian, but his/her work should lend weight to historical knowledge, including contemporary history. In order for this exercise to be successful, you will need to select someone who has written at least two books and several articles in the field. For the fourth option, you should choose a "keyword" in the global history of gender, sexuality, intimacy, and the body and write an essay describing its importance. Your keyword may come from any of the weekly seminar themes, but this is not a requirement. In fact, this exercise works better the more specific of a concept you pick. How do you see your keyword as describing and reflecting a particular historical moment? Alternatively, in what ways has the keyword been shaped and reshaped by different generations of scholars? Come see me if you have any questions. The final project constitutes 40% of your final grade.

Professional Development:

Our weekly discussion will devote substantial time to a topic of professional development. This aspect of graduate training is incorporated into this seminar in order to draw on the strength of cross-cultural and comparative approaches, an underlying feature of this course. With some notable exceptions, you do not have to do a great deal of additional preparatory work, but before you come to class, you should think hard about the nature and importance of the particular genre of scholarly output highlighted for that week. The course hones your conference speaking skills implicitly through the presentation requirement. Note that for week 3, we will be joined by a guest speaker Professor Zeb Tortorici, who just published his first book. It will be a valuable opportunity to discuss any questions that you may have about the journey from developing a dissertation to transforming it into a first monograph.

Topics that should be covered at some point during class discussions include:

- How do historians choose a topic? What is the influence of current politics, state of the field, availability of sources?
- How does one carve out a topic? What are feasible units of time and space? How have these changed over the years?
- What is the influence of publishers? What should it be?
- What are the different types of historical writing: monograph, textbook, comparative theory, journalism, article, etc.
- How do the standards of different disciplines compare?
- What is the value of the Big Controversial Theory? Drawbacks?
- What are the strengths and weaknesses of comparative history? How expert does one have to be in the second field?
- What problems arise from a biographical approach? How does one evaluate an autobiography?
- How does one evaluate the assumptions and numerical evidence in economic history? survey data?
- What do scholarly debates look like? different kinds? Which kinds are the most productive?
- Who writes book reviews and what are they for? What constitutes a good review?
- How do books vary with the audience? language, notes, sources, terms?
- What is the proper function of footnotes? How does one read them?
- What are the proper roles of primary and secondary scholarship in a work of history?
- How does one evaluate an author's method? the relationship between argument and evidence?
- What is the relationship between language skills and scholarship? How much is necessary? How to evaluate?
- What are the major scholarly journals in the fields of gender history and global history? What are their different audiences and purposes?
- What are the big theories that have dominated the field of gender studies? Global studies?
- What were the big topics of women's/world historiography? How have they influenced

historians of other fields?

Moreover, for each of the books that we read, you should take your own detailed notes, which should include the following sections: a summary of the contents and argument, types of sources used and methodology applied, most valuable contributions, most important weaknesses, and questions left unanswered.

Device Policy:

Laptops and cell phones are not permitted in seminars.

Accommodation for Students with Disabilities:

The University of California, Davis, is committed to ensuring equal educational opportunities for students with disabilities. An integral part of that commitment is the coordination of specialized academic support services through the [Student Disability Center](#) (SDC), located at 54 Cowell Building. The UC Davis SDC collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please let me know in advance and initiate your request with SDC at the beginning of each academic quarter.

Schedule of Weekly Topics and Readings:

Week 1: Introduction (January 8)

- Joan Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, no. 5 (December 1986): 1053–75.
- David Halperin, "Is There a History of Sexuality?" *History and Theory* 28, no. 3 (1989): 257–274.
- Joseph A. Massad, "Re-Orienting Desire: The Gay International and the Arab World," *Public Culture* 14, no. 2 (2002): 361–385.
- Ara Wilson, "Intimacy: A Useful Category of Transnational Analysis," in *The Global and the Intimate: Feminism in Our Time*, ed. Geraldine Pratt and Victoria Rossner (Columbia University Press, 2012), 31–56.
- **Professional Development Topic:** Historiographical Essay
*For this week's professional development, skim the following forums in the *American Historical Review*: "Revising 'Gender: A Useful Category of Historical Analysis'" (vol. 113, no. 5, 2008) and "Transnational Sexualities" (vol. 114, no. 5, 2009).

Week 2: Historicism (January 15)

- Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations Between Women in Nineteenth-Century America," *Signs: Journal of Women in Culture and Society* 1, no. 1 (1975): 1–29.
- Valerie Traub, *Thinking Sex with the Early Moderns* (University of Pennsylvania Press, 2015).

- **Professional Development Topic:** Journal Article
*For this week's professional development, peruse the forum on "Women's History in the New Millennium: Carroll Smith-Rosenberg's 'The Female World of Love and Ritual' after Twenty-Five Years" in *Journal of Women's History* 12, no. 3 (2000): 8-38.

Week 3: Archives (January 22)

Guest of Seminar: Professor Zeb Tortorici, New York University

- Anjali Arondekar, "Without a Trace: Sexuality and the Colonial Archive," *Journal of the History of Sexuality* 14, nos. 1-2 (2005): 10-27.
- Zeb Tortorici, *Sins Against Nature: Sex and Archives in Colonial New Spain* (Duke University Press, 2018).
- **Professional Development Topic:** First Monograph and Edited Journal Special Issues*
*For this week's professional development, peruse the double special issue on queering archives in *Radical History Review*: no. 120 (2014) and no. 122 (2015).

Week 4: Sexuality and Imperialism (January 29)

- Joseph A. Boone, "Vacation Cruises; or, the Homoerotics of Orientalism," *PMLA* 110, no. 1 (1995): 89-107.
- Ann Laura Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (University of California Press, 2002).
- Chie Ikeya, "Transcultural Intimacies in British Burma and the Straits Settlements: A History of Belonging, Difference, and Empire," in *Belongings across the Bay of Bengal: Religious Rites, Colonial Migrations, National Rights*, ed. Michael Laffan (London: Bloomsbury, 2017), 117-138.
- **Professional Development Topic:** Book Review*
*For this week's professional development, find, read, and be prepared to summarize at least three substantial reviews of Stoler's book. At least one should be by a historian and one by a non-Europeanist.

Week 5: The Global Interbellum (February 5)

***Guest of Seminar: Professor Corrie Decker, UC Davis**

- George Chauncey, "The Forging of Queer Identities and the Emergence of Heterosexuality in Middle-Class Culture," in *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (Basic Books, 1994), 99-127.
- The Modern Girl Around the World Research Group, *The Modern Girl Around the World: Consumption, Modernity, and Globalization* (Duke University Press, 2008).
- Colin Johnson, "Hard Women," in *Just Queer Folks: Gender and Sexuality in Rural America* (Temple University Press, 2013), 158-180.
- **Professional Development Topic:** Edited Volume

Week 6: Biological and Social Reproduction (February 12)

- Dorothy Ko, "The Body as Attire: The Shifting Meanings of Footbinding in Seventeenth-Century China," *Journal of Women's History* 8, no. 4 (1997): 8-27.
- Nancy Rose Hunt, *A Colonial Lexicon: Of Birth Ritual, Medicalization, and Mobility in the Congo* (Duke University Press, 1999).
- **Professional Development Topic:** Preliminary Report*
*For this week's professional development, compare Ko's article with her book, *Cinderella's Sisters: A Revisionist History of Footbinding* (University of California Press, 2005).

Week 7: Biopolitics/Geopolitics (February 19)

- Lisa Lowe, "The Intimacies of Four Continents," in *Haunted by Empire: Geographies of Intimacy in North American History*, ed. Ann Laura Stoler (Duke University Press, 2006), 191–212.
- Howard Chiang, *After Eunuchs: Science, Medicine, and the Transformation of Sex in Modern China* (Columbia University Press, 2018).
- George H. Junne Jr., "Eunuchs," in *Global Encyclopedia of Lesbian, Gay, Bisexual, Transgender, and Queer History*, ed. Howard Chiang (Charles Scribner's Sons, 2019), 514–522.
- **Professional Development Topic:** Book Chapter and Encyclopedia Entry

Week 8: Science (February 26)

- Marc Epprecht, "Slim Disease and the Science of Silence," in *Heterosexual Africa?: The History of an Idea from the Age of Exploration to the Age of AIDS* (Athens: Ohio University Press, 2008), 100–130.
- Veronika Fuechtner, Douglas E. Haynes, and Ryan Jones, eds., *A Global History of Sexual Science: 1880-1960* (University of California Press, 2017).
- **Professional Development Topic:** Collaboration and Debate*
*For this week's professional development, peruse the following two websites:
<https://sites.dartmouth.edu/humanitiesinstitute2013/about/> and
<http://www.histhum.com/sexology-historiography-citation-embodiment-a-review-and-frank-exchange/>.

Week 9: Modernity (March 5)

- Afsaneh Najmabadi, "Mapping Transformations of Sex, Gender, and Sexuality in Modern Iran," *Social Analysis* 49, no. 2 (2005): 54–77.
- Afsaneh Najmabadi, *Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran* (Duke University Press, 2013).
- **Professional Development Topic:** The Next Big Thing*
*For this week's professional development, take a look at Ken Wissoker's talk at UCLA:
<https://www.youtube.com/watch?v=VwISAFpE6x8&t=166s> (esp. starting on 30:44).

Week 10: Radical Politics (March 12)

- Mrinalini Sinha, "Refashioning Mother India: Feminism and Nationalism in Late-Colonial India," *Feminist Studies* 26, no. 3 (2000): 623–644.
- Kathy Davis, "Feminist Body/Politics as World Traveller: Translating *Our Bodies, Ourselves*," *European Journal of Women's Studies* 9, no. 3 (2002): 223–247.
- Dagmar Herzog, *Cold War Freud: Psychoanalysis in an Age of Catastrophes* (Cambridge University Press, 2017).
- **Professional Development Topic:** Roundtable*
*For this week's professional development, prepare a 5 to 10-minute discussion (not formal presentation) of your final project. You are expected to talk about your research question or topic, method, sources, and, if possible, preliminary findings, as well as how the project relates to this course.

Final Project due in my office (SSH 3225) at 5pm on Tuesday, March 19, 2019.