HH2002: Gender in History

Learning Objective

This course aims to introduce students to the field of gender history and the related fields of women's history, histories of masculinities/femininities, the history of feminism and the history of sexuality. Theoretical approaches will be supplemented by a range of case studies from a range of societies and time periods in order to demonstrate the wide applicability of gender as a category of historical analysis.

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 and domesticity; imperialism and race; citizenship and nationalism; sexuality and 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

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<tr>
<th>No.</th>
<th>Weekly theme</th>
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<tr>
<td>1</td>
<td>No class due to National Day holiday</td>
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<td>2</td>
<td>Studying gender and sexuality</td>
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<td>3</td>
<td>Domesticity</td>
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<td>4</td>
<td>Imperialism and race</td>
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<td>5</td>
<td>Nationalism</td>
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<td>6</td>
<td>Reading week (No class)</td>
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<td>7</td>
<td>Feminism</td>
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<tr>
<td>8</td>
<td>Consumerism, pop culture and globalisation</td>
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<td>Part I: Gender and modernity</td>
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<td>9</td>
<td>Beyond binary gender</td>
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<tr>
<td>10</td>
<td>Early modern sexualities</td>
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<tr>
<td>Part II: Rethinking gender and sexual categories</td>
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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

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<tr>
<th>Assessment</th>
<th>Percentage</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Argument analysis (500 words)</td>
<td>10%</td>
<td>Week 4: Friday 4th September 5:00 pm</td>
</tr>
<tr>
<td>Research essay proposal and primary source analysis (700 words)</td>
<td>15%</td>
<td>Week 7: Friday 25th September 5:00 pm</td>
</tr>
<tr>
<td>Research essay (2000 words)</td>
<td>40%</td>
<td>Week 11: Friday 30th October 5:00 pm</td>
</tr>
<tr>
<td>Take-home test</td>
<td>25%</td>
<td>Week 13: released Thursday 12th November 11:59 pm; due Sunday 15th November 11:59 pm (i.e. 36 hours to complete)</td>
</tr>
<tr>
<td>Participation in class</td>
<td>10%</td>
<td>Ongoing</td>
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Weekly themes and provisional readings

**NOTE:** This is a provisional list of readings. Readings may be changed to suit students’ needs and interests throughout the semester. The confirmed course readings will be uploaded on Edventure 2 weeks prior to class.

Week 1: Introduction

No readings.
Week 2: Studying gender and sexuality


**Recommended further reading:**


*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”


*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.”


**Part I: Gender and modernity**

Week 3: Domesticity


**Recommended further reading:**

**Week 4: Imperialism and race**


*Recommended further reading:*


**Week 5: Nationalism**


*Recommended further reading:*

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.


**Week 6: Reading week (No class)**
Because we have no class this week, in week 7-9 you have a little extra reading. This week will allow you to complete your readings for week 7 a week early, so that you do not fall behind in the coming weeks.

**Week 7: Feminism**


Recommended further reading:


**Week 8: Consumerism, pop culture and globalization**


**Part II: Rethinking gender and sexual categories**
**Week 9: Beyond binary gender**


**Recommended further reading:**


**Week 10: Early modern sexualities**


TBA

**Week 11: Nineteenth and twentieth century sexual ‘types’**


**Recommended further reading:**


**Week 12: Sexual identity in contemporary Asia**


**Recommended further reading:**


**Week 13: No class (preparation for take-home quiz)**
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.

Assessment

Student assessment summary

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***ALL assignments should be submitted on Turnitin in word format***
Argument analysis 10%: Friday 4th September 5:00 pm (Week 4)

500 words

This task is designed to develop skills in identifying the arguments of scholars and understanding different approaches to the study of gender. This is an important skill that students will need for their major essay. However, more broadly this assignment will deepen students’ ability to critically engage with course readings.

Choose **ONE of the following two readings** and write an essay that analyses the argument of the reading:


**OR**


Your essay should address the following question: **What is the primary argument of the reading?** Answering this question will require you to PRIORITISE. I am not looking for a descriptive outline of the content or structure of the reading. Rather, I am looking for an analysis of the major thesis or argument put forward. Please see the “Identifying the argument of a reading” handout at the end of the syllabus for tips on how to do this. Sonya Rose’s book *What is Gender History?* may also help you to understand the approach Tosh/Scott take to the history of gender.

How you structure your essay is up to you. However, it should answer the essay question and have a logical structure.

You are not required to give your assessment of whether you find the argument or approach of the author convincing.

Research essay proposal and primary source analysis 15%: Friday 25th September 5:00 pm (Week 7)

800 words

**NOTE:** This assignment is preparation for your major essay. You will need to select an essay question prior to beginning this assignment.

Primary source analysis is a key skill that is required for historical research and this assignment is designed to prepare students for their research essay. You are required to select a primary source (such as a memoir, novel, official report, newspaper report, speech, newsreel, film or artwork) that is
contemporary with the subject of your major essay. That is, the source should be from the period you address in your essay, and on the topic of your essay.

The essay should include three parts:

**Part one: essay proposal (200 words)**

a) State your essay question (either from the essay question list, or one you have written yourself) and give a brief explanation of the scope of the essay (time period, geographical focus, etc).

b) Outline the conclusions that you have drawn from your research thus far.

**Part two: mini annotated bibliography (50 words max per source)**

List 4 secondary sources that you have read thus far. The sources should be listed using the Chicago referencing style outlined in the course style guide. Marks will be deducted for incorrect referencing style. Include 1-2 sentences on each source outlining its scope and why it useful for your essay.

**Part three: primary source analysis (400 words)**

a) Briefly place the primary source in historical context. What do we need to know about the political, social and economic context in order to understand this primary source?

b) Provide an analysis of the author and audience of the text. What social background does the author come from? Who does the text address? What is the primary viewpoint or agenda of the author?

c) Analyse the primary source in light of your essay question. The primary source may not address the entire essay question—this is fine. However, it should speak to one of the key issues that the essay will address. The analysis should be the greater part of part two of the essay.

I would recommend against significant quotes from the source, as this will not allow you enough space to analyse it (and thus may result in a deduction of marks for a lack of analysis). It is also unnecessary as you will be including the source in the appendix (see below).

**Part four: appendix**

Students should attach the primary source in an appendix. The appendix should include the reference for the primary source (the book, website, newspaper, etc. from which you retrieved it). Please use the Chicago referencing style (outlined in the Course Style Guide).

*Textual sources:* If the primary source chosen is a textual source, a quote of no more than 200 words should be included. This quote should form the basis of the discussion. The appendix does not count towards the 700 words word limit.

*Audio sources:* If the primary source is an audio source it should be no longer than 3 minutes in length. Please include the URL to the audio source in the appendix if it is available online.

*Images:* Please include a reproduction of the image and the source of the image.
Research essay 40%: Friday 30th October 5:00 pm (Week 11)

2000 words

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).

Essay questions will be posted to Edventure in week 3. However, students may elect to develop their own research question. If students choose to write their own question, they should email me their question or make an appointment to discuss it with me by the end of week 6.

The essay question should appear at the top of all research essays.

Please use the Chicago referencing style (outlined in the Course Style Guide). Marks will be deducted for incorrect referencing style.

Take-home test 25%: released Thursday November 5th 11:59 pm; DUE Sunday November 8th 11:59 pm (end of Week 13)

In the final week of the semester, students will be given 3 full days from Thursday November 6th 11:59 pm to Sunday November 9th 11:59 pm at the end of week 12 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.

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.

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**Useful journals**

*Gender & History*

*Journal of Women's History*

*Women's History Review*

*Journal of the History of Sexuality*

*Men and Masculinities*

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**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](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 paragraph or sentence contains material paraphrased from several different sources, you can cite multiple sources separated by semi-colons in a footnote.
Late submission of assignments and extensions

Assignments that are submitted past the due date will be deducted 10% off the mark assigned per day that the assignment is late, down to the pass mark (40%). That is, you will not be failed merely on late submission, but there is a significant penalty per day. If you receive 65% and your assignment is 1 day late, your mark will be 55% (a 10% penalty). If you receive 60% and your assignment is 4 days late, you will receive 40% (since I do not deduct below the pass mark).

It is each student’s responsibility to ensure that their assignment is properly uploaded on Edventure. 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.
Identifying the argument of a reading

What you need to do…

Distinguish between the argument of the reading and the evidence presented in support of this argument. There will be a lot of examples and information in the reading. However, in your analysis of the reading, you are required identify the central argument of the reading, rather than provide a description of the content.

Tips for identifying the argument …

1) Ask yourself, what is the central question that the author is attempting to answer?
   a. Tip: Often, the author will give you hints such as sentences beginning with ‘This article asks …’
   b. Keep this question (or set of questions) in mind when you are reading the rest of the reading. This helps you to distinguish between content that is merely background information and the material that supports the overarching question of the article.
2) Usually the article/chapter will outline the argument or thesis in a few paragraphs in the introduction. Highlight and read it twice – this will help you to read the rest of the article and make sense of its argument.
3) When you are reading the rest of the reading you should be looking for sub-arguments that support an aspect of the overall argument of the essay. The important thing is to distinguish the argument from supporting evidence. Tips for looking for sub-arguments:
   a. Pay attention to the first sentence/s and concluding sentence/s of each paragraph. If the article is well written, these sentences will contain important conclusions.
   b. Pay attention any time the author explicitly refers to the argument of the article.
   c. ‘Actively’ read. This means that you mark important sections and write thoughts and conclusions in the columns (on printouts, not library books!). This helps you make connections between the evidence and the conclusions, distinguish between evidence and argument, and link different sections of the article.

What does NOT make a good argument analysis …

- A descriptive ‘shopping list’ of information that the article/chapter covers. Rather than make a descriptive summary of the information and topics that are discussed, aim to identify the argument and note how evidence is presented in support of this argument.
- Your opinion. I am not interested in whether you agree or disagree, unless you back up your position on the text with evidence.
Brainstorming template for course readings

NOTE: This may not fit every reading precisely, but is just a model

<table>
<thead>
<tr>
<th>Central Question</th>
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<table>
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<tr>
<th>Central Argument</th>
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<table>
<thead>
<tr>
<th>Sub-Argument</th>
<th>Brief summary of evidence put forward in support</th>
<th>How does this connect to the central argument?</th>
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