ARTS2906 History of Sexuality
Semester 1, 2016

Convenor: Dr Zora Simic
Office Hours: Friday 1-3pm or by appointment
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Rennie Ellis, *Join Gay Lib*, Parkville, 1974
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor/ Lecturer/ Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
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<tr>
<td>Room</td>
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<tr>
<td>Phone</td>
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<tr>
<td>Email</td>
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</tbody>
</table>

Consultation Time: Friday 1-3 or by appointment (email to organise)

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This course aims to demonstrate that what we now understand to be ‘sexuality’ has a history. People and societies have not always understood sexual behaviour to constitute something called ‘sexuality’ that forms the basis of a social identity (such as ‘homosexual’ or ‘heterosexual’). We begin the course in a period broadly described as ‘Before Sexuality’ to make this point. We then trace the emergence of sexuality in the European world from the 18\textsuperscript{th} century through to the present. We will consider the different meanings that have been assigned to sexed bodies and sexual behaviour since the Enlightenment. We will also examine how the sexual body has been consistently subject to social control. Taking sexuality as an index of broader social transformations across a range of comparative societies, this course demonstrates the benefits of an historical approach and the shifting dynamics of sexuality and gender.</td>
</tr>
</tbody>
</table>

| Essentials: Moodle (for readings, powerpoints, lectures, other resources, news from Zora) THERE WILL BE NO HARD COPY STUDY KIT. ALL ESSENTIAL READINGS WILL BE AVAILABLE VIA MOODLE |

| Lectures begin on Thursday March 3 in Colombo Theatre B (10-12) and run from weeks 1 through to 12. There is a mid-semester break from Friday April 3 [Good Friday] to Sunday April 12. Tutorials commence in week 2 and run through to week 13. Note: There are no tutorials in Week 4 due to Good Friday but there is still a lecture. You will be automatically assigned a tutorial group. You need prior permission (and a good reason!) to attend a tutorial that is not the one that you have been assigned or enrolled for. |

| Tutorials: |
| Thursday 1-2pm: Quadrangle 1045 |
| Thursday 2-3pm: Quadrangle 1045 |
| Thursday 3-4pm: Tyree Energy Technology G17 |
| Friday 10-11am: AGSM Seminar Room LG06 |
| Friday 11am-12pm: Mathews 308 |

<table>
<thead>
<tr>
<th>Course Aims</th>
<th>1. To demonstrate how sexuality has been central to social, cultural and political transformations in the modern period.</th>
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<tbody>
<tr>
<td></td>
<td>2. To apply a comparative approach to the topic of sexuality by considering its history across a range of comparable societies, including those of the United States, the United Kingdom, Australia and Europe.</td>
</tr>
</tbody>
</table>
3. **Learning and Teaching Rationale**

My fundamental aim in teaching is to encourage students to share my own love of ideas and of history and gender studies. I am always thinking of new ways to present material in an engaging way, and consult regularly with students to ensure my teaching methods remain fresh and responsive to student needs. As a long time teacher in the areas of gender and sexuality, I aim to make my classrooms safe spaces for open and respectful dialogue and learning. Finally, I would like to stress the importance and pleasure of learning for its own sake. Higher learning can be stressful, but I hope that it is above all, enjoyable and enriching.

4. **Teaching Strategies**

*Lectures and tutorials form the basis of the course.* Two hour lectures can sometimes be draining so I aim to make them entertaining and stimulating by augmenting my discussion with images, movies and other evocative material. There will be a break in the middle of the two hour slot and each hour is differentiated, ie. the first hour of the two hour slot will usually entail a ‘big picture’ approach to the theme or period, while the second hour will focus more specifically on a case study. The lectures will be recorded and available via Moodle, but these should be used as a resource rather than as a substitute for the lecture experience.
Note also that powerpoint presentations will be loaded onto Moodle, usually just before a lecture.

The tutorial program is designed to FOLLOW the lectures, with tutorials on a specific topic typically taking place in the tutorials after the lecture. It would be a good idea to do your tutorial readings before the lecture. Sexuality is a topic that lends itself to lively discussion and we look forward to animated debates. We aim for students to leave tutorials feeling that they have learnt something. To reinforce the importance of tutorials to learning, one specific assessment task – the tutorial responses exercise – will involve written responses to SIX tutorial questions across the course. In answering these questions, you should also, when applicable, draw on lecture content.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual knowledge presentation</td>
<td>5 minutes</td>
<td>10%</td>
<td>1,3,5,7</td>
<td>1,2,3,4,6</td>
<td>Allocated in first tutorial</td>
</tr>
<tr>
<td>Sexual knowledge reflection</td>
<td>200 words</td>
<td>5%</td>
<td>3,5,7</td>
<td>2,4</td>
<td>Week after presentation</td>
</tr>
<tr>
<td>Tutorial Responses Part I</td>
<td>2 x 250 words</td>
<td>15%</td>
<td>1,2,3,4,5,6</td>
<td>1,2,4,5</td>
<td>End of Week 5</td>
</tr>
<tr>
<td>Tutorial Responses Part II</td>
<td>4 x 250 words</td>
<td>30%</td>
<td>1,2,3,4,5,6</td>
<td>1,2,4,5</td>
<td>End of Week 13</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2000 words</td>
<td>40%</td>
<td>1,2,3,4,5,6</td>
<td>1,2,3,4,5,6</td>
<td>Friday May 20</td>
</tr>
</tbody>
</table>

Please note: Sexual knowledge reflection and feedback are conducted via email, all other assessments are submitted and graded electronically via Moodle. THERE IS NO EXAM IN THIS COURSE.

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

**Tutorial Responses Exercise Parts I and II**

**Due:** Part I in week five. Part II in week 13.

**Submission:** Part I is due by the end of Week 5, which is Friday April 8 by 4pm. Please submit electronically via Turn It In on Moodle. 
**Part II** is to be submitted electronically via Moodle by 4pm Friday June 3 Week 13.

The first tutorial responses exercise is due in Week 5. You will submit TWO responses to two tutorial questions, chosen from Weeks 1, 2, 3, 4 or 5 (Never answer questions from the
The questions must be drawn from different weeks (ie. you cannot answer two questions on the same topic). In devising your answer, draw on a combination of lecture notes, essential readings and where relevant, discussion in class. Across the semester you can also answer up to TWO questions that address a documentary screened in the lecture slot, but your first submission should only address ONE. Only films available via Kanopy streaming service (ie accessible via Library Catalogue) will be allocated a question (i.e. so that you can re-watch if necessary). As a rough guide, aim for 200-250 words. Obviously this is a short answer, and it is therefore especially important to answer the question directly and concisely. Not all readings for that particular week will be directly relevant to the question, so do not feel pressure to massage a particular reading (or even the lecture) into your answer if it does not seem to fit. There is no bibliography required, but the response should be properly referenced, eg. with footnotes indicating page numbers of original article. You are not expected to read beyond the study kit to answer your question, but if you do please reference your source. The first tutorial responses exercise is worth 15% (or 7.5 % per answer).

The second tutorial responses exercise is due in Week 13 (electronic submission by 4pm on Friday). It follows the same formula as the first, but this time you provide answers to FOUR questions chosen from weeks 6-13. Once again, each answer is worth 7.5% of a total of 30%.

A good habit to develop over the course of the semester would be to write your response (or a draft of it) shortly after the tutorial where the question was discussed. This way, at the end of semester you merely have to bring your files together and submit the assessment as a whole.

Feedback: Both exercises will be assessed and graded electronically. I will send a notice to the course when I have finished marking. I anticipate this will be by the end of Week 7 for Part I and no more than two weeks after Part II. You will be able to access your feedback and grade via Moodle.

Sexual Knowledge Class Presentation (Five minutes maximum) – 10%
Due: Tutorial weeks assigned at the first tutorial in week 2.
This is the ‘show and tell’ task of the course. Each of you will find a source of sexual knowledge, drawn from any period of the course, peruse/explore it, then introduce it to your classmates at the beginning of your designated week. The goal is to encourage independent research, and to widen our general history of sexual knowledge. No formal presentation is required – you are encouraged to speak informally and BRIEFLY. You do not need to make hand-outs, though you can pass your source around if you wish.
Run through the basics – what is the source about? Where did it appear? Who created it? What is/ was the intended/ probable audience? What sort of discussion/ representation of sex and sexuality is evident? What sex and sexualities are being promoted or discouraged? How is sexual knowledge presented? Is it informative? How can you account for its popularity? Does it seem ahead of its time? Is it heteronormative? How does it stand up over time? [NB: not all of these questions will be relevant to your particular source, nor can you cover all of them in the time allocated]

What you are being assessed for: research skills (it is easy enough to find a 2012 edition of Cleo magazine, but much more impressive to chase up an older one in a library for instance), presentation, content & critique.

The purpose of this exercise is to get you excited about the possibilities of primary research, and to encourage students to talk in class. You will receive a mark out of ten (over email) from your tutor by the end of the week in which you present. You automatically receive 50%
(or five marks out of ten) for turning up and presenting an example of sexual knowledge. The scale then follows:

- 6-7: good work, solid description and historical context provided.
- 8-9: a very good presentation in which the student showcased research skills and provided an illuminating discussion of the source.
- 10: an excellent presentation: the student clearly approached the task with enthusiasm, and displayed analytical and descriptive flair in the process. Originality is also rewarded.

**Feedback:** I will send feedback to your email address (your student account) within two days of your presentation, normally within 24 hours.

A recent (2014) Western ‘translation’ of a classic source of sexual knowledge, the ancient Indian Hindu text, the Kama Sutra, originally composed between 400 BCE and 200 BCE.

**What is sexual knowledge?**
For the purposes of this exercise, a source of sexual knowledge covers any written or visual material designed to provide information about sex and sexuality. The most obvious examples are sex education textbooks, marriage manuals, sex guides, magazines, birth control information and various publications directed towards promoting sexual health.
Other examples include sex manuals for alternative sexualities and sexual practices and religious tracts promoting virginity and/ or discouraging types of sexual behaviour. The anti-masturbation material we encounter in week 4 is an example of a source of sexual knowledge as the authors claim scientific and/ or other expertise and provide knowledge about the allegedly harmful effects of masturbation. **You may choose to find a source linked to the period under discussion in your assigned tutorial, though this is not compulsory.**

Suggestions:

The big-selling marriage manuals of the twentieth century include:
Theodar H. van de Velde, *Ideal Marriage, its physiology and technique*, (London: Hieemann, 1965) originally published 1926 (see Beatrix Campbell article in Study Kit for further information) (High Use Collection)

Marie Stopes, *Married Love or Love in Marriage*, 1918 (Ordered for High Use Collection, Available on Google Books)

David Reuben, *Everything You’ve Always Wanted to Know About Sex (But were afraid to ask)*, 1969

Nancy Friday, *My Secret Garden*, 1973


Magazines – eg. *Cosmopolitan, Cleo, Playboy, Sexology, Outrage* [even better if older]

The Main Library is also a treasure trove of potential sources: simply type in ‘sex instruction’ or ‘sex education’. Look around you and also reflect on where and how you received sexual knowledge. You can use magazines, official government literature, feminist and/ or gay sex manuals, or make a case to me about some other popular source of sexual knowledge, eg. Judy Blume’s novel *Forever* (1976) You can also use documentaries, educational videos and the internet, though I draw the line at pornography.

Some examples from previous years: the magazine and website for *Lesbians on the Loose* (LOTL), the novels *Puberty Blues* and *Flowers in the Attic*, the television series *Looking* and *Girls*; comparative HIV-AIDS education campaigns from around the world, Christian sex guides (various denominations), The Bible, *Kama Sutra* (various editions, translations, even a set of Kama Sutra playing cards), You Tube sensation Laci Green, BDSM community websites, erotic novels including *50 Shades of Grey* and *Story of O*.

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**Sexual Knowledge reflection** (approximately 150-200 words)
**Due:** up to a week after I send feedback on your sexual knowledge presentation.
**Submission:** Send to me via email (z.simic@unsw.edu.au) or via Moodle. You can attach as a word file or write directly into the email.
**Aim:** Write reflectively about the process of researching, presenting and receiving feedback on your sexual knowledge presentation. You can choose to emphasise one part of the process over the others, for example:
- having received written feedback from me, you may choose to reflect on what you could have done differently to improve your result and/ or maximise the potential of your primary source OR
- you may use the opportunity of reflection to ruminate on the research process: eg. by further elaborating on how you came to choose this source, and what other options you considered (in this case, do not repeat the content of your presentation if you already covered this) OR
- you could reflect on how you may use your source in your research essay (in the past, students have found this assessment a useful way to begin their research essay) OR
- you may reflect on the assessment and its utility as a whole, eg. provide feedback on whether or not this assessment has been a useful way to explore the history of sexuality OR
- a general reflection on the question of sexual knowledge itself – eg. how your source led you to reflect on how we receive and interpret sexual knowledge from the past and/ or in the present.

How to approach this assessment: this is not a formal research and writing exercise (i.e. not an essay). Rather it is designed to get you to reflect on how your research, presentation and/ or interpretative skills are developing as the course progresses. Provided you communicate your ideas clearly and demonstrate genuine reflection, you will receive full marks for this assessment.

Feedback: Over email, within a week of sending the reflection to me.

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**Research Essay (2000 words)**

**Due:** Friday May 20 by 4pm.

**Submission:** Electronic submission via Turn It In on Moodle. Please tick originality box.

**Feedback:** Essays submitted on time will be assessed by end of Week 13.

**NOTE:** Further readings list/ Essay Guide will be posted to Moodle by Week 6. It is highly recommended that you read at least half of the applicable recommended reading as part of your 6-8 sources.

Choose ONE question from the following list.

1. Were the Victorians sexually repressed? What evidence is available for and against the ‘repressive hypothesis’?


2. Compare how two or more of the following list of influential sexologists ‘diagnosed’ and ‘explained’ homosexuality. Take care to locate them in their historical and cultural context.

   - Richard von Krafft-Ebing (1840-1902)
   - Havelock Ellis (1859-1939)
   - Magnus Hirschfeld (1868-1935)

   Starting point: Laura Bland and Laura Doan (eds.) *Sexology in Culture: Labelling Bodies and Desires* (Polity: Cambridge, 1998) & Garton, Chapter 9
3. In what ways did interracial relationships challenge ‘the social, sexual, and colonizing dynamics of settler colonialism’? Discuss with reference to Australia and/or the United States.

Starting point: Ann McGrath, *Interracial Sex and Marriage in the United States and Australia*, (Lincoln: University of Nebraska Press, 2015) – NB: this book is accessible online via the UNSW library catalogue. The words ‘the social, sexual and colonizing dynamics of settler colonialism’ are from her introduction, p. 2

4. In what ways have the histories of colonialism and prostitution intersected? (Please use examples from two or more different colonial contexts in your answer)

Starting point: The work of Philippa Levine, she has written extensively on this topic, including: *Prostitution, Race and Politics* (New York: Routledge, 2003)

Anna Clark, (ed.) *A History of Sexuality in Europe: A Source Book and Reader* (Routledge: London, 2011), Part 7: How were definitions of prostitution influenced by race, and were experts able to control prostitution?

5. What does evidence of gay and lesbian subcultures prior to the 1970s reveal about the public visibility (or not) of homosexuality?

Starting point: there are lots of case studies of various subcultures, particularly in urban settings. You may wish to compare two or more in the same period (eg. 1900-1950). See: George Chauncey, *Gay New York: Gender, Urban Culture and the Making of the Gay Male World*, (New York: Basic Books, 1994) and Matt Houlbrook *Queer London: perils and pleasures in the sexual metropolis, 1918-1957*, University of Chicago Press, 2006 or compare a gay subculture with a lesbian subculture in same period/place. A case study approach is recommended.


6. What was more controversial – the Kinsey Report into Male Sexuality (1948) or Female Sexuality (1953)? Why?


7. What was the sexual revolution? Discuss in relation to popular culture, counterculture and/or everyday life. (Do not confine your discussion to the United States)


8. How and why did popular thinking about female orgasm shift over the twentieth century?

Starting point: Colson, M.H. 2010. ‘Female orgasm: Myths, facts and controversies’. *Sexologies*, 19: 8-14 – online [Also Freud and feminism weeks in study kit]

9. Trace and analyse feminist critiques of pornography from the 1970s to the present.


10. Provide a short history of one of the following categories: bisexuality, queer or asexuality. Your history should account for changes over time and engage with debates about these terms.

Starting points:
- Bisexuality: see *Journal of Bisexuality* (eg. L. McDowell, ‘Historicising Contemporary Bisexuality’, 2009), the work of Clare Hemmings, Steven Angelides.

11. Discuss the impact of HIV-AIDS on sexual behaviour and identities in one or more western countries.

Starting point: The work of Australian researcher Gary W. Dowsett (eg. his 1996 book *Practicing Desire: Homosexual Sex in the era of AIDS*: note the impact of HIV-AIDS on sexual identity and behaviour continues to change and evolve and Dowsett’s research reflects this, see Google Scholar for selection of his articles)

12. Provide historical context to one of the following contemporary debates about sexuality:
- Same-sex marriage (NB: *Journal of Homosexuality* has lots of relevant articles)
- Sexualisation of children (see *Australian Feminist Studies*, special issue on the child, 23:57, 2007)

NB: Historical context is for you to define – it could be the last twenty years, the last 200 years, since the year 2000 etc.

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that
is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: 

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

There are three “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Responses Part I</td>
<td>Friday 8 April by 4pm</td>
</tr>
<tr>
<td>Research Essay</td>
<td>Friday 20 May by 4pm</td>
</tr>
<tr>
<td>Tutorial Responses Part II</td>
<td>Friday June 3 by 4pm</td>
</tr>
</tbody>
</table>

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback in Moodle within three weeks of the due date. For your grade and feedback, go back into your original assignment. I will send a message to the course when the assessment has been graded.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you
telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

As an additional member, send your assessment directly to Zora if Turn It In is having problems – this is further proof of submission. When Turn It In begins working again, make sure you submit – Zora grades directly in Moodle.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
• A request for an extension should be submitted before the due time/date for the assessment task.
• The Course Authority should respond to the request within two working days of the request.
• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
• The Course Authority advises their decision through the online extension tool.
• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

• A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

• Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.
• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• **A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).**

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**

8. **Class Clash**

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. **Academic Honesty and Plagiarism**

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: [https://student.unsw.edu.au/plagiarism/](https://student.unsw.edu.au/plagiarism/). They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: [http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)
### 10. Course Schedule

**To view course timetable, please visit:** [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

Please note: this course is designed in such a way that the lecture comes first, followed by the tutorial on the same topic within the same week. See Tutorial Program for specific readings and questions.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Tutorial/ Assessment</th>
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| **Week 1:** March 3  
Introduction.  
‘What is Sexual Knowledge’?  
Screening: Friends of Dorothy (2014) | No tutorial in Week 1 – read Garton, Rubin and Foucault for this week and next. |
| **Week 2:** March 10  
Theorising Sex/ Historicising Sex  
(including Foucault and the History of Sexuality) | Introducing the History of Sexuality (Garton, Rubin and Foucault) – there will be opportunities in the lecture to discuss these foundational readings. |
| **Week 3:** March 17  
Sex in Antiquity  
Case Study: Ancient Greece | Did the Greeks invent homosexuality: sexual acts in the Ancient World? |
| **Week 4:** March 24  
Sex in the Pre-Modern World  
The Christian Inheritance  
Screening: Sex: An Unnatural History Episode 4: The Church (2011) | Sex and Sin  
NB: There are no tutorials in Week 5 due to Good Friday holiday but there is a lecture and I will be allocating time to discuss readings/ tutorial questions in lecture slot. |
| **Week 5:** April 7  
Eighteenth Century Sex  
Case Study: Masturbation | Onanism: Eighteenth century discourses on masturbation  
Tutorial responses Part I due Friday April 8 by 4pm – electronic submission. |
| **Week 6:** April 14  
Sex in the Victorian Era  
Case Study: Prostitution  
Screening: Scarlet Road (2011) | Prostitution: Necessary Evil? |
| **Week 7:** April 21  
Sex and Colonialism  
| **Week 8:** April 28  
Freud and female sexuality | Freud, female sexuality and clitoris |
| **Week 9:** May 5  
Twentieth century sexual revolutions Part I: Sexology/ Kinsey | Kinsey and sex research |
| **Week 10:** May 12  
Twentieth Century Sexual Revolutions Part II: Sexual Revolution and the feminist critique. | Sexual Revolution(s) |
Week 11: May 19
From Gay Liberation to Queer Nation
Screening: *Homosexuality – A Film for Discussion* (1975)*
Guest Lecturer: Sophie Robinson
NB: This is a rare screening of an important film. * Not available on Kanopy

Australia’s Gay and Lesbian History
Research Essay due Friday May 20 by 4pm.

Week 12: May 26
Aftermaths
Lecture I: Feminism and Pornography
Lecture II: AIDS: A Short History

Feminism and Pornography

Week 13: No Lecture
HIV-AIDS in Australia
Submit Tutorial Responses Part II

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**Tutorial Program including Tutorial Questions**

**NB: All readings to be downloaded from Moodle or via Library Catalogue**

**Week 1: March 3**
There is no tutorial in Week One.
Do read the set readings (or at least Garton) for Week 2 in order to better comprehend the lecture in Week 2, and as a conceptual and historical overview of the field.

There is one tutorial question option on the documentary Friends of Dorothy (2014), written and directed by William Yang.

1. How does William Yang’s documentary *Friends of Dorothy* illuminate the history of sexuality in Australia?

**Week 2: (March 9 & 10) Introducing the History of Sexuality**

**Spotlight: Michel Foucault**

This tutorial will mostly be devoted to ‘housekeeping’ issues and introductions. I do, however, urge you to read the required reading. This is a lot of reading for one week, but the idea is that you will return to these works throughout the course. There will also be time in the Week 2 lecture to discuss these readings. **Please get into the habit of doing your reading before the lecture.** You are invited to answer a tutorial question should you wish.

Garton’s article provides an excellent overview of the field, and you will probably find yourself revisiting it throughout the course. Note his discussion of Michel Foucault in particular.

Gayle Rubin’s essay has been incredibly influential, and signposts many themes that we will explore throughout the course. **NB: Rubin’s article was published in 1984: this context is important. It was partly written in response to the ‘Feminist Sex Wars’ that emerged partly in response to the Sexual Revolution (see week 10).**

As Garton describes, Michel Foucault’s *History of Sexuality* Vol 1 (first published in French in 1976 and in English translation in 1978) ‘stands out as the key text in the historiography of
By including excerpts from the English translation, it is hoped that you can begin to comprehend his significance. As the course develops, you will notice the influence of Foucault in several ways, beginning in Week 3 with Halperin’s work on Ancient Greece.

**Readings in Week 2 Folder on Moodle:**

*NB: Folders typically include set readings, the lecture Powerpoint and occasionally, extra readings mentioned in the lecture and/or useful for essay*


Note the Rubin article on Moodle has a different citation (same article):


**Tutorial Questions:**

1. What are ‘essentialism’ and ‘social construction’ in relation to the history of sexuality?
2. What is the ‘sex hierarchy’ and what are its effects? (see Rubin)
3. How do Garton and Rubin assess the contribution of Foucault to the history of sexuality and sexuality studies?
4. What is the ‘repressive hypothesis’ and what does Foucault do with this concept in order to challenge previous interpretations of the Victorian era in particular?

**Week 3 (March 17-18)**

**Did the Greeks invent homosexuality?**

**Sexual Acts in the Ancient World**

**Week 3 Folder on Moodle:**

- Primary Source: Aristophanes’ Speech from Plato, Symposium, 189d7-192a1 in Mathew Kuefler (ed.) The History of Sexuality Sourcebook, (New York: Broadview Press, 2007), 70-72
- David M. Halperin, ‘One Hundred Years of Homosexuality’ from One Hundred Years of Homosexuality And Other Essays on Greek Love, (New York: Routledge, 1990), 15-40

**Tutorial Questions:**

1. What was distinctive about the sexual behaviour of citizen men in Ancient Athens?
2. Why is this period of history so contested in terms of the ‘origins’ of homosexuality?
3. Compare the interpretations of Aristophanes’ speech in Plato’s Symposium offered by Boswell and Halperin. Which is the more compelling?
4. Compare the different approaches Boswell and Halperin bring to the history of homosexuality.

**Week 4: (March 24)**  
**Sex and Sin: Christian Inheritance**

**NOTE:** Due to Good Friday on March 25, we will not have tutorials this week. Instead we shall discuss the readings in the lecture slot. Attendance will be taken at the lecture.

**Week 4 Folder on Moodle:**
- Gail Hawkes, ‘Naughty but Nice, Or Never on Sundays?’: Sex and Sin, Past and Present’ in Gail Hawkes and John Scott (eds.), *Perspectives in Human Sexuality*, (South Melbourne: Oxford University Press, 2005), 155-167

**Tutorial Questions:**
1. Using sources from early Christianity, chart the elaboration of sex and sin by Jesus and the early Church Fathers.
2. How and why was the body (or ‘flesh’) such a problem for early Christianity?
3. In Christian terms, what is ‘good’ sex, and what is not?
4. How has the Christian association between sex and sin continued to influence Western attitudes to sex and the body? (Provide examples)
5. How does the documentary *Sex: An Unnatural History* Episode 4: The Church approach the topic of religion and sex? Did you find this approach informative?

***MID-SEMESTER BREAK FRIDAY MARCH 25 to SUNDAY APRIL 3***

**Week 5: (April 7 & 8)**  
**Onanism: Eighteenth Century discourses on masturbation**

**Week 5 Folder in Moodle:**
- Thomas W. Laqueur, 'The Spread of Masturbation', *Solitary Sex: A Cultural History of Masturbation*, (New York: Zone Books, 2004), p. 24-82 (**Warning**: this is a long chapter, but it is useful to the course as a whole as it takes us right up until the present)
- Also available on Moodle (not required, but may be of interest):
  - Excerpts from *Onania* (originally published 1716) and *Onanism* (originally published 1758)

**Tutorial Questions:**
1. What *is* onanism? And how did it become a problem in the 18th century?
2. Did the production of more knowledge about sex – particularly masturbation – suggest a more ‘enlightened’ view about sex in the eighteenth century?
3. How did discourse about masturbation merge with or emerge from other contemporary Enlightenment discourses, eg. medical, pseudo-medical.
4. What shifts does Laqueur chart in his history of masturbation’s ‘spread’? ie. in the 19th and 20th centuries.

**Week 6: (April 14 and 15)**

**Prostitution:**

**Necessary Evil?**

**Week 6 Folder on Moodle:**

**Tutorial Questions:**
1. Historically, why has prostitution been difficult to define and/ or regulate?
2. How did Victorian-era debates about prostitution reinforce or challenge the sexual double standard?
3. What historical lessons does Walkowitz draw from feminist campaigns to repeal the Contagious Diseases Acts? Do you agree?
4. Levine argues prostitution in the British colonies was interpreted and managed differently to prostitution in Britain itself. Why?
5. What arguments are made for the category sex work in the documentary *Scarlet Road: A Sex Worker’s Journey* (2011)?

**Week 7: (April 21 and 22)**

**White Men, Aboriginal Women**

**Aboriginal Men, White Women**

**Week 7 Folder on Moodle:**
- Victoria Haskins and John Maynard, ‘Sex, race and power: Aboriginal men and white women in Australian history’, *Australian Historical Studies*, 36:126, 191-216
- Hannah Robert, 'Disciplining the Female Aboriginal Body: Inter-racial sex and the pretence of separation’, *Australian Feminist Studies*, 16:34, 2001, 69-81

**Tutorial Questions:**
1. Why, according to Victoria Haskins and John Maynard, were sexual relationships between Aboriginal men and white women ‘profoundly destabilising’?
2. What were some of the ways white society made sense of sex between Aboriginal men and white women?
3. How were discourses of miscegenation expressions of colonial power?
4. What does Robert mean when she says that ‘sex’ was projected onto Aboriginal women?
5. How and why does the short film *Nice Coloured Girls* use the colonial period to represent contemporary Aboriginal women and their sexuality?
**Week 8: (April 28 & 29)**  
**Freud, Female Sexuality and the Clitoris**

**Week 8 Folder on Moodle:**
- Alison Moore, ‘Relocating Marie Bonaparte’s Clitoris’, *Australian Feminist Studies*, 24:60, June 2009, 149-165  

**Tutorial Questions:**
1. According to Freud, what role does ‘penis-envy’ play in the development of femininity?  
2. Who was Marie Bonaparte and how did her life and work both challenge and reinforce Freud’s ideas about female sexuality?  
3. How does Anne Koedt counter Freud and Bonaparte’s representations of female sexuality?  
4. Why does Alison Moore think Bonaparte has been misunderstood by 1970s feminists such as Koedt?

**Week 9: (May 5 & 6)**  
**Kinsey and Sex Research**

**Week 9 Folder on Moodle:**
- Kinsey scale; summary of data from *Sexual Behaviour in the Human Male* (1948) and *Sexual Behaviour in the Human Female* (1953), sourced from Kinsey Institute, [http://www.kinseyinstitute.org](http://www.kinseyinstitute.org)  
- Erdman Palmore, ‘Published Reactions to the Kinsey Report’, *Social Forces*, 31:2, December 1952, 165-172  

**Tutorial Questions:**
1. How was Kinsey’s first report, published in 1948, received by his contemporaries?  
2. What were the strengths and limitations of Kinsey’s approach to sex research?  
3. Account for the popular interpretation of Kinsey as a ‘father’ of the sexual revolution.  
4. What are some of the measures of Kinsey’s long-term influence? You can refer specifically to sex research; to wider knowledge about sexuality or both.

**Week 10 (May 12 & 13)**  
**Sexual Revolution(s)**

**Week 10 Folder on Moodle:**
Tutorial Questions:
1. How important was the pill to the sexual revolution?
2. Make a case for ‘sexual revolutions’ rather than the sexual revolution.
3. Why does Susan Magarey argue that the Sexual Revolution was a ‘big flop’? Answer the question in relation to second wave feminism.
4. Discuss Australia’s sexual revolution in relation to international developments and influences.

Week 11: (May 19 & 20)
Australia’s Gay and Lesbian History

NB: Research Essay due by Friday May 20 by 4pm, electronically via Turn It In on Moodle.

Week 11 Folder on Moodle:

Tutorial Questions:
1. How did Dennis Altman define ‘gay liberation’ in the 1970s?
2. What happened in the 1960s to pave the way for gay liberation?
3. What history does Baird provide to contemporary debates about same-sex marriage?

Week 12: (May 28 & 30)
Feminism and Pornography

Study Kit:

Tutorial Questions:
1. Why and how did Andrea Dworkin argue for the larger harms of pornography on women?
2. What are the strengths and or limitations of Dworkin’s interpretation of pornography?
3. How was feminism implicated in the 1985 Attorney-General’s Commission on Pornography (aka the Meese Commission)?
4. What is new about contemporary anti-porn feminism? What is not?
Week 13: (June 4 & 6)
HIV-AIDS in Australia

Come and celebrate the end of semester! I also aim to return your research essays to you (or at least those submitted in a timely fashion). Tutorial responses are also due this week – you can submit online by 5pm Friday. Do provide a signed coversheet for me – either hand in to me in class or place in envelope on my door.

Study Kit:


Tutorial Questions:
1. What was distinctive about the Australian response to the AIDS crisis? (you can also draw on the documentary Rampant to answer this question)
2. What is ‘safe sex’, and how was it promoted in the first decade of HIV-AIDS?
3. Thirty years after AIDS was first diagnosed in Australia, what challenges remain?

11. Course Resources

Moodle!

Textbook Detail: No set text. All readings on Moodle

Journals
Journal of the History of Sexuality
The Journal of Sex Research
Gender and Sexuality
GLQ: A Journal of Gay and Lesbian Studies
Journal of Homosexuality
Gender and History
Australian Feminist Studies
Feminist Review
Sexualities

Additional Readings
Good overviews/ collections of relevant essays: (* indicates will be in High Use Collection)


Foucault, Michel, The History of Sexuality Part I, Part II: The Use of Pleasure, Part II: Care of the Self, Various editions (NB: Penguin currently has the first part on sale as part of their classic $10 series)

Hawkes, Gail and John Scott (eds.), *Perspectives in Human Sexuality*, (South Melbourne: Oxford University Press, 2005)*

**Websites**
“Defining Gender: Five Centuries of Advice Literature for men and women’ (Database of sources, accessible via UNSW Catalogue)

http://www.queertheory.com/
http://www.gqbtk.com/ (gay and lesbian studies)
http://www.kinseyinstitute.org/
http://nsrc.sfsu.edu/ (National Sexuality Resource Centre – American)
http://home.vicnet.net.au/~alga/ (Australian Gay and Lesbian Archives)
http://www2.hu-berlin.de/sexology/ (Magnus Hirschfeld Archive for Sexology)

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**12. Course Evaluation and Development**

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

**13. Student Support**

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:

http://www.lc.unsw.edu.au
14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.