

School of Humanities and Languages

**ARTS 2906**  
**History of Sexuality**  
**Semester 1, 2014**



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Image: Rennie Ellis, *Join Gay Lib, Parkville, 1974*

**Convenor: Dr Zora Simic**

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Sexology magazine was launched in 1933 by science fiction publisher Hugo Gernsbach and its covers offer a unique history of sexual attitudes and debates.

Image: <http://listoftheday.blogspot.com.au/2012/05/sexology-magazine-covers-of-day.html>

## 1. Course Staff and Contact Details

Course Convenor/ Lecturer/ Tutor			
Name	Dr Zora Simic	Room	Morven Brown 347
Phone	93851736	Email	z.simic@unsw.edu.au
Consultation Time	Wednesday and Friday, 11-12 or by consultation.		

## 2. Course Details

Units of Credit (UoC)	6 units		
Course Description	<p>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<sup>th</sup> 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. '</p> <p><b>Essentials:</b> Study Kit (UNSW Bookshop); Moodle (for powerpoints, lectures, other resources, news from Zora)</p> <p>Lectures begin on Wednesday March 5 in <b>Biomedical Theatre A</b> (1pm-3pm) and run from weeks 1 through to 12. There is a mid-semester break from Friday April 18 [Good Friday] to Sunday April 27. Tutorials commence in week 2 and run through to week 13. 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.</p> <p><b>Tutorials:</b>            Wednesday 3pm – Webster 352            Wednesday 4pm – Morven Brown G4            Friday 10am – Quadrangle GO46            Friday Middyay – Quadrangle GO46            Friday 1pm – Quadrangle GO46</p>		
Course Aims	1.	To demonstrate how sexuality has been central to social, cultural and political transformations in the modern period.	
	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.	
	3.	To introduce students to key thinkers on sexuality, from psychologists such as Sigmund Freud through to sexologists such as Alfred Kinsey and to scholars such as Gayle Rubin and Michel Foucault.	

	4.	To encourage students to historicise contemporary debates about sexuality.
	5.	To make engagement with primary material central to all analysis of the history of sexuality.
Student Learning Outcomes	1.	Demonstrate an understanding of at least one period or culture of the past
	2.	Demonstrate an understanding of a variety of conceptual approaches to interpreting the past
	3.	Identify and interpret a wide variety of secondary and primary materials
	4.	Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline
	5.	Analyse historical evidence, scholarship and changing representations of the past
	6.	Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form
	7.	Identify and reflect on the knowledge and skills developed in their study of History
Graduate Attributes	1.	The skills involved in scholarly enquiry
	2.	The ability to engage in independent and reflective learning
	3.	Information Literacy - the skills to locate, evaluate and use relevant information
	4.	The skills of effective communication
	5.	An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
	6.	The capacity for enterprise, initiative and creativity

### 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. 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, though usually not until AFTER 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					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Sexual Knowledge Presentation	5 minutes	10%	1,3,5,7	1,2,3,4, 6	Allocated in first tutorial
Sexual Knowledge Reflection	200 words	5%	3,5,7	2,4	Week after presentation
Tutorial Responses Part I	2 x 250 words	15%	1,2,3,4,5,6	1,2,4,5	End of Week 5
Tutorial Responses Part II	4 x 250 words	30%	1,2,3,4,5,6	1,2,4,5	End of Week 13
Research Essay	2000 words	40%	1,2,3,4,5,6	1,2,3,4,5,6	Friday May 23
<b>Please Note:</b> In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.					

### **Tutorial Responses Exercise Parts I and II**

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

**Submission: Part I** in person, in your tutorial. If this is not possible, please make an alternative arrangement with your tutor BEFORE the due date. Also submit electronically as a back-up.

**Part II** is to be submitted electronically via Moodle by 5pm Friday Week 13. A signed coversheet must also be submitted – in person to Zora in class, or into envelope on her door by end of Week 13.

The first tutorial responses exercise is due in class in Week 5. You will submit TWO responses to two tutorial questions, chosen from Weeks 2, 3, 4 or 5 (**Never answer questions from the same week**). 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, readings from the study kit and where relevant, discussion in class.** As a rough guide, aim for 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 5pm 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:** The first tutorial responses will be returned to you in the lecture slot in Week 7 (note there is no tutorial in Week 7 due to the public holiday on the Friday).

The second lot of tutorial responses will be examined electronically and you will receive an email when examination has been completed. You will then be able to access feedback 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]

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.

### **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:

*Aristotle's Masterpiece* (sex manual and midwifery book popular in early modern England into the nineteenth century) – available online at <http://www.exclassics.com/arist/ariscont.htm>

The big-selling marriage manuals of the twentieth century include:

Theodor H. van de Velde, *Ideal Marriage, its physiology and technique*, (London: Hienemann, 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

Alex Comfort, *The Joy of Sex*, 1972 (Interesting material from the time on Google Books) – NB. *The Joy of Gay Sex*, 1977

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.

**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](mailto: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.

**Research Essay** (2000 words)

**Due:** Friday May 23 by 4pm in hard copy (School Office); 5pm (electronically via Moodle)

**Submission:** To the ARTS or HISTORY or Women's and Gender Studies drop box in the School of Humanities and Languages, Morven Brown Building, Second Floor by 4pm. Also electronically via Moodle. Take care to use a cover sheet for hard-copy submission.

**Feedback:** Essays handed in on time (in hard copy) will be returned in Week 13 in class.

**NOTE: Further readings list will be posted to Moodle by Week 6.**

Choose ONE question from the following list.

1. Were the Victorians sexually repressed?

Starting point: Stephen Garton, 'Victorianism', *Histories of Sexuality*, (London: Equinox, 2006) Online e-book via library catalogue.

Anna Clark, 'Were the Victorians Sexually Repressed?' in Anna Clark (ed.) *The History of Sexuality in Europe: A Sourcebook and Reader*, (London: Routledge, 2001)

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

Anna Clark (ed.) *A History of Sexuality in Europe: A Source Book and Reader* (Routledge: London, 2011), Part 8: Did sexologists impose definitions of homosexuality on men and women who desired those of the same sex, p. 183-208

3. In what ways has the history of sexuality illuminated the history of colonialism? (Can narrow down to particular examples/ contexts)

Starting point: Stephen Garton, 'Chapter 7: Dominance and Desire' in *Histories of Sexuality*, (London: Equinox, 2006) Online e-book via library catalogue [and McClintock, cited for question 4]

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: Anne McClintock, *Imperial Leather: race, gender and sexuality in the colonial contest*, (Routledge: New York, 1994) – NB: this book is accessible online via the UNSW library catalogue.

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)

6. What evidence did Alfred Kinsey provide about heterosexuality? What was new about this? What wasn't?

Starting point: Chapters on Kinsey in Ken Plummer (ed.), *Sexualities: Critical Concepts in Sociology, Vol 1*, (London: Routledge, 2002)

7. What was the sexual revolution? Discuss its positive and negative effects.

Starting point: Angus McLaren, *Twentieth Century Sexuality*, (Oxford: Blackwell, 1999)

Stephen Garton, 'Sexual Revolutions', *Histories of Sexuality*, (Equinox: London, 2006)

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

Starting point: Nancy Tuana, 'Coming to Understand: Orgasm and the Epistemology of Ignorance', *Hypatia*, 19: 1, Winter 2004, pp. 194-232 [Also Freud and feminism week]

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

Starting point: Kath Albury, 'Pornography' in Hawkes and Scott (eds.) *Perspectives in Human Sexuality* (Melbourne: Oxford, 2005)

10. In what ways, and for what reasons, do queer theorists and activists challenge categories such as 'straight', 'gay', 'lesbian', 'homosexual', 'heterosexual' and 'bisexual'?

Starting point: Ken Plummer (ed.), *Sexualities: Critical Concepts in Sociology, Vol IV: Sexualities and Their Futures*, (London and New York: Routledge, 2002), See the section: 'Going Queer'.

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

Starting point: Cindy Patton, *Inventing AIDS*, (New York: Routledge, 1990) and/ or 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)
  - The 'pornification' of culture. (Start with C. Smith, 'Pornographication: A Discourse for all seasons', *International Journal of Media and Cultural Politics*, 2010)

**SUBMISSION: Written assessments are to be submitted in hard copy with a signed coversheet AND electronically via Moodle. The exceptions are: the sexual knowledge reflection which is to be emailed directly to me (via Moodle or at [z.simic@unsw.edu.au](mailto:z.simic@unsw.edu.au)) within a week of you receiving feedback on your presentation; and the final set of tutorial responses which can be submitted electronically only via Moodle.**

### HOW IS WRITTEN WORK ASSESSED?

The tutorial responses and research essay are evaluated according to three sets of criteria:

**Argument and analysis:** i.e. how successfully you answer the question, including analysis of secondary and primary material.

**Style and structure:** i.e. how you organise and present your work. Take care to write clearly, to use proper paragraphs and to avoid unnecessary repetition. Make sure sloppy grammatical and spelling errors do not compromise the overall quality of your work.

**Research and referencing:** the extent to which your assessment has a solid basis in relevant research and is properly referenced, ideally using Chicago style (footnotes with a bibliography in the case of the essay) or at the least a referencing system that is commonly used (eg. Harvard, MLA). Do not make up your own system (quite common!). When in doubt, reference your material (this includes wikipedia). This will militate against inadvertent plagiarism. Plagiarism sometimes occurs because a student is not aware, for instance, that even if you are not directly quoting from a primary or secondary source, you should still provide a reference (footnote, endnote or internal) indicating where you have sourced your information from.

For referencing information note that we prefer the Chicago or Oxford style (i.e. footnotes and bibliography) but also accept Harvard and MLA is properly used. I highly recommend following these links for further information:

<https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system>

<https://student.unsw.edu.au/harvard-referencing>

<http://www.chicagomanualofstyle.org/home.html>

### Grades

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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 <https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

### Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

### Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

### Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses

the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. 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: <http://www.lc.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>



Early responses to the Kinsey Report *Sexual Behaviour in the Human Female* (1953) – singing group the Barry sisters. Image from: <http://knowhomo.tumblr.com/post/17381334708>

## 8. Course Schedule including tutorial program

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Lecture	Tutorial/ Assessment
<b>Week 1:</b> March 5 Introduction. 'What is Sexual Knowledge'?	No tutorial in Week 1
<b>Week 2:</b> March 12 Theorising Sex/ Historicising Sex	Introducing the History of Sexuality
<b>Week 3:</b> March 19 Sex in Antiquity Case Study: Ancient Greece	Did the Greeks invent homosexuality: sexual acts in the Ancient World?
<b>Week 4:</b> March 26 Sex in the Pre-Modern World The Christian Inheritance	Sex and Sin
<b>Week 5:</b> April 2 Eighteenth Century Sex Case Study: Masturbation	<i>Onanism</i> : Eighteenth century discourses on masturbation Tutorial Responses Part I due in class
<b>Week 6:</b> April 9 Sex in the Victorian Era Case Study: Prostitution	Prostitution: Necessary Evil?
<b>Week 7:</b> April 22 Sex and Colonialism Screening: <i>Nice Coloured Girls</i>	No tutorial this week due to Good Friday: will discuss tutorial questions in lecture. I will also hand back TR 1 in lecture.
<i>Mid-semester break</i>	Friday 18 <sup>th</sup> April to 27 <sup>th</sup> April
<b>Week 8:</b> April 30 Foucault & the History of Sexuality	Foucault and the 'repressive hypothesis'
<b>Week 9:</b> May 7 Freud and female sexuality	Freud, female sexuality and the clitoris
<b>Week 10:</b> May 14 Twentieth Century Sexual Revolutions Case Study: Sexology/ Kinsey	Kinsey and sex research
<b>Week 11:</b> May 20 From Gay Liberation to Queer Nation Screening: <i>The Hidden History of Homosexual Australia</i> (2005)	Australia's Gay and Lesbian History Research Essay due by Friday May 23 4pm (hard copy to School Office; Moodle by end of day)
<b>Week 12:</b> May 26 Aftermaths: Feminist Sex Wars AIDS: A Short History	'Sex Wars'
<b>Week 13:</b> No Lecture	AIDS in Australia Submit Tutorial Responses Part II Essays returned in final tutorial.

## **Tutorial Program**

### **Week 1:**

There is no tutorial in Week One.

Do read the set readings for Week 2 in order to better comprehend the lecture in Week 2, and as a conceptual and historical overview of the field.

### **Week 2: (March 9 & 11) Introducing the History of Sexuality**

This tutorial will mostly be devoted to 'housekeeping' issues and introductions. I do, however, urge you to read the required reading. Garton's article provides an excellent overview of the field, and you will probably find yourself revisiting it throughout the course. Gayle Rubin's essay has been incredibly influential, and signposts many themes that we will explore throughout the course. It also figures as part of the 'Sex Wars' in American feminism that we return to in Week 12. You are invited to answer a tutorial question should you wish, though we will most likely not have time to discuss the readings properly in class.

NB: Rubin's article was published in 1984: this context is important.

#### ***Study kit:***

- Stephen Garton, 'Writing Sexual History', *Histories of Sexuality: From Antiquity to Sexual Revolution*, (London: Equinox, 2004), 1-29, 234-239
- Gayle Rubin, 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality' in Carole Vance (ed.) *Pleasure and Danger: Exploring Female Sexuality* (London: Pandora, 1992 orig. 1984), p. 267-319

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

- Gayle Rubin, 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality' in Peter Aggleton and Richard Parker (eds.) *Culture, Society and Sexuality: A Reader* (London: UCL Press, 1999 orig. 1984), p. 143-178

#### **Tutorial Questions:**

1. How does Stephen Garton account for the emergence of the field of the history of sexuality?
2. What are 'essentialism' and 'social construction' in relation to the history of sexuality?
3. Why and how does Gayle Rubin argue that 'the consequences of [the] great nineteenth-century moral paroxysm are still with us'?
4. What is the 'sex hierarchy' and what are its effects?

### **Week 3: (March 19 & 21)** **Did the Greeks invent homosexuality?** **: Sexual Acts in the Ancient World**

#### ***Study Kit:***

- 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
- John Boswell, *Same-sex unions in Premodern Europe*, (Vintage: New York, 1994), 53-66

- 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 26 & March 28)**  
**Sex and Sin: Christian Inheritance**

**Study Kit:**

- 'Jesus on Sex and Marriage', 'Paul on Sex and Marriage', 'Augustine on the Origins of Lust', excerpted in Mathew Kuefler (ed.) *The History of Sexuality Sourcebook*, (New York: Broadview Press, 2007), 143, 144, 162-3
- 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)

**Week 5: (April 2-4)**  
**Onanism: Eighteenth Century discourses on masturbation**

NB: Your first tutorial responses exercise is due this week. You can answer a question from Week 5 if you wish.

**Study Kit:**

- 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 18<sup>th</sup> 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 19<sup>th</sup> and 20<sup>th</sup> centuries.

**Week 6: (April 9 & 11)**

**Prostitution:  
Necessary Evil?**

**Study Kit:**

- Judith R. Walkowitz, 'Male Vice and Feminist Virtue: Feminism and the Politics of Prostitution in Nineteenth-Century Britain', *History Workshop*, No. 13, Spring 1982, 79-93
- Philippa Levine, "'A Multitude of Unchaste Women: Prostitution in the British Empire', *Journal of Women's History*, 15: 4, 2004, 159-163

**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?

**Week 7: (April 16)**

**White Men, Aboriginal Women  
Aboriginal Men, White Women**

NB: As there are no tutorials this week due to Good Friday, we will discuss the tutorial questions during the lecture slot.

**Study Kit:**

- 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?

Mid-semester break: Good Friday 18<sup>th</sup> April-Friday 25<sup>th</sup> April.

**Week 8: (April 30-May 2)**

**Foucault and the *History of Sexuality* Vol. 1**

**Study Kit:**

- Chris Horrocks and Zoran Jevtic, *Introducing Foucault*, (Cambridge: Icon Books, 1997)123-130

- Michel Foucault, 'We "Other Victorians"/ The Repressive Hypothesis' from *The History of Sexuality Vol 1*, 'Preface to the *History of Sexuality Vol 2*' in Paul Rabinow (ed.), *The Foucault Reader*, (New York: Pantheon Books, 1984), 292-329, 333-339
- Lisa Downing, 'Chapter 6: Works: *The History of Sexuality*', *The Cambridge Introduction to Foucault*, (CUP: 2008), 86-103, 86-9

**Tutorial Questions:**

1. 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?
2. How and why does Foucault argue that sexuality is a modern category?
3. Foucault's *History of Sexuality* has been incredibly influential. Why?
4. How does Downing encourage us to read Foucault's analyses of power in *The History of Sexuality Vol I: The Will to Knowledge*?

**Week 9: (May 7 & 9)**

**Freud, Female Sexuality and the Clitoris**

**Required Reading:**

- Sigmund Freud, 'Lecture 33: Femininity' (1933), in Sigmund Freud, *The Essentials of Psycho-Analysis*, Selected and Introduced by Anna Freud, (London: Vintage Books, 2005), 412-432
- Alison Moore, 'Relocating Marie Bonaparte's Clitoris', *Australian Feminist Studies*, 24:60, June 2009, 149-165
- Anne Koedt, 'The Myth of the Vaginal Orgasm' (originally published 1970), in Sneja Gunew (ed.), *A Reader in Feminist Knowledge*, (London: Routledge, 1991), 326-334

**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 10: (May 14 & 16)**

**Kinsey and Sex Research**

**Required Reading:**

- 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>
- Erdman Palmore, 'Published Reactions to the Kinsey Report', *Social Forces*, 31:2, December 1952, 165-172
- David Allyn, 'Private Acts/ Public Policy: Alfred Kinsey, the American Law Institute and the Privatisation of American Sexual Morality', *Journal of American Studies*, 30:3:3, Dec 1996, 405-428
- William H. Masters and Virginia E. Johnson, *Homosexuality in Perspective*, (Boston: Little, Brown and Company, 1979), 8-9, 333-356

**Tutorial Questions:**

1. How was Kinsey's first report, published in 1948, received by his contemporaries?

2. How did Kinsey's 1948 report on male sexual behaviour contribute to what Allyn describes as the mid-century 'privatization of morality' in the United States?
3. Account for the popular interpretation of Kinsey as a 'father' of the sexual revolution?
4. In what sort of direction did Masters and Johnson take 'Kinsey's scale' in their study *Homosexuality in Perspective* (1979)?

**Week 11: (May 21 & 23)**  
**Australia's Gay and Lesbian History**

NB: Research Essay due by Friday May 23 4pm in hard copy

**Study Kit:**

- Primary Source: Dennis Altman, 'Forum on Sexual Liberation', 1972 in *Coming Out in the Seventies*, (Sydney: Wild and Woolley, 1979), 15-21
- Graeme Willett, 'Liberalism and Its Limits', *Living Out Loud: A history of gay and lesbian activism in Australia*. (St. Leonards: Allen and Unwin, 2000), 19-30
- Barbara Baird, 'Kerryn and Jackie': Thinking historically about lesbian marriages', *Australian Historical Studies*, 37:126, October 2005, 253-271

**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 the 'Sex Wars'**

**Study Kit:**

Beatrix Campbell, 'A Feminist Sexual Politics: Now you see it, Now you don't'. *Feminist Review*, No. 5, 1980, 1-18

Carole S. Vance, 'Negotiating Sex and Gender in the Attorney General's Commission on Pornography.' *Sexualities in History: A Reader*, eds. Kim M. Phillips and Barry Reay, (Routledge: New York, 2002), 359-374

Copy of Vance on Moodle has a different reference:

Carole S. Vance, 'Negotiating Sex and Gender in the Attorney General's Commission on Pornography.' *The gender/sexuality reader: Culture, history, political economy*, ed. Roger N. Lancaster, (Routledge: New York, 1997), 440-452

**Tutorial Questions:**

1. On what basis did Campbell argue, in 1980, that it is heterosexual women who feel the biggest outcasts within feminism?
2. How was the sexual revolution of the 1960s and 70s implicated in the feminist 'sex wars' of the 1980s?
3. How was feminism implicated in the 1985 Attorney-General's Commission on Pornography (aka the Meese Commission)?
4. Are the feminist sexuality debates of the 1980s still relevant to a discussion of contemporary sexualities?

**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:**

Paul Sendziuk, 'If It's Not On, It's Not On': The Triumph of Safe Sex and Community-based education', *Learning to Trust: Australian Responses to AIDS*, (Sydney: UNSW Press, 2003), 106-135 [Plus safe sex posters]

Gail Bell, 'A Quiet Anniversary: AIDS Thirty Years On', *The Monthly*, November 2011, 44-48

**Tutorial Questions:**

1. What was distinctive about the Australian response to the AIDS crisis?
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?

9. Course Resources
<b>Textbook Details</b>
Study Kit – available in UNSW Bookshop. I also highly recommend as an introduction and overview to the history of sexuality: Veronique Mottier, <i>Sexuality: A Very Short Introduction</i> , Oxford University Press, 2008 (UNSW Bookshop for \$19.99).
<b>Journals – all available electronically via library catalogue</b>
<i>Journal of the History of Sexuality</i> <i>The Journal of Sex Research</i> <i>Gender and Sexuality</i> <i>GLQ: A Journal of Gay and Lesbian Studies</i> <i>Journal of Homosexuality</i> <i>Gender and History</i> <i>Australian Feminist Studies</i> <i>Feminist Review</i> <i>Sexualities</i>
<b>Additional Readings</b>
Good overviews/ collections of relevant essays: (* indicates will be in High Use Collection) Clark, Anna, 'Boundaries of the Nation, boundaries of the self 1860-1914', <i>Desire: A History of European Sexuality</i> , (London: Routledge, 2008)* Clark, Anna (ed.) <i>A History of Sexuality in Europe: A Source Book and Reader</i> (Routledge: London, 2011)* D'Emilio, John & Estelle B. Freedom, <i>Intimate Matters: A History of Sexuality in America</i> , (NY: Harper and Row, 1998) Foucault, Michel, <i>The History of Sexuality Part I, Part II: The Use of Pleasure, Part II: Care of the Self</i> , Various editions (NB: Penguin currently has the first part on sale as part of their classic \$10 series) Garton, Stephen, <i>Histories of Sexuality: From Antiquity to Sexual Revolution</i> , (London: Equinox, 2004) – available as electronic resource via the Library catalogue. Haggerty George E. and Molly McGarry (eds.), <i>A Companion to lesbian, gay, bisexual, transgender and queer studies</i> , (Oxford: Blackwell, 2007) Hawkes, Gail and John Scott (eds.), <i>Perspectives in Human Sexuality</i> , (South

Melbourne: Oxford University Press, 2005)\*  
 Jackson, Stevi and Sue Scott, *Feminism and Sexuality: A Reader*, (NY: Columbia University Press, 1996)  
 McLaren, Angus, *Twentieth Century Sexuality: A History*, (Blackwell, Malden, 1999)\*  
 Phillips, Kim M. and Barry Reay (eds.), *Sexualities in History: A Reader*, (New York: Routledge, 2002)  
 Plummer, Ken (ed.), *Sexualities: Critical Concepts in Sociology, Vol 1, II, III and IV*, (London: Routledge, 2002)  
 Seidman, Steven, Nancy Fischer & Chet Meeks, *Handbook of the New Sexuality Studies*, (London and New York: Routledge, 2006)  
 Timm, Annette F. and Joshua A. Sanborn (eds), *Gender, Sex and the Shaping of Modern Europe*, (Oxford: Berg, 2007)  
 Weeks, Jeffrey, *Sexuality: 2<sup>nd</sup> edition*, (London: New York: Routledge, 2002)

#### Primary sources, databases and websites

Bland, Lucy and Laura Doan, *Sexology Uncensored: The Documents of Sexual Science*, (Cambridge: Polity, 1998)  
 Kuefler, Mathew (ed), *The History of Sexuality Sourcebook*, (Ontario: Broadview Press, 2007)\*  
 Jeffreys, Sheila (ed.), *The Sexuality Debates*, (New York and London: Routledge & Kegan Paul, 1987)  
 “ Defining Gender: Five Centuries of Advice Literature for men and women’ (Database of sources, accessible via UNSW Catalogue)  
 Multi-Douglas, Fedwa (ed), *Encyclopedia of Sex and Gender*, (Detroit: MacMillan Reference 2007) – great resource accessible via UNSW Catalogue  
<http://www.queertheory.com/>  
<http://www.glbtc.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)

## 10. 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.

## 11. 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>

## 12. 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>

## 13. 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.