

Instructor: Dr. S.M. Tillotson  
Office: rm.1173, McCain

494-3364  
e-mail: stillots@dal.ca

**Class times:** Tuesdays and Thursdays, 8:35 to 9:55 in Dunn 101  
**Office Hours:** Tuesdays 10:00-11:15, Wednesdays 4:00-5:00, or by appointment

**HIST 2615 / GWST 2301**

## **Making Gender**

male and female from the American Revolution to the present

### **COURSE DESCRIPTION**

This course surveys the changing definitions and meanings of gender in the cultural world of the modern West, from about 1776 (the beginning of the American Revolution) to about 1976 (the immediate past of the present). The course materials provided and the essay research that you do will lead you to reflect on your commonsense assumptions about what it means to be male or female, masculine or feminine. Those assumptions are in part the legacy of the events and traditions covered in this course.

**Please note:** Some topics covered in this course, especially those concerning sexuality, can prompt strong emotional reactions. I will make every attempt I can to be considerate of diverse feelings and sensitivities among the students, and I ask all of you to be similarly considerate to each other. I also urge you to be willing to be exposed to what may seem to you to be (or may in fact be) anti-men or anti-women or otherwise disturbing concepts or language or images. These occur in both the topics we study and in the language of historians. Part of our task in this course will be to analyse and explain these sometimes ugly, sometimes just annoying facts of our history and historical writing. We cannot and should not ignore our emotional reactions to these facts, but in the spirit of scholarship, we must think about and examine our reactions and not only express them. Please talk to me if you find something in my presentation or some other feature of the course's climate uncomfortable. I will respond to your concerns as best I can.

### **REQUIRED TEXT**

Keough and Campbell, *Gender History: Canadian Perspectives*.

(This book is available at the Bookstore in the SUB. You will need it for mid-term and final exam material, for readings that will be discussed in Thursday classes, and as a source of leads for the research essay assignment. Sharing a copy might be feasible.)

### **E-RESERVE DOCUMENTS**

The two articles you will be comparing for your short essay assignment will be available to you through the course website via e-Reserve or through Novanet. See the assignment sheet for details.

### **ASSIGNMENTS**

**Note concerning Academic Accommodation Policy:** Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca) for more information and to obtain the Request for Accommodation form.

A note taker may be required to assist a classmate. There is an honorarium of \$75/course/term. If you are interested, please contact OSAA at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.

### **Short essay (analysis of articles) -- 20% of final mark**

• Length: 1200 -1500 words. Typed and double-spaced.

- **Due date: October 7.** Medical or other emergency circumstances may be the basis for excused lateness for this assignment. Academic workload considerations will not; plan ahead. This assignment should take about eight hours to complete. Marks will be deducted on the grades of short essays that are submitted late for any reason other than emergencies.
- This essay requires that you compare and critically assess the two articles that appear in the course reader following the "January 29" title page. One of these articles is by Martha Vicinus and the other is by Lisa Duggan. The Vicinus article will form the basis for discussion group work on January 29 as well as being part of the material for this assignment. For footnote/endnote style, see the **Important** section of the Research essay instructions, below. Otherwise, see the separate assignment sheet for detailed instructions on the requirements of this assignment.

### **Research essay -- 35% of final mark**

- **Length:** 2500 to 3500 words. Typed and double-spaced.
- **Due date: November 27.** I will consider requests for deadline extension if approached before the due date. I may deduct points from essay marks, at a rate of 2 points per day, on late essays for which no extension was granted or essays that come in after an extended deadline.
- I invite you to contact me or the teaching assistant, in person during office hours or by phone or e-mail, for help or advice on the essay. Your teaching assistant / marker is Gwenith Cross (gcross@dal.ca).
- **Topics:** Please see the separate essay topics sheet. To be an acceptable essay for this course, the essay's topic must be in some way historical. That is, it should explain changes or continuities over a clearly defined period of time within the period covered in this course (i.e. 1776 to approx. 1990). If you wish to do your essay on a topic that is not on the essay topics sheet, it is *essential* that you get **written** confirmation from me, the professor, that your topic is appropriate for this course.
- **Number** the pages in your essay, please, by hand if necessary.
- **Definition of adequate research:** Use at least 6 sources, preferably more, combining scholarly historical books, scholarly historical journal articles, and, if you wish, some primary sources. (Primary sources are documents that were produced originally during the period with which your paper is concerned. They might include fiction or poetry, government documents, newspapers, or diaries and correspondence.)
- **Important:** Adequate documentation of your use of sources is as follows: Indicate, with footnotes or endnotes, not only the sources of direct quotes, but also the sources (including page numbers) of the information that you summarize from your general reading on your topic. All of the sources used in the essay must be listed in a bibliography at the end of the essay. Please use the Footnote/Endnote format described in the History Department's *Style Guide* (available in hard copy at the Department office or on the History Department website, under the Student Resources link). In the *Style Guide* section on Footnotes/Endnotes, please read BOTH subsection A "First Full Reference to" and subsection B "Subsequent References."  
As a student in this class, you are to **keep an electronic copy of any paper you submit**, and the course instructor may require you to submit that electronic copy when asked.

### **Mid-term -- 15% of final mark**

- The mid-term will be 45 minutes long, and will take place during the class period on October 16, beginning at 8:35. It will combine multiple choice and short answers. You will be given a study guide to help you prepare for the test.

### **Discussion participation -- 5% of final mark**

- Part of each Thursday class will be conducted in small groups. In those groups, you will confirm by sharing with the others in the group your understanding of some specific points of the content of the article for the week. This will help you prepare for the mid-term and final tests. You will also discuss questions about the different kinds of perspectives that drive the arguments in these historical essays, often by comparing the perspectives in the essays to your own perceptions of current aspects of gender. To record your participation, a sign-in sheet will be circulated in each Thursday class.

### **Final exam -- 25% of final mark**

• This exam will take place during the exam period. It will be 2 hours long, and will combine multiple choice questions, short answer questions, and longer essay questions. The multiple choice and short answer part will cover the material since the mid-term, and the essay questions will relate to the whole term. You will be given a study guide to assist you in your review of your notes.

### **DUE DATES**

Short essay: October 7

Mid term: October 16

Research essay: November 27

Final exam: during exam period.

**Please do not buy tickets for travel during the exam period (or allow your family to buy tickets for you!) until after the exam date is set by the Registrar. The exam date is usually set before the Thanksgiving weekend ([http://www.dal.ca/academics/exam\\_schedule.html](http://www.dal.ca/academics/exam_schedule.html))**

### **VARIOUS QUASI-LEGAL BITS**

#### **Plagiarism:**

All students in this class are to read and understand the policies on plagiarism and academic honesty as referenced in the Undergraduate Calendar at

[http://www.dal.ca/content/dam/dalhousie/pdf/university\\_secretariat/POlICY%20on%20Intellectual%20Honesty.pdf](http://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/POlICY%20on%20Intellectual%20Honesty.pdf)

Ignorance of such policies is no excuse for violations. See also the Academic Integrity statement attached to this syllabus and the description of plagiarism available at

[http://www.dal.ca/dept/university\\_secretariat/academic-integrity/plagiarism-cheating.html](http://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating.html)

#### **Bibliography and citation format:**

Instructions on the required format and conventions can be found at

<http://www.dal.ca/faculty/arts/history/current-students/style-guide.html>, and in the sections that follow in that Style Guide.

#### **Letter grade to number grade conversion scale:**

You can find this at regulation 17.1 in the Undergraduate Calendar Academic Regulations:

[http://www.dal.ca/academics/academic\\_calendars/Undergraduate\\_Calendar\\_2014\\_2015/Academic\\_Regulations.html](http://www.dal.ca/academics/academic_calendars/Undergraduate_Calendar_2014_2015/Academic_Regulations.html)

#### **Late penalty:**

While I am prepared to grant short extensions (up to a week) if asked in advance of an assignment's due date, I reserve the right to impose a late penalty of 2 per cent per day from the assignment's mark on merit if an assignment is submitted late (either in relation to the standard deadline or an extended one) without permission and without what I think is a good reason.

In the Course Schedule, "**GH**" means *Gender History: Canadian Perspectives*, followed by page numbers.

### **COURSE SCHEDULE**

#### **Introduction**

##### **Reading: GH 1-10**

Sep 4 Concepts in gender history: the case of sex and gender before modernity

Sep 9 Women's and gender history: the case of the 1950s

Sep 11 The case of the 1950s, continued

#### **Making Modern**

Sep 16 The separate spheres debate

Sep 18 More debate about the separate spheres  
**Reading for discussion:** Horner "Shame on you as men!" (GH 425-32)

### **Gender as sub-culture**

Sep 23 Shaped by their spheres

Sep 25 Gender culture and gender politics

**Reading for discussion and short essay assignment preparation:** Duggan, "The Trials of Alice Mitchell: Sensationalism, Sexology, and the Lesbian Subject in Turn-of-the-Centry America" (e-reserve)

### **Gender and race**

**Reading: GH 79-90**

Sep 30 Race, gender, and empire

Oct 2 Gender, sexuality, and race uplift

**Reading for discussion:** Perry "Autocracy of Love" (GH 96-106)

### **Gender and citizenship**

**Reading: GH 123-135**

Oct 7 Women's fight to regain the vote in the 19th century SHORT ESSAY ASSIGNMENT DUE

Oct 9 Were "women" a political category between 1920 and 1960?

**Reading for discussion:** Nicholas, "Gendering the Jubilee" (GH 154-62), Unsexed (GH 140-41)

Oct 14 No class

Oct 16 **Mid term, in class**

### **Gender and work**

**Reading: GH 232-42**

Oct 21 The domestication of women's work

Oct 23 Mechanization and manliness.

**Reading for Discussion:** Stiles, "Martin Butler, Masculinity, and..." (GH: 110-19)

### **Gender and reproduction GH 165-177**

Oct 28 Reproducing labour

Oct 30 Reproduction and self-fashioning bodies

**Reading for Discussion:** Brookfield, "Home Front and Front Line..." (GH: 196-204)

### **Gender and child rearing**

Nov 4 The Freudians, gender, and child psychology

Nov 6 Twentieth century fathers

**Reading for Discussion:** Rutherford, "Just Nostalgic family men..." (GH 184-95)

### **Gender and sexuality**

**Reading: GH 338-344**

Nov 11 Remembrance day: **no class**

Nov 13 Forbidden Loves: sexual minorities in the early 20<sup>th</sup> century

**Reading for Discussion:** Dick, "Same Sex Intersections..." (GH: 355-62) and excerpt from "We Demand" (GH 349-53)

**Reading: GH 207-16**

Nov 18 From sexual liberation to the anti-rape movement

Nov 20 Sexualities since AIDS

### **Unmaking Gender**

Nov 25 How sex changed

**Reading for discussion:** Findlay, "Discovering sex" (GH: 327-34)

Nov 27 Re-casting gender politics

Dec. 2 Conclusions, exam review, course evaluation. ESSAY DUE