

**AML6017 (American Lit to 1900)**  
**Sexing the Past: Critical Perspectives on Century Gender and Sexuality**

**Dr. Jodi Schorb**

**Contact Info & Office Hours:**

[jschorb@ufl.edu](mailto:jschorb@ufl.edu)

phone: (352) 294-2837 (checked once a week, so please use email)

Office: Tur 4334

Drop-In office hours are held every **Wednesday and Thursday from 4-5:15pm.**

Our class meets Thursdays 12:50-3:50 (periods 4-6) In Tur 4112.

**Course Description:**

The course is designed for students motivated to better understand and analyze constructions of gender and sexuality prior to the 20th century. This seminar takes as its grounding point the post-Foucaultian debates on how to "do" the history of gender and sexuality, from interrogating the ongoing "continuity vs. alterity" debates, to illuminating the challenges of periodization, chronology, and temporality.

We will begin with formative work by Foucault (on the "acts vs. identities" shift) and Thomas Laqueur (on the transition from the ancient "one-sex" model of gender to the modern two-sex model). We will then explore how scholars have modified formative scholarship by offering new paradigms for understanding sex and gender in the past, as new critical perspectives and archives continually force us to reassess and offer "more nuanced concepts of identity and [sexual] orientation than early social constructivist accounts have allowed" (Traub, "Present Future" 25).

Although many of our texts and examples will be drawn from the American eighteenth century, the course is designed to allow students to apply the largely theoretical readings and debates to archives and texts they find relevant based on their own interests in pre-20th century Western literatures (British, Ibero-American, Caribbean, etc). Students will exit the course familiar with influential texts, trends, and debates in sexual historiography and literary studies prior to the emergence of modern categories of sex and gender.

**Required books and materials:**

- Michel Foucault, *History of Sexuality Vol. 1: An Introduction*, trans. Robert Hurley (either the 1978 or 1990 paperback editions are fine)
- Foucault and MacDougall, *Herculine Barbin* (Vintage, 1980)
- Thomas Laqueur, *Making Sex: Body and Gender from Greeks to Freud* (Harvard UP, 1992)
- David Palperin, *How to Do the History of Homosexuality* (U Chicago P, 2004)

**Assignments and Weighting:**

40%	Final Project (Seminar Paper, Conference Paper, Syllabus/Course design project)	
20%	2 Précis/Reflection Papers (3-4 pages), 10% each. <b>Complete 2 out of 3: see syllabus for description.</b>	
5%	1 Archive Fever Summary (3-4 pages), see syllabus for description	
<u>35%</u>	Regular preparation, engagement, participation, including periodic presentations, show	and tells, etc.
100%		

**Final Project (40%), based on ONE of the following (see guidelines):**

- A **seminar paper** with outside research, 15-25 pages (double-spaced), plus works cited; arrange a conference by April 10 to flesh out the viability of the project.
- A 20-minute **conference paper** (9-10 pages, double-spaced, Times/Times New Roman), along with a 500-word abstract and "cover letter."<sup>1</sup>
- A **mock introduction and primary/secondary apparatus for a scholarly edition**, 15-25 pages.
- A **syllabus design and statement of pedagogy** for a course on gender and/or sexuality, where at least half the course deals with gender/sex prior to 1900.

## AML 6017, Course Policies, cont'd.

### Attendance Policy, Participation & Engagement:

I expect you to be at all sessions, since the success of a seminar requires your active presence. **Missing one session is allowable**; if you miss a seminar, I expect you to follow up with me in the interim. Missing two seminars will lower a borderline grade, especially if semester participation is borderline. Missing three seminars will lower your final grade at least one letter grade.

### Grading Expectations:

A-range: Papers marked excellent are thoughtful, careful, developed, and clearly presented. They show clear engagement with the course (or units) themes and contexts, strong engagement with your chosen text(s), and they offer sustained and original close reading/example that successfully illuminates your ideas and thinking.

B-range: These are competent and capable, but would benefit from *either* more complex development, increased risk-taking (including subtler or more original examples), more precise explanation or examples, more precise engagement with readings, clearer significance, or clearer presentation (structure, prose style, etc).

C-range: Promising, but has *multiple* areas that require improvement: more rigorous or accurate engagement with the assignment or readings, stronger development of ideas, improved focus (in identifying the issue, its relevance, or guiding the reader through your analysis), fuller explanation of examples, and/or clearer presentation (structure, prose style, clarity).

D or below: Off track or inadequate, either because it is too brief, lacks comprehension, is carelessly composed, or presents a superficial response to the topic.

**Late work:** Late work will be accepted up to one additional week past the deadline, but late work that has not been granted an extension in advance will be graded 1/3 grade lower each calendar day it is late.

**Online Evaluation Process:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

**UF Counseling and Wellness Center** offers individual counseling, wellness counseling, couples counseling, problem solving help, CERC crisis services, and other assistance:

<http://www.counseling.ufl.edu/cwc/Default.aspx>

3190 Radio Road; (352)392-1575 (8am-5pm, Monday through Friday)

**UF Disability Resource Center** strives to provide quality services to students with physical, learning, sensory or psychological disabilities, to educate them about their legal rights and responsibilities so that they can make informed decisions, and to foster a sense of empowerment so that they can engage in critical thinking and self-determination.

<http://www.dso.ufl.edu/drc/>

001 Building 0020 (Reid Hall). For information, call 352-392-8565 or email [accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu)

If you have a documented disability, please set up a confidential discussion with me before week three to discuss how this may impact your performance and how I can best accommodate your needs.

Students requesting classroom accommodation must first register with the Dean of Students Office.

The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. For more information, see:

<https://www.dso.ufl.edu/drc/families/applicant-information>

**UF Writing Studio (Formerly the UF Reading & Writing Center)** offers UF students help becoming better readers and writers, including study skills sessions, test preparation workshops, and 30-minute sessions of individual help with essay drafts. The website includes multiple resources, including MLA citation guides, annotated bibliography writing guides, and resume guides.

<http://writing.ufl.edu/writing-center/>

302 Tigert Hall; (352) 846-1138

### Sexual Harassment, UF Student Affairs:

UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see:

[http://www.ufsa.ufl.edu/faculty\\_staff/fees\\_resources\\_policies/sexual\\_harassment/](http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/)

## Sexing the Past: Critical Perspectives on Century Gender and Sexuality Course Syllabus

I reserve the right to make minor adjustments/additions to the schedule of readings; no deadlines will change, no new textbook purchases will be required, and no previously required books will be deleted.

1.8

Week 1 :

Course Overview. OED exercise.

Read for class:

- Bruce Burgett, "Sex," *Keywords for American Cultural Studies, 2nd ed.* (online essay), <http://keywords.nvupress.org/essay/sex/>
- Eva Chernlavsky, "Body," *Keywords for American Cultural Studies, 2nd ed.* (online essay), <http://keywords.nvupress.org/essay/body/>

1.15

Week 2:

Foucauldian Foundations.

Read for class:

- Foucault, *History of Sexuality, vol. I* (Vintage Books, trans. Robert Hurley).
- "Foucault and Feminism": <http://www.iep.utm.edu/foucfem/>

1.22

Week 3

Literary Case Study: Applying Foucault.

Read for class:

- *Herculine Barbin, Being the Recently Discovered Memoirs of a French Hermaphrodite*, ed. Michel Foucault (Vintage books, 2010), 1-115 (Introduction and *Memoirs*), purchased book

1.29

Week 4

Revising Foucault: We will read from two Influential texts that critique and revise *History of Sexuality*.

Read for class:

- David Flalperin, article, "Forgetting Foucault: Acts, Identities, and the History of Sexuality," *Representations* 63 (Summer 1998): 93-120, pdf.
- Ann Laura Stoler, from *Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things* (Duke UP, 1995), pdf
- Nicholas Sension, trial documents plus Introduction/teaching guide by Richard Godbeer, pdf.

### Précis/Reflection due Sunday 2/1 by 11:55pm to ELS

2.5

Week 5

One Sex/Two Sex

Read for class:

- Thomas Lacquer, *Making Sex* (1990). Readings located In purchased book.

2.12

Week 6

Lacquer's critics.

Read for class:

- Karen Flarvey, *Reading Sex In the 18th Century: Bodies and Gender In English Erotic Culture* (2004), chapter 2, pdf.

And pair up to synthesize one of the following critiques of Laqueur:

- Katharine Park, "Rediscovery of the Clitoris," In Fillman and Mazzlo, *The Body In Parts: Fantasies of Corporeality In Early Modern Europe* (1997): 171-94. (pdf)
- Valerie Traub, "The Psychomorphology of the Clitoris; or The Reemergence of the Tribade In English Culture" In Traub, *Renaissance of Lesbianism in Early Modern England* (2002): 188-228. (pdf)
- Lorraine Dashden and Katherine Park, "The Flermaphrodite and the Orders of Nature: Sexual Ambiguity In Early Modern France" In Fradenburg and Freccerò, *Premodern Sexualities* (1996): 11 7-36, pdf.

## AML 6017, Syllabus, cont'd.

2.19

Week 7

Gender as formation, cont'd.

Read for class:

- Jack Halberstam, "Gender," *Keywords for American Cultural Studies*, v. 2 (pdf);
- Greta LaFleur, "Sex and Unsex: Histories of Gender Trouble In Eighteenth-Century North America," pdf
- Sharon Block, "Making Meaningful Bodies: Physical Appearance In Colonial Writings," EAS, pdf

**Archive fever, due Sunday 2/22 by 11:55pm to ELS.**

2.26

Week 8

SEASECS (Southeastern American Society for Eighteenth-Century Studies) Conference: Sentiment and Seduction: Love In the Eighteenth Century, Hilton-UF Conference Center, UF, Feb. 26-28. (Plan TBA)

[http://seasecs.net/meeting\\_2015.html](http://seasecs.net/meeting_2015.html)

**Précis/Reflection 2 due no later than Sunday 2/29 by 11:55pm to ELS, based on concept from week 5 on.**

SPRING BREAK

### Debating the "Proper" Relationship between Past and Present

3.12,

Week 9

"Alterity vs. continuity debates" (or Historicists vs. Queer Theorists):

- David Halperin, from *How to Do History of Sexuality*, TBA chapters from purchased book
- Jonathan Goldberg and Medhavi Menon, "Queering History," PMLA 120.5, pdf
- Kathryn Wilchels, "From the Scarlet Letter to Stonewall: Reading the 1629 Thomas(ine) Hall Case, 1978-2009," EAS (2014), a representative historiographical account, pdf.

3.19

Week 10

Strategic Historiography:

- Anonymous, "The Man Who Thought Himself a Woman" (1858), pdf
- Elizabeth Reis, "Transgender Identity at a Crossroads: Reading a 'Queer' Story from 1857," EAS 12:3, pdf
- Valerie Traub, "New Unhistoricism In Queer Studies," PMLA 128.1, pdf

3.26

Week 11

Creative Anachronisms:

- "The Story of Constantius and Pulchra" (1789), eds. Duncan Faherty and Edward White.
- <http://www.common-place.org/justteachone/wp-content/uploads/2013/06/History-of-Constantius-and-Pulchra-JTO-PDF-smaller.pdf>

4.2

Week 12

Transhistoricism:

- Herman Mann, *The Female Review* (link to public domain of novel/ebook/pdf on ELS)
- Greta LaFleur, "Precipitous Sensations: Herman Mann's *The Female Review* (1797), Botanical Sexuality, and the Challenges of Queer Historiography," EAL 48.1 (2013), pdf.

**Précis/Reflection 3 due Sunday 4/5 by 11:55pm to ELS, based on concept from Week 9 on.**

4.9

Week 13

Strategic Anachronism:

- Edgar Allan Poe, *Ligeia*, pdf
- Valerie Rohy, from *Anachronism and Its Others* (126-), pdf.

4.16

Make up session (if needed) and **Final project presentations**