



Dr. Jodi Schorb

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Drop-in office hours are held every **Wednesday 3-4 and Thursday from 10-11 am**. (I may adjust if these times are not accessible for seminar participants or as my on-campus schedule expands in Feb/March.) Skype or phone meetings can be held as needed **Mon and Tues**; contact me to set a time.

Left Illustration: *The Man-Midwife* (London, 1793), portrait by Isaac Cruikshank. Courtesy of the British Museum.

Course Description:

The course is designed for students motivated to better understand and analyze constructions, epistemologies, and genealogies 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, temporality, and archival gaps.

We will begin with formative work on the history of sexuality by Foucault and the history of gender by Thomas Laqueur. 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" 125).

While most texts and examples will be drawn from literary, medical, and cultural archives written in English during the eighteenth and nineteenth 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 culture and/or literatures (British, Ibero-American, Caribbean, etc). Students will exit the course familiar with influential texts, trends, and debates in sexual historiography, with a special emphasis on queer literary studies of pre-20th century textual archives. This course is cross-listed in WST and welcomes students whose interests lie outside of literary studies.

Seminar meets Wednesdays 4:05-7:00 (periods 9-11) in Tur 4112.

Required books and materials (in order of assignment):

- 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; reissue 2010)
- Thomas Laqueur, *Making Sex: Body and Gender from Greeks to Freud* (Harvard UP, 1992)
- Printer/ink/paper/binder for holding/accessing pdfs. There are a lot of printouts, to reduce textbook costs. I expect you to either bring hard copy pdf printouts with reading notes on them (preferred) or use a pdf reader with advanced annotation features (such as iAnnotate pdf, pdf Expert) on which you have inscribed your own margin notes and reading notes. In other words, no mere pulling up of clean pdf files from a laptop in class. Dirty up your readings with active notes and have them handy, each and every week.

Assignments and Weighting:

60%	3 Précis/Reflection Papers (5 pages), 20% each.
20%	Primary Source Analysis Paper (8-9 pages)
<u>20%</u>	Regular preparation, engagement, participation, including periodic small group work, presentations, show and tells, etc.
100%	

Precis/Reflection Papers (3 total):

In lieu of weekly reflections, you will be asked to periodically reflect back on the last few weeks of reading, identify an idea of interest, summarize both the idea and why you find it useful/compelling, and use it to launch your own reflection, ideas, pursuits, and advanced analytical thinking.

In 5 total pages, summarize an important issue, argument, question, or debate extrapolated from the readings thus far, then reflect on what is compelling, useful, or usable for you about the argument/debate; How might you summarize the main takeaway or stakes/i.e. what matters here? What does it help you better see or think through? *If needed or highly relevant:* what might you adapt or use to think through your own research interests? Your reflection can be based upon a single secondary source or a synthesis of course readings.

In theses, dissertations, and articles, you will be repeatedly called upon to concisely summarize key scholarly developments, debates, or trends, demonstrating an ability to concisely yet accurately distill ideas, so this hybrid assignment helps practice that skill, while also allowing for a more free-flowing reflective component not found in dissertations/theses/articles, a component designed to facilitate ongoing seminar brainstorming and exploratory thinking about our readings.

You will write 3 total; the first, only I will read and give you assessment and feedback on how, if anything, to improve; the latter 2 will be shared (in brief show/tell form) with peers in seminar as a way to generate discussion and unit synthesis.

Archival Analysis Project:

You will choose a primary pre-modern (i.e. pre-1880s) text of interest and, in 8-9 pages, you will offer innovative ways of analyzing and interpreting the text, bringing to bear select arguments, ideas, readings, and inspirations from seminar to flesh out the text's interpretive possibilities. Think of this like your own show/tell, or a chosen case study, one that helps you think through select ideas from the seminar and also open up/dig into a primary archive that piques your interest. You will condense your ideas about the primary text, including your most significant takeaways, into a brief final paper, which you will upload to ELS (along with your primary text); you will also share with class what text you chose, why, and what you most want to say about it in a brief oral presentation. The presentations are designed as a brief show and tell to 1) interest and inspire the class by sharing discoveries as a capstone exercise at end of semester, 2) help you refine your analytical arguments and takeaways by distilling down what you most want to emphasize about your chosen primary source, and why/how it sheds light on some relevant course concerns, in a more informal workshop format, before you upload final papers.

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 seminar, I expect you to follow up with me in the interim and make arrangements with a colleague to get notes. Missing two seminars will lower a borderline grade, especially if semester participation is borderline or substantially uneven. Missing three seminars will lower your final grade at least one letter grade.

A strong class doesn't just happen: it involves each of us committing to creating a learning community attentive to each other's ideas and attentive to the readings. For this reason, participation and preparation are essential. Be conscious of what you can do to facilitate your peers' discussion and your peers' engagement.

I expect you to be prepared for all sessions, on time, having thought about the readings, ready to speak about things you noticed or thought about as you read, and ready to listen and respond to care with others. Having an off week is understandable. But if you have a pattern (i.e. consecutive weeks) of unpreparedness, or you seem to be expecting others to carry the weight of the seminar discussion, expect to talk to me in office hours; we can usually find solutions to boost confidence or engagement, but if your participation doesn't improve, expect your grade to be lower than that of your peers.

Please speak to me if you are having issues that are affecting your attendance or performance. Please speak to me if there is something about the seminar that is bothering you and you feel it could be productively addressed or modified. I welcome a constructive exchange of ideas and your input.

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/>

Grading Expectations:

A-range: Papers marked excellent are thoughtful, careful, developed, and clearly presented in legible prose. They show clear engagement with the course (or the specific unit's) themes and contexts, strong engagement with your chosen text(s), whether primary or secondary, and they offer innovative ideas and sustained analysis, argument, close reading, and examples/support that successfully illuminates your thinking about the topic.

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

C-range: Promising, but has **multiple** areas that require improvement: far more rigorous or accurate engagement with the assignment or readings, far more complex development, notably improved focus (in identifying the issue, its relevance, or guiding the reader through your analysis), increased risk-taking (including subtler or more original arguments/examples), more precise explanation or illustrative examples, more substantial engagement with readings, clearer relevance/significance, **or** substantially clearer presentation (structure, prose style, etc).

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

Late work:

Late work will be accepted, 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 (i.e. A- becomes B+, etc.). When in crisis, as for an extension.

Additional information and Resources:

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

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>

Sexual Harassment:

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/

I reserve the right to make minor adjustments/additions to the schedule of readings..

Your first written assignment will be due February 4, and ask you to define and reflect on something of interest from Weeks 1-4 of seminar.

In 4-5 total pages, summarize an important issue, argument, question, or debate extrapolated from the readings thus far, then reflect on what is compelling, useful, or usable for you about the argument/debate; How might you summarize the main takeaway or stakes/i.e. what matters here? What does it help you better see or think through? *If needed or highly relevant:* what might you adapt or use to think through your own research interests? Your reflection can be based upon a single secondary source or a synthesis of course readings.

1.10; Week 1:

Course Overview. Participant Introductions OED exercise.

Read prior to class; print and bring your reading copies to class, paying attention to the various dimensions or shifting definitions of each term:

- **Bruce Burgett, "Sex,"** *Keywords for American Cultural Studies, 2nd ed.* (online essay), <http://keywords.nyupress.org/american-cultural-studies/essay/sex/>
- **Eva Cherniavsky, "Body,"** *Keywords for American Cultural Studies, 2nd ed.* (online essay), <http://keywords.nyupress.org/american-cultural-studies/essay/body/>
- **Jack Halberstam, "Gender,"** *Keywords for American Cultural Studies, 2nd ed.* (online essay), <http://keywords.nyupress.org/american-cultural-studies/essay/gender/>

1.17; Week 2:

Foucauldian Foundations.

Read for class:

- **Foucault, *History of Sexuality, vol. 1*** (Vintage Books, trans. Robert Hurley). To help ground your reading, focus esp. pp. 1-75 (Parts One through Three) and pp. 103-114 ('four strategic unities'), and pp. 135-145 (biopower); readings located in purchased book.
- **"Foucault and Feminism":** read this compact overview of Foucault's relevance to feminism; focus most on the arguments about Foucault's broad utility and the most resonant criticism of Foucault's arguments), from *Online Encyclopedia of Philosophy*: <http://www.iep.utm.edu/foucfer/>
- To prepare for seminar: Work to put in your own words what Foucault most helps you conceptualize and understand about how to "do" the history of sexuality, and identify up to five of the most significant passages, passages you can imagine using to prompt your outside research interests/thinking about sex. Come also having thought about the biggest challenges/problems with/limitations of *History of Sexuality*: we will use this to generate discussion. We will also overview the book's main claims/moves by section and discuss.
 - *Placeholder for future research/advanced work on Foucault:* on Foucault's defense and explication of his genealogical method, see "Nietzsche, Genealogy, History" (1971); on how he envisions his sexuality research, see his introduction to *History of Sexuality v. 2: The Use of Pleasure* (1985), which analyzes Greek concepts of "desiring man." For an influential critique of vol. 2, see Martha Nussbaum, "Affections of the Greeks" (*New York Times*, 10 Nov. 1985). (Clarification: this is *not* homework or assigned reading, merely a suggestion for future study. Such notes appear periodically on my syllabi.)

1.24; Week 3:

Literary Case Study: Applying Foucault.

Read for class:

- pp. 1-115 of ***Herculine Barbin, Being the Recently Discovered Memoirs of a French Hermaphrodite*, ed. Michel Foucault** (Vintage books, 2010). Read the Introduction and *Memoirs* of this paperback book, which you need to purchase or acquire.

- To prepare for seminar: identify what interests you in the diary, its structure, its ways of documenting/representing Brain's life; reflect on how closely this memoir serves as an example of Foucault's arguments about transformations in sexuality/the history of sexuality, paying attention to Barbin's representations of gender/sexuality "before/after" medical intervention. Do Foucault's arguments about this memoir align with or depart from your interpretations?
- To prepare for seminar: peruse the "Dossier" in the back of the book and select something of interest to direct our attention to; briefly explain why you chose it and what interests you about it.

1.31; Week 4:
Revising Foucault

This week, we will read from formative work that critiques *History of Sexuality* and also read a primary document that I find of interest. I also expect you to begin work on the precis/reflection due the weekend after seminar. All readings are pdfs available on our ELS page. Read for class:

- **Eve Sedgwick, from *Epistemology of the Closet* (1990)**, pdf on ELS.
- **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 on ELS.
- **David Halperin, "Forgetting Foucault: Acts, Identities, and the History of Sexuality," *Representations* 63 (Summer 1998): 93-120**, pdf. (note also that we will also read Halperin's response to Sedgwick's critique of his first book later this semester; for this week, focus on what these theorists are revising, challenging, or asking us to fine tune our thinking about in Foucault.)
- **Sample text (17th century): Nicholas Sension, trial documents plus introduction by Richard Godbeer, pdf.** We will adapt Halperin's arguments about the possibility of individual sexual morphology and sexual subjectivity prior to the modern homosexual, using the trial documents of Nicholas Sension as a "test case."

****Précis/Reflection due Sunday 2/4 by 11:55pm to ELS: see assignment description at top of previous page.****

2.7; Week 5:
One Sex/Two Sex

Read for class:

- **Thomas Laqueur, *Making Sex* (1990)**, focusing on his broad arguments about the classical, emergence and historical longevity of the one-sex model and the ascendancy of the two-sex model; Read Chapter Two and Chapter Five, perusing the opening and intermediate chapters as much as time allows. Readings located in purchased book.
 - In class, we will overview the main arguments of this study; pay attention to the archives he uses to build his argument, and—as you peruse the book as a whole—flag some examples (quotes from primary sources, illustrations from medical books, case studies cited as examples) that pique your interest, and brainstorm some potential ideas for discussion based on evidence or claims that most interest you.
 - Edward Taylor poems? *Aristotle's Master-Piece* poem? (if time, I will pass out and we will read in class)

2.14; Week 6:
Reassessing Laqueur: Erotica archives. Read for class:

- **Katharine Park and Robert E. Nye, "Destiny is Anatomy" (*New Republic*, 1991).**
- **Karen Harvey, excerpt from *Reading Sex in the 18th Century: Bodies and Gender in English Erotic Culture* (2004), chapter 2**, pdf.
- **Erasmus Darwin, excerpts, *The Loves of the Plants* (1789)**
 - Additional preparation for seminar: a number of the erotica texts cited by Harvey are digitized; choose an erotic text discussed in the chapter, spend a little time reading and exploring more in one of these sources, and bring a show-and-tell over something (a passage, an illustration, etc.) with something you find relevant or interesting about gender or bodies in Harvey's erotica archive. We will go around and share show/tell, so if useful (optional), bring a 1-page illustration or handout. (Or if you want to choose an archival text, example, or object from the bullet immediately below, feel free to track the essay down and use it to build your own interventions into Laqueur's claims. Or offer a counter-reading of Laqueur's evidence).

- Placeholder for future research/advanced work: other influential critiques of Laqueur include Lorraine Dashden and Katherine Park, "The Hermaphrodite and the Orders of Nature: Sexual Ambiguity in Early Modern France" in Fradenburg and Freccero, *Premodern Sexualities* (1996): 117-36; Katharine Park, "Rediscovery of the Clitoris," in Hillman and Mazzio, *The Body in Parts: Fantasies of Corporeality in Early Modern Europe* (1997): 171-94; 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.

2.21; Week 7:

Gender as episteme. Read for class:

- **Greta LaFleur, "Sex and Unsex: Histories of Gender Trouble in Eighteenth-Century North America,"** pdf; see also LaFleur's "**Precipitous Sensations: Herman Mann's *The Female Review* (1797), Botanical Sexuality, and the Challenges of Queer Historiography,**" *EAL* 48.1 (2013), pdf.
- And to get firsthand experience with the popular "female marine" genre referred to in LaFleur, also read "**The Surprising Adventures of Almira Paul**" (1816) (pdf)
- Bring the "gender" keyword by Halberstam from Day 1 to seminar, just in case we want to refer to it, esp. to put in conversation with LaFleur's arguments about postmodernism's favored status.

Week 8; 2.28

TBA

Précis/Reflection 2 due by seminar, then uploaded by Friday to ELS, based on a concept from week 5 on.

In class I will set up the next unit and pass out a grid to fill in as you prepare for the next session.

SPRING BREAK



Homunculus bidding farewell. Image adapted from Nicolaas Hartsoecker's original sketch from 1694. A homunculus, or mini-man, was popularized in 17th century alchemy and is here depicted inside a drop of male semen in order to imagine how human reproduction was possible.

Queer Historiography: Interpreting the Queer Past

3.14; Week 9

"Alterity vs. continuity debates": This critical week forms the foundation for the final unit; please read attentively and try to parse out the stakes of this ongoing and influential debate about how to "do" the history of sexuality. You will read landmark essays dealing with (among other things) how to interpret homosexuality in the past, its difference/proximity to homosexuality in the present, and what methods (historical specificity? Anachronism?, etc) and feelings (detachment? Pleasure/Identification/desire?) we choose to privilege as readers of early queer archives.

- **David Halperin, "In Defense of Historicism"** (excerpt, pp. 11-23) and "**How to Do the History of Male Sexuality,**" from *How to Do the History of Homosexuality* (2002), pdf. Halperin reassesses his earlier scholarship, clarifies his evolution as a scholar, and offers a revised defense of historicist methodology.
- **Jonathan Goldberg and Madhavi Menon, "Queering History,"** *PMLA* 120.5 (2005), pdf. Goldberg and Menon reflect on the impact of earlier work (*Queering the Renaissance*, lay out their controversial critique of historicism, and call for a method that they coin 'unhistoricism.'" What's the problem with current scholarship, according to Goldberg and Menon, and what do they propose as a remedy? (You may need to go back to Halperin's "Forgetting Foucault" as you piece out Goldberg and Menon's critique; take your time with this, and you may need to allow for multiple readings.)
- **Valerie Traub, "New Unhistoricism in Queer Studies,"** *PMLA* 128.1 (2013), pdf. Traub seeks to give credit where credit is due to queer theorists/deconstructionists, then lays out her critique of Goldberg and Menon's "Queering History." [Note that A modestly revised version of this essay appears in *Thinking Sex with the Early Moderns* (2017)]. *But wait there's more!!*
- **Carla Freccero, Madhavi Menon, Valerie Traub,** respond further, in briefer letters to editor *PMLA* 128.3 (2013).
 - Placeholder for future reading/advanced research: for an early statement in this debate, see Carla Freccero's synthesis and critique of Halperin (via Sedgwick) in "Acts, Identities, and Sexuality's (Pre)Modern Regimes" (*JWH* 11.2, 1999). I am not assigning this, but you now have lots of context to follow this piece, should you elect to incorporate this debate in future work. For a preliminary argument about a new kind of historiography and the questions it might ask, see Traub, "Present Future of Lesbian Historiography" (2007).

3.21; Week 10

- NO CLASS

3.28; Week 11

Queer Time: Anachronism, Ahistoricism

Read:

- **Edgar Allen Poe**, *Ligeia*, pdf
- **Valerie Rohy**, from *Anachronism and its Others* (2009), pdf.
- **Carolyn Dinshaw**, et.al., "Theorizing Queer Temporalities: A Roundtable Discussion" (2007);
- Judith (Jack) **Halberstam**, excerpt from *In a Queer Time and Place*.

4.4; Week 12

Queer Time: Texts that don't "fit": what would your queer reading of this tale be? Where do you most focus? What theories, debates, or ideas do you draw on to build your reading? (This could be the basis of a precis applying ideas from this unit, layering in next week as well!)

- **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
Reis is a traditional historian and not a literary scholar or queer theorist (or unhistoricist!); let's think about what methods, ideas, or questions across the semester might be brought to bear on this recently-revived text to open it up, offer potential readings.
- **Chris Looby**, *The Literariness of Sexuality: Or, How to Do the (Literary) History of (American) Sexuality*" (*ALH* 25.4, 2013), this is a brief think piece about how we tell literary history; pay attention to his methods and why he uses "Man Who Thought Himself a Woman" as example, and what he pays attention to most in the tale to build his arguments.
- **Jordan Alexander Stein**, "American Literary History and Queer Temporalities" (*ALH* 25:4, 2013); also, from same issue of *ALH*, a brief think piece about how we tell literary history; while not about the tale, it may offer additional avenues for queering a tale that feels "out of time" to some, i.e. written before transgender became a category of modern subjectivity.

4.11; Week 13

Queer Time, Now, Again: The Untimely

- **Sarah Orne Jewett**, from *The Country of the Pointed Firs*, pages TBA.
- **Peter Coviello**, from *Tomorrow's Parties: Sex and the Untimely in Nineteenth-Century America* (2013), electronic book available via remote access through library west, pages TBA
- **Smaller group peer workshop, 1 hour? (confirm interest)**
 - Note for future work on queer time and literary interpretation of past texts might include AnnaMarie Jagose, "First Things First: Some Second Thoughts on Lesbianism," from *Inconsequence: Lesbian Representation and the Logic of Sexual Sequence* (2002); Heather Love, *Feeling Backward* (2009); Elizabeth Freeman, *Time Binds* (2010).

****Précis/Reflection 3 due Wed 4/11 in seminar, then uploaded by Friday, based on concept from Week 9 on.****

4/18; Week 14:

Problems of Archive

- **Anjali Arondekar**, "Without a Trace, Sexuality and the Colonial Archive" (*JHS*, 2005), pdf
- **Pete Sigal**, "Latin America and the Challenge of Globalizing the History of Sexuality" (*AHR* 114.5, 2009), pdf
- **Valerie Traub**, from *Thinking Sex with the Early Moderns* (2016), on Sex in the Interdisciplines, Cycles of Salience, Sexual Lexicons, Signs of the Lesbian, Ideas for Methods..

What key ideas emerge about archives: what do we do with the archive, if not to excavate the past or recover elided voices?; what might we instead ask of the archive? Be mindful of useful ideas for historiography and sexuality studies. We will also go over the final assignment and any questions you have about final archival projects.

4.25; Week 15:

Archive Fever Student Presentations (Primary Source Analysis Paper show/tell): all.

4.26-27, reading days

Archive Fever: Primary Source Analysis Papers Due on or before Tuesday May 1 by 11:55pm.