

HIST 1964C (FALL 2020) *DRAFT SYLLABUS, AUG 10, 2020 *

GENDER & SEXUALITY IN EARLY MODERN EUROPE



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ONLINE ONLY via Canvas, Slack, and Zoom (reserve Weds 3-5:30pm for possible synchronous meetings)

OCRA password: Sex

Course Description:

This seminar explores the relationships among gender, sex, and sexuality, as well as the ways in which these categories were constructed, maintained, and subverted in Europe from roughly 1450-1800. By reading primary sources from the period, as well as historians' analyses, we will investigate how these formations operated as systems of power, often also intersecting with other categories of difference, including those rooted in the body, religion, or social status. Finally, we will survey how scholars have framed their study of these topics through women's and gender history; gay and lesbian history; queer theory and trans studies.

This class fulfills the PREMODERN distribution requirement for the History concentration.

[possible WRIT and DIAP designation pending]

Learning Outcomes:

By the end of this course students will:

- **Have a foundational knowledge** of the key concepts of gender, sex, and sexuality, their particularly early modern European formations, as well as of the ways in which individuals and groups in early modern Europe created, maintained, transformed, queered and transed the dominant ideologies connected to these concepts.
- **Know how to use their knowledge of gender, sex, and sexuality in early modern Europe** to understand how individuals in other times and places navigate, and contest the

intellectual, legal, religious, or cultural structures that frame their lives; to articulate the multiple ways in which power operates.

- **Be able to relate gender, sex, and sexuality** to other ideologies of power and categories of difference in the same period in early modern Europe, including those rooted in the body, religion, or social status.
- **Articulate the personal and social stakes** of historical articulations of gender, sex, and sexuality to contemporary discussions of these issues, as well as to activist communities.
- **Feel empowered to continue to explore** the history of gender, sex, and sexuality, the history of early modern Europe, and gender and sexuality studies after our seminar is over.
- **Be able to think and work like a historian**, namely to:
 - *identify, analyze, and evaluate* other historians' arguments, including their use and interpretation of sources, deployment of theoretical frameworks, and articulation of historiographical interventions
 - *analyze* early modern primary sources and *develop* an initial analysis to make it more complex, nuanced, or profound
 - *use* theory to develop your analysis of sources and to craft an argument in a History paper
 - *situate* an argument historiographically, that is, in conversation with the work of other historians or scholars writing about a similar topic
 - *integrate* primary source research and theoretical or historiographical framing, to craft and sustain an argument (in this case, over the course of roughly 20 pages).

Assessments and Allocation:

The total of in-class hours and out-of-class work for all full credit courses at Brown is approximately 180 hours over the length of a semester. In this class, students seeking to maximize their learning can expect to spend 70 hours in class (5 hours per week for 14 weeks), 70 hours reading for class (approx. 6 hours per week for 14 weeks), 10 total hours on weekly responses or preparation of oral presentations, 20 hours researching and writing the first draft of their final paper and 10 hours researching and writing the second draft of their final paper. Actual times will vary for each student; final grades are not determined by the amount of time a student spends on the course.

(1) Weekly assignments (20% total):

Rotating Groups (10%): students will be divided into 4 groups. Beginning in week 2, each group will complete one of the following each week on a rotating basis – detailed instructions on Canvas):

- *post on slack* (by noon on Tues): post a quote from the week's reading that you find particularly interesting (something confusing, or that intersects with other readings we have done, that you didn't know before, that you agree/disagree with, etc.)
- *respond to slack posts* (by noon on Weds): After reading the slack posts, respond to at least one of them with your own interpretation/response.
- *fishbowl* (end of Weds. synchronous meeting): this group is responsible not only for participating in the slack and synchronous discussion, but also for observing the discussion itself as it unfolds and recording both the content of the discussion and its structures, gaps, successes, and challenges. This is an opportunity to notice and raise observations about inclusivity, technology, and whether we are advancing our

understanding of course material. I will provide a list of possible things to pay attention to.

- *off week*. Take a break!

Takeaways (10%): each week, you will **submit 2-3 few informal sentences** articulating your take-aways for the week, related either to the course content or to your own learning goals. For example: what did you learn about gender and sexuality in early modern Europe, or what new questions came up? Did you do something well in terms of your learning goals (e.g. you figured out how to read a scholarly article efficiently!), or what do you want to work on?

To receive full credit on these weekly assignments, you must do the following:

- Post original responses of substance and quality.
- Post thoughtful/helpful responses to peers.
- Take the discussion further or pose relevant questions.
- Actively participate and contribute to discussions and revision workshops.
- Post and reply in a timely fashion.

(2) Research paper (80% total) - 20 pages, due at the end of the semester, broken into the following sequence of assignments:

- *paragraph brainstorm about **possible topics** (5%, credit/no credit)*
- *identify a **primary source** related to your possible topic, and record a podcast about it: who wrote/made it, when, in what context, for what audience, etc.? What questions does it raise or help answer related to your topic? what **theoretical approaches** might help you squeeze more out of it? (15%, graded, oral feedback)*
- ***article review** (or maybe book if they are inclined?): choose an article/book by a historian related to your topic, then write a 600-word book review (specify the hypothetical audience: scholarly journal? NYRB? blog post? LGBTQ+ community blog?) analyzing and evaluating its argument (15%, graded, written feedback)*
- ***proposal**: 2-3 pages, should include a description of your source(s) and a brief discussion of what it/they might contribute to the historiographical, methodological, or theoretical questions raised by our class. (5%, credit/no credit, written feedback)*
- ***draft of essays + peer review** (credit/no credit, peer feedback). A draft of your final essay will be submitted to a team of peer reviewers and to me at the same time. Peer reviewers provide comments on how their own experience of reading your work suggest both the strengths of your writing and the areas that most need to be addressed in revision. You are ultimately your own best editor, or you should aspire to be, and you may or may not chose to follow the directives given to you by me or by your peer editors. But the process gives you insights into how to become that good editor by showing you how others read your words. You will find the guidelines for the peer review process and you will be assigned peer review teams with the prompt for the final project.*
- ***final paper**, 18-20 pages (40% graded, written feedback). You will choose a primary source (or collection of related sources) and use your close reading of that source to engage the larger historiographical and methodological questions raised by this course. You are encouraged to use the collection online resources available through Brown University Libraries, which I have assembled in Canvas.*

To receive full credit for each submitted assignment, you must do the following:

- Apply the lessons from readings and discussions to your assignments.
- Properly format your assignments. Written submissions (other than weekly takeaways, which are submitted in a textbox) must be **12 pt font, double-spaced, and paginated**, unless otherwise stated.
- Complete all assignments on time.
- Actively participate and contribute to peer reviews.

Diversity, Equity, and Inclusion, During the Pandemic and Otherwise:

I am committed to creating a classroom environment in which students from all backgrounds and perspectives are well served, students' learning needs are addressed both in and out of class, and all experiences, subject positions, and backgrounds are viewed as a resource, strength and benefit. It is my intention to present materials and activities that are respectful of racial, religious, gender, ethnic, sexual orientation, socioeconomic status, ability, age, and other differences. **If there is anything that I need to know to communicate respectfully and effectively with you -- for example, your lived name, preferred pronouns, access needs, pronunciation of your name(s), etc. -- please let me know.**

At the same time, at its core, this course deals with material that can be sensitive, personal, and contested: gender, sex, and sexuality. There are tensions and disagreements among scholars and activists immersed in these topics, and certainly students will have different responses to our course material as well. I expect us to read, discuss, and listen to each other with openness and a willingness to engage with new ideas and perspectives, and with respect for each other. I ask you to uphold the principles of the University community as you engage in all aspects of the course. If you have concerns about a violation of these principles, I encourage you to raise them with all of us, with me directly, or via Brown's procedures for incident reporting.

I recognize that the Coronavirus pandemic has heightened inequalities, and that any one of us could encounter issues related to health, accessibility, resources, or inadequate workspaces during the semester. If you encounter disruptions to learning due to COVID or other related issues, please let me know as soon as possible and we will make an arrangement that makes sense for your situation. See Canvas for additional resources.

Readings:

All readings are available digitally. You find them via OCRA course reserves directly (password: Sex); the E-Reserves link in our Canvas page; or linked to the module for each week's readings.

For those who can and prefer to buy paper books, the following books should be available for purchase at the Brown Bookstore if you are on campus, or you may be able to order them directly via your local independent bookstore (see <https://www.indiebound.org/>) if you are away from campus:

Brucker, Gene A. *Giovanni and Lusanna: Love and Marriage in Renaissance Florence*. 2005 ed. Berkeley: University of California Press, 2005.

Manion, Jen, *Female Husbands: A Trans History*. Cambridge University Press, 2020 [note: we are only reading part of this book]

- Rocke, Michael. *Forbidden Friendships: Homosexuality and Male Culture in Renaissance Florence*. New York: Oxford University Press, 1996.
- Ruggiero, Guido, *Binding Passions: Tales of Magic, Marriage, and Power at the End of the Renaissance*. New York: Oxford University Press, 1993.
- Schiebinger, Londa L. *Nature's Body: Gender in the Making of Modern Science*. Boston: Beacon Press, 1993.
- Tarabotti, Arcangela. *Paternal Tyranny*, ed. Letizia Panizza. Chicago: University of Chicago Press, 2004.

Class Schedule:

I. orientations	
1. sept. 9: introductions	
2. sept. 16: frameworks (theory and method)	
<p>Read:</p> <p>Natalie Zemon Davis, "Women on Top," in <i>Society and Culture in Early Modern France: Eight Essays</i> (Stanford, Calif.: Stanford University Press, 1975).</p> <p>Joan Scott, "Gender: A Useful Category of Analysis." <i>The American Historical Review</i> 91, no. 5 (1986): 1053-75</p> <p>Judith Butler, "Critically Queer," in Donald E. Hall and Annamarie Jagose, eds., <i>Routledge Queer Studies Reader</i> (New York: Routledge, 2013, 18-31.</p> <p>Optional:</p> <p>Bennett, Judith M. "'Lesbian-Like' and the Social History of Lesbianisms." <i>Journal of the History of Sexuality</i> 9, no. 1/2 (2000): 1-24.</p> <p>Halperin, David M. "How to Do the History of Male Homosexuality." <i>GLQ: A Journal of Lesbian and Gay Studies</i> 6, no. 1 (2000): 87-123.</p>	<p>Submit informal paragraph (or audio or video) on Canvas by sept. 13 about what brought you to this class, and what your developmental learning goals are for this class (e.g. I want to work on my writing, I want to try to use my Spanish in a research project, etc.)</p> <p>Individual meetings with Prof. Nummedal</p>
3. sept. 23: sex and status (microhistory)	
<p>Read:</p> <p>Gene Brucker, <i>Giovanni and Lusanna</i></p>	Individual meetings with Prof. Nummedal
4. sept. 30 patriarchy & "the woman question" (reading primary sources)	
<p>Read:</p> <p>bell hooks, "Understanding Patriarchy." In <i>The Will to Change: Men, Masculinity, and Love</i>. Washington Square Press, 2004.</p> <p>Arcangela Tarabotti, <i>Paternal Tyranny</i></p>	<p>Individual meetings with Prof. Nummedal</p> <p>Submit topic brainstorm paragraph about possible topics, 10/2</p>

II. sex and power	
5. october 7: :sodomy, masculinity, and the state	
Read: Michael Rocke, <i>Forbidden Friendships</i>	
6. october 14: ecstasy, desire, and bodies of faith	
Read: Audre Lorde, "The Uses of the Erotic: The Erotic as Power," in <i>Sister Outsider : Essays and Speeches</i> (Berkeley, Calif: Crossing Press, 2007). Moshe Sluhovsky, <i>Believe Not Every Spirit: Possession, Mysticism, & Discernment in Early Modern Catholicism</i> (Chicago: University of Chicago Press), Ch. 5: "Contemplation, Possession, and Sexual Misconduct." Zeb Tortorici, "Masturbation, Salvation, and Desire: Connecting Sexuality and Religiosity in Colonial Mexico." <i>Journal of the History of Sexuality</i> , Volume 16, Number 3, July 2007, pp. 355-372. María Elena Martínez, "The Black Blood of New Spain: <i>Limpeza de Sangre</i> , Racial Violence, and Gendered Power in Early Colonial Mexico," <i>The William and Mary Quarterly</i> , Vol. 61, No. 3 (Jul., 2004), pp. 479-520.	
7. october 21: love and magic	
Read: Guido Ruggiero, <i>Binding Passions</i>	Submit article review, by Wednesday, 10/21
III. sex, gender, and the body	
8. october 28: transing	
Read: "Sexuality and the Marriage Sacrament: Elena/Eleno de Céspedes," in Richard L. Kagan, and Abigail Dyer, eds., <i>Inquisitorial Inquiries: Brief Lives of Secret Jews and Other Heretics</i> (Baltimore: The Johns Hopkins University Press, 2004). Jen Manion, <i>Female Husbands: A Trans History</i> (Cambridge University Press, 2020), Introduction + Chs. 1-2	
9. november 4: flex week	
no common reading/synchronous class meeting this week: keep working on your research projects; individual meetings with Prof. Nummedal	Submit podcasts by Monday, 11/2

10. november 11: embodiments	
<p>Read:</p> <p>Laqueur, Thomas. "Orgasm, Generation, and the Politics of Reproductive Biology." <i>Representations</i>, no. 14 (1986): 1-41.</p> <p>Barbara Duden, <i>The Woman Beneath the Skin: A Doctor's Patients in Eighteenth-Century Germany</i> (Cambridge, Mass.: Harvard University Press, 1991), Ch. 4: "The Perception of the Body."</p> <p>Laura Gowing, "Women's Bodies and the Making of Sex in Seventeenth-Century England," <i>Signs: Journal of Women in Culture and Society</i> 37, no. 4 (Summer 2012): 813-822.</p>	
11. November 18: intersections	
<p>Read:</p> <p>Londa Schiebinger, <i>Nature's Body: Gender in the Making of Modern Science</i> (Boston: Beacon Press, 1993).</p>	Submit research proposals by Monday, 11/16
IV. final projects	
12. november 25: Thanksgiving Break	
13. december 2: Remote Reading Period	drafts due Wednesday, 12/2; begin peer review
14. december 9: Exam Period	finish peer review & revise; final papers due Monday 12/12