



**UNSW**  
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# ARTS2906

History of Sexuality

Semester One // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Zora Simic	<a href="mailto:z.simic@unsw.edu.au">z.simic@unsw.edu.au</a>	Tuesday 4-5, Friday 12-1 or by appointment.	MB 347	9385 1736

#### Tutors

Name	Email	Availability	Location	Phone
Sophie Robinson	<a href="mailto:sophie.robinson@unsw.edu.au">sophie.robinson@unsw.edu.au</a>	Email		

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social

Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Academic Information**

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *Women's and Gender Studies*

This course can also be studied in the following specialisation: *History*

Sex is a constant through time, but 'sexuality' has a history. By starting in the Ancient world, you will learn that people and societies have not always understood sexual behaviour to equate with a sexual identity, such as 'homosexual' or 'heterosexual'. 'Sexuality' then is a modern phenomenon. To comprehend this, we will examine why masturbation suddenly became a very big 'problem' in the 18th century and why sex was increasingly regulated from the 19th century. We chart the growth of new forms of sexual knowledge and ponder feminist critiques of Freud and other sex 'experts'. We wind up in the twentieth century, with not one but several sexual revolutions. The course is designed for students in Women's and Gender Studies and in History, but should appeal to anybody with an interest in one of the most studied and discussed aspects of modern life.

### At the conclusion of this course the student will be able to

1. Demonstrate a broad historical knowledge of the history of western sexuality.
2. Identify key debates, thinkers and concepts in the interdisciplinary field of the history of sexuality.
3. Locate and contextualise primary material relevant to the history of sexuality.
4. Construct arguments using interdisciplinary scholarship - for example, from history and from gender studies - in written and/ or verbal form.
5. Submit original work, properly referenced.

### Teaching Strategies

This course is designed to develop your skills at critiquing scholarly literature, constructing your own arguments and conducting scholarly research. The lectures provide essential background information and introduce theoretical concepts and debates, drawing from both Gender Studies and History. Course content also includes documentary material from the ever expanding visual archive of the history of sexuality. In class we will discuss set readings and other course content, guided by tutorial questions. My teaching strategy is to encourage your critical engagement with course material through class discussion and written responses to selected tutorial questions. The course will also help you develop your research and written and verbal skills through a sexual knowledge presentation and a research essay which requires you to undertake independent research on a specific topic.

## Assessment

Moodle will provide further information about general assessment advice, including essay writing.

The preferred referencing style in History and Women's and Gender Studies is Chicago/ Oxford or the footnote method. See details here:

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

We also accept Harvard (i.e. in-text references that include page numbers):

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

Essays should include bibliography or reference list.

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Sexual Knowledge Presentation and Reflection	15%	Presentation weeks allocated in first tutorial, reflection due within week of receiving feedback from tutor.	3,4
Research Essay	40%	25/05/2018 04:00 PM	1,2,3,4,5
Tutorial Responses	45%	2 due end of Week 5, 4 due end of Week 13	1,2,4,5

## Assessment Details

### Assessment 1: Sexual Knowledge Presentation and Reflection

**Start date:** Not Applicable

**Length:** 5 minute presentation, 200 word reflection (max)

**Details:** Students present a five-minute presentation on a source of sexual knowledge of their choice to the class. Their presentation should engage with assessment questions (instructions provided). After students receive feedback over email for the presentation, they are invited to reflect on the feedback over email in approximately 150 words. Presentation is 10% and reflection is 5%.

#### Additional details:

Note: this assessment has two components - presentation (mandatory) and reflection (optional).

SEE MOODLE FOR EXTENDED DETAIL ABOUT THE PRESENTATION.

**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, nor can you cover all of them in the time allocated]

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 feed back to your email address (your student account) within two days of your presentation, normally within 24 hours.

***Sexual Knowledge reflection*** (approximately 150-200 words)

**Due:** up to a week after I send feedback on your sexual knowledge presentation.

**Submission:** Send to your tutor via email 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.

**Turnitin setting:** This is not a Turnitin assignment

## **Assessment 2: Research Essay**

**Start date:** Not Applicable

**Length:** 2000 words

**Details:** Students write an essay (approximately 2000 words) based on independent research. Feedback via individual comments and rubric. The essay is the final assessment for attendance purposes. This is the final assessment for attendance purposes.

### **Additional details:**

Questions available on Moodle from Week 2, an essay guide from Week 6.

Essays can be submitted in advance to check similarity report, but leave a day between submissions to ensure final submission.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin

similarity reports.

### **Assessment 3: Tutorial Responses**

**Start date:** Not Applicable

**Length:** 6 x 200-250 word responses, due in two batches

**Details:** Across the semester, students answer six tutorial questions in writing based on tutorial readings of approximately 200 words each. Students receive written feedback via a rubric and individual comments and also general verbal feedback in tutorials.

#### **Additional details:**

See Moodle for further detail. This assessment asks you to respond to tutorial questions which are set each week. Each week has its own folder in Moodle.

This assessment can be submitted in advance of due date.

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

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

**Submission:** **Part I** is due by the end of Week 5 by 4pm. Please submit electronically via Turn It In on Moodle.

**Part II** is to be submitted electronically via Moodle by 4pm Friday Week 13.

The first tutorial responses exercise is due in Week 5 (Thursday before Good Friday). You will submit TWO responses to two tutorial questions, chosen from Weeks 1, 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, essential readings and where relevant, discussion in class. Across the semester you can also answer up to TWO questions that address a documentary screened in the lecture slot, but your first submission should only address ONE.** Only films available via Kanopy streaming service (ie accessible via Library Catalogue) will be allocated a question (i.e. so that you can re-watch if necessary). **As a rough guide, aim for 200-250 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 4pm on**

**Friday).** It follows the same formula as the first, but this time you provide answers to FOUR questions chosen from weeks 6-12. 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:** Both exercises will be assessed and graded electronically. I will send a notice to the course when I have finished marking. I anticipate this will be by the end of Week 7 for Part I and no more than two weeks after Part II. You will be able to access your feedback and grade via Moodle.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,

\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	Introductory lecture and welcome.  Screening: <i>Friends of Dorothy</i> (2014)
Week 2: 5 March - 11 March	Lecture	Theorising Sexuality  Historicising Sexuality  (Please do reading to discuss in lecture)
	Tutorial	Introducing the History of Sexuality  Sexual Knowledge Presentations assigned
Week 3: 12 March - 18 March	Lecture	Sex in Antiquity  Case study: Ancient Greece
	Tutorial	Did the Greeks Invent Homosexuality?: Sexual Acts in the Ancient World
Week 4: 19 March - 25 March	Lecture	Sex in the Pre-Modern World and the Christian Inheritance  Screening: <i>Sex: An Unnatural History: The Church</i> (2011)
	Tutorial	Sex and Sin: the Christian Inheritance
Week 5: 26 March - 1 April	Lecture	Eighteen Century Sex and the Big Masturbation Panic  What is the Victorian era?  NOTE: This is a compulsory lecture as we have no tutorial due to Good Friday.
	Assessment	Your first two tutorial responses are due on Thursday by 4pm - please submit to Moodle via the Turn It In Link to your tutorial class.
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Lecture	1. From Prostitution to Sex Work 2. Screening: <i>Scarlet Road</i> (2011)
	Tutorial	Prostitution: necessary evil?
Week 7: 16 April - 22 April	Lecture	1. Sex and Colonialism 2. Screening <i>Nice Coloured Girls</i> (1987)
	Tutorial	White Men, Aboriginal Women, Aboriginal Men, White Women
Week 8: 23 April - 29 April	Lecture	Freud and Female Sexuality

	Tutorial	Freud, female sexuality and the clitoris
Week 9: 30 April - 6 May	Lecture	Twentieth Century Sexual Revolutions Part I Sexology and Kinsey
	Tutorial	Kinsey and sex research
Week 10: 7 May - 13 May	Lecture	Twentieth Century Sexual Revolutions Part II: What was the Sexual Revolution? Feminist Critiques of Sexual Revolution.
	Tutorial	Sexual Revolution for whom?
Week 11: 14 May - 20 May	Lecture	From Gay Liberation to Queer Nation  Screening: <i>Homosexuality – A Film for Discussion</i> (1975)*  Guest Lecturer: Sophie Robinson  NB: This is a rare screening of an important film. * Not available on Kanopy
	Tutorial	Australia's Gay and Lesbian History
Week 12: 21 May - 27 May	Lecture	1. Feminist Sex Wars  2. AIDS: A Short History  Screening: <i>Rampant: How a City Stopped a Plague</i> (2007)
	Tutorial	Feminism and Pornography
	Assessment	Research Essay due Friday May 25th by 4pm
Week 13: 28 May - 3 June	Tutorial	HIV-AIDS in Australia  [NB: No lecture this week]
	Assessment	Second lot of tutorial responses are due by 4pm Friday 3 June.

## Resources

### Prescribed Resources

Course content is delivered in two ways - lectures, which are recorded and include powerpoints. This material is available on Moodle after the lecture. You are encouraged to attend lectures.

In tutorials, we base our discussions on set readings.

Each week there are set readings - you are expected to read these in order to contribute to class discussion and as the basis of your tutorial responses. I also hope that you enjoy reading them.

Your weekly readings can be found on Moodle / Leganto.

Leganto is a great resource for this course - it will be updated throughout semester to include links to recommended readings for essays.

### Recommended Resources

**There is no set text book for this course, but some recommended readings include:**

Veronique Mottier, *Sexuality: A Very Short Introduction*, Oxford University Press, 2008 (UNSW Bookshop for \$19.99).

#### **Journals (to name a few obvious ones)**

*Journal of the History of Sexuality*

*The Journal of Sex Research*

*Gender and Sexuality*

*GLQ: A Journal of Gay and Lesbian Studies*

*Journal of Homosexuality*

*Gender and History*

*Australian Feminist Studies*

*Feminist Review*

*Sexualities*

#### **Additional Readings**

Good overviews/ collections of relevant essays: \* indicates can be found as an e-book in library catalogue/ via Leganto

Anna Clark, *Desire: A History of European Sexuality*, (London: Routledge, 2008)\*

Anna Clark (ed.) *A History of Sexuality in Europe: A Source Book and Reader* (Routledge: London, 2011) - in High Use collection

John D'Emilio & Estelle B. Freedom, *Intimate Matters: A History of Sexuality in America*, (NY: Harper and Row, 1998)

Michel Foucault, *The History of Sexuality Part I, Part II: The Use of Pleasure, Part II: Care of the Self*, Various editions (NB: Penguin currently has the first part on sale as part of their classic \$10 series)

Stephen Garton, *Histories of Sexuality: From Antiquity to Sexual Revolution*, (London: Equinox, 2004)\*

George E. Haggerty and Molly McGarry (eds.), *A Companion to lesbian, gay, bisexual, transgender and queer studies*, (Oxford: Blackwell, 2007)\*

Gail Hawkes and John Scott (eds.), *Perspectives in Human Sexuality*, (South Melbourne: Oxford University Press, 2005) - High Use

Angus McLaren, *Twentieth Century Sexuality: A History*, (Blackwell, Malden, 1999)\*

Kim M. Phillips and Barry Reay (eds.), *Sexualities in History: A Reader*, (New York: Routledge, 2002)\*

Ken Plummer (ed.), *Sexualities: Critical Concepts in Sociology*, Vol 1, II, III and IV, (London: Routledge, 2002)

Steven Seidman, Nancy Fischer & Chet Meeks, *Handbook of the New Sexuality Studies*, (London and New York: Routledge, 2006)\*

Annette F. Timm and Joshua A. Sanborn (eds), *Gender, Sex and the Shaping of Modern Europe*, (Oxford: Berg, 2007)

Jeffrey Weeks, *Sexuality: 2nd edition*, (London: New York: Routledge, 2002)

## **Websites**

EXCELLENT data base for this course – Archives of Human Sexuality & Identity, Part I: LGBTQ History and Culture Since 1940 – link on Leganto

OTHER RESOURCES WILL BE AVAILABLE VIA MOODLE/ LEGANTO

## **Course Evaluation and Development**

The course will be formally evaluated via myExperience. I welcome less formal feedback any time.

## **Image Credit**

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## **CRICOS**

CRICOS Provider Code: 00098G