This course introduces students to the major issues surrounding gender and sexuality over what is often called the “century of sex.” Gender and sexuality profoundly shaped the twentieth century: from the question of equality between the sexes to the increasing liberalization of sexual mores and rights that included female suffrage, birth control, the legalization of divorce, women's rights and gay marriage. It is thus little wonder that within this period “gender troubles” emerged not only in Europe, but also beyond.

However, relating a narrative of merely gradual progress would misrepresent the complex nature of gender and sexual politics. In fact, when one views the politics and social practices of gender and sexuality over the longue durée, gender related “troubles” and conflicts are particularly manifest in wartime and the subsequent postwar eras. In particular WWII and its interrelated constituents of totalitarianism, occupation, mass violence, and genocide deeply infiltrated the private lives of individual citizens. Focusing on Austria, Britain, France, Germany, we will examine women’s support for war, everyday racial discrimination, eugenic policies, genocide and sexual violence, all of which complicate the question of gender and sexuality. In addition, we’ll consider questions such as: How did war and occupation impact relations between and among men and women at home and on the front? What role did sexuality and violence play in the two global armed conflicts? And how can gender and sexuality help us to understand militarization, violence, and war?

This course also pays special attention to the scholarly debates and historiographies that have emerged in recent decades concerning sexuality, gender, and war. We will trace initial efforts in the early-1970s to animate women’s history by writing a more universal study of gender. It was at this juncture when scholars decided to push disciplinary boundaries. This had a direct impact on current scholarship that focuses on the study of plurality—including the social construction(s) of masculinities/maleness and femininities/femaleness. We will thus also consider recent developments in the field of masculinity studies, the history of sexuality, and queer studies. Last but not least a history of gender and sexuality can be a useful tool to understand recent social and political events (such as gay marriage or transgender politics) in the 21st century.

Course Program

#1 January 26 2017 Introduction: Gender, Sexuality and Queer: Useful Categories for the Analysis of Power and Perceived Difference

I. From Women’s Studies to Gender History
#2 February 2 2017 **The Personal is Political! Or, Taking Women Seriously**

**Student presentation:** *Free Angela And All Political Prisoners* (Shola Lynch, 2012)

#3 February 9 2017 **Men’s Fears and Women’s Work: Gender Relations in Britain During and After WWI**

**Student presentation:** *Frantz* (François Ozon, 2016)

#4 February 23 2017 **Reforming Sex in Weimar Germany**

**Student presentation:** *The White Ribbon* (Michael Haneke, 2009)

#5 March 2 2017 **Gender, Race, and Sexuality in Times of Genocide**

**Student presentation:** *To Be or Not to Be* (Ernst Lubitsch, 1942)

#6 March 9 2017 **Conquerors, Occupiers, Liberators: Sex and Violence in Wartime Europe (1939-1945)**

**Student presentation:** *A Foreign Affair* (Billy Wilder 1948)

III. **Masculinity Studies**

#7 March 16 2017 **Youth in Movement: Scouts and Guides in British Malaya (1910-1966)**

Lecture by Jialin Christina Wu, postdoc researcher (FNRS Belgium)  
**Student presentation:** *Moonrise Kingdom* (Wes Anderson, 2012)

#8 March 23 2017 **Sex After Fascism: Renegotiating Family, Marriage, and Love in Postwar Germany**

**Reading:** Frank Biess, "Men of Reconstruction, the Reconstruction of Men. Returning POWs in East and West Germany," in Karen Hagemann and Stephanie Schüler-Springorum eds.,

Student presentation: The Marriage of Maria Braun (Rainer Werner Fassbinder, 1979)

#9 March 30 2017 TEST (Quiz and short-answer questions)

IV. Queer(ing) History

#10 April 6 2017 Gender Troubles? (Trans)Gender Performances among Soldiers and POWs during the Two World Wars
Student presentation: Cabaret (Bob Fosse, 1972)

#11 April 13 2017 Military Masculinity and the Benign Facade of U.S. Empire (1898-2001)
Lecture by visiting professor Aaron BELKIN (Palm Center/San Francisco State University)
Student presentation: Merry Christmas Mr. Lawrence (Nagisa Ōshima, 1983)

#12 April 20 2017 Conclusions: Deconstructing the Hegemonic Masculinity and Scrutinizing Female Agencies: Where do we stand and what are we missing?
Student presentation: The Times of Harvey Milk (Rob Epstein, 1984)

NB: The written assignment has to be submitted by this date.

Workload
The format for this course will be a lecture with class discussion of the readings (10 scholarly articles or case studies in total). Students are required to come to class each week, having read the week’s text and being prepared to discuss it. They also are expected to watch one movie per week. The lectures, course readings, and movies will form the basis for both the test and the final paper.

Grading Rubric
✓ One group presentation: students are required to prepare one 15-minute oral presentation on a pre-assigned topic, which I will distribute in the first class.
✓ Attendance at one TA session.
✓ One test at week nine (March 30 2017)
✓ One 3-page paper (1250 words), due at week twelve (April 20 2017)

Class attendance and participation are mandatory. All readings, oral presentations and papers are due in English.
Tips for Writing Your Essay

Your final paper (1250 words) should analyze one of the readings, providing a critical interpretation of an article of your choice and placing the reading in the context of the overall.

Here are some tips for writing your essay:

1. **Read:** Before you start with your essay writing read the text you have chosen to work on carefully. Make notes and ASK QUESTIONS.

2. **Thesis:** Analyze and develop a thorough argumentation. A good thesis is not simply descriptive, but analytic. That is, it makes a claim about WHY or HOW something happened, not simply THAT it happened or about WHY there are similarities and differences between texts, not just that similarities and differences EXIST.

3. **Structure:** Make the purpose and organization of your paper clear to the reader immediately. Tell the reader in the introductory paragraph what your thesis and how you will demonstrate it. Then stick to your argument.

4. **Argumentation:** Remember that topic sentences, thesis statements and conclusions guide your readers. Your task is to persuade the readers that your argument is correct, and so you should be sure that your writing is clear enough for them to follow you with ease. Get used to editing your prose with care rather than settling for the first draft. Look for argumentative flow as well as for well-organized paragraphs and clear sentences.

5. **Evidence:** When you make an analytical statement on your reading, always remember to support your argument with proofs or references on readings or sources. Avoid speculation!!!

6. **Quotations:** Quotes cannot stand alone. Always introduce the quote, even if it is just with something like “The author states, …” Quotations should NOT be used as substitutes for your own prose, they are evidence, not argumentation or analysis. Remember to explain why the quote is significant and how it supports your thesis.

7. **Double check the basic facts:** Accuracy is important. Double check names and spellings, dates, locations, etc. It’s often very helpful to check the introduction to the text for these basic facts.

8. **Proofread!**