

HH2002

Gender in History

Asst. Prof. Jessica Hinchy

jhinchy@ntu.edu.sg, HSS-05-18

Consultations: please make an appointment for a Zoom consult via email

Course Aims

In *Gender in History*, you will compare diverse ideas about gender and sexuality in global history, focusing on the nineteenth and twentieth centuries. This course examines the gendered experiences of people in the past and the present. You will analyze the ways that political, social and economic transformations have intersected with historical changes in gender and sexual norms, revealing the historical contingency of gender and sexuality. *Gender in History* will decenter and denaturalize present day gender and sexual norms by showing the historical specificities of the present, through a variety of historical case studies. Through this course, you will appraise and critique the major approaches to gender history and the history of sexuality and analyze important historiographical debates in the field. *Gender in History* aims to give you a toolbox of concepts and analytical frameworks which you can draw upon in all your other courses and research projects, to deepen your analysis of gender and sexuality. You will also develop your skills in primary source analysis, in particular in analyzing gendered and sexual language and images in written and visual primary sources.

By the end of this course, you will be able to:

1. Investigate and explain the role of a range of historical processes in the formation of the gender and sexual dynamics of the modern world.
2. Compare and contrast major theoretical frameworks and methodologies in gender history and the history of sexuality.
3. Analyze and interpret gendered and sexual languages and images in primary historical sources.
4. Formulate and articulate novel historical arguments that effectively deploy primary and secondary source evidence.

Requirements and Expectations

- Students must attend the weekly seminars and take part in discussions.
- Depending on the planned class activities, slides may sometimes be made available on Blackboard *after* class.

- Students must **read the assigned materials** before each class. Those readings listed under “further reading” are not mandatory; they are for those who wish to explore the topic further. Essential readings will be accessible on Blackboard.
- Students should check Blackboard for important information regarding the course and assignments.
- Students should arrive on time; late arrival will result in a deduction of participation marks.
- Note that NTU’s Policy on Student Code of Conduct applies.
- All work must be your own. Plagiarism of any material for written work (including the take-home test) will be penalised and may result in failure of the course. **Plagiarism includes self-plagiarism.** Any written assignments which plagiarise assignments you have written for other courses (in part or whole) will be penalized or failed. Please see the section on plagiarism below.
- If you would like to set up a consultation, please email me to set up a time. I will be holding **all consultations over Skype/Zoom** in light of the current covid-19 situation.
- I do not answer student emails on weekends or outside business hours (9 am-5 pm, Monday-Friday, excluding public holidays). You can usually expect a response within two business days to emails sent on weekdays.

Assessment

Component	Weighting	Due date
1. Participation (in-class and online)	15%	Ongoing (essay consults TBA)
2. Research proposal	10%	TBA
3. Research essay	50%	TBA
4. Take-home essay exam	25%	TBA

1. Participation: 15%

There are three components to the participation grade:

a) Participation in discussion:

In-class discussion will be an important means by which you will learn from your peers and build important skills, including: constructing convincing arguments; analyzing primary and secondary sources; and verbal communication. As such, your contribution to discussion in class will be assessed. It is not enough to merely turn up to class; rather, you will be assessed on the extent to which you participate in and contribute to the class discussion.

b) Weekly discussion board questions:

Each week with readings (3-13) you are required to post a **question on the secondary source readings** to the discussion board on Blackboard. We will use these questions as a basis for class discussion.

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Questions should be posted by TBA, so that I have time to read them before class. These questions should not overlap/restate the questions on any reading handouts that I distribute.

c) Participation in essay consultation in week 5:

On TBA, I will hold short consultations on the research essay and proposal on Zoom, which all students are expected to participate in as part of your participation grade. You should **begin research** and write your **essay question prior** to the consultation. At the beginning of our Zoom meeting, I will ask you to enter your question into the chat, so please have it prepared. Please also read the proposal and essay descriptions below in advance of the consultation.

2. Essay proposal: 10%

600 words (excluding footnotes and bibliography)

Due TBA

The research essay will be a major research project, which you will work on across the semester. Developing a research question is a key skill required for historical research. As such, in your major essay you will be required to develop your own research project and write your own essay question. The research essay will help you develop other key skills like finding relevant primary sources; finding good secondary sources and understanding the differing approaches of historians to the subject; critical analysis and making a convincing argument; writing skills. This proposal assignment will prepare you for your major essay assignment by giving you the chance to receive feedback on your project.

You will need to conduct considerable research prior to submitting the research proposal.

The proposal should include the following headings and sections:

Essay question: [Insert your essay question – probably <50 words.]

Scope: [In 1 sentence state the time period and geographical focus – probably <50 words.]

Argument: [Explain your primary arguments based on your research thus far in >450 words.]

Primary source research: [In 100 words max outline your approach to primary source research.]

Bibliography: [Include only sources you have referenced in footnotes.]

On the essay question section...

An essay question is *not* the same as an essay topic. Common history essay questions include ‘why,’ ‘how’ and ‘to what extent’ questions. Why questions usually ask about *historical causation* (e.g. what caused X, why did X happen?). How questions often ask about historical patterns or processes (e.g. how did X gender construct circulate in Y period?). To what extent questions usually ask about the weighting

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of different factors and sometimes a why question is more effective, as it opens up the range of factors you could consider.

On the scope section...

Please be succinct and precise here. E.g. 'during the colonial period in India' is not an adequate description of the period of the essay, since if you are referring to the period of direct British rule, you are talking 1760s-1940s (or even since c. 1505, when the Portuguese first established colonies in India). You also might want to be more specific about what geographical areas you are focusing on.

On the argument section...

Here, you should elaborate your argument based on the research you have done thus far. Thus, this is section is a **mini-draft of the essay**, explaining the major arguments of the essay and briefly explaining some of the evidence you will use to support those arguments. Note that this section will be **450 words** or more, so you really do need to do some serious research prior to submitting the proposal.

In explaining your argument, you can note why this question addresses an issue of historical significance. If you are building on or challenging the argument of any authors who have written on the subject of your essay, you could also explain this element of your argument here too.

Your explanation of your argument should be logical and clearly structured.

This section should be **fully referenced in footnotes**. Please see the Chicago footnotes/bibliography style guide here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html. You need to include a citation for all arguments, ideas and concepts you have drawn from other sources, as well as empirical material, like historical examples and contextual information. I.e. the argument section needs to be *cited throughout*. This is how you will demonstrate your prior research.

On the primary source section...

In **100 words maximum**, explain what types of primary sources you have found thus far and **cite examples** in your footnotes. Explain why these primary sources are useful. How will you deal with any limitations you have encountered or anticipate in your primary source research—e.g. if you only primarily have access to one type of source (e.g. newspapers) or cannot access sources in a particular language?

This section should also be **fully referenced in footnotes** according to the Chicago footnotes/bibliography style guide here:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

Some tips on research:

For secondary sources, I advise you to prioritise journal articles and books, as these are usually peer-reviewed (i.e. appraised by other scholars in the field prior to publication). MA or PhD theses are widely available online and can sometimes be rigorous, but they are not peer-reviewed like journal articles and books are. Websites and media sources vary widely in how 'reliable' they are. But even when they are accurate, websites and media sources are generally not in-depth because they are brief. Thus, using a

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lot of websites and media sources does not evidence in-depth research and will likely result in a quite superficial analysis. That said, the sites of archives, libraries and museums can be especially useful for primary sources.

3-5% will be deducted for incorrect referencing style. Plagiarism will be penalized (see plagiarism section below).

Late penalty: 2% per day that the assignment is late.

4. Major essay: 50%

2500-3000 words (excluding footnotes and bibliography)

Due TBA

The major essay should be a polished piece of writing that demonstrates your skills in research and critical analysis. The research essay should construct a convincing and logical argument in response to your essay question (see the proposal description for pointers on essay questions). The research essay should include interpretation of several primary sources, ideally drawing on several different types of primary sources. An excellent essay will also position the argument of the essay in relation to the arguments of other historians on the specific topic and/or the different approaches to the study of gender which we read about in week 2-4.

Please include your **essay question** as a **heading** at the beginning of the essay.

Please use the Chicago footnotes/bibliography referencing style:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html. 3-5% will be deducted for incorrect referencing style. You need to include a citation for all arguments, ideas and concepts you have drawn from other sources as well as empirical material, like historical examples and contextual information. Plagiarism will be penalized (see plagiarism section below).

The **word limit** for this assignment is a range (2500-3000 words), to allow students who do considerable research to write a slightly longer essay that allows them more space to develop their argument. However, please only submit a ~3000 word assignment if you are sure that the assignment is **succinct**. Longer doesn't mean better, so please don't submit a repetitive or needlessly verbose essay.

Note: I may not be able to return your major essay feedback and results until after the take-home is due. However, the take-home test does not specifically build on the major essay, so this will not put you at a disadvantage for the take-home test.

Late penalty: 2% per day that the assignment is late.

5. Take-home essay exam: 25%

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1200 words

Released TBA – DUE TBA

In exam week 1, you will be given 3 full days to complete a take-home test. The test will be in essay format. You will be given three questions and will have to answer ALL THREE questions. The essay-format test will examine your understanding of the arguments of the assigned readings and the major themes of the course. The test will also assess your ability to critically analyse connections between different case studies and to compare and contrast various approaches to the study of gender history.

Late penalty: 5% per day that the assignment is late (due to the time-sensitive nature of the assignment).

Feedback

You will receive feedback through individual written feedback on the proposal and research essay. The assessment is 'scaffolded' so that the written feedback on the proposal will provide you with feedback for the research essay. A marking guide explaining how the take-home was marked will be distributed to all students. Please email me for feedback on your participation in class discussions at any time throughout semester.

Policies

Punctuality:

Students are expected to be punctual to class. As such, students who are more than 15 minutes late will receive a 50% penalty on their participation mark for that class. If a student arrives more than 15 minutes late and there are serious extenuating circumstances, we may at our discretion waive the penalty.

Medical certificates:

Providing a medical certificate does not mean that you will be awarded participation marks for the missed class. A medical certificate gives you the right to make up for your non-attendance in class. If you are ill and unable to attend class, you can email your medical certificate along with a **400 word discussion** of the readings for that week by Sunday evening in order to make up your participation marks.

Plagiarism and improper citation:

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NTU's academic integrity policy applies at all times. If you don't know what plagiarism is or are unclear on the details, review this module: <http://academicintegrity.ntu.edu.sg/for-students/module>.

Plagiarism includes:

1. **Passing off another author's work as your own work.** This includes:
 - a. Entirely copying phrases or sentences from an author without quoting or paraphrasing. (This is plagiarism even if you include a reference to the source.)
 - b. Substantially copying phrases or sentences from an author without quoting or paraphrasing, e.g. copying a phrase, changing a few words to synonyms, swapping around phrases within a sentence, or substantially copying a sentence while only changing a phrase or a part of it. (This is plagiarism even if you include a reference to the source.)
 - c. Not referencing ideas, arguments, information, examples or background context that you have derived from other authors in the footnotes.
2. **Self-plagiarism** includes submitting an essay which you have submitted in a different course, or submitting an essay which includes *parts* of an essay from another course (e.g. sentences, paragraphs, arguments). Of course, you can build upon *reading* you have done for another course, but your essay topic and question should not overlap (wholly or partially) with that of *any* assignments you have submitted in other courses.

Plagiarism is **not assessed based on the Turnitin percentage**.

To check if you have accidentally plagiarized:

1. Check whether Turnitin shows any 'matches' to phrases or sentences and if you have plagiarized, *rephrase in your own words*. Do *not* change a word here or there from the copied source – this is plagiarism.
2. Check to see that you have included references whenever you reference background context, examples, ideas, arguments etc. that you have derived from other sources.

All forms of plagiarism are serious offences. Assignments that have significant plagiarism or will receive a fail mark. Assignments that contain minor incidents of plagiarism (e.g. inadequate paraphrasing or improper citation practices) will be significantly marked down or failed.

Paraphrasing means writing in your own words.

The following are general principles for proper citation and paraphrasing:

1. Take good notes from sources so that you do not 'accidentally' plagiarise because you have not properly recorded where you read an idea, argument, concept, or empirical detail. Keep detailed notes including the source and page number.
2. **Paraphrase when taking notes**, so that your notes are in your own words
3. Quote sentences or phrases that you feel are particularly important or cannot be matched by paraphrasing. Every direct quote requires a reference in a footnote.
4. Paraphrasing material shows that you understand it and extensive quotes (particularly from secondary sources) are not recommended. Paraphrasing is *not* changing a few words or phrases around. Again, it entails writing *in your own words*.

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5. **You need to reference a source in a footnote whenever you borrow an idea, argument or piece of information from another author.** If a paragraph or sentence contains material paraphrased from several different sources, you can cite multiple sources separated by semi-colons in one footnote at the end of the sentence.
6. Don't choose a topic you have already written on in another course. If you are interested in a similar subject area, take a significantly different angle, ask a substantially different question, or explore a connected but distinct topic. Please email your tutor for advice on self-plagiarism.

Late submission of assignments and extensions

Proposals and essays that are submitted past the due date will be subject to a 2% penalty per day that the assignment is late. The take-home test will be penalised at 5% per day the assignment is late, due to the time sensitive nature of the assignment.

It is your responsibility to ensure that your assignment is properly uploaded on Blackboard. If you have any issues, immediately email me with your assignment and an explanation of the technical difficulty you are having so that no late penalties are deducted.

Extensions: If you require an extension please email me **prior to day the assignment is due.** Extensions will only be given in cases of illness (in which a student presents a medical certificate) or in serious extenuating circumstances.

Weekly themes and readings

Note: The readings below are **subject to change.** Readings will be confirmed 2 weeks prior to the class.

Week 1: Introduction

No readings. However, it is highly recommended to **begin reading Rose.**

Week 2: A Brief History of Gender History

Compulsory reading:

Rose, Sonya O. *What is Gender History?* Cambridge: Polity Press, 2010, 1-35, 102-121.

Suggested further reading (useful theoretical pieces):

Other chapters from Rose, Sonya O. *What is Gender History?* Cambridge: Polity Press, 2010. (For a readable introduction to other themes in gender history.)

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Scott, Joan W. "Gender: A Useful Category of Historical Analysis." *The American Historical Review* 91, no. 5. (1986): 1053-1075. (Perhaps the most influential theorization of gender history.)

Tosh, John. "The History of Masculinity: An Outdated Concept?" In *What is Masculinity? Historical Dynamics from Antiquity to the Contemporary World*, ed. John H. Arnold and Sean Brady, 17-33. New York: Palgrave Macmillan, 2011. (A good overview of masculinity studies, as well as a critique of Scott.)

Thomas, Lynn M. 'Historicising Agency.' *Gender & History* 28, no. 2 (2016): 324-39. (A critical discussion of how gender historians have used the concept of 'agency'.)

Week 3: Conceptualizing Sexuality

Compulsory readings:

Cocks, H.G., and Matt Houlbrook. "Introduction." In *Palgrave Advances in the Modern History of Sexuality*, edited by H.G. Cocks and Matt Houlbrook, 1-18. New York: Palgrave Macmillan, 2006.

Najmabadi, Afsaneh. "Mapping Transformations of Sex, Gender, and Sexuality in Modern Iran." *Social Analysis: The International Journal of Anthropology* 49, no. 2 (2005): 54-77.

Suggested further reading:

Chatterjee, Indrani. "When 'Sexuality' Floated Free of Histories in South Asia," *The Journal of Asian Studies* 71, no. 4 (2012): 945-962. (Note: this article is very challenging, but it has shaped my thinking on 'sexuality' as an analytical framework.)

Clark, Anna. "Anne Lister's Construction of Lesbian Identity." *Journal of the History of Sexuality* 7, no. 1 (1996): 23-50.

Week 4: Rethinking Gender Binary

Note: Essay consultations will be conducted on Zoom on **TBA** (see participation section above).

Compulsory readings:

Boydston, Jeanne. "Gender as a Question of Historical Analysis." *Gender & History* 20, no. 8 (2008): 558-583.

Blackwood, Evelyn. "Gender Transgression in Colonial and Postcolonial Indonesia." *Journal of Asian Studies* 64, no. 4 (2005): 849-79.

Reading on case studies referred to in class:

Laqueur, Thomas. *Making Sex: Body and Gender from the Greeks to Freud*. Harvard: Harvard University Press, 1992.

Reddy, Gayatri. *With Respect to Sex: Negotiating Hijra Identity in South India*. Chicago: University of Chicago Press, 2005.

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Hossain, Adnan. 'Beyond Emasculation: Being Muslim and Becoming *Hijra* in South Asia.' *Asian Studies Review* 36 (2012): 495-513.

Hinchy, Jessica. *Governing Gender and Sexuality in Colonial India: The Hijra, c. 1850-1900*. Cambridge: Cambridge University Press, 2019.

Suggested further reading:

Oram, Alison. "Cross-Dressing and Transgender." In *Palgrave Advances in the Modern History of Sexuality*, ed. H.G. Cocks and Matt Houlbrook, 256-85. New York: Palgrave Macmillan, 2006.

Besnier, Niko, and Kalissa Alexeyeff, ed. *Gender on the Edge: Transgender, Gay and Other Pacific Islanders*. Honolulu: University of Hawai'i Press, 2014.

Jackson, Peter, A. "An Explosion of Thai Identities: Global Queering and Re-Imagining Queer Theory." *Culture, Health & Sexuality* 2, no. 4 (2000): 405-24.

Week 5: Early Modern Gender, Bodies and Sexual Practices

Compulsory readings:

Harvey, Karen. "The Substance of Sexual Difference: Change and Persistence in Representations of the Body in Eighteenth-Century England." *Gender & History* 14, no.2 (2002): 202–223.

Walthall, Anne. "Masturbation and Discourse on Female Sexual Practices in Early Modern Japan." *Gender & History* 21, no. 1 (2009): 1-18.

Suggested further reading:

Mann, Susan. *Gender and Sexuality in Modern Chinese History*. Cambridge: Cambridge University Press, 2011, 83-95, 137-153.

Charlotte Furth, 'Androgynous Males and Deficient Females: Biology and Gender Boundaries in Sixteenth- and Seventeenth-Century China,' *Late Imperial China* 9, no. 2 (1988): 1-31

Schofield, Katherine Butler. "The Courtesan Tale: Female Musicians and Dancers in Mughal Historical Chronicles, c. 1556-1748." *Gender & History* 24, no. 1 (2012): 150-71.

Week 6: Imperialism

Compulsory readings:

Sreenivas, Mytheli. "Conjuality and Capital: Gender, Families, and Property under Colonial Law in India." *The Journal of Asian Studies* 63, no. 4 (2004): 937-960.

Sears, Clare. 'All That Glitters: Trans-ing California's Gold Rush Migrations.' *GLQ* 14, no. 2-3 (2008): 383-402.

Lecture examples:

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Nechtman, Tillman. "Nabobs Revisited: A Cultural History of British Imperialism and the Indian Question in Late-Eighteenth-Century Britain." *History Compass* 4, no. 4 (2006): 645-67.

Optional further reading:

Choi, Hyaewol. "'Wise Mother, Good Wife': A Transcultural Discursive Construct in Modern Korea." *Journal of Korean Studies* 14, no. 1 (2009): 1-33.

Wilson, Kathleen. "Empire, Gender and Modernity in the Eighteenth Century." In *Gender and Empire*, ed. Philippa Levine, 14-45. Oxford: Oxford University Press, 2004.

Hall, Catherine. "Of Gender and Empire: Reflections on the Nineteenth Century." In *Gender and Empire*, ed. Philippa Levine, 46-75. Oxford: Oxford University Press, 2004.

Standfield, Rachel. "Violence and the Intimacy of Imperial Ethnography: The *Endeavour* in the Pacific." In *Moving Subjects: Gender, Mobility and Intimacy in an Age of Global Empire*, ed. Tony Ballantyne and Antoinette Burton, 31-48. Chicago: University of Illinois Press, 2009.

Levine, Philippa. *Prostitution, Race, and Politics: Policing Venereal Disease in the British Empire*. New York: Routledge, 2003, chapter 2.

Woollacott, Angela. *Gender and Empire*. Houndmills and New York: Palgrave Macmillan, 2006.

Week 7: Age as a Category of Gender Analysis

Compulsory readings:

Leow, Rachel. "Age as a Category of Gender Analysis: Servant Girls, Modern Girls, and Gender in Southeast Asia." *The Journal of Asian Studies* 71, no. 4 (2012): 975-990.

Agyepong, Tera. "Aberrant Sexualities and Racialised Masculinisation: Race, Gender and the Criminalisation of African American Girls at the Illinois Training School for Girls at Geneva, 1893-1945." *Gender & History* 25, no. 2 (2013): 270-293.

Suggested further reading:

Pande, Ishita. "Coming of Age: Law, Sex and Childhood in Late Colonial India." *Gender & History* 24, no. 1 (2012): 205-230.

Pande, Ishita. *Sex, Law, and the Politics of Age: Child Marriage in India, 1891-1937*. Cambridge: Cambridge University Press, 2020.

Leow, Rachel. "'Do you Own Non-Chinese Mui Tsai?': Re-examining Race and Female Servitude in Malaya and Hong Kong, 1919-1939." *Modern Asian Studies* 46, no. 6 (2012): 1736-63.

Lal, Ruby. *Coming of Age in Nineteenth-Century India: The Girl-Child and the Art of Playfulness*. Cambridge: Cambridge University Press, 2013.

Fisher, Kate and Jana Funke. "The Age of Attraction: Age, Gender and the History of Modern Male Homosexuality." *Gender & History* 31, no. 2 (2019): 266-283.

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Week 8: Sexualities Since the 19th Century

Compulsory readings:

Mitra, Durba. "Translation as *Techné*: Female Sexuality and the Science of Social Progress in Colonial India." *History and Technology* 31, no. 4 (2015): 350-375.

Chua, J.Y. "The Strange Career of Gross Indecency: Race, Sex, and Law in Colonial Singapore." *Law and History Review* (2019): 1-37.

Suggested further reading:

Oswin, Natalie. "Sexual Tensions in Modernizing Singapore: The Postcolonial and the Intimate." *Environment and Planning D: Society and Space* 28 (2010): 128-141.

Clark, Anna. "Anne Lister's Construction of Lesbian Identity." *Journal of the History of Sexuality* 7, no. 1 (1996): 23-50.

Waters, Chris. "Sexology." In Cocks, H.G., and Matt Houlbrook, ed. *Palgrave Advances in the Modern History of Sexuality*, 40-63. New York: Palgrave Macmillan, 2006.

Chiang, Howard. "Epistemic Modernity and the Emergence of Homosexuality in China." *Gender & History* 22, no. 3 (2010): 629-657.

Hegarty, Benjamin. "The Perfect Woman: Transgender Femininity and National Modernity in New Order Indonesia, 1968-1978." *Journal of the History of Sexuality* 28, no. 1 (2019): 44-65. (Examines knowledge of sex, gender and sexuality in relation to transgender femininity.)

Week 9: Nationalism

Compulsory readings:

Gao, Yunxiang. "Nationalist and Feminist Discourses on *Jianmei* (Robust Beauty) during China's 'National Crisis' in the 1930s." *Gender & History* 18, no. 3 (2006): 546-73.

Wieringa, Saskia E. "The Birth of the New Order State in Indonesia: Sexual Politics and Nationalism." *Journal of Women's History* 15, no. 1 (2003): 70-91.

Further reading on lecture:

Oswin, Natalie. "Sexual Tensions in Modernizing Singapore: The Postcolonial and the Intimate." *Environment and Planning D: Society and Space* 28 (2010): 128-141.

Suggested further reading:

Sarkar, Tanika. *Hindu Wife, Hindu Nation: Community, Religion, and Cultural Nationalism*. Bloomington: Indiana University Press, 2001.

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Baron, Beth. *Egypt as a Woman: Nationalism, Gender, and Politics*. Berkeley: University of California Press, 2005.

Mosse, George L. *Nationalism and Sexuality: Respectability and Abnormal Sexuality in Modern Europe*. New York: Howard Fertig, 1985, Chapter 1.

Holden, Phillip. "A Man and an Island: Gender and Nation in Lee Kuan Yew's the Singapore Story." *Biography* 24, no. 2 (2001): 401-424.

Week 10: Feminism and Transnational Networks

Compulsory readings:

Sluga, G. "Women, Feminisms, and Twentieth-Century Internationalisms." In *Internationalisms: A Twentieth-Century History*, ed. G. Sluga & P. Clavin, 61–84. Cambridge: Cambridge University Press, 2017.

Aziz, Zaib un Nisa. 'Songs of Sisterhood: Feminist Political Practice between Empire and Internationalism 1910–20.' *Gender & History* (July 2021): 1-17.

Suggested further reading (...or you can take HH3041!):

Mukherjee, Sumita. "The All-Asian Women's Conference 1931: Indian Women and their Leadership of a Pan-Asian Feminist Organisation." *Women's History Review* 26, no. 3 (2017): 363-381.

Lyons, Lenore. *State of Ambivalence: The Feminist Movement in Singapore*. Leiden: Brill, 2004.

Edwards, Louise P., and Mina Roces (ed.). *Women's Suffrage in Asia: Gender, Nationalism and Democracy*. London: RoutledgeCurzon, 2004.

Gleadle, Kathryn, and Zoe Thomas. "Global Feminisms, c. 1870-1930: Vocabularies and Concepts—A Comparative Approach." *Women's History Review* (2017): 1-16.

Kwon, Insook. "'The New Women's movement' in 1920s Korea: rethinking the relationship between imperialism and women." *Gender & History* 10, no. 3 (1998): 381-405.

Sneider, A. *Suffragists in an Imperial Age: U.S. Expansion and the Woman Question, 1870–1929*. New York: Oxford University Press, 2008, p 3-17, 87-116. [e-book]

Baron, Beth. *Egypt as a Woman: Nationalism, Gender, and Politics*. Berkeley: University of California Press, 2005.

Hong, Fan. *Footbinding, Feminism and Freedom: The Liberation of Women's Bodies in Modern China*. Routledge, 2013.

Mackie, Vera. *Creating Socialist Women in Japan: Gender, Labour and Activism, 1900–1937*. Cambridge University Press, 1997.

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Gilmore, Stephanie, and Elizabeth Kaminski. "A Part and Apart: Lesbian and Straight Feminist Activists Negotiate Identity in a Second-Wave Organization." *Journal of the History of Sexuality* 16, no. 1 (2007): 95-113.

Rinaldo, Rachel. "Pious and Critical: Muslim Women Activists and the Question of Agency." *Gender & Society* 28, no. 6 (2014): 824-846.

WEEK 11 ESSAY WRITING WEEK – NO CLASS

Week 12: LGBT+ Identities, Communities and Activism

Compulsory readings:

Dutta, Aniruddha. "An Epistemology of Collusion: *Hijras, Kothis* and the Historical (Dis)continuity of Gender/Sexual Identities in Eastern India." *Gender & History* 24, no. 3 (2012): 825-849.

Package of primary sources in the 'Week 12 reading handout.'

Suggested further reading:

Yue, Audrey. "Trans-Singapore: Some Notes Towards Queer Asia as Method." *Inter-Asia Cultural Studies* 18, no. 1 (2017): 10-24.

Jackson, Peter. "Bangkok's Early Twenty-First-Century Queer Boom." In *Queer Bangkok: Twenty-First-Century Markets, Media, and Rights*, ed. Peter A. Jackson, 19-40. Hong Kong: Hong Kong University Press, 2011.

Chua, Lynette J. *Mobilizing Gay Singapore: Rights and Resistance in an Authoritarian State*. Singapore: NUS Press, 2014.

Dave, Naisargi N. "To Render Real the Imagined: An Ethnographic History of Lesbian Community in India." *Signs* 35, no. 3 (2010): 595-619.

Blackwood, Evelyn. *Falling into the Lesbi World: Desire and Difference in Indonesia*. University of Hawaii Press, 2010.

Gilmore, Stephanie, and Elizabeth Kaminski. "A Part and Apart: Lesbian and Straight Feminist Activists Negotiate Identity in a Second-Wave Organization." *Journal of the History of Sexuality* 16, no. 1 (2007): 95-113.

Week 13: Take-home test