

IHST 214: Homosexuality and Civilization, archaic Greece through 18th century

Fall 2010: R: 4:00-6:45pm, B460

Instructor: Margee Morrison: X460 or leave message with Judy Lidie at X350 (W); 410-889-1054 (H); email: mmorrison@erols.com; office: Bunting 419, Hours: T, W, R: 3-4 pm or by appointment. Please feel free to come by my office, call, or email if you have questions or comments or should you wish to talk.

Objectives:

Throughout the history of civilization people have perceived same-sex love differently. While in Classical Greece man-boy love was a socio-economic privilege and tradition, in medieval Europe men and women were burned and hanged for what we now call homosexuality. This intellectual history of homosexuality surveys the period in the West from early Greece to the 19th century and also includes a survey of homosexuality in Imperial China (500 BCE-1849) and Pre-Meiji Japan (800-1868). The class will also explore the conjunctions of this history with same-sex love in philosophy, the visual arts, and literature: from Sappho and Plato in Greece and Dante in Italy through the Christian Middle Ages and the Renaissance,—including Donatello, Leonardo da Vinci, Michelangelo, Cellini, Christopher Marlowe, and William Shakespeare—to Caravaggio and the Baroque; the Pastoral Elegists; Libertinism and the Gothic. In the spring, the class will continue with the birth of modernity, the 19th century sexologists, the New Woman, Wilde, and the emerging "queer" culture that, by the end of the semester brings us to the present.

Texts

[1] Louis Crompton: *Homosexuality and Civilization*: Cambridge, MA: Harvard UP, 2003;

ISBN: 978-0-674-02233-1 [p]

[2] *Sappho*. Trans. by Mary Barnard. Berkeley, CA: UC Berkeley Press, 1958. ISBN: 0-520-01117-1 [p]

[3] Plato. *Symposium and Phaedrus*. NY: Dover Publications, ISBN: 0486277984 Dover \$2.50

[4] William Shakespeare. *Complete Sonnets*. NY: Dover Publications, ISBN: 0486266869 Dover \$1.50

[5] Christopher Marlowe. *Edward II*. Ed. Peter J. Smith. London: Perseus D, 1999.

ISBN: 978-18549410 [paper]

[6] Judith C. Brown. *Immodest Acts: The Life of a Lesbian Nun in Renaissance Italy*. NY: Oxford UP, 1986.

ISBN: 0-19-504225-5

=====OPTIONAL BOOKS and BLACKBOARD essays=====

FIND on Blackboard [BB]

[7] 7th **Circle of Inferno**: Dante Alighieri. *The Inferno*. NY: Dover Publications, ISBN: 0486442888 Dover \$3.50

[8] **Chapters 1&2**: Martha Vicinus. *Intimate Friends: Women Who Loved Women, 1778*. Chicago, ILL: U of Chicago P, 2004. ISBN-10: 0226855643 or ISBN-13: 978-0226855646

[9] 18th **century women's poetry**: Philips, Behn, et al. from Terry Castle's *Lesbian Literature*.

OPTIONAL BOOKS in bookstore:

[10] Gilles Néret. *Homo Art*. Köln, Germany: Taschen, 2004. ISBN: 3-8228-2459-3.

[11] David Halperin's *How To Do the History of Homosexuality*. Chicago:U of Chicago Press, 2002.

ISBN 0-226-31448-0. [DH]

[12] James P. Davis. *The Rowman & Littlefield Guide to Writing with Sources*. NY: Rowman & Littlefield Publishing, 2007.

ISBN: 0742554139

Syllabus

September

2 Introduction.

Same-sex love in the West:

9 [1] Read intro papers; [2] intro theory, terms, background; course questions, ancient vs modern views of sexuality: Halperin, Lacqueur, Foucault, etc.; queer visual icons...**READ: Archaic Greece and Judea**:

c. 7th cent BCE Crompton, chs 1-2 [1-48]; Homo Art: pp: 28-31; 35-38; 42-43; 44; 47; 50-52; 54; 56-63; 85; 130-133; 140-141; 143; 148-151;

16 **Classical Greece & Early Rome**: To 138 CE: Crompton, chs 3-4 [49-110]; **WOMEN** in ancient Greece & Rome, including **Sappho**: read **Sappho's fragments**

23 **Plato & Early Christians**: Plato, *Symposium*. **Judea and the Christians**: Crompton, chs 5 [111-149]; *God Hates Fags*: sodomites and the rhetoric of religious violence. **video**: Jane Cottis's film.

30 **The Medieval World**: Crompton, chs 6-7 [150-212]; [BB]: 7th **Circle of Inferno**: Dante Alighieri. *The Inferno* **video**: *The Templars*

October

7 **Italy in the Renaissance, 1321-1609** [c. 1350-1700], Crompton, ch. 9 [245-290]; *Homo Art*: 39; 68-69; 71; 75; 84; 86-91; 95-96; 104; 114-116; 119-120; 134; 136; 142; 160; **video**: *Donatello* [1386?-1466]. [Q1]

14 **Spain & France** 15th-18th centuries: Crompton, chs. 10-11 [291-360]; *Homo Art*: 50-51; 98-99.

Italian Renaissance: **videos** *Leonardo da Vinci* [1452-1519] or *Michelangelo* [1475-1564] [SP1]

[FYI: **Fall Break: Oct. 18-19**]

21 **Brown's Immodest Acts: The Life of a Lesbian Nun in Renaissance Italy**. [pp. 21-131] **video**:

Jarman's *Caravaggio* [1565?-1609]

28 England & France, 16th-18th centuries: Crompton, chs 12 & 14:, pp.361-410; 444-471; *Homo Art*: 4; 7. **video**: *Queen Christina* [with Greta Garbo, 1933, 97 mins.]. French Revolution & Marie Antoinette.

November

4 Shakespeare's Complete Sonnets [selections] & Marlowe's Edward II; **video**: Jarman's *Edward II*

11 18th and early 19th centuries Crompton, chs 15-16 [472-535]; *Homo Art*: 8; 55; 76; 123; 152-155; [Group 1 PERFORMS] [Q2]

18 "Lesbians": 16th-18th centuries: [BB]: **Chapters 1&2**: Martha Vicinus. *Intimate Friends*; 18th century women's poetry: Philips, Behn, et al. from Terry Castle's *Lesbian Literature...* [Faderman. *Surpassing the Love of Men*] [Group 2 PERFORMS] [SP2]

[FYI: Thanksgiving Break: Nov. 24-29]

December

Same-sex love in Asia:

2 Crompton, Asian Homosexualities: Chinese, ch 8 [213-244]); *Homo Art*: 10; 13-14; **video**: LAN YU

9 Crompton, Asian Homosexualities: Japanese, ch. 13 [411-443]; *Homo Art*: 10; 13-14; **video**: JAPAN; [Group 3 PERFORMS] [hand in reading journals]

16 **final papers due** [Group 4 PERFORMS] [reading journals returned] party!

Requirements

[1] **Introductory paper**, 2-3-pages: tell a story about: [1] your sexual and/or gender awakening [this can be a "coming out" story or a discovery of the opposite sex or both sexes, etc.; or [2] some gender/sexual experience that has impacted you significantly—an important learning experience. (10 points).

(2) [2] **Short papers** [SP1 & SP2 in syllabus]: **2-3 pages**; formal, typed paper that makes a specific point about the material you have read for the weeks prior to the due-date. The idea you develop should be an assertion about a topic that interests you that you develop with details from the reading as your evidence. You may use research materials that relate to the material we have been studying but that were not assigned. You should be prepared to read and discuss these papers in class. Points will be deducted for late papers. [You may use these two papers as a basis for your final paper if you like.] [10 points each = 20]

[3] **Quizzes** [Q1 & Q2 on syllabus]: **two** [2] announced quizzes, each of which may cover any of the material that has not been quizzed before: labeled [Q] in syllabus. [possible 10 points each = 20]

[4] **Reading Journals**: your informal **thoughts** about the material you are reading, TYPED and gathered for submission near end of the semester; submit one entry per class; entries will be read in class during the semester, so please bring them with you to class...Hand all entries in together near the end of the semester... [10 points]

[5] **Presentations**: The class will be divided into **four groups**. Each group will research a topic and present it to the class when the group is scheduled. You may use this opportunity to choose a topic for your final research paper. The feedback from the class may help you sharpen your paper. The presentation can be [but need not be] about: [1] **a group of queer people**, like the Hijras of India; Samurai of Japan; Native American Two-Spirit People [berdache]; [2] a **comparison of artists, writers or musicians**: like Sappho & Katherine Philips or Aphra Behn; Plato & Shakespeare; Marlowe & Jarman; Caravaggio & Marlowe; etc. or **political or military leaders**: like Philip of Macedon & Alexander the Great; Queen Christina [Sweden] & Queen Anne [England] who were known or suspected of being what we now call "homosexual" or "queer" during particular periods of western or eastern history; [3] comparison of particular, historical, sociopolitical, philosophical, cultural, etc. circumstances or events, e.g., pagan vs. Christian tolerance of same-sex love [each at a particular time]. In your presentation, you may use any interesting visual, haptic, or auditory aids. Be as imaginative, startling, quirky, or nasty as you want in order to connect your material to your contemporary audience. Each group should limit its presentation to about 30 minutes, including discussion. Hand in one-page summary at the end of the presentation. [10 points]

[6] **Final paper**: At the end of the semester, you will have a final research paper. You must use **no fewer than two sources other than the internet and the encyclopedia** [though you may use those, too]. You must cite sources in an attached Bibliography using proper MLA Style Sheet form. If you need it, you can buy *The Rowman & Littlefield Guide to Writing with Sources* in the bookstore. If need be, we will also review forms in class. More details later. [20 points]

(7) Attendance and class participation are both important to this class [10 points].

Grading

If you have an emergency or illness, please let the teacher know. Excused absences require verification. Four or more unexcused absences are cause for failure (institutional rule)...**POINTS**: 95-100 = A+; 89-94 = A; 85-88=B+; 79-84 =B; 74-78= C+; 68-73= C; 60-67 = D+; 55-59 = D-; 55-below = F

SPECIAL NOTES:

[1] **ADA COMPLIANCE**: In MICA's efforts to provide the highest possible quality educational experience for every student, MICA maintains compliance with the requirements of the ADA and Section 504. Any student who has, or suspects he or she may have, a disability and wants to request academic accommodations must contact the Learning Resource Center immediately.

[2] **MICA has developed policies and practices to ensure a healthful environment and safe approaches** to the use of equipment, materials, and processes. It is the mutual responsibility of faculty and students to review health and safety standards relevant to each class

at the beginning of each semester. Students should be aware of general fire, health, and safety regulations posted in each area and course specific policies, practices, and cautions. Students who have concerns related to health and safety should contact Quentin Moseley, Environment Health and Safety Coordinator at 410 225 0220 or email at qmoseley@mica.edu
[3] PLAGIARISM is strictly forbidden. Please see hand-out for definitions and consequences.