HIST3580 – Sex and Scandal in History

Course Outline

Course Co-ordinator:  Dr. Lisa Featherstone
Room: MCLG16b McMullin Building
Ph:   +61 2 4921 5171
Fax: +61 2 4921 6933
Email: lisa.featherstone@newcastle.edu.au
Consultation hours:  11am – noon Wednesday

Semester  Semester 2 - 2010
Unit Weighting  10
Teaching Methods
Lecture
Tutorial

Brief Course Description

This course will examine the history of sexuality from the Victorians to the present. We will explore the range of changing behaviours, practices and identities in Australia, Europe and the Empire, including a consideration of homosexuality, heterosexuality and queer. We will think about an ideal "normal" sexuality, and what was and is considered perverse, deviant and dangerous. We will examine shifts and changes in sexuality over time, and consider the ways that sexuality was constructed. Finally, we will consider the multiple ways that sex moves beyond the bedroom and into the public world, forming and permeating social, cultural and political frameworks.

Course Outline Issued and Correct as at:  Week 1, Semester 2 - 2010

CTS Download Date: 15 July 2010
Contact Hours
Tutorial for 1 Hour per Week for the Full Term
Lecture for 1 Hour per Week for the Full Term

Learning Materials/Texts
Course reader from Uprint

Course Objectives
By the end of the course students will be able to:
* Explain why sexuality is an important category of historical analysis.
* Outline dominant understandings of the body and sexuality.
* Pinpoint moments of sexual crisis within this timeframe.
* Explain how these historical moments reflect upon and interact with the present.
* Evaluate information, ideas, and arguments including those of diverse cultural assumptions
* Develop advanced research, writing and information literacy skills relevant to history.
* Develop the ability to communicate orally at an advanced undergraduate level in a large discussion group.

Course Content
A range of topics will be considered chronologically in European, Australian and imperial history. In particular, we will examine concepts of "normality" and the scandals that rocked these ideals.
These may include heterosexuality, homosexuality; queer sexuality, the idea of the "sex pervert"; prostitution; sex education; rape; venereal disease; HIV/AIDS and race relations.

Assessment Items

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Examination: Take Home</td>
<td>35%</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>15%</td>
</tr>
</tbody>
</table>

Assumed Knowledge
20 units in History at 1000 level, or 10 units in History and 10 units in English, Gender Studies or Film, Media and Cultural Studies.
Callaghan Campus Timetable
HIST3580
Sex and Scandal in History
Enquiries: School of Humanities and Social Science
Semester 2 – 2010
Lecture Wednesday 10:00 - 11:00 [SRLT1]
and Tutorial Wednesday 11:00 - 12:00 [MC102]
Or Wednesday 13:00 - 14:00 [HA110]
Or Wednesday 14:00 - 15:00 [HA68]

Ourimbah Timetable
HIST3580
Sex and Scandal in History
Enquiries: School of Humanities and Social Science
Semester 2 – 2010
Lecture Thursday 11:00 - 12:00 [O_CS219]
and Tutorial Thursday 12:00 - 13:00 [O_CS219]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one’s own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one’s own.

Plagiarism is the presentation of the thoughts or works of another as one’s own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person’s ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may -
· Reproduce this assessment item and provide a copy to another member of the University; and/or

· Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

· Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS

Students can access the University's policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty (under student) at the link above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

· applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

· whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at:

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

· Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

· Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au . As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website:

CHANGING YOUR ENROLMENT
Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

### STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit: [www.newcastle.edu.au/service/studentsupport/](http://www.newcastle.edu.au/service/studentsupport/)

The **Student Hubs** are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie Student Hub</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
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<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
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<tr>
<td>City Precinct</td>
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<td>City Hub &amp; Information Common, University House</td>
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<tr>
<td>Central Coast Campus (Ourimbah)</td>
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<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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<tr>
<td>The University of Newcastle</td>
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<tr>
<td>A Block, Administration</td>
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<tr>
<td>Widderson Road</td>
<td></td>
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<tr>
<td>Port Macquarie NSW 2444</td>
<td></td>
</tr>
<tr>
<td>Phone: 49215000</td>
<td></td>
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<tr>
<td>Singapore students</td>
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<tr>
<td>contact your PSB Program Executive</td>
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### OTHER CONTACT INFORMATION

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<th>Faculty Websites</th>
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**Rules Governing Undergraduate Academic Awards**

**Rules Governing Postgraduate Academic Awards**

**Rules Governing Professional Doctorate Awards**

**General enquiries**
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email:

**Dean of Students Office**
The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.

http://www.newcastle.edu.au/service/dean-of-students/
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: [Dean-of-Students@newcastle.edu.au](mailto:Dean-of-Students@newcastle.edu.au)

**University Complaints Managers Office**
The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.

http://www.newcastle.edu.au/service/complaints/
Phone: 02 4921 5806
Fax: 02 4921 7151
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.
HIST3580
Sex and Scandal In History
Study Guide

Image with kind permission of Ron Quilter and the Pride History Group

Course Co-ordinator: Dr Lisa Featherstone
(Callaghan) Room: MCLG16b McMullin Building
Ph: + 61 2 4921 5171
Fax: +61 2 4921 6933
Email: Lisa.Featherstone@newcastle.edu.au
Consultation hours: Callaghan: Wednesday 3:30-5pm.
Ourimbah: Thursday 3:30-5pm
WELCOME TO HIST3580!

In this unit, we will consider some of the key ideas about sexuality and scandal in Europe, Australia, America and the Empire, from the Victorian period to the present. This broad period saw concepts of sexuality radically redefined, with sexual constructions and sexual identities entirely reconceived. The nineteenth century saw a ‘sexualisation’ of European culture due to an increasing medical, scientific and psychological interest in sexuality. The twentieth century saw further defining and redefining of how sexuality was imagined and understood. We will consider the wider changes across this period, but also the more specific “scandals” that rocked the social order.

Throughout the course, I am interested in exploring how authorities wrote and talked about sexuality, but also in the ways individuals defined and practiced their own sexual identities. The unit will also explore the ways sexuality intersects with other tropes, particularly race, class and gender. Students will gain an understanding of the concept of sexuality as an historical category and knowledge of the ways in which sexuality is relevant to the consideration of major intellectual, political and social developments in history. This will allow students to understand and appreciate sexual difference in the past, and also provide valuable critical tools for the study of sex in the present.

Learning Outcomes

By the end of the course you should be able to:
* Explain why sexuality is an important category of historical analysis.
* Outline dominant understandings of the body and sexuality.
* Pinpoint moments of sexual crisis and scandal within this timeframe.
* Explain how these historical moments reflect upon and interact with the present.
* Evaluate information, ideas, and arguments including those of diverse cultural assumptions
* Develop advanced research, writing and information literacy skills relevant to history.
* Develop the ability to communicate orally at an advanced undergraduate level in a large discussion group

COURSE REQUIREMENTS OF HIST3580

It is expected that you will, as a student:

- attend at least 80% of the lectures and tutorials
- complete the essential reading for each week
- regularly check the Blackboard web site and your studentmail account
- hand in all written work in the appropriate format to be considered for assessment.
  The School’s normal rules on late essays and plagiarism will apply.

According to the University, “It is expected that a student will spend on average 120 – 140 hours of effort or total load (contact and non-contact including assessment) per 10 Unit Course”. (http://www.newcastle.edu.au/policy/000649.html)

This means that you should, on average, spend 10 hours per week on HIST3580. Given that Week 1 is not a full week, and some weeks are busier than others, this means you should spend perhaps 11-12 hours per week on HIST3580 during most of the semester. This includes class time, preparation for class (reading), and doing assessments.
RATIONALE and STRATEGIES UNDERPINNING THIS COURSE

This course will be taught via weekly lectures and tutorials. The lectures will provide a transfer of basic knowledge, which will then be fleshed out and debated in the tutorials. Students will be expected to apply what they have learned in their lectures and readings in their tutorials. The tutorials offer students a chance to engage with new material and develop ideas surrounding the history of sexuality. Tutorials also offer a chance to students to develop confidence in speaking in a safe and constructive environment.

1. Lectures. One hour lectures are held weekly:
   - Callaghan: Wednesday 10.00 AM - 11.00 AM [SRLT1] OR
   - Ourimbah: Thursday 11.00 AM - 12.00 noon [O_CS219]

2. Tutorial work. You will need to attend one tutorial each week. Tutorials are reading discussion groups, not mini-lectures, and you will be expected to come prepared to contribute to discussion and debate. As a rough guide, expect to spend at least 2 hours reading in preparation for a tutorial, and around half an hour making notes in response to the tutorial questions, based on what you have read.

As there is a participation mark as a key part of the assessment, failure to meet the attendance requirements (without adequate explanation) may result in exclusion from the course.

ASSESSMENT AT A GLANCE

<table>
<thead>
<tr>
<th>Assessment Form</th>
<th>Word limit</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essay</td>
<td>1000 words</td>
<td>15%</td>
<td>Thursday 26th August, 5pm</td>
</tr>
<tr>
<td>Research Essay</td>
<td>3000 words</td>
<td>35%</td>
<td>Thursday 14th October, 5pm</td>
</tr>
<tr>
<td>Class Participation</td>
<td>NA</td>
<td>15%</td>
<td>Weekly during semester</td>
</tr>
<tr>
<td>Examination – Take Home</td>
<td>2000 words</td>
<td>35%</td>
<td>Callaghan Students: Monday 8th November, 5pm</td>
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<td>Ourimbah Students: Tuesday 9th November 5pm</td>
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</tbody>
</table>
EXPLANATION OF ASSESSMENTS

1. Short Essay (15%)

**Due** Thursday 26th August, 5pm

**1000 words** (including footnotes and excluding bibliography)

The first essay is a paper on one of the early tutorial topics. This will gently introduce you into writing the history of sexuality.

The recommended readings are listed under the appropriate tutorial topic. It is compulsory that you use at least five sources from the set reading list. Without this, your paper will fail. **Students aiming for higher marks (especially Distinctions and High Distinctions) should consult a proportionally higher number of sources.**

The best essays will be thoughtful and analytical, rather than simply regurgitating the readings. You will need to address the question, rather than talking around the topic or simply summarising the readings.

Your essay should be fully referenced, including footnotes and a bibliography. You must read the material on plagiarism carefully: any essays found with evidence of plagiarism will face disciplinary action. You will need to use an essay format (no dot points, no headings) and lay out your argument clearly and effectively.

This Essay should be submitted through Turnitin, and in hard copy to the Hub.

For your short essay, please chose one of the following two questions on sexual scandals, based on the tutorials of Week 3 and Week 4.

A) Why did “white slavery” and child prostitution scandals erupt in Victorian England and other Western nations? What do their attitudes towards the age of consent tell us about Victorian society?

Answer this question by consulting at least five sources from the reading lists on page 17-18.

or

B) How did the trials of Oscar Wilde inform and change late nineteenth century theories of sodomy and homosexuality?

Answer this question by consulting at least five sources from the reading lists on page 19.
GENERAL NOTES ON ESSAY WRITING

- We set essays because we want to help you improve your writing skills and your ability to think creatively, systematically and analytically.
- Writing essays is difficult. (The word "essay", when used as a verb, means to try or to attempt.) To produce good essays requires considerable effort and careful organisation of time and ideas. Inspiration is only a small part of the process, so essays written the night before they are due may be spontaneous, but are unlikely to be thoughtful or thought-provoking.
- In an essay you are expected to present a well-constructed and clearly expressed argument based on evidence.
- Your essay should include an introduction, a body and a conclusion. You won't need to use headings or dot points, but rather weave an argument.
- For further thoughts on essay writing, see “SEVEN STEPS TO PLANNING AND WRITING A SUCCESSFUL HISTORY ESSAY” on the Blackboard site.
- Your essay should be fully referenced, including footnotes and a bibliography. Footnotes are compulsory – your paper will fail without these. See details on Blackboard.
- Work needs to be in A4 double-spaced typescript, one side of page only. Please leave generous margins for comments.
- Work handed in on time will be returned for you within 2-3 weeks. Work handed in late will be marked last.
- Please carefully read the material on plagiarism on Blackboard. Plagiarism takes many forms, and can lead to a mark of zero for work submitted and/or disciplinary action. Please make sure you understand the requirements of referencing and footnoting – and please don’t hesitate to ask me if you are unsure of anything.
- Your paper needs to be submitted through Turnitin as well as in hard copy.
- Essays that do not adhere to School requirements on format, legibility and readability are likely to be returned unmarked.
- Essays handed in late with no prior arranged extension will lose 5% per day. Essays handed in late without prior consultation may be marked but no substantive comments will be given.
- As a matter of urgency you should check the work load and due dates for your other courses and ensure that you have sufficient time to complete your major essay for HIST 3580. No extensions can be given on the grounds of high workload.
- If you require an extension, you should apply well before the due date through Special Circumstances.
- If you are having any difficulties, please don't leave it to the last minute to seek help. I am here to help!

2. Research Essay (35%)
Due: Thursday 14th October, 5pm
3000 words (including footnotes and excluding bibliography)

The research essay questions are to be found at the back of this study guide. You are to select one to write up as a long essay. The aim of the research essay is to give you the opportunity to engage in in-depth research and writing on a specific topic of your own interest. This task forms a major component of your mark and therefore requires a degree of care, thought, effort and preparation.

Your essay should be fully referenced, including footnotes and a bibliography. You must read the material on plagiarism carefully: any essays found with evidence of plagiarism will
face disciplinary action. Again, you will need to use an essay format (no dot points, no headings) and lay out your argument clearly and effectively. For a research essay, you should consult at least eight texts. Of these, at least six must be from the lists provided, and you are welcome to take all eight from the set readings lists. If you choose to source your own material, remember to find material that is scholarly and useful to a University level essay – if in doubt, email me and I can advise.

This Essay should be submitted through Turnitin, and in hard copy to the Hub.

3. Seminar Participation (15%)

The participation mark, worth 15%, will be determined by considering a student’s overall participation in the tutorial series. The quality of a student’s contribution (not mere frequency) will be the main criteria. This is not an attendance mark - just turning up to class is not enough. You need to come to class each week prepared to discuss issues relevant to the seminar in an informed way - that is, DO THE READING! You must also be prepared to engage with other students in discussion - this means that you need to listen as well as speak. Evidence of a thoughtful engagement with the readings and the broader themes of the course will be rewarded.

This will include an assessment of your
- familiarity with the readings
- formulation of your own ideas and knowledges about the set topics
- participation in group discussion
- interaction with other students and tutor

To ensure you do well in tutorials you should always:
- do the readings
- think about the broader ideas of the topic
- engage respectfully with others (this includes listening, as well as talking)

Seminar participation means that it is a course requirement to attend 80% of seminars in order to pass the course (unless medical or special circumstances are sought).
4. Take Home Exam (35%)

**Due:** Callaghan Students: Monday 8\(^{th}\) November, 5pm
Ourimbah Students: Tuesday 9\(^{th}\) November 5pm.

The purpose of the exam is to identify the level of basic knowledge you have acquired and retained from the course overall, and your grasp of the broader historical themes and issues. It will cover lecture content and tutorial discussions and readings. Please do not utilise or re-use material from your short essay or research essay (if you do, this material will not be marked, making it very hard to pass the exam).

The question for the take home exam will be given out in hard copy in Lecture 12 on HIV/AIDS. It will be posted online on the Friday of Week 12. The exam will be due the Monday after Week 13 for Callaghan students, and Tuesday after Week 13 for Central Coast students.

**Grading Guide**

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<tr>
<th>Grade Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF) An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P) The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C) The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D) Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD) All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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</table>

If you have any questions about assessments – please don’t hesitate to ask.

**FEEDBACK**

There are three key ways students will receive feedback in this course.

1. During tutorials, your ideas can be discussed and “tested”, by tutors and other students. This is not meant to be a critical environment, but a space to throw around ideas, and to see how your ideas fit into the wider scholarship and the ideas of your contemporaries.
2. You will receive prompt and timely feedback on your assessments. You should read the feedback carefully (not merely the mark).
3. You are welcome to come and see me in my office hours to discuss your progress.
# OVERVIEW OF LECTURES, TUTORIALS AND DUE DATES

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Tutorial</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Week Begins</strong> 26/7 <strong>Introduction</strong></td>
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<tr>
<td></td>
<td>The History of Sex and Scandal</td>
<td>No tutorials this week</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Week Begins</strong> 2/8 <strong>Introduction</strong></td>
<td></td>
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<tr>
<td></td>
<td>Angels and Daemons: Victorian sex and gender roles</td>
<td>Understanding sex and sexuality</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Week Begins</strong> 9/8 <strong>The Metropole</strong></td>
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<td>The Thorn in the Rose: Victorian Prostitution</td>
<td>Age of Consent: Sex and the Child</td>
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<td><strong>Week 4</strong></td>
<td><strong>Week Begins</strong> 16/8 <strong>The Metropole</strong></td>
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<tr>
<td></td>
<td>The “Invention” of Homosexuality</td>
<td>The Scandal of Oscar Wilde</td>
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<td><strong>Week 5</strong></td>
<td><strong>Week Begins</strong> 23/8 <strong>The Metropole</strong></td>
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<td></td>
<td>The New “Science” of Sexology</td>
<td>Deviancy and Perversion</td>
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<td><em>Short Essay Due Thursday 5pm</em></td>
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<td><strong>Week 6</strong></td>
<td><strong>Week Begins</strong> 30/8 <strong>The Empire</strong></td>
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<td>Dangerous Liaisons: Empire and sexuality</td>
<td>Entering the &quot;Porno-Tropics&quot;</td>
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<tr>
<td><strong>Week 7</strong></td>
<td><strong>Week Begins</strong> 6/9 <strong>The Empire</strong></td>
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<td>Race, sex and space: the Australian frontier</td>
<td>Race and rape in the colonies</td>
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<td><strong>Week 8</strong></td>
<td><strong>Week Begins</strong> 13/9 <strong>Modernity</strong></td>
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<tr>
<td></td>
<td>Venereal disease: sex and sores</td>
<td>Sexualisation: WWII</td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>Week Begins</strong> 20/9 <strong>Modernity</strong></td>
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<tr>
<td></td>
<td>“Married love”</td>
<td>The invention of the teenager</td>
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<tr>
<td><strong>MID SEMESTER BREAK</strong></td>
<td>27th September to 8th October</td>
<td>No classes</td>
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<tr>
<td><strong>Week 10</strong></td>
<td><strong>Week Begins</strong> 11/10 <strong>Modernity</strong></td>
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<td></td>
<td>The 1950s – hetero and homosexuality</td>
<td>No tutes this week <em>Research Essay Due Thursday 5pm</em></td>
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<tr>
<td><strong>Week 11</strong></td>
<td><strong>Week Begins</strong> 18/10 <strong>Modernity</strong></td>
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<td>The Sexual Revolutions</td>
<td>Gay pride</td>
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<tr>
<td><strong>Week 12</strong></td>
<td><strong>Week Begins</strong> 25/10 <strong>Modernity/Postmodernity</strong></td>
<td>The Grim reaper: HIV/AIDS</td>
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<tr>
<td><strong>Week 13</strong></td>
<td><strong>Week Begins</strong> 1/11</td>
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<tr>
<td></td>
<td>NO CLASSES – do take home examination</td>
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Please note lectures are subject to change.
ESSENTIAL READINGS:

You are expected to purchase the following Reader from Uprint:

Selected Readings HIST3580, Sex and Scandal in History, compiled by Lisa Featherstone, University of Newcastle, 2010.

The Reader contains all the essential readings for the seminars each week. Readings from this are compulsory. For those students interested in further readings, a list is given with each seminar topic. You should attempt to follow up a few of the further readings over the course, as you will learn more by carrying out your own library research. For your essays, you will certainly need to undertake further readings beyond the Reader.

DETAILED LECTURE AND SEMINAR PROGRAM

Note – all Essential Reading is in the Reader.

If Further Reading is noted as “Online”, check 1) the library catalogue for articles and E-books; 2) the databases; or 3) Google books.

WEEK ONE – INTRODUCTION TO THE HISTORY OF SEXUALITY

Lecture 1: The History of Sex and Scandal

There are no tutorials this week

WEEK TWO – INTRODUCTION TO THE HISTORY OF SEXUALITY

Lecture 2: Angels and Daemons: Victorian sex and gender roles
Tutorial: Understanding sex and scandal

Tutorial: Understanding Sex and Scandal

This week will be an introduction to the course – we will spend some time introducing ourselves, and going through the assessment items. Nonetheless, there is some reading to be done! In many ways, this is the most difficult reading of the course. But we do need to think about the frameworks for studying sexuality and scandal.

In particular, we need to think about the ways that sexuality is not an unchanging biological reality, but rather a product of social, cultural, political and economic processes. In other words, we need to think about the ways sexuality is constructed in specific time frames and spaces. We also need to think about why it is important to study sexuality, for
sexuality is not just a private matter for the bedroom. Rather sexuality permeates all aspects of society, which suggests it is crucial for understanding our past.

You should consider:
- why sexuality is an important part of history
- how and why attitudes towards sex change over time

COMPULSORY READING


(NB: This chapter is in the Reader. If you have not yet purchased the Reader, this can be viewed online through the Library E-books. To find it, type the title into the catalogue. You will need to set up an account)

FURTHER READING

- Padgug, Robert A. ‘Sexual Matters: On Conceptualising Sexuality in History’ *Radical History Review* (20) 1979 ONLINE (Databases)

WEEK THREE – THE METROPOLE

**Lecture 3:** The Thorn in the Rose: Victorian Prostitution

**Tutorial:** The Age of Consent: Sex and the Child

**Tutorial: The Age of Consent: Sex and the Child**

Few would now argue that the vast majority of middle-class Victorian women and men bore much resemblance to the pure and asexual beings of popular stereotype. But what of these so-called “Other” Victorians? Was the Victorian world a binary split between the pure and innocent and the depraved and disorderly, or did they often meet somewhere in the between? This week we will consider Victorian ideas around child sex.

In the first article, we will consider one of the most infamous scandals of the times. In 1885, the editor of the *Pall Mall Gazette*, W. T. Stead, sought to intervene in contemporary debates over the age of consent by exposing the prevalence of child prostitution. In a series of articles, ‘The Maiden Tribute of Modern Babylon’, he exposed the ease with which he himself, masquerading as a potential client, managed to ‘procure’ a child. After
the publication of his articles, he was charged with child abduction and imprisoned. However, he still emerged from prison to portray his paper as the moral conscience of society. What narrative conventions did Stead employ sensationalise his findings? Was the ‘Maiden Tribute’ series best understood as a product of Victorian morality or of Victorian sensationalism? How prevalent was child prostitution in Victorian London? Was the increase in the age of consent a result of Stead’s sensation or feminist campaigns?

In the second article, we will examine the wider applications of the age of consent. In this paper, Kaladelfos explores the ways in which cultural anxieties about sexual violence against young girls impacted on constructions of masculinity in turn of the century New South Wales. She focuses on one very famous case – the Mount Rennie Outrage – and then moves on to consider another, less well known rape case, to show that white men who raped children were understood in multiple ways, depending on class and age.

Essential Reading:


Further Reading:

Primary Source – The Maiden Tribute articles:


Age of Consent and Child Prostitution:

- Davidson, Roger. ‘“This Pernicious Delusion”: Law, Medicine, and Child Sexual Abuse in Early-Twentieth-Century Scotland’, *Journal of the History of Sexuality*, 10, 1 (January, 2001), pp. 68-75. ONLINE


Hall, Lesley. 'Hauling Down the Double Standard: Feminism, Social Purity, and Social Science in Late-Nineteenth Century Britain', Gender and History, 16, no. 1 (April, 2004), pp. 36-56. ONLINE


Robertson, Stephen. 'Boys, Of Course, Cannot Be Raped': Age, Homosexuality, and the Redefinition of Sexual Violence in New York City, 1885-1955', Gender and History, 18, 2 (August, 2006), pp. 357-379. ONLINE


Robson, Ann. 'The Significance of The Maiden Tribute of Modern Babylon', Victorian Periodicals Newsletter, 11, 2 (June, 1978), pp. 50-57. ONLINE


WEEK FOUR – THE METROPOLE

Lecture 4: The Invention of Homosexuality

Tutorial: The Scandal of Oscar Wilde

Tutorial: The Scandal of Oscar Wilde.

Michel Foucault and historians following him including Jeffrey Weeks and Lillian Faderman have suggested that ‘homosexuality’ was an invention of the late nineteenth century. Next week we will explore sexology, but this week we will first consider the embodiment of the homosexual, the poet and writer Oscar Wilde. In 1895, Wilde himself brought a charge of libel against his lover’s father, the Marquis of Queensberry, for calling him a “somdomite” [sic]. Wilde then was charged (twice) for sodomy, and was convicted and sentenced to two years hard labour. He never recovered from his time in prison, and died in exile and poverty in 1900.

His trials were one of the great political and social scandals of late nineteenth century British history. We will explore these fascinating trials, and their meanings. The trials
shaped the way the general public thought about sodomites, effeminacy and decadence amongst the artistic elite. Thus we will also think about the ways that his trial was central to the emergence of a homosexual body in England, and consider whether or not homosexuals “existed” before this. We will also think about Wilde’s impact on homosexual men, and their own sense of identity and the emergence of a metropolitan subculture.

**Essential Reading**

**Further Reading**

Wilde Trials:
- Transcript excerpts from Famous World Trials Website, [http://www.law.umkc.edu/faculty/projects/FTrials/wilde.wilde.htm](http://www.law.umkc.edu/faculty/projects/FTrials/wilde.wilde.htm) [ONLINE]

On Wilde (and Homosexuality):
- Upchurch, Charles, *Before Wilde: Sex between men in Britain’s Age of Reform* (Berkeley: University of California Press, 2009) [ONLINE]
- Upchurch, Charles. “Forgetting the Unthinkable: Cross-Dressers and British Society in the Case of the Queen vs. Boulton and Others”, *Gender and History* 12(1) April 2000. [ONLINE]

On scandals over lesbian sexuality:
- Deborah Cohler ‘Sapphism and Sedition: Producing Female Homosexuality in Great War Britain’, *Journal of the History of Sexuality*, 16 (1) 2007, pp. 68-94. [ONLINE]
WEEK FIVE

Lecture 5: The New Sexual Science of Sexology
Tutorial: Deviancy and Perversion

Tutorial: Deviancy and Perversion

Sexology or sexual science is the study and classification of sexual behaviours, identities and relations. It emerged in the last third of the nineteenth century as part of Western modernity’s wider concern with the classification of bodies and populations.

Late nineteenth century sexology assumed there was a normative form of heterosexuality. From this, it assumed that all other forms of sexuality were in some ways deviant. This week we will examine the impact of the medicalisation of sexuality in more depth, examining these new and modern ways of narrating sex and sexuality. How were these so-called deviancies developed and defined? Who did the defining? And how did these new definitions of deviance and perversity impact on individual men and women?

Essential Readings:

Further Readings
- Hall, Lesley, “‘I Have Never Met the Normal Woman’: Stella Browne and the Politics of Womanhood”, Women's History Review 6,2 1997. ONLINE
- McLaren, Angus Twentieth Century Sexuality (Blackwell, 1999), chaps 5 & 6. ONLINE
• Oram, Alison and Turnbull, Annmarie *The Lesbian History Sourcebook* (London, 2001), pp.93-128
• Rosario, V. *Science and homosexualities* (London: Routledge, 1997)

**WEEK 6 – THE EMPIRE**

**Lecture 6: Dangerous Liaisons: Empire and Sexuality**

**Tutorial:** The “Porno-Tropics”

**Tutorial: The “Porno-Tropics”**

From the European Enlightenment onwards, there was a vast imperial expansion across the globe. This week, we will explore the centrality of sex to the colonial enterprise.

At home in the metropole, racial science and sexual science combined to suggest that non-European women were lascivious and highly sexed. In the Empire, such theories were put into practice, and indigenous women were constructed as always sexually available. The Empire, then, was seen by many European men, as a vast sexual playground, the ‘porno-tropics’, as Anne McClintock has suggested.

This week, our readings will explore the idea of the imperial playground, beginning with the seminal (and sexist) work of Ronald Hyam. We will then consider a more nuanced approach, examining the ideologies behind sexual imperialism, and the impact it had on indigenous communities. Finally, we will consider whether or not the empire opened up a homosocial or homosexual world for men.

**Readings**

Further Readings

- Levine, Philippa. 'Sexuality and Empire' in Catherine Hall and Sonja O Rose (eds) *At home with the empire: metropolitan culture and the imperial world* (Cambridge: CUP, 2006) ONLINE
- Morgan, Jennifer. “‘Some could suckle over their shoulder”: Male Travellers, Female Bodies and the Gendering of Racial Ideology, 1500-1770’, *William and Mary Quarterly*, 54 (1), 1997. ONLINE
- O’Brien, Anne. ‘Missionary masculinities, the homoerotic gaze and the politics of race: Gilbert White in Northern Australia, 1885-1915’, *Gender and History* 20 (1) April 2008, pp. 68-80. ONLINE
- Perry, Adele. *On the Edge of Empire: Gender, Race and the Making of British Columbia* (2001), especially 'Poor Creatures Are We without Our Wives': White Men and Homosocial Culture’ ONLINE *

WEEK SEVEN

Lecture 7: Race, sex and space: The Australian frontier
Tutorial: Race and Rape in the Colonies

Tutorial: Race and Rape in the Colonies

This week we continue our examination of the dynamics of sex and scandal within the colonial context. The expectations upon the bodies of black women by colonisers had profound implications for indigenous societies, and nowhere was this more obvious than in the case of rape in the New World.

In the first reading, we consider the broader politics of rape in the colonies, citing a number of examples from across the globe. In the second article, we will hone down to a more specific example, travelling to colonial South Africa where race, sex, and gender are highly political. We will consider the intersections between rape and race. The black rape scares in colonial South Africa are often pointed to as symbolic of wider politics of race. Here, we examine trials of black men for rape and the ways that race, sex and violence wielded power and authority in the colony.
Essential Reading


Further Reading

- Levine, Philippa (eg) *Gender and Empire* (Oxford: OUP, 2004). ONLINE THROUGH LIBRARY
- McClintock, A. *Imperial Leather: Race Gender and Sexuality in the Colonial Contest* (New York: Routledge, 1995) ONLINE
- Special Issue, *Journalism of Colonialm and Colonial History*, vol. 6, no. 3, Winter 2005, ONLINE

WEEK EIGHT
Lecture 8: Venereal Disease: sex and sores

Tutorial: Sexualisation and WWII

Tutorial: Sexualisation and WWII

This week, we are returning to Australia. World War II was a period of intense social and political dislocation, movement, even chaos. In Queensland, almost a million US soldiers entered white Australia, changing the shape of a relatively parochial culture. Many Australian men served overseas or in the north of Australia, and women were left to service the homefronts. It was a period of challenge to normative gender and sexual roles.

Unsurprisingly, WWII saw a number of sexual panics: fears over female promiscuity; sex crimes; venereal disease; homosexuality and the declining birth rate. These were not necessarily new anxieties, but war stimulated and consolidated the tensions of the wider age. This week, we will consider the sexual panics of WWII, and think about the broader fissures they revealed in Australian society and culture. What were the short and long-term effects of these various moral panics?

Essential Reading


Further reading

On Australia:

- Darian-Smith, Kate ‘Remembering Romance: Memory, Gender and World War II’ in Gender and War: Australians at War in the Twentieth Century (New York: University of Cambridge, 1995).
- Hennessey, Eileen, ‘...The cheapest thing in Australia is the girls’: young women in Townsville 1942-45’, Queensland Review, 1, 1, June 1994, pp. 61-70. ONLINE
- Lake, Marilyn. ‘Female Desires: The Meaning of World War II’, in Memories and Dreams: Reflections on Twentieth Century Australia (Sydney, 1997)
- Saunders, Kay ‘In a cloud of lust: Black GIs and Sex in World War II’, in Gender and War: Australians at War in the Twentieth Century (New York: University of Cambridge, 1995).
The postwar period saw particular attentions upon the young. As we saw last week, fears over adolescent female sexuality were a hallmark of the cultural anxieties of World War II, and this only intensified in the 1950s. Indeed, it could be said that the fifties was the ‘birth’ of the teenager, as a stage in life distinct from childhood and adulthood. With its “discovery”, the teen body had to controlled, manipulated and rendered into certain appropriate forms, most of which revolved around sexual and gender norms. While the ideal of 1950s sexuality was marital and monogamous, this left teen sexuality distinctly “abnormal”. There was thus strident opposition to those who stepped outside the ideal teenage vision, including most obviously the “bodgies” and “widgies”. Yet adolescence, with its potential for hormonal change and social disorder, was rendered more broadly pathological – there was the potential for all youths to slip. This week, we will explore the various constructions of the teenaged with a focus on sexuality, both imagined and real.

**Essential Reading**
- Dorr, Lisa Lindquist ‘The Perils of the Back Seat: Date Rape, Race and Gender in 1950s America’, *Gender and History*, vol. 20, no. 1, April 2008, pp. 27-47. ONLINE

**Further Reading**
- Breines, Wini. *Young, White and Miserable: Growing up Female in the Fifties*. Boston: Beacon Press, 1992, ch. 3. ONLINE *
- Evans, Raymond ‘So Tough?’ Masculinity and Rock’n’Roll Culture in Post-war Australia’ *Journal of Australian Studies*, no. 56, 1998, pp. 125-137. ONLINE
WEEK TEN

Lecture 10: The 1950s - heterosexuality and homosexuality

There are no seminars this week, as your research essay is due. All those who attend the lecture will receive major brownie points.

WEEK ELEVEN

Lecture 11: The Sexual Revolutions

Tutorial: Gay Pride

Tutorial: Gay Pride

The 1960s and 1970s saw a series of so-called “sexual revolutions”. It was a period of broad cultural change: rock'n'roll, new drug cultures, playboy bunnies, a new hedonism, a new individualism, and of course sex. The coming of the Pill to the United States in 1960 meant for the first time that men and women could fully separate heterosexual sex and reproduction. The pill was important, but so too were the wider cultural reverberations of late modernity, including individualism and freedom. Society was shifting. Some have argued it was less of a revolution than a slow sense of change: either way change was in the air.

This week we will explore the impact of the sexual revolutions for gay men and lesbians. Nascent subcultures and a sense of gay identity (for men in particular) had developed slowly throughout the twentieth century, in particular in urban centres. The sixties and seventies however saw an explosion of understandings of homosexuality. Our first reading considers the Stonewall Riot, which many have viewed as the start of gay liberation. Our second reading will consider gay liberation after Stonewall.

Essential Reading

Further Reading

- Matthews, J (ed.) *Sex in Public: Australian Sexual Cultures* (Sydney: Allen and Unwin, 1997) – various articles
- Jeffrey Weeks, *Coming Out: Homosexual Politics in Britain from the nineteenth century to the present* (1990)
- Jeffrey Weeks, “The Sexual Revolution Revisited”, in *Sexuality and its Discontents* (Routledge, 1985)
- Wotherspoon, Gary. ‘City of the Plain’: *History of a Gay Subculture* (Sydney: Hale and Ironmonger, 1991)

WEEK TWELVE

Tutorial: Queering Sex

**Tutorial: Queering Sex**

In the early 1990s, the term ‘queer’ increasingly came into focus. Once a term of homophobic abuse, increasingly ‘queer’ was and is used subversively by a range of people wishing to undermine traditional gender and sexual identities. Queer aims to
destabilise the omnipotence of heterosexuality by suggesting a fluid, changeable and non-biological sexuality. It can offer a potent sense of identity for those who don’t fit a “straight” divide between heterosexual and homosexual, and all the negatives this labelling can involve.

This week, we consider the concept of queer as a significant way of rethinking sexuality in history. In the first reading we will look to Robert Reynolds, whose work considers homosexual identity and the shift amongst gay men from “camp to queer”. In the second reading, we will look at how queer was utilised in student media on university campuses in the early to mid 2000s. Through these articles we will analyse the potential of “queer” and the tensions that new theories may need to absorb.

**Essential Reading**


**Further reading**

- Humphrey, Jill C. “To Queer or Not to Queer a Lesbian and Gay Group? Sexual and Gendered Politics at the Turn of the Century”. *Sexualities*, vol. 2, no. 2, April 1999. 223

**WEEK13:**

**THERE ARE NO CLASSES THIS WEEK** – there is a take home examination. The question will be released in the lecture in Week 12.
RESEARCH ESSAY

Choose one of the following questions for your research essay. You must use and reference a minimum of eight scholarly texts or readings. At least six of these must be from the lists below. Students who visit the library and move beyond ONLINE sources will be rewarded!

See General Notes on Essay Writing On Page 11 of this Study Guide

All essays must be footnoted, with a bibliography, and handed in through Turnititin and a hardy copy to the Hub.

Please note that a list of resources available online will be released on Blackboard before week 5, to assist you in your research.

THE METROPOLE

1. Why did European countries seek to regulate prostitution during the nineteenth century? Did the reforms protect prostitutes or did they merely reinforce a double standard of sexual morality?

- Baldwin, Peter. *Contagion and the state in Europe, 1830-1930* (Cambridge, 1999)
2. How did the European sexologists redefine notions of sexuality? How did their representations of different sexual identities create a new hierarchy of sexual "deviance"?

- Bristow, Joseph. *Sexuality* (1997), chap. 1
- Jennings, Rebecca. *A lesbian history of Britain: love and sex between women since 1500*. (Oxford: Greenwood World, 2007), chapter ‘Sexology and the science of sex, 1880s-1920s’
- Rosario, V. *Science and homosexualities* (London: Routledge, 1997)
3. Discuss the concept of the romantic friendship in the nineteenth century. Is “romantic friendship” evidence of a significant lesbian culture in Europe and America during that period?

- Jennings, Rebecca, ‘Romantic friendship 1700-1900’ in her *A lesbian history of Britain : love and sex between women since 1500* (Oxford : Greenwood World, 2007)
- Rosenberg, Carroll Smith, 'The Female World of Love and Ritual: relations between women in nineteenth-century America', in *Disorderly Conduct: visions of gender*; and in *Signs*, 1, 1, 1975, pp 1-35.
- Wotherspoon, Garry, ‘Moonlight and ... Romance? The death-cell letters of Captain Moonlight and some of their implications’, *Journal of the Royal Australian Historical Society*, 78, 3-4, 1992, pp. 76-91.

**THE EMPIRE**

4. How did European men’s sexual privileges in the colonies affect European definitions of masculinity in the metropole?


5. What do the imperial rape scandals of the late nineteenth and early twentieth century tell us about colonial anxieties?

- Levine, Philippa (eg) *Gender and Empire* (Oxford: OUP, 2004). **ONLINE THROUGH LIBRARY**
- McClintock, A. *Imperial Leather: Race Gender and Sexuality in the Colonial Contest* (New York: Routledge, 1995) **ONLINE**
• Special Issue, *Journalism of Colonialism and Colonial History*, vol. 6, no. 3, Winter 2005,

**MODERNITY AND POSTMODERNITY**

6. How was abortion perceived by the dominant social, medical and legal frameworks in Australia from 1880 to the 1940s? Did women view abortion in the same ways?

- Allen, Judith. ‘The Trials of Abortion in Late Nineteenth Century and Early Twentieth Century Australia’ *Australian Cultural Studies* 12 1993.
- Allen, Judith *Sex and Secrets. Crimes involving Australia Women since 1880*. (Melbourne: 1990)

7. What anxieties about sexuality shaped the cultural landscape in the 1950s in Britain, the United States and Australia? How and why did these become so central to society and the maintenance of social order?


Hall, Lesley A. ‘Domestic Ideology and Undercurrents of Change in the Fifties’, in her *Sex, Gender and Social Change in Britain since 1880*. (London: Macmillan, 2000)


Murphy, John. *Imagining the Fifties: Private Sentiment and Political Culture in Menzies’ Australia*. Sydney: UNSW, 2000, chapter

Penn, Donna. ‘The Meanings of Lesbianism in Post-War America’, *Gender and history*, vol 3, 2, Summer 1991, p190-203


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8. Was there a “Sexual Revolution” in the 1960s?

• Weeks, Jeffrey. *Coming Out: Homosexual Politics in Britain from the nineteenth century to the present* (1990)

9. How was AIDS understood in the 1980s? How does the spectre of HIV and AIDS disrupt ideas that the history of sexuality is one of “progress”?

- Sendzuik, Paul.'Denying the Grim Reaper: Australian Responses to AIDS', *Eureka Street*, vol.13, no. 8, 2003, pp. 16-19.
- Sendzuik, Paul. "'Thing's haven't been the same since the Grim Reaper came knocking": AIDS as an Agent of Change', in Graham Willett (ed.), *Thinking Down Under: Australian Politics, Society and Culture in Transition*, Trier: Wissenschaftlichter Verlag Trier, 2006, pp. 155-72.
- Spongberg, Mary.'Trapped in a Woman's Body? The Persistence of Feminine Pathology in Biomedical Discourse around HIV/AIDS', in her *Feminizing venereal disease : the body of the prostitute of nineteenth-century medical discourse*. (Basingstoke, Hampshire : Macmillan Press Ltd., 1997)
10. A question for the brave and/or those contemplating Honours next year:

*How did Foucault’s history of sexuality change the way historians think about the Victorian past?*

[You should have a look at Foucault’s *History of Sexuality, volume 1* – if you do a serious reading of Foucault, I’m happy for you to read fewer other sources]