

# HISTORY 395: GENDER, SEXUALITY & DESIRE IN WORLD HISTORY

Course Syllabus (course catalogue number 9933)

Dr. Ali İğmen, Professor of History

CSULB, Spring 2021

Thursday 6:30-9:15 p.m.

Online

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Office hours: **Wednesday 1:00 – 4:00 p.m. and Thursday 3:00 – 5:00 p.m.**

## History Department Bulletin Board:

<https://padlet.com/profdabel/8bx0cbx8sjw6mgil>

## CONTENT AND OBJECTIVES

This lecture course will survey the influential theories of gender, sexuality and desire in World History context. We will read historical accounts, narratives, and scholarly analyses, which helped shape historical thinking and writing in the fields of family, marriage, patriarchy, colonialism, marginalization, economic, political, religious and social history. We will also read about the ways in which cultural historians examine the constructions of straight and queer identities in conjunction with class, race, ethnicity, colonialism, nationalism, and political culture. The readings will challenge normative sexuality constructs throughout the colonial and post-colonial history. They will also provide the opportunity for us to examine the power dynamics between the political and social establishment, and the ordinary people in regards to gender and sexuality. Finally, we will discuss the relationship between social justice and sexuality since the colonial era.

## REQUIRED READING

1. *The Course Syllabus*
2. *The History of Sexuality Sourcebook* edited by Mathew Kuefler, University of Toronto Press, 2007 (**Sourcebook** in the Weekly Schedule below)
3. *Global History of Sexuality: The Modern Era* edited by Robert F. Buffington, Eithne Luibhéid and Donna J. Guy. Wiley-Blackwell, 2014 (**Global** in the Weekly Schedule below)
4. *Gender in History, Global Perspective* by Merry E. Wiesner-Hanks, Wiley-Blackwell, 2011 (**Perspective** in the Weekly Schedule below),
5. *A Companion to Gender History* edited by Teresa A. Meade and Merry E. Wiesner-Hanks, Wiley Blackwell, 2006 (**Companion** in the Weekly Schedule below)
6. *Free and Natural, Nudity and the American Cult of the Body* by Sarah Schrank, University of Pennsylvania Press, 2019 (**Free** in the Weekly Schedule below)

## THE SIGNIFICANCE OF THE SYLLABUS

Acceptance of this syllabus implies acceptance of the rules and policies of this class. It serves as your contract for the course. I reserve the right to make small changes to this syllabus in accordance with the specifics of the class dynamic.

## EXPECTED LEARNING OUTCOMES

1. Evaluate the significance of studying gender, sexuality and desire in world history context,
2. Demonstrate a better understanding of the methodology of queer history by articulating how memory, representation, ethical norms and the uses of written and oral interviews enhance the field of history,
3. Assess the complexity of the field in terms of race, class, ethnicity, colonialism, nationhood and religion,
4. Develop the skills to place queer history in a larger historical context, understanding the relationship between gender and sexuality,
5. Learn to analyze the power dynamics and social justice issues in conjunction with gender and sexual identity in world history context,
6. Utilize primary and secondary sources in order to help gain a better grasp history,
7. Learn to produce original materials, demonstrating scholarly oral and written skills,
8. Gain the skills to use conceptual methods such as periodization and interpretation
9. Think critically about the readings, lectures and peer comments,
10. Improve oral and written communication skills with peers and professors.

**All of these outcomes will be assessed by weekly class discussions, reviews of primary and secondary sources, two journals, two mini essays, a research paper, and oral presentations. See the specific assignments below.**

## ORGANIZATION AND REQUIREMENTS

I will expect you to complete all the assigned readings for the day, before you come to class. You should be prepared to discuss the readings and participate in the group presentation project. All the written assignments are due at the beginning of class. **I will deduct points for late assignments.** I will give incompletes only if there is a case of documented family or medical emergency. (See below). For incompletes, you must make arrangements with me in advance. **To succeed in this class, you will need to complete all the assignments and requirements. Please contact me ahead of time if any of the assignments will be late.**

## REQUIRED ASSIGNMENTS and GRADING ASSESSMENT

1. **Class Participation (10% of grade):** I will expect you to participate in class discussion. You may develop note cards relevant to your particular position and to possible counterarguments. I will expect you to respond, question and/or refer to the topic at hand. Please voice your agreements and disagreements respectfully. According to **Mohandas Gandhi** “*when restraint and courtesy are added to strength, the latter becomes irresistible.*”
2. **Writing and Oral Assignment Requirements (70% of grade):** **The journals and essays should be double spaced with 12 fonts and one-inch margins. The essays should demonstrate your own** views on the specific topic at hand. They should exhibit the ability to integrate material from the lectures, readings and class discussions.

- **Journals on the Required Readings (20 % of the grade):** You will write **two** journals (**10% each**). Journal entries should provide a short summary (no more than 500 words) of the readings. This is a thought piece that provides a brief discussion of the following points: **What are the key questions and findings of the book chapter or the articles? How do they help us place gender, sexuality and desire in context of world history?**
- **Mini Essays (30% of grade –15% each):** You will write **two** short essays on the primary or secondary sources of your own choosing from the readings, or the bibliography provided below. The essays will be **2 to 3 pages long**. The essays analyze how these sources defined and depicted gender, sexuality and desire. The essays should place the specific source in historical context. Each essay must provide a solid argument to make your analysis clear. I generally do not accept late papers, but you need to let me know ahead of time if your paper will be late. **(These papers may be used in section B1 or B2 of your history senior portfolio).**
- **Oral Presentations (20%):** You will present **one** of your short essays (I will assign one per student). You will also present your final paper. Each presentation will be 5 to 8 minutes long. The guidelines will be on Beach Board. **(Presentations can be used in section B4 of your history senior portfolio).**
- **Final Paper (20% of grade):** The final paper will include **two sections**:
  1. **Primary source analysis:** You will select a primary source, which you will analyze according to the guidelines on Beach Board (**3 pages, 5% of the grade**)
  2. **Essay:** You will write an essay on a topic of your choice, which will include the primary source you analyzed (**5 pages, 15% of the final exam grade**)

**Writing Style Requirements:** For guidance about style and editing, refer to the “**History Department Style Manual,**” and The Chicago Manual of Style, A Manual for Writers of Term Papers, Theses and Dissertations by Kate Turabian, Elements of Style by Strunk and White, and A Short Guide to Writing about History by Marius and Page.

## **EVALUATION**

<b>Class Participation</b>	<b>10%</b>
<b>Journals</b>	<b>20%</b>
<b>Mini Essays</b>	<b>30%</b>
<b>Oral Presentations</b>	<b>20%</b>
<b>Final Paper</b>	<b>20% (Primary source analysis 5%, Essay 15%)</b>

<b>Letter grade</b>	<b>Points</b>
<b>A</b>	90-100
<b>B</b>	80-89
<b>C</b>	70-79
<b>D</b>	60-69
<b>F</b>	0-59

## **WEEKLY SCHEDULE**

Week 1, January 21

### **Reading:**

1. **PERSPECTIVE**, introduction, chapter 1,
2. **SOURCEBOOK**, preface, introduction & chapter 1,
3. **COMPANION**, introduction.

Week 2, January 28

### **Reading:**

1. **PERSPECTIVE**, chapter 2,
2. **SOURCEBOOK**, chapter 2,
3. **COMPANION**, chapters 1 & 2.

Week 3, February 4

1. **PERSPECTIVE**, chapter 3,
2. **SOURCEBOOK**, chapter 3,
3. **COMPANION**, chapters 3 & 4.

**Assignment: Journal # 1** to be submitted to Dropbox.

Week 4, February 11

### **Reading:**

1. **PERSPECTIVE**, chapter 4,
2. **SOURCEBOOK**, chapter 4,
3. **COMPANION**, chapters 5 & 6.

Week 5, February 18

### **Reading:**

1. **PERSPECTIVE**, chapter 5,
2. **SOURCEBOOK**, chapter 5,
3. **COMPANION**, chapters 7, 8 & 9.

Week 6, February 25

### **Reading:**

1. **PERSPECTIVE**, chapter 6,
2. **SOURCEBOOK**, chapter 6,
3. **COMPANION**, chapters 10, 11 & 12.

### **Assignments:**

- 1. Mini Essay # 1** to be submitted as a hard copy and to Dropbox,
- 2. Oral presentations** of the mini papers.

Week 7, March 4

#### **Reading:**

- 1. PERSPECTIVE**, chapter 7,
- 2. SOURCEBOOK**, chapter 7,
- 3. COMPANION**, chapters 13, 14 & 15.

Week 8, March 11

#### **Reading:**

- 1. PERSPECTIVE**, chapter 8 and afterword,
- 2. SOURCEBOOK**, chapter 8,
- 3. COMPANION**, chapters 16 & 17.

**Assignment: Journal #2** to be submitted to Dropbox.

Week 9, March 18

#### **Reading:**

- 1. SOURCEBOOK**, chapter 9,
- 2. GLOBAL**, chapters 1 & 2,
- 3. COMPANION**, chapters 18 & 19.

Week 10, March 25

#### **Reading:**

- 1. SOURCEBOOK**, chapter 10,
- 2. GLOBAL**, chapter 3,
- 3. COMPANION**, chapters 20 & 21.

**Week 11, April 1 (Spring Recess, no classes)**

Week 12, April 8

#### **Reading:**

- 1. SOURCEBOOK**, chapter 11,
- 2. GLOBAL**, chapter 4,
- 3. COMPANION**, chapters 22 & 23.
- 4. FREE**, introduction & chapter 1

Week 13, April 15

#### **Reading:**

- 1. SOURCEBOOK**, chapter 12,
- 2. GLOBAL**, chapter 5,
- 3. COMPANION**, chapters 24 & 25,
- 4. FREE**, chapters 2 & 3

Week 14, April 22

**Reading:**

1. **SOURCEBOOK**, chapter 13,
2. **GLOBAL**, chapter 6,
3. **COMPANION**, chapters 26 & 27,
4. **FREE**, chapters 4 & 5

Week 15, April 29

**Reading:**

1. **SOURCEBOOK**, chapter 14,
2. **GLOBAL**, chapter 7.
3. **COMPANION**, chapters 28 & 29,
4. **FREE**, chapter 6 & epilogue

**Assignments:**

**Mini Paper #2** to be submitted as a hard copy and to Dropbox,

**Oral presentations** of the mini papers.

Week 16, May 6 (last day of class)

**Reading:**

1. **SOURCEBOOK**, chapter 15,
2. **GLOBAL**, chapter 8.
3. **COMPANION**, chapters 30 & 31.

**Assignment:**

**Primary Source Analysis.**

Week 17, May 13:

Assignments:

1. **Final Essays,**
2. **Oral Presentations, 7:15 – 9:15 p.m.**

**Class Policies**

**Academic Integrity and Honesty**

Cheating and plagiarism are serious offenses and will not be tolerated. They are violations of university regulations.

All students will be held to a high standard of academic integrity, which is defined as "the pursuit of scholarly activity free from fraud and deception." Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

The university defines plagiarism as "the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source... Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks,

footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming.”

([http://www.csulb.edu/divisions/aa/catalog/2009-2010/academic\\_information/cheating\\_plagiarism.html](http://www.csulb.edu/divisions/aa/catalog/2009-2010/academic_information/cheating_plagiarism.html))

All acts of academic dishonesty will be subject to disciplinary action. All written assignments for the course must be submitted electronically through Beach Board to Turnitin.com in order to ensure the authenticity of the presented written work. **A single act of cheating or plagiarism by a graduate student will result in a failing grade in the course, regardless of other graded course assignments.** All plagiarism cases will be referred to the Office of Judicial Affairs and, depending on the severity of the case, further disciplinary actions may be taken, including suspension and expulsion, based on University policy. For more information, please see <http://www.csulb.edu/divisions/aa/research/our/information/policies/cheating/>.

**Student responsibilities:** In this course, as in others, each student is in charge of and responsible for his/her own education. In other words, what one gets out of this course is dependent on what one puts into it. This includes grades. In other words, grades are not negotiable. I am here to help to improve your grades as long as you contact me before the end of the semester.

**Religious observances:** In order to reschedule an assignment deadline due to a religious observance, please inform me in writing in the first two weeks of class.

**Withdrawal from the course:** It is your responsibility to withdraw properly from classes.

**Students with disabilities:** If you have a documented disability and require additional time or other help for assignments, you must obtain verification from the Disabled Students Services Office located in Brotman Hall. It is the student's responsibility to notify the instructor in advance of the need for accommodations of a university verified disability. Tel. 562-985-5401.

**Absences:** All absences will be noted, and habitual absence will affect the final grade. University Attendance Policy PS 01-01 defines excused absences as 1) illness or injury to the student; 2) death, injury, or serious illness of an immediate family member or the like; 3) religious reasons (California Educational Code section 89320); 4) jury duty or government obligation; 5) University sanctioned or approved activities (such as athletics). If in doubt, please read the CSULB attendance policy:

[http://www.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2001/01/](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/).

**Please contact me immediately if a situation arises that forces your absence from class. If I do not hear from you, I will consider your absence unexcused.** I do not respond to e-mails in which a student asks what he/she missed because of an absence. If you miss a class, you may wish to ask a classmate to bring you up to speed.

**Tardiness:** Consistent tardiness will not be acceptable and will result in a grade deduction. You need to let me know ahead of time if you are going to be late. If you are late to class beyond twenty minutes of class time, I will consider you absent for the day.

**Submitting Assignments:** All assignments are due at the beginning of class on the day assigned.

**Incompletes.** University policy allows incompletes only in cases of emergency and only when 2/3 of the assignments have been completed.

**“Shared Community”:** Discriminatory statements of any kind negate the education process and will not be tolerated. This course adheres to the University’s “Principles of Shared Community,” which states, “members of the CSULB community have the right to work and learn in an environment free of discrimination.... CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs.”

<http://www.cepe.csulb.edu/ContinuingEd/policies.aspx?pID=24>

### **Technology and Resources**

Each student must acquire an e-mail account if he/she does not already have one. For those who do not, information is available at

[http://www.csulb.edu/divisions/aa/academic\\_technology/thd/email/beachmail/](http://www.csulb.edu/divisions/aa/academic_technology/thd/email/beachmail/). Make sure you have your csulb.edu email directed toward your preferred email address in order to receive class news via BeachBoard. I will contact you through BeachBoard by using the email address on record. It is your responsibility to make the appropriate change immediately after the first class. Each student must also acquire a PIN number to order materials through Interlibrary Loan Services. This may be done at any library terminal on campus by going through “View My Library Record.”

Writing and skill development resources are available through the Department’s Graduate Student Writing Tutors. Their office hours are available at the Department office. Also available: Writing and skill development resources are available through Writer’s Resource Lab (LAB-206, 985-4329, <http://www.csulb.edu/colleges/cla/departments/english/wrl/>) and LAC (Horn Center 104, 985-5350, [http://www.csulb.edu/divisions/aa/grad\\_undergrad/lac/](http://www.csulb.edu/divisions/aa/grad_undergrad/lac/)).

### **BIBLIOGRAPHY:**

**The readings below are selected for your mini papers. You may use them.**

#### **A. PRIMARY SOURCES (in addition to *The History of Sexuality Sourcebook*):**

1. The Law in England, 1290-1885,
2. The Act of 1533,
3. Homily Against Adultery and Whoredom,
4. The Woman-Hater's Lamentation, 1707
5. Sigmund Freud: Letter to a Mother
6. The Nazi Marking/Identification System
7. Heinrich Himmler: On Homosexuals



8. Para. 175, The Nazi laws on homosexual activity.
9. L'affirmation homosexuelle (Le Monde diplomatique)
10. Chronologie der Lesben und Schwulen in Köln seit 1969
11. Gay Liberation Front in Köln
12. Gay Liberation Front: Manifesto
13. Legal Age of Consent Around the World
14. Petição pela Igualdade de Direitos dos Homossexuais Petition to Portuguese Parliament in Portuguese.
15. Texts on Chinese Homosexual Tradition
16. Modern Gay Life in China and Taiwan - Newspaper Reports
17. Wu Tsao Page, China's foremost Lesbian poet.
18. Manifesto of 1996 Chinese Tongzhi Conference
19. Vatsyayana: Kama Sutra, Part 2. Chap 9, 1883 trans. by Richard Burton
20. The Vinaya [Buddhist Monastic Precepts]
21. Homosexuality in the Korean Historical Record
22. South African Constitutional Assembly Page
23. South African Constitution, <sup>[L]</sup><sub>[SEP]</sub>Section 9.(3)
24. Zimbabwe Anti Gay Witch-hunt 1996

## B. SECONDARY SOURCES:

### Introduction:

1. Arguelles, Lourdes & B. Ruby Rich, "Homosexuality, Homophobia, and Revolution", *Signs* 9:4 (1984)
2. Binhammer, Katherine. "The Sex Panic of the 1790s." *Journal of the History of Sexuality* 6:3 (1996): 409-34.
3. Bornstein, Kate and S. Bear Bergman eds. *Gender Outlaws, The Next Generation*, Berkeley: Seal Press, 2010.
4. Boyd, Nan Alamilla. "Who Is the Subject? Queer Theory Meets Oral History," *Journal of the History of Sexuality*, Vol. 17, No. 2, May 2008: 177-189.
5. Arondekar, Anjali. 2005. "Without a Trace: Sexuality and the Colonial Archive." *Journal of the History of Sexuality* 14, no. 1/2: 10-27.
6. Clark, Anna. "Anne Lister's Construction of Lesbian Identity." *Journal of the History of Sexuality* 7:1 (1996): 23-50.
7. Connell, Raewyn. *Gender*, Cambridge, UK and Malden, MA: Polity Short Introductions Series, 2009.
8. Crompton, Louis. *Homosexuality and Civilization*, Cambridge: Harvard University Press, 2003
9. Garber, Linda. "Where in the World Are the Lesbians?" *Journal of the History of Sexuality* 14, no. 1/2 (January 2005): 28-50
10. Hall, Donald E. and Annamarie Jagose with Andrea Bebell and Susan Potter, eds. *The Routledge Queer Studies Reader*, London and New York: Routledge, 2013
11. Hausman, Bernice L. "Demanding Subjectivity: Transsexualism, Medicine, and the Technologies of Gender." *Journal of the History of Sexuality* 3:2 (1992): 270-302.
12. Irvine, Janice M. "Reinventing Perversion: Sex Addiction and Cultural Anxieties." *Journal of the History of Sexuality* 5:3 (1995): 429-50.

13. Matus, Jill L. "Saint Teresa, Hysteria, and Middlemarch." *Journal of the History of Sexuality* 1:2 (1990): 215-40.
14. Mohanty, Chandra T. "Cartographies of Struggle: Third World Women and the Politics of Feminism," in *Race Critical Theories*, Philomena Essed and David Theo Goldberg, eds. (Blackwell, 2002):195-219.
15. Shorter, Edward. *Written in the Flesh, A History of Desire*, Toronto: University of Toronto Press, 2005.

Africa:

1. Combs-Schilling, M. Elaine. "Etching Patriarchal Rule: Ritual Dye, Erotic Potency, and the Moroccan Monarchy." *Journal of the History of Sexuality* 1:4 (1991): 658-81.
2. Duranti, Andrea. 2008. "Gay but not Queer: Defining Liminal Post-queer Identities in Maghrebian Literature." *Contemporary French & Francophone Studies* 12, no. 1: 79-87.
3. Epprecht, Marc. "Sexuality, Africa, History." *American Historical Review* 114, no. 5 (December 2009): 1258-1272.
4. Gilbert, Arthur N., "The 'Africaine' Courts-Martial: A Study of Buggery in the Royal", *Journal of Homosexuality* 1 (1974): 111-122
5. Glick, Megan H. 2011. "Of Sodomy and Cannibalism: Dehumanisation, Embodiment and the Rhetorics of Same-Sex and Cross-Species Contagion." *Gender & History* 23, no. 2: 266-282.
6. Hanretta, Sean. "Women, Marginality and the Zulu State: Women's Institutions and Power in the Early Nineteenth Century," *The Journal of African History*, Vol. 39, No. 3. (1998): 389-415.
7. Miescher, Stephan F. "Hungochani: The History of a Dissident Sexuality in Southern Africa." *Journal of the History of Sexuality* 18, no. 2 (May 2009): 335-340.
8. Morrell, Robert. "Of Boys and Men: Masculinity and Gender in Southern African Studies," *Journal of Southern African Studies*, Vol. 24, No. 4, Special Issue on Masculinities in Southern Africa. (Dec., 1998): 605-630.
9. Schmidt, Heike I. 2008. "Colonial Intimacy: The Rechenberg Scandal and Homosexuality in German East Africa." *Journal of the History of Sexuality* 17, no. 1: 25-59.
10. Sweet, James H. "Male Homosexuality and Spiritism in the African Diaspora: The Legacies of a Link." *Journal of the History of Sexuality* 7:2 (1996): 184-202.

The Americas:

1. Blackwood, Evelyn, "Sexuality and Gender in Certain Native American Tribes", in *Signs* 10:1 (1984)
2. Chassen-López, Francie R. "Distorting the Picture: Gender, Ethnicity, and Desire in a Mexican Telenovela (El vuelo del águila)," *Journal of Women's History*, Volume 20, Number 2, Summer 2008: 106-129.
3. Cuordileone, K. A. "Politics in an Age of Anxiety": Cold War Political Culture and the Crisis in American Masculinity, 1949-1960," *The Journal of American History*, Vol. 87, No. 2. (Sep., 2000): 515-545.
4. De la Dehesa, Rafael. 2007. "Global LOBAL Communities and Hybrid Cultures." *Latin American Research Review* 42, no. 1: 29-51.

5. Epps, Brad. "Proper Conduct: Reinaldo Arenas, Fidel Castro, and the Politics of Homosexuality." *Journal of the History of Sexuality* 6:2 (1995): 231-83.
6. Irwin, Robert Mckee. "The Famous 41: The Scandalous Birth of Modern Mexican Homosexuality." *GLQ: A Journal of Lesbian & Gay Studies* 6, no. 3 (July 2000): 353.
7. Jones, Jacqueline. "My Mother Was Much of a Woman": Black Women, Work, and the Family under Slavery, *Feminist Studies*, Vol. 8, No. 2, Women and Work. (Summer, 1982): 235-269.
8. Nesvig, Martin. "The Complicated Terrain of Latin American Homosexuality." *Hispanic American Historical Review* 81, no. 3/4 (August 2001): 689.
9. Olcott, Jocelyn. "Take off that streetwalker's dress" Concha Michel and the Cultural Politics of Gender in Post-revolutionary Mexico," *Journal of Women's History*, 2009 Vol.21 No. 3: 36-59.
10. Salessi, Jorge. "The Argentine Dissemination of Homosexuality, 1890-1914." *Journal of the History of Sexuality* 4:3 (1994): 337-68.
11. Stein, Marc. "All the Immigrants Are Straight, All the Homosexuals Are Citizens, But Some of Us Are Queer Aliens: Genealogies of Legal Strategy in *Boutilier v. INS.*" *Journal of American Ethnic History* 29, no. 4 (Summer 2010): 45-77.
12. Strasser, Ulrike, and Heidi Tinsman. 2010. "It's a Man's World? World History Meets the History of Masculinity, in Latin American Studies, for Instance." *Journal of World History* 21, no. 1: 75-96.
13. Valerio-Jiménez, Omar S. "New Avenues for Domestic Dispute and Divorce Lawsuits along the U.S.-Mexico Border, 1832-1893," *Journal of Women's History*, 2009 Vol. 21 No. 1: 10-33.

Asia, Middle East and Oceania:

1. Ben-naeh, Yaron. "Moshko the Jew and His Gay Friends: Same-Sex Sexual Relations in Ottoman Jewish Society." *Journal of Early Modern History* 9, no. 1/2 (February 2005): 79-105.
2. Boone, Joseph A. 2010. "Modernist Re-Orientations: Imagining Homoerotic Desire in the "Nearly" Middle East." *Modernism/Modernity* 17, no. 3: 561-605.
3. Davies, Susanne. "Sexuality, Performance, and Spectatorship in Law: The Case of Gordon Lawrence, Melbourne, 1888." *Journal of the History of Sexuality* 7:3 (1997): 389-408.
4. Dunne, Bruce W. 1990. "Homosexuality in the Middle East" *Arab Studies Quarterly* 12, no. 3/4: 55.
5. El-Rouayheb, Khaled. *Before Homosexuality in the Arab-Islamic World, 1500-1800*, Chicago: The University of Chicago Press, 2005.
6. Fang-fu Ruan and Yung-mei Tsai, "Male Homosexuality in Traditional Chinese Literature," *Journal of Homosexuality* 14 (1987), 21-33
7. Furth, Charlotte. "Androgynous Males and Deficient Females: Biology and Gender Boundaries in Sixteenth- and Seventeenth-Century China." *Late Imperial China* (1988) 9.2:1-27.
8. Hans Tao-Ming, Huang. 2010. "From Glass Clique to Tongzhi Nation: Crystal Boys, Identity Formation, and the Politics of Sexual Shame." *positions* 18, no. 2: 373-398.
9. Hart, Donn, Hart, Harriett. "Visayan Swardspcak: The language of a gay community in the Philippines." *Crossroads*. 5.2 1990 27.

10. Hershatter, Gail. "Courtesans and Streetwalkers: The Changing Discourses on Shanghai Prostitution, 1890-1949." *Journal of the History of Sexuality* 3:2 (1992): 245-69.
11. Isom-Verhaaren, Christine. "Royal French Women in the Ottoman Sultans' Harem: The Political Uses of Fabricated Accounts from the Sixteenth to the Twenty-First Century," *Journal of World History*, Vol. 17, No. 2 (Jun., 2006): 159-196.
12. Keddie, Nikki R. "Women in the Middle East Since the Rise of Islam," *AHA*, 1997: 1-45.
13. Khan, Surina. "India and Pakistan: Sexual Politics and Oppression." *The Harvard Gay & Lesbian Review*. 1995. v 2 n 4. 27.
14. Knauff, Bruce M. "The question of ritualised homosexuality among the Kiwai of south New Guinea." *The Journal of Pacific History*. 1990. v 25 n 2. 188.
15. Lake, Marilyn. "The Desire for a Yank: Sexual Relations between Australian Women and American Servicemen during World War II." *Journal of the History of Sexuality* 2:4 (1992): 621-33
16. Levine, Philippa. "Venereal Disease, Prostitution, and the Politics of Empire: The Case of British India." *Journal of the History of Sexuality* 4:4 (1994): 579-602.
17. Manalansan IV, Marti. "(Dis)Orienting the Body: Locating Symbolic Resistance among Filipino Gay men." *Positions: East Asia cultures critique*. 1994. v 2 n 1. 73.
18. Manderson, Lenore. "Colonial Desires: Sexuality, Race, and Gender in Colonial Malaya." *Journal of the History of Sexuality* 7:3 (1997): 372-71.
19. Morinaga, Maki. 2002. "The Gender of Onnagata As the Imitating Imitated: Its Historicity, Performativity, and Involvement in the Circulation of Femininity." *Positions* 10, no. 2: 245.
20. Ng, Vivien. "Ideology and Sexuality: Rape Laws in Qing China." *Journal of Asian Studies* 1987 46:51-70.
21. Sweet, Michael J., and Leonard Zwilling. "The First Medicalization: The Taxonomy and Etiology of Queerness in Classical Indian Medicine." *Journal of the History of Sexuality* 3:4 (1993): 590- 607.
22. Szonyi, Michael, "The Cult of Hu Tianbao and the Eighteenth-Century Discourse of Homosexuality," *Late Imperial China* 19.1 (1998) 1-25
23. Tucker, Judith. *Gender and Islamic History*, *AHA*, 1993: 1-37.
24. Vanita, Ruth et al. "Tracking 'Same-Sex Love' from Antiquity to the Present in South Asia." *Gender & History* 14, no. 1 (April 2002): 7.
25. Zwilling, Leonard, and Michael J. Sweet. "'Like a City Ablaze': The Third Sex and the Creation of Sexuality in Jain Religious Literature." *Journal of the History of Sexuality* 6:3 (1996): 359-84.

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