Course description

Scholarship is an intergenerational conversation, and History & Literature’s spring sophomore tutorial teaches you how to participate in on-going scholarly exchanges. The first half of sophomore tutorial introduces a set of scholarly debates, and after spring break you will work on a sophomore essay that contributes to the conversation.

This course will introduce students to scholarship on gender and sexuality from the 1970s to the present, a period that saw the birth of this new area of academic study. The contemporary U.S. will be our point of departure, and we will expand our scope to other historical and cultural contexts in the modern world. In the first half of the semester, we will approach scholarly debates chronologically, studying how key concerns and innovations developed over the course of a generation, from women’s studies and intersectionality to queer and trans studies. In the second half of the semester, we will read cutting-edge scholarship published in the past few years by the next generation of scholars, whose work may serve as a model for your own. Over the course of the semester, we will read canonical texts through the lens of gender and sexuality, and we will also study efforts to make the canon more inclusive by attending to texts and subjects on the margins. In the process, we will introduce key theories and methods that historians and literary critics use in the study of gender and sexuality.

Assignments & Grading

Attendance and Participation
This is a small, intensive seminar in which your regular and substantive contributions are essential. One absence, for whatever reason, is allowed; your participation grade will be lowered for additional absences. Participation largely depends on preparation: you are, of course, required to do all reading and writing assignments and to come to class with all materials, including assigned texts and hard copies of texts from our course website. You should do your reading well: mark up your book, article, etc.; take notes for yourself in the margins; underline important passages; turn down pages to which you want to return. If you have questions or concerns about your class participation, please feel free to schedule an appointment to discuss those with us.

2 Short Essays
Students will write two 4-page essays in the first half of the course, one a close-reading of primary texts and the other an analysis of secondary sources. Detailed assignments will be handed out and discussed well in advance of deadlines.
Sophomore Essay
The sophomore essay is a 3,000-4,000 word research essay that all History & Literature sophomores undertake. In working toward this final essay, students will complete a number of steps, including a 1-page proposal with a working bibliography, a primary source presentation, and a full draft. Students will also participate in a peer draft workshop during the final week of tutorial. Students will receive written feedback on the draft that summarizes the peer workshop and any additional feedback from the instructors, and the final essay will be graded against the revisions recommended by peers and instructors.

Grading Percentages
Participation in class discussions 20%
Sophomore essay 20%
Essay 1: Close Reading 15%
Essay 2: Secondary Source Analysis 15%
Research assignments 10%
Draft of sophomore essay 10%
Primary source presentation 5%
Sophomore essay proposal 5%

Course Policies

Extensions and Late Assignments
Everyone has two grace days to be used at your discretion. Each grace day allows you to turn in a written assignment of your choice up to 24 hours after the deadline; you can use them singly to extend the deadline for two assignments, or combine them to extend the deadline on a single assignment by up to 48 hours. You can use your grace days on any assignment except the primary source presentation, the sophomore essay draft, and the final sophomore essay. Once you have used your grace days, no extensions will be allowed except in extreme circumstances (i.e., a medical emergency). Late assignments will be marked down one level for each 24-hour period they are late (e.g., an A- becomes a B+, a C+ becomes a C, etc.).

Accommodations for Students with Disabilities
Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term. Failure to do so may result in the instructor’s inability to respond in a timely manner. All discussions will remain confidential, although Faculty may contact AEO to discuss appropriate implementation.

The Harvard College Honor Code
Members of the Harvard College community commit themselves to producing academic work of integrity – that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one’s own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.
**Policy on Collaboration**

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. We expect you to be familiar with the *Harvard Guide to Using Sources*, which is available at [http://usingsources.fas.harvard.edu](http://usingsources.fas.harvard.edu), and to adhere to either MLA or Chicago citation form.

**Required Texts**

Please do your best to get these editions:


Schedule of Reading & Writing Assignments

Week 1 (February 1): Gender and Feminisms

Introductions

DUE on Wed., Feb. 6, at 9am: Response Paper on class readings from This Bridge Called My Back

Week 2 (February 8): Intersectionality at Work

- Anita, dir. Freida Lee Mock (2013)

DUE on Wed., Feb. 13, at 9am: Follow the Footnote: Primary Sources

Week 3 (February 15): Sex, Slavery, and the Canon

- Harriet Jacobs, Incidents in the Life of a Slave Girl (1861), excerpts

DUE on Wed., Feb. 20, at 9am: ESSAY 1: Close Reading of Incidents in the Life of a Slave Girl

Professor Philip Deloria’s Distinguished Lecture in History & Literature (February 21, 6-8pm, Barker 110) and Master Class (February 22, 10:30am-noon, location tbd)

Week 4 (February 22): The History of Sexuality

- Michel Foucault, The History of Sexuality, Volume 1: An Introduction

DUE on Wed., Feb. 27, at 9am: Schlesinger Library Catalogue Search
**Week 5 (March 1): AIDS and Thinking Sex**
*Meet at the Schlesinger Library this week! We will take a tour of the library during the last hour of tutorial.*

- *How to Survive a Plague,* dir. David France (2012)

**Due on Wed., March 6, at 9am: Follow the Footnote: Secondary Sources**

**Week 6 (March 8): Queer Politics**


**DUE on Wed., March 13, at 9am: ESSAY 2: Secondary Source Analysis**

**Week 7 (March 15): Queer of Color Critique**

- Toni Morrison, *Sula* (1973)

**Week 8 (March 22): Spring break**

**Week 9 (March 29): Identity and the Archives**
*Meet at the Schlesinger Library this week! We will work with the Papers of Pauli Murray, 1827-1985.*


**DUE on Wed., April 3, at 9am: Slide for primary source presentation**

**Week 10 (April 5): Working with Primary Sources**

**DUE IN CLASS: Primary source presentation**

- Valerie Solanas, *SCUM Manifesto* (1967), excerpts

**DUE on Wed., April 10, at 9am: Sophomore essay proposal**

**Week 11 (April 12): Trans Studies**

April 16-23: Individual meetings about sophomore essays

Week 12 (April 19): Theory and Practice

DUE on Wed., April 24, at 9am: Full draft of sophomore essay

Week 13 (April 26): Peer Workshop

DUE on Mon., May 6, by 4pm: Sophomore essay
*Followed by the Sophomore Essay Celebration at 4:30pm, Barker 110!*