

WOH 5932: GENDER AND EMPIRE

Spring 2023

TH Period 8-10 (3:00-6:00 PM)

Dr. Sandy F. Chang (she/her/hers)

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Office: 234 Keene-Flint

Office Hours: Tuesdays 2:00-4:00 PM & by appointment

Course Overview

In the last three decades, historians have persuasively argued that the study of empires cannot be understood without adopting a gendered perspective. This graduate seminar explores the intersection of gender and imperialism between the 18th and 20th centuries. Undertaking a comparative study of the nature and impact of European, American, Qing, and Japanese imperialism, it examines how gender shaped colonial cultures and everyday life, as well as the political, economic, and social structures of modern empires. Through an analysis of critical texts in the field, we examine how understandings of sexual difference and their effects shaped the governance, practices, and experiences of empires. The course moves across a range of geographies, from the Dutch East Indies to French Algeria, from British India to Meiji Japan, and from Qing China to settler colonialism in North America. Themes covered include: interracial intimacies; colonial households and domesticities; constructions of imperial femininities / masculinities; sexuality and law; gendered labor migrations; womanhood and modernity; and race, gender, and science. Students will analyze how historians of empire have used gender as a tool of analysis, and consider these methodological innovations for their own research.

Course Objectives

This graduate seminar is intended to help students develop a foundational understanding of the historiography on gender and imperialism. In addition to evaluating how the intersection of gender, sexuality, race, and class shaped the making of empires, students will also learn to critically analyze the key historiographical debates and issues in the field. Over the course of the semester, students have a choice between writing a historiographical essay or an original research paper. In both, they will critically assess how the lens of gender and imperialism inform their own research projects.

Required Texts and Materials

All required texts are available online or through Course Reserve at UF Library West. Students may also purchase copies online.

1. Ann Laura Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (Berkeley: University of California Press, 2002).
2. Laura Ishiguro, *Nothing to Write Home About: British Family Correspondence and the Settler Colonial Everyday in British Columbia* (Vancouver: University of British Columbia Press, 2019).
3. Judith Surkis, *Sex, Law, and Sovereignty in French Algeria, 1830-1930* (Ithaca: Cornell University Press, 2019).
4. Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality, and the Law in the North American West* (Berkeley: University of California Press, 2012).
5. Gaiutra Bahadur, *Coolie Women: The Odyssey of Indenture* (Chicago: University of Chicago Press, 2013).

6. H. Yumi Kim, *Madness in the Family: Women, Care, and Illness in Japan* (Oxford: Oxford University Press, 2022).

Assignments and Grading

Class Participation (20%) – As a graduate student, your engaged and ongoing participation in the course is expected. Students are required to complete the weekly readings and come prepared to exchange questions, actively listen, and offer musings and informed viewpoints on the readings. Please be respectful towards each other. We will work together to build a classroom environment based on trust and confidentiality, while also fostering rigorous discussions of key issues.

In addition to oral participation, you will also be evaluated on your written contributions (every other week). The class will be divided into two groups, beginning in Week 2. Each week, one group of students will post 150-250 words on the week's readings to the Discussion Board on Canvas no later than 9 AM on Thursday before class. Your comments should refrain from summarizing the texts; rather, they should serve as a springboard for further discussions in class. Critical questions are especially welcomed.

Discussion Leader (20%) – Beginning in Week 2, you will lead a weekly seminar twice (worth 10% each), over the course of the semester (at times alone and other times with a partner). As the discussion leader for the week, you should prepare a combined 10-20 minutes presentation that succinctly summarizes the readings and identify key questions for further exploration in the class and, when appropriate, address connections between the readings. The bulk of your presentation should be analytical, and it should include meaningful commentary and questions that arose in response to the readings.

Proposal (15%) – In Week 9, you will submit a 3-5 page proposal of your final paper and a preliminary bibliography for approval. **DUE: March 9 by 6 PM**

Final Paper (40%) – You will produce a major piece of writing (15-18 pages) inspired by this graduate seminar. Depending on the stage you are at in your graduate studies (eg. preparing for comprehensive exams, writing a prospectus, or producing a research essay / dissertation chapter), you should choose the following option that will be most useful to you:

- a. *Historiography Essay* – Prepare a historiography essay that will help prepare for your comprehensive exams. It may be broader in focus (eg. Gender and US Imperialism) or field-specific (eg. Gender, Labor, and Care in the British Empire). The essay might take a chronological or thematic approach in surveying the major works of scholarship in your field. You might also consider raising a potential exam question, and proceed to address it in your literature review. At a minimum, your essay should include two texts discussed in our seminar.
- b. *Research Paper / Dissertation Chapter* – Select a theme or methodological question from the course that is relevant to your research interests. Write an original research paper, based on a careful selection of primary sources and secondary literature. Your essay must include at least two texts from the seminar in your analysis, and/or address a methodological intervention inspired by a scholar we've read this semester. **DUE: April 20 at 3 PM**

Presentation (5%) – In Week 15, you will make a concise academic presentation of your research this semester. Presentations should be between 15-20 minutes. They should pose a research or historiographical question, and include an argument. PowerPoints are optional.

Course Schedule

Week 1 Introduction: Why Gender and Empire?

1/12

Required Readings:

1. Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *The American Historical Review* 91, no. 5 (1986): 1053-1075.
2. Durba Ghosh, "Another Set of Imperial Turns?" *The American Historical Review* 117, no. 3 (2012): 772-793.

Recommended Supplementary Reading:

1. Afsaneh Najmabadi, "Beyond the Americas: Are Gender and Sexuality Useful Categories of Historical Analysis?" *Journal of Women's History* 18, no. 1 (2006): 11-21.
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Week 2 Gender and Orientalism

1/19

Required Readings:

1. Reina Lewis, *Gendering Orientalism: Race, Femininity, and Representation* (New York: Routledge, 1996): Chapter One.
2. Emma Teng, "An Island of Women: The Discourse of Gender in Qing Travel Writings About Taiwan," *The International History Review* 20, no. 2 (1998): 353-370.
3. Christina Klein, *Cold War Orientalism: Asia in the Middlebrow Imagination, 1945-1961* (Berkeley: University of California Press, 2003): Introduction & Chapter 6.

Recommended Background Reading:

1. Edward Said, *Orientalism*, pp. 1-28.
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Week 3 "Saving Brown Women": European Women, Western Feminism, and Colonial Discourse

1/26

Required Readings:

1. Chandra Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," *Feminist Review* 30, no.1 (1988): 61-88.
2. Lata Mani, "Contentious Traditions: The Debate on Sati in Colonial India," *Cultural Critique* 7 (Fall 1987): 119-156.
3. Antoinette M. Burton, *Burdens of History: British Feminists, Indian Women, and Imperial Culture, 1865-1915* (Chapel Hill: University of North Carolina, 1994): Chapter 1 & 5.

Recommended Supplementary Reading:

1. Gayatri Spivak, "Can the Subaltern Speak?" (1988).
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Week 4 Miscegenation, Intermarriage, and Interracial Intimacies

2/2

Required Readings:

1. Ann Laura Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (Berkeley: University of California Press, 2002).

Recommended Background Reading:

1. Michel Foucault, *The History of Sexuality, Vol. 1* (1978)
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Week 5 Family, Household, and Colonial Domesticity

2/9

Required Readings:

1. Laura Ishiguro, *Nothing to Write Home About: British Family Correspondence and the Settler Colonial Everyday in British Columbia* (Vancouver: University of British Columbia Press, 2019).*

Recommended Supplementary Reading:

1. Durba Ghosh, *Sex and the Family in Colonial India* (Cambridge: Cambridge University Press, 2006).
2. Adele Perry, *On the Edge: Gender, Race, and the Making of British Columbia, 1849-1871* (Toronto: University of Toronto Press, 2001).

*Professor Ishiguro (UBC) will be joining our class virtually for the first hour. Please come prepared with questions and comments to share about her book.

Week 6 Sexuality, Law, and Construction of Colonial Difference

2/16

Required Readings:

1. Judith Surkis, *Sex, Law, and Sovereignty in French Algeria, 1830-1930* (Ithaca: Cornell University Press, 2019).
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Week 7 Labor, Migration, and Sexuality, Part I

2/23

Required Reading:

1. Gaiutra Bahadur, *Coolie Women: The Odyssey of Indenture* (Chicago: University of Chicago Press, 2013).

Recommended Supplementary Reading:

1. Sandy F. Chang, "Intimate Itinerancy: Sex, Work, and Chinese Women in Colonial Malaya's Brothel Economy, 1870s-1930s," *Journal of Women's History* 33, no. 4 (2021): 92-117.
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Week 8 Labor, Migration, and Sexuality, Part II

3/2

Required Readings:

1. Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality, and the Law in the North American West* (Berkeley: University of California Press, 2012).

Recommended Supplementary Reading:

1. Paul Kramer, "Power and Connection: Imperial Histories of the United States in the World," *The American Historical Review* 116, no.5 (2011): 1348-1491.
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Week 9 Independent Research

3/9

No Class

DUE: Research Proposal by 6 PM

Week 10 Spring Break

3/16

*Happy Spring Break – Rest, Restore, and Recharge!

Week 11 Science, Medicine, and Gender

3/23

Required Readings:

1. H. Yumi Kim, *Madness in the Family: Women, Care, and Illness in Japan* (Oxford: Oxford University Press, 2022).

Recommended Background Reading:

1. Nancy Rose Hunt, *A Colonial Lexicon of Birth Ritual, Medicalization, and Mobility in the Congo* (Durham: Duke University Press, 1999).
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Week 12 Independent Research

3/30

No Class

Week 13 Independent Research

4/6

No Class

Week 14 Independent Research

4/13 No Class

Week 15 Final Presentations4/20 Student Presentations in Class
DUE: Final Paper & Presentation in Class

Course Policies & Resources**Attendance and Participation**

Students are expected to attend all sessions and actively participate. The success of our class and fulfillment of your learning objectives depend on your engagement and contribution. If you are sick, do not come to class. You must, however, inform me of your absence. Make-up work will be offered. Frequent absences will result in a low participation grade.

Deadlines

Late assignments will be marked down by a grade fraction for each 24-hour period beyond the due date and time. Assignments that are more than 72 hours late will not be accepted. Exemptions will be allowed for serious illnesses, family emergencies, and university-approved functions, but students must notify me *before* the deadline. In cases of unforeseen emergencies, please get in touch with me as soon as possible after your absence. For more on policies related to make-up exams and assignments, please visit:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Communication

I will send important reminders and announcements via email to your UF account. It is your responsibility to check your account regularly to stay up to date. Students are also very welcome to email me at sandychang@ufl.edu. Please note that I will respond to every student's email within 24 hours during weekdays. I do not check emails regularly on weekends (from Friday, 6 PM to Monday, 8 AM), so please plan accordingly.

I highly encourage students to come to my office hours if you have questions.

Accommodations for Students with Disabilities

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center for information about available resources for students with disabilities.

<https://disability.ufl.edu>

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the [Gatorevals website](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [evaluation system](#). Summaries of course evaluation results are available to students at the [public results website](#).

U Matter, We Care

Your well-being during these uncertain times is of utmost importance to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. In case of emergency, call 9-1-1.

Grading Scale

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|----|--------|----|-------|
| A | 93-100 | B- | 80-82 |
| A- | 90-92 | C+ | 77-79 |
| B+ | 87-89 | C | 73-76 |
| B | 83-86 | C- | 70-72 |