

506: 210

Sex & Power in World History

Fall 2023, Monday & Wednesday 3:50pm–5:10pm
Campbell Hall A4, College Ave. Campus

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Office Hours: Tuesdays, 2:30pm-3:30pm & By
Appointment

What are the proper roles of men and women in society? Who should be allowed to rule? Who should get to marry? Who should take care of children and the home? Why are some sexual and familial relations condemned and criminalized while others are legitimated and legalized? These questions are all about the relationship between sex and power. Throughout history, different societies have answered these questions in their own ways. This course will examine the complicated relationship between sex and power in different moments in time and in different places and see how issues of sex and power have lain at the heart of human history.

Rather than privilege “Western” or Europe- and US-centric narratives and perspectives, as is so often the case in “world history” courses, we will, instead, interrogate the history of sex and power through the lens of other important regions of the globe: namely, Asia, Africa, and Latin America whose past and present have been profoundly shaped by the regions’ interactions with Europe and the US. We will explore how ideas and practices, and laws and customs surrounding sex have been formed and transformed across Asia, Africa, and Latin America. We will investigate the ways in which societies in these regions have sought to regulate the relations between men and women and to promote different models of masculinity, femininity, and sexuality. In so doing, we will think critically about the role of sex in the production and reproduction of political power, economic wealth, labor systems, and social difference. Understanding this history will help us to understand why questions of sex, gender, and power are still so contentious around the world today.

This course meets SAS Core Historical Analysis (HST) requirement. You will learn to:

- employ historical reasoning to study human endeavors, using appropriate assumptions, methods, evidence, and arguments.

Course Learning Goals:

- Understand how sex and gender systems have varied across time and place
- Learn how different forms of power (state power, religious power, tradition, family etc.) have worked to create and enforce sex and gender norms
- Examine how other categories of difference (such as race, nation, status, religion) have been intertwined with sex and gender systems
- Understand the ways colonial powers have used sex to consolidate their rule

COURSE OUTLINE, THEMES, READING & VIEWING ASSIGNMENTS

*The readings are available electronically through canvas unless otherwise indicated. Students are expected to complete the reading and viewing assignments **before the class meets.***

Week 1: Introduction to the course**September 6**

What can we learn from studying the relationships between sex and power in the past?

Week 2: Categories & Methods of Analysis**September 11**

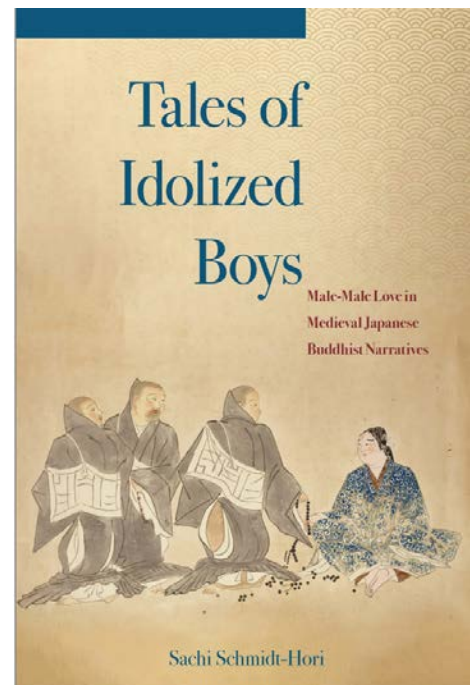
READ:

1. Amber Jamilla Musser, “Sex,” in Kyla Wazana Tompkins, Aren Z. Aizura, Aimee Bahng, Karma R. Chávez, Mishuana Goeman, and Amber Jamilla Musser, eds., *Keywords for Gender and Sexuality Studies*, Vol. 13 (NYU Press, 2021), 200–201.
2. Susan L. Mann, “Preface” and “Afterword” in Mann, *Gender and Sexuality in Modern Chinese History* (New York: Cambridge University Press, 2011): xv–xx, 199–200.

September 13

READ:

1. Sachi Schmidt-Hori, *Tales of Idolized Boys: Male-Male Love in Medieval Japanese Buddhist Narratives* (Honolulu: University of Hawai’i Press, 2021), xiii-xix.
2. Amy Stanley, “Writing the History of Sexual Assault in the Age of #Metoo,” *Perspectives on History* (September 24, 2018)



UNIT I: SEX & POWER BEFORE EUROPEAN HEGEMONY

What was the relationship between sex and power in pre-contact Americas? In pre-colonial Asia? How were gender systems and kinship ties integral to state power? How did the indigenous nobility use marriage relations in a political sense to cement their power?

Week 3: Sex, Servitude, and Politics in Pre-Contact America

September 18

READ:

1. Karen Powers, *Women in the Crucible of Conquest: The Gendered Genesis of Spanish American Society* (University of New Mexico Press: 2005): 15–38.

September 20

In-Class Analysis: The Chalca Woman's Song

READ:

1. "The Chalca Woman's Song", translated by Camilla Townsend, in Townsend, "'What in the World Have You Done to Me, My Lover?' Sex, Servitude, and Politics among the Pre-Conquest Nahuas," *The Americas* 62:3 (2006): 382–389.
2. Camilla Townsend, "'What in the World Have You Done to Me, My Lover?' Sex, Servitude, and Politics among the Pre-Conquest Nahuas," *The Americas* 62.3 (2006): 349–350, 365–381.

Week 4: Concubinage & "the Harem" in Asia

September 25

In-Class Analysis: Nath, "The Mughal Harem" & Mughal miniature paintings

READ:

1. R. Nath, "The Mughal Harem," in *Private Life of the Mughals, 1526–1803 A. D.* (Rupa, 1994): TBA.
2. Mughal miniature paintings, Victorian & Albert Museum
<http://collections.vam.ac.uk/item/O89534/painting-unknown/>
<http://collections.vam.ac.uk/item/O89533/painting-unknown/>
<http://collections.vam.ac.uk/item/O89528/painting-unknown/>
3. Beverly Bossler, "Gender and Entertainment at the Song Court," in Anne Walthall, ed., *Servants of the dynasty: palace women in world history* (University of California Press, 2008): 261–279.

September 27

In-Class Analysis: "Yuanshi Shifan," "Commentaries on the Code of the Qing Dynasty," and "Xing'an huilan"

READ:

1. Jisoo Kim, "From Jealousy to Violence: Marriage, Family, and Confucian Patriarchy in Fifteenth Century Korea," *Acta Koreana* 20.1 (June 2017): 91–110.

- Yuan Cai, “Yuanshi Shifan,” “Commentaries on the Code of the Qing Dynasty,” and “Xing’an huilan” in Don S. Browning, M. Christian Green, and John Witte Jr., eds., *Sex, Marriage, and Family in World Religions* (Columbia University Press, 2006): 414–416, 423–426, 436–438.

Week 5: Polyandry

October 2

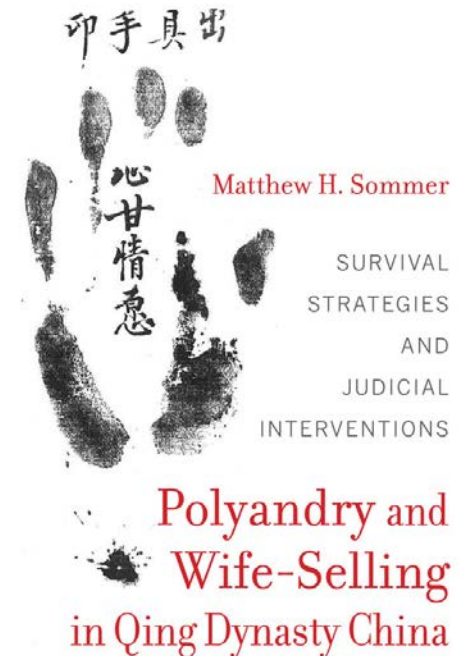
READ:

- Matthew Sommer, “Making Sex Work: Polyandry as a Survival Strategy in Qing Dynasty China,” in Byrna Good and Wendy Larson, eds., *Gender in Motion: Divisions of Labor and Cultural Change in Late Imperial and Modern China* (Rowman and Littlefield, 2005): 29–54.

October 4

Review of Unit I & Discussion of Primary Source Analysis #1

PRIMARY SOURCE ANALYSIS # 1 DUE OCTOBER 6, 2023.



UNIT II: SEX & POWER IN AN ERA OF COLONIAL EMPIRES

How did the relationship between sex and power change with the coming of colonial regimes? In this unit, we will explore how Euro-American powers sought to exert their dominance over the rest of the world, claiming that colonial rule would bring civilization and progress to the colonized peoples. How was sex woven into the practices and institutions of colonial power? Did gender matter in the colonization of the Americas, Africa, and Asia?

Weeks 6: Sex in the Conquest of the Americas

October 9

In-Class Viewing: Pocahontas Beyond the Myth (2017)

READ:

- John F. Chuchiak IV, “The Sins of the Fathers: Franciscan Friars, Parish Priests, and the Sexual Conquest of the Yucatec Maya, 1545–1808,” *Ethnohistory* 54.1 (Winter 2007): 69–77.

October 11

READ:

2. John F. Chuchiak IV, "The Sins of the Fathers: Franciscan Friars, Parish Priests, and the Sexual Conquest of the Yucatec Maya, 1545–1808," *Ethnohistory* 54.1 (Winter 2007): 77–126.

Week 7: Slavery & Emancipation

October 16

READ:

1. Yesenia Barragan, "Commerce in Children: Slavery, Gradual Emancipation, and the Free Womb Trade in Colombia," *The Americas* 78, no.2 (2021), 229–257.
2. Law of July 21 [1821], concerning the Free Womb, Manumission and Abolition of the Slave Trade
<https://thefreewombproject.com/colombia/>

October 18

READ:

1. Sarah Ghabrial, "The 'Slave Wife' Between Private Household and Public Order in Colonial Algeria (1848–1906)," *Slavery in the Islamic World* (Palgrave Macmillan, New York, 2019), 179–202.

Weeks 8 & 9: Traffic in Women and Children

October 23

In-Class Viewing: The Life and Times of Sara Baartman: the Hottentot Venus (1998)

READ:

1. Susan Frith, "Searching for Sara Baartman," *John Hopkins Magazine* (June 2009)

October 25

READ:

1. Liat Kozma, "Women's Migration for Prostitution in the Interwar Middle East and North Africa," *Journal of Women's History* 28, no. 3 (2016), 93–113.

October 30

READ:

1. Kristin Roebuck, "Remember Girl Zero: Asia-Pacific Patriline and Female Slavery," *Harvard Journal of Asiatic Studies* 81, no. 1 (2021): 227–265.

November 1

READ:

1. Julia T. Martínez, "The League of Nations, Prostitution, and the Deportation of Chinese Women from Interwar Manila," *Journal of Women's History* 33, no. 4 (2021), 67–91.

Week 10: Age of Consent

November 6

READ:

1. "The Bookshelf: Who is Katherine Mayo?" *Chicago Defender* (February 25, 1928): A1.
2. Katherine Mayo, *Mother India: Selections from the Controversial 1927 Text*, edited and with an introduction by Mrinalini Sinha (University of Michigan Press, 2000): 75–92.
3. Pandita Rakhmabai (writing under the pseudonym "A Hindu Lady"), "Infant Marriage and Enforced Widowhood," *Times of India* (26 June 1885)
<https://scalar.lehigh.edu/kiplings/infant-marriage-and-enforced-widowhood-rukhmabai-june-1885>

November 8

READ:

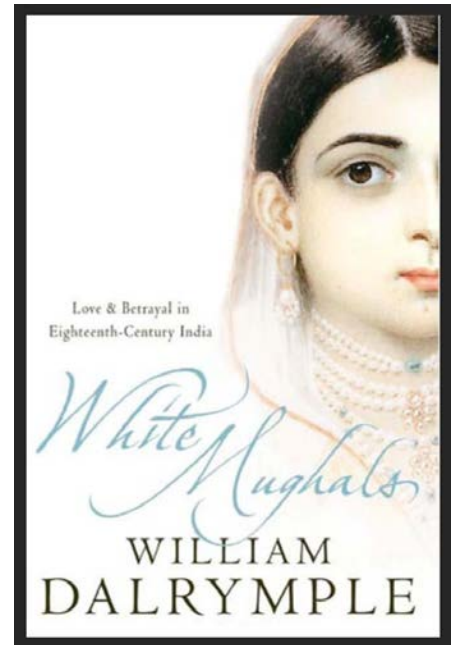
1. Tanika Sarkar, "A Prehistory of Rights: The Age of Consent Debate in Colonial Bengal," *Feminist Studies* 26.3 (Autumn 2000): 601-622.

Week 11: Fantasies of Interracial Sex**November 13**

In-Class Viewing: A Passage to India (1984)

READ:

1. William Dalrymple, "Love and Loathing: A Biographer's Tale," *Man's World India* (21 November 2002).
<https://www.mansworldindia.com/currentedition/from-the-magazine/love-loathing-biographer%CA%BCs-tale/>
2. Durba Ghosh, "National Narratives and the Politics of Miscegenation: Britain and India" in *Archive Stories*, edited by Antoinette Burton (Durham: Duke University Press, 2005): 27–44.

**November 15**

In-Class Viewing: A Passage to India (1984)

READ:

1. Fatima v. Captain McCormick, *Burma Law Times* (1913), 21–46.

FULL BENCH.

IN THE CHIEF COURT OF LOWER BURMA.

CRIMINAL REVISION No. 252 of 1912.

FATIMA v. CAPTAIN McCORMICK.
FOR PETITIONER—N. M. COWASJEE.

Before Messrs. Justices Hartnoll, Twomey and Ormond.

Dated 2nd December 1912.

Indian Penal Code—S. 363 & 376—Kidnapping and Rape—alleged mixing up of the witnesses for Defence with those for the prosecution—Preliminary inquiry—Indecent assault—outraging of modesty.

Where a Magistrate is inquiring into the truth or otherwise of a complaint he can examine all those who know about the matter and it is immaterial at what stage they are called as long as opportunity for cross-examination is allowed.

An offence of indecent assault on a woman cannot be complete unless there is intention or knowledge that the woman's modesty will be outraged,

Week 12: Review

November 20

Review of Unit II & Discussion of Primary Source Analysis #2
PRIMARY SOURCE ANALYSIS # 1 DUE NOVEMBER 22, 2023.

November 22- NO CLASS

UNIT III: SEX, POWER & DECOLONIZATION

What did decolonization mean for women and men? How have the legacies of colonialism shaped gender and sexuality in the postcolonial aftermath?

Weeks 13 & 14: The Military Sexual Complex

November 27

READ:

1. J. Mark Ramseyer, “Contracting for sex in the Pacific War,” *International Review of Law and Economics* 65 (2021): 1–8.
2. Amy Stanley, Hannah Shepherd, Sayaka Chatani, David Ambaras, Chelsea Schieder, “‘Contracting for Sex in the Pacific War’: The Case for Retraction on Grounds of Academic Misconduct,” *Japan Focus: The Asia-Pacific Journal* 19.5 (March 2021): 1–28.

November 29

READ:

1. Hyunah Yang, “Re-membling the Korean Military Comfort Women: Nationalism, Sexuality, and Silencing,” in Elaine H. Kim and Chungmoo Choi, eds., *Dangerous Women: Gender and Korean Nationalism* (Routledge, 1998): 123–140.

SEEKING THE TRUE STORY OF THE COMFORT WOMEN

How a Harvard professor's dubious scholarship reignited a history of mistrust between South Korea and Japan.



By Jeannie Suk Gersen

February 25, 2021



Students in Seoul protested an article by J. Mark Ramseyer, who argued that Korean women taken by Japan during the Second World War had chosen to be prostitutes. Photograph by Chris Jung / NurPhoto / Shutterstock

December 4

READ:

1. Seungsook Moon, "Regulating Desire, Managing the Empire: U.S. Military Prostitution in South Korea, 1945–1970," In *Over There: Living with the U.S. Military Empire from World War Two to the Present*, 2010.

December 6

READ:

1. Sonia Gomez, "The Politics of Afro-Asian Intimacies in Jim Crow Tokyo," *Journal of American Ethnic History* 1 January 2019; 39 (1): 35–65.

Week 15: Abortion and the Politics of Reproduction**December 11**

READ:

1. Françoise Vergès, *The Wombs of Women: Race, Capital, Feminism* (Duke University Press, 2020), 1–28.

December 13

Discussion of Reflection Essay (due in class)

ASSESSMENT AND ASSIGNMENTS**In-Class Writing (25%)**

Throughout the semester, you will be asked *during class* to write short reflections that think through and evaluate some aspect of a given reading, film, or theme of the course. Prompts will be provided. Please note that the goal of informal, in class writing is not so much to produce excellent pieces of writing as to explore and process the course material. You should not struggle to try to get your thoughts exactly right. The phrasing and language can be casual.

Primary Source Analysis (25% each, 50% total)

The ability to read, think about, and develop an original interpretation of primary source texts is essential to the historian's craft. Accordingly, you will be required to provide 2 concise analyses (1,000–1,200 words) of a selection of the primary source texts assigned for Units 1 and 2 of the course. In each analysis, you should read the texts closely and critically. By engaging multiple sources, you should 1) interpret an event/topic/issue from multiple perspectives and interrogate why your sources disagree and what their disagreement tells you about the event/topic/issue, and 2) display your mastery over those sources and over the event/topic/issue itself.

You will need to consult the lecture slides and secondary sources assigned for the course to place the event/topic/issue within the larger historical context. You may cite or discuss the work of other scholars to shed light on your own analysis of the source material. However, I am primarily interested in your own engagement with and reasoned interpretation of historical sources rather

than a synthesis of what scholars have said about them before. The assignment is not intended as a research exercise and the use of material external to the course is discouraged.

Please keep in mind that interpretation requires you to move beyond mere description of the source text to a discussion of its significance for understanding a particular subject matter (in our case, sex and power in world history). Your analysis should provide more than a summary discussion of the selected primary source documents.

You may organize and format the analysis in whatever way you feel is the clearest, most efficient, and aesthetically pleasing. It must be virtually free of mistakes (i.e., you must edit it).

DUE October 6, 2023 (PSA #1) & November 22, 2023 (PSA #2).

Reflection Essay (25%):

Susan Mann ends her book *Gender and Sexuality in Modern China* with a question: are “gender” and “sexuality” useful categories of historical analysis? In this final assignment for the course, due at the end of the term, you will respond to Mann’s question. Judging from what you have learnt from the course, *do you think “gender” and “sexuality are useful categories of historical analysis? Why or why not?* You should approach this exercise as an opportunity to reflect on the various perspectives on and approaches to the historical study of sex examined in the course. Your grade for the assignment will be based primarily on how well you synthesize and assess the wide range of approaches to the historical study of sex that we have discussed, and explain and justify your response to the question posed above. The reflection should be between 500–600 words, and it is due in class on **December 13, 2023**.

CLASS POLICIES

Attendance and participation are important to your success in this class. Prof. Ikeya expects each student to make every effort to attend class, complete all the required readings and viewings for each week, and participate substantively in class discussions. To maximize participation, you should prepare the readings conscientiously, take notes on them, ask questions of them, and think deeply about them, all in advance of class.

If you expect to miss a class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Extended absence requires a note from the Office of the Dean of Students. Please familiarize yourself with the University’s policy on attendance and absence from class:

<https://sasundergrad.rutgers.edu/degree-requirements/policies/attendance-and-cancellation-of-classes>

Prof. Ikeya will post any relevant notes, slides, or additional readings and materials to Canvas following each class meeting. *Please note however that it is the responsibility of students who have been absent (for any reason) to find out what they have missed and obtain materials that may have been handed out.*

The use of phones is strictly prohibited during class. The use of other electronic or wireless devices will be permitted on a class-by-class basis. If you bring a computer or tablet into the class, please use it only for taking notes or other tasks directly related to our discussions. Anyone engaging in electronic communications or entertainment of any kind during class (emailing, Facebook, web browsing, solitaire, ESPN live, etc.) will be asked to leave and barred from bringing the device to subsequent classes.

All written work is to be your own original work, done for this seminar. Please do not plagiarize. Plagiarism is taking someone else's words, ideas or arguments without acknowledging them appropriately. If you use the exact words taken from a source, they must be in quotation marks (and the source referenced). If you paraphrase, give the source in a reference. Please familiarize yourself with the History Department's statement on plagiarism, which can be found on the Department's Homepage: <https://history.rutgers.edu/academics/undergraduate/plagiarism>

If you have questions about proper citation styles and formats, please do not hesitate to ask me, or consult the "citation formatting tools" available through Rutgers University Libraries: <https://libguides.rutgers.edu/writing/citations#s-lg-box-wrapper-8116777>

Finally, please familiarize yourself with the University's policy on academic integrity: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

Student-Wellness Services

Counseling, ADAP & Psychiatric Services (CAPS)
(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / <http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Crisis Intervention : <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)
(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.