



Department of History
UNIVERSITY OF WISCONSIN-MADISON

Love &

Sex in

History 229:

Explorations in
Comparative
History

Asian

History

Fall 2024

3 Credits

Seminar

T/R 2:30–3:45

382 Van Hise

course description

Juan Fernandez

Assistant Professor

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5116 Humanities

office hours:

Wednesdays, 1–3 p.m.

and by appointment

Humanities Breadth

Intermediate Level

L&S Credit

Req. Sophomore

standing

Is love a universal emotion and sex a universal practice? This course argues that they both are and are not: Love and sex are a set of ideas and practices that may seem the same across time and space in the human experience; and yet we shall examine how the specific questions of whom one can love (and why and how) are wholly contingent on historical and cultural contexts. We will survey a broad set of historical cases across South, East, and Southeast Asia from the 1800s onwards, in the period of these regions' intense and intimate intertwining with Western imperial powers. We will talk about, among other historical issues: the dynamics of intimacy under colonial rule and the political anxieties arising from these intimate (and often sexual) relations; changing definitions of ideal manhood and womanhood during the colonial encounter; the regulation of homosexuality and other non-"normative" sexualities; and the clash and resolution of differing forms of religious and ethical prescriptions about love. We shall use these themes of familial and romantic love, and gender and sexuality as a thematic introduction to the history of Asia in the colonial era.

instructor

attributes

Format and Credit Hours

Our class meets in person, twice a week, with each meeting running as a seventy-five-minute seminar on Tuesdays and Thursdays.

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit, or 9 hours per week). This includes regularly scheduled meeting times, reading, writing, group work, individual consultations with the instructor, and other student work as described in the syllabus. Since each 75-minute meeting counts for 1.5 class hours (for a total of 3 hours of direct instruction per week), you should plan to allot an average of 6 hours per week outside of class for course-related activities.

Learning Outcomes

Develop an intermediate understanding of the histories of Asia through critical engagement with primary and secondary sources;

Improve oral presentation skills by facilitating and directing seminar discussions;

Develop analytic and writing skills through regular, in-class exercises

Statements of Principles and Policies

The Fundamental Principles

We will always treat each other with respect and courtesy. We will offer arguments in good faith. We will approach ideas offered by others with the intellectual generosity and openness that makes for good scholarly and professional and civic conduct. We will provide feedback and criticism—and accept these—without transgressing boundaries of respect. We will approach the interpretation of the past with the humility of the present, with the growing understanding that our judgment of the past reflects the concerns of our present, which will then be, inevitably, revised by those who come after us.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. We share responsibility in the accommodation process. Students are expected to inform their instructors of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. The instructors will work either directly with you or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information,

including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Academic Integrity

“[We] are expected to uphold the core values of academic integrity which include honesty, trust, fairness, respect, and responsibility. These core values, combined with finding one's purpose and passion and applying them in and out of classroom learning, produce students who become extraordinary citizens. This unique path of opportunities, created by each student, is commonly known as the Wisconsin Experience and impacts our campus community and beyond in significant and positive ways. The value of a University of Wisconsin-Madison degree depends on the commitment of our academic community to promote high levels of personal honesty and respect for the intellectual property of others.”

(From the Office of Student Conduct and Community Standards)

Diversity

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Generative AI Policy

We, as a learning community in our class, need to think critically and deeply about the advantages and risks of using generative AI as an aid to our learning and teaching. We may, of course, consult these models about class material as we might have used Wikipedia in the past, in full knowledge that these generative AI models are not citable authorities. The tendency for these models, likewise, to hallucinate and provide false data is a necessary consideration when using generative AI services. We may not pass off text generated by AI as our own writing, and submitting these texts for class assignments is plagiarism.

Attendance and Participation

Attending class is crucial to the social contract of any course at the university. We all (students and instructor) will attend all sessions prepared, having done the readings, open and willing to contribute to discussion, and ready to participate in in-class writing exercises. That is, of course, the ideal scenario; there will be times that we cannot live up to those expectations. That is fine; shit happens sometimes. In those rare cases, even just showing up ready to listen is sufficient. Let's not make a habit of it, though.

The participation grade (20% of the final grade) will be determined primarily by active engagement during seminar discussion. Because of the importance of active participation, absences from those class meetings will serve as gatekeepers. To be eligible to receive A-level participation points, you may only miss three meetings, and so on through a sharp descending scale. (That is, 4 absences = max participation grade B; 5 = BC; 6 = C.) More than 6 absences imperil your final grade significantly.

Exceptions will be made for reasonable accommodations defined elsewhere in this document.

Religious Observances

Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [religious observances](#). Reasonable accommodation shall be provided by the instructor.

Coursework, Assignments, and Required Texts

No books are required for purchase in this seminar. All the readings will be available as PDFs on the course Canvas site.

Because discussion is crucial to the seminar, each student is expected to **lead discussion (15%)** once during the semester, as well as presenting a brief intellectual biography as **an author background (5%)** of one of the authors we’re reading to situate their arguments and ideas historically. But the task of discussion is not only that of the leader, but also those of us who must **participate in the discussion (20%)**. To assist with getting ready for discussion, students are expected to fill out a **reading notes worksheet (20%)** for ten texts discussed in class, and submitted on paper at the end of each meeting. In addition, there are **four wordbank exercises (10%)** scheduled throughout the semester. Both the reading notes worksheets and the definition exercises will be made available to students—analogueous to an open-notes policy—during the **midterm (15%)** and **final (15%) exams**.

Grading Information

| Scale | |
|-------|---------------|
| A | 92.5 – 100 |
| AB | 87.5 – 92.499 |
| B | 82.5 – 87.499 |
| BC | 77.5 – 82.4 |
| C | 70 – 77.499 |
| D | 60 – 69.99 |
| F | below 60 |

| Assignment Weights | |
|--------------------------------|-----|
| Discussion leadership | 15% |
| Author background | 5% |
| Participation | 20% |
| Reading Notes Worksheets (10x) | 20% |
| Wordbank exercises (4x) | 10% |
| Midterm exam | 15% |
| Final exam | 15% |

Course Schedule

Week 1: 4-8 Sept

Rosenwein, 2022 - Introduction to *Love: A History in Five Fantasies* (8pp)

Week 2: 9-15 Sept

Reddy - 2012 - from *The Making of Romantic Love* (38pp)

Week 3: 16-22 Sept

Doniger - 2003 - "The Kamasutra: It isn't all about sex" (20pp)

Mitra - 2020 - "Philology and the Study of Indian Sex Lives" (38pp)

SUNDAY DUE WORDBANK 1

Week 4: 23-29 Sept: Forms of Love

Andaya - 1998 - "From Temporary Wife to Prostitute" (24pp)

R: 26 Sept - Library Session * Meet at Memorial Library *

Week 5: 30 Sept - 6 Oct

Crompton - 2003 - Pre-Meiji Japan 800-1868 (32pp)

Dalby - 1995 - Courtesan and Geisha (18pp)

Week 6: 7-13 Oct

Suzuki - 2010 - "Maternal Love" (10pp)

Banerjee - 2022 - "The Familial and the Familiar" (46pp)

SUNDAY DUE WORDBANK 2

Week 7: 14-20 Oct

MIDTERM EXAM WEEK

Week 8: 21-27 Oct

Ikeya - 2012 - "Mixing Religion and Race" (24pp)

Ikeya - 2024 - "Mobility and Marital Assimilation" (20pp)

Week 9: 28 Oct - 3 Nov:

Pattynama - 2005 - "The Indisch Family" (18pp)
Stoler - 2010 - "A Sentimental Education" (28pp)

Week 10: 4-10 Nov

Cote - 2009 - "The Sins of their Fathers" (13pp)
Firpo - 2010 - "Crises of Whiteness and Empire" (26pp)

SUNDAY DUE WORDBANK 3

Week 11: 11-17 Nov

Reyes - 2008 - from *Love, Passion, and Patriotism* (55pp)

Week 12: 18-24 Nov

Kramer - 2006 - "The Darkness that Enters the Home" (39)

Week 13: 25 Nov - 1 Dec

R: Thanksgiving Recess

Week 14: 2-8 Dec

Pflugfelder - 2005 - "'S' is for Sister" (44pp)

SUNDAY DUE WORDBANK 4

Week 15: 9-11 Dec: Summary Lecture

Final Exam: 19 December 2024, 2:45-4:45pm