Course Description

This course contemplates the production and regulation of sexuality within the context of “nation.” Here, sexuality is engaged as a mechanism of power deployed by, and for, the nation-state, understood in its colonial, racial, imperial existence. Consequently, the course begins by addressing the figure of the woman as formative of the heteropatriarchal foundations of the modern, racial nation-state. Thereafter, however, we expand this analysis in order to investigate the concept of sexuality over a broader terrain. Some of the questions we will explore include: how was sexuality made crucial to the exercise of colonial and racial power? How and why are the vectors of sex, gender and sexuality normativized (or normatively coordinated) within post-colonial and imperial contexts? What repressive and radical possibilities are offered by the production of “queer” bodies/lives within the milieu of the (contemporary) nation-state? In so doing, this course will trace how sexuality becomes configured through categories of race, class, ability, age and nationality, as they emerge within the realms of family, religion, education, sport and the military.

In sum, this course disrupts theories that propose sexuality as a stable and natural aspect of human existence, and argues instead for a consideration of sexuality as a historical-material production that enables, and is enabled by, power.

Course Readings

• Unless otherwise noted, all course readings are available under “Course Reserves” on the library website: http://libraries.ucsd.edu/resources/course-reserves/index.html. Search for the course under instructor name: Limki.
• The remainder, where noted, are on WebCT in the “Course Readings” folder.

Grades

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<td>Final project</td>
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I Attendance

• Attendance is mandatory.
• You are permitted only one excused absence.
• If you leave class prior to its end, without prior notification and approval, you will be marked absent for that class.
• 2 or more absences will deal you a failing grade.

II Class presentation

• On the first day of class, you will be divided into groups of 3-4.
• Each group will be responsible for one 25 – 30 minute presentation based on the readings/films assigned for the given class.
• The oral presentation must be accompanied by a PPT presentation, and other AV aids as required.
• An initial (close-to-complete) copy of the PPT presentation must be submitted to the instructor by e-mail by 10:00 AM on the day of the presentation.
• You may continue to work on your presentation until class-time. This final copy of your presentation should be published on WebCT by 11:59 PM on the day of the presentation.
• Your presentation will be graded upon the following criteria:
  o **Creative and concise use of PPT** 6 pts
    - Your PPT must merely be a guide to your larger presentation, not the substance of it.
    - In other words, your slides must provide just enough information to enable your audience to follow the trajectory of your presentation and keep them engaged, while giving you more than enough space to provide oral elaborations. It is never appropriate to simply read your presentation off the slides.
    - Appropriate information for slides includes:
      • Overall thesis of an article
      • Definition of key terms/concepts/theories
      • Quotes or other short excerpts that help substantiate a larger argument or analysis.
    - Typically, a 30 minute presentation should contain no more than 8-10 slides.
  o **Content of Oral Presentation** 8 pts
    - Present a concise overview of thesis and key arguments of each article.
    - Discern pivotal statements/excerpts from the article(s) and unpack them.
    - Connect the article(s) with previous readings/discussions/films and larger objective of the course.
    - Develop the “theme” that ties together the readings assigned for the given class.
  o **Quality of Research** 6 pts
    - Your presentation must demonstrate a “deep reading” of the texts. This may mean reading beyond the text.
    - This would include: looking up the historical, political and intellectual context/tradition that the article is written in, or cites; linking the article to contemporary political issues, news, literary and other artistic productions, etc.; using images, movie and audio clips, etc. to demonstrate or elucidate a scholar’s research.
      • e.g. a presentation on *Khamosh Pani* must include a brief overview of the historical and political significance of Partition.
  o **Bonus** 1 pt
    - For interacting with audience during presentation and keeping them engaged.

**III Reflection Papers:**

**A Mid-session Reflection Paper**
• This reflection paper is an at-home assignment based on the readings of the first 2 weeks.
• The paper must demonstrate
  o A firm grasp on the theories proposed in Week 2 (using at least 2 theorists)
  o An ability to apply these theories in expounding upon the readings and film from Week 1
  o Creative and critical thinking in tying together these readings to argue the political project of the course, in general.
• The paper should be at least 1.5 page single-spaced and no more than 2 pages single-spaced. 11 pt. font min. – 12 pt. max.
• Reflection papers must be uploaded onto WebCT by 11:59 PM on Friday, Aug. 13 (end of Week 2). No late reflections will be accepted, so be prepared to lose 10 pts.
You will lose points on your reflection papers as follows:
- Pure summary/opinion piece: 3 pts
- Required no. of theorists not engaged: 2 pts
- No application to Week 1 readings: 2 pts
- Incorrect length (too short or too long): 1 pt

B In-class Reflection (2-3)
- These are the equivalent of pop-quizzes, designed to “keep you on your toes.”
- These reflections involve writing short answers to questions posed at any point during a given class, based on the readings and discussions pertinent to that class.
- Answers will be graded on the level of “completeness” and “correctness.”

IV Initial Project Proposal
- No more than 1-pg. single-spaced.
- Uploaded on WebCT Tuesday, Aug. 17th (Week 3) by 11:59 PM.
- Further instructions to be handed out in class.

V Final Project Proposal
- No more than 1.5-pg. single-spaced.
- In-class, Thursday, Aug. 26th (Week 4).
- Further instructions to be handed out in class.

VI Final Project
- Due Saturday, Sept. 4th by 3 PM.
- Location TBA.
- Further instructions to be handed out in class.
<table>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Introduction: Reading through “woman as nation”</strong></td>
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<tr>
<td><strong>Tuesday 8/3</strong></td>
<td><strong>In class</strong> • Watch <em>Khamosh Pani</em></td>
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| **Thursday 8/5** | • *Keywords for American Culture Studies.*  
  o Halberstam, Judith. “Gender.” 116 – 120.  
  o Burgett, Bruce. “Sex.” 217 – 221.  
  
  **A:** Das, Veena. “The Figure of the Abducted Woman” in *Life and Words.* 18 – 37.  
  **B:** Francis, Donette. “Reconstituting Female Subjects in Haiti and the Diaspora” in *Fictions of Feminine Citizenship.* 77 – 94. |                                                                                                                                                                                                             |
| **Week 2** | **Theorizing Sexuality and the Nation**                                                                                                                                                                              |                                                                                                                                                                                                             |
  • Renan, Ernst. “What is a nation?” in *Nation and Narration.* 8 – 22. *(WebCT)*  
  
  **A:** Anderson, Carol. “States of Hygiene: Race “Improvement” and Biomedical Citizenship in Australia and the Colonial Philippines” in Haunted by Empire. 94 – 115.  
| **Thursday 8/12** | • Foucault, Michel. Parts I & II in *History of Sexuality, Vol. I.* 1 – 50. Note: *Part I on WebCT; Part II on Course Reserves. Make sure to read both parts.*  
  • *Keywords for American Culture Studies.*  
  • Thomas, Paul. "State." 116 – 120.  
  
  **A:** Anderson, Warwick. “States of Hygiene: Race “Improvement” and Biomedical Citizenship in Australia and the Colonial Philippines” in Haunted by Empire. 94 – 115.  
| **In class** | • Watch *Rabbitproof Fence*                                                                                                                                                                                        |                                                                                                                                                                                                             |
| **Mid-session reflection to be uploaded onto WebCT by 11.59 PM Friday, August 13th.** |                                                                                                                                                                                                             |                                                                                                                                                                                                             |
| **Week 3** | **(Re-)Producing the Nation**                                                                                                                                                                                     |                                                                                                                                                                                                             |
  • Selections from the Moynihan Report  
  
  **A:** Anderson, Warwick. “States of Hygiene: Race “Improvement” and Biomedical Citizenship in Australia and the Colonial Philippines” in Haunted by Empire. 94 – 115.  
<p>| <strong>In class</strong> | • Finish watching <em>Rabbitproof Fence</em>                                                                                                                                                                              |                                                                                                                                                                                                             |
| <strong>Initial Project Proposal to be uploaded onto WebCT by 11.59 PM Tuesday, August 17th.</strong> |                                                                                                                                                                                                             |                                                                                                                                                                                                             |</p>
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<td><strong>Week 4</strong>  [Emasculinizing the Nation]</td>
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<tr>
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<tr>
<td>In class</td>
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<td><strong>Week 5</strong>  [Queering the Nation]</td>
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<td><strong>Workshop final projects</strong></td>
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<td>In class</td>
<td>Workshop final projects</td>
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FINAL: TBD