

## **ETHN 127/CGS 112 – SEXUALITY AND NATION**

**TU/TH 2-4:50 SEQUOYAH 147**

**SUMMER SESSION I - 4 Units**

**Instructor: Candice Rice**

**Office: Social Sciences Building (SSB 242)**

**Office Hours: Tues and Thurs, 11am-12:30pm or by appointment**

**Email: [ctrice@ucsd.edu](mailto:ctrice@ucsd.edu)**

### **Course Description:**

We will explore how socially constructed categories of difference (race, gender, and sexuality) intersect with the formation and maintenance of nations, especially in the context of the United States. Paying specific attention to nation-states as political, social and cultural entities that serve as sites for power struggles, we will trace past and present manifestations of national identities and contests over space. Our interrogations will highlight the significance of migrations, movements, and borders (imaginary and physical) in shaping notions of family, belonging, inclusion, and citizenship.

The sheer scope of our exploration can seem overwhelming; rather than seeking definitive answers to complex inquiries, our task is to participate in informed discussions, gain insights from each other and develop our analysis skills as critically engaged readers and writers.

### **Required Texts:**

All required texts are available on **Roger** as an E-Book ([libraries.ucsd.edu](http://libraries.ucsd.edu)), **E-Reserves** (<http://libraries.ucsd.edu/resources/course-reserves/>) (Password is cr127) or on **Ted** ([ted.ucsd.edu](http://ted.ucsd.edu))

### **Course Evaluation:**

<b>Participation/Discussion:</b>	<b>25%</b>
<b>Reading Responses</b>	<b>25%</b>
<b>Research Proposal</b>	<b>15%</b>
<b>Final Research Project</b>	<b>35%</b>

### **Course Requirements:**

**This is an upper-division, writing intensive course; Please be prepared!**

**Participation/Class Discussion:** Each student is expected to fully participate in class discussions as a requirement of the course (25%). It is your responsibility to have all assigned reading finished before coming to class and you will be expected to

engage the theories, ideas, and concepts introduced in course materials (including films). Your preparation will help you get the most out of lectures and presentations. To earn the maximum participation points each week (5 points), you must contribute to every class discussion in a respectful and critical manner. I expect democratic participation that involves careful listening and thoughtful speaking to foster a productive learning environment. Along with the UCSD Principles of Community (<http://www.ucsd.edu/explore/about/principles.html>) the following guiding principles are the basis for building a positive space:

- ❖ Assume nothing
- ❖ Respect is key (consider all experiences, perspectives and positions)
- ❖ Support your arguments by engaging the texts (academic settings require scholarly claims)
- ❖ Disagree with the argument, not the person (no personal attacks!)

**Accommodations:** I wish to make this course as accessible as possible to all students. If you require any specific accommodations due to a documented disability or medical condition, please contact me as soon as possible.

**Late Assignments:** I do not accept late assignments. Please read the syllabus carefully for all requirements and plan accordingly.

**Attendance:** Summer session is condensed and requires your commitment to attend each scheduled class. You are allowed 1 unexcused absence, any more than that will negatively affect your grade. Attending lecture on time is also of high importance and anyone who is more than 5 minutes late will be counted as absent for the day. I take attendance each class meeting with a sign-in sheet that will be circulated for 5 minutes; it is your responsibility to make sure you sign in at the beginning of class.

**Email/Office Hours Policy:** You may email me at [ctrice@ucsd.edu](mailto:ctrice@ucsd.edu) to schedule an appointment or if you have general inquiries about assignments or class logistics. For questions or concerns that cannot be handled via email, I will ask you to see me during office hours.

**Technology Policy:** In order to foster a productive and respectful environment, I do not allow the use of cell phones during class and request they be placed on silent. You may bring your laptop to take notes or access the readings; again, please be respectful of the classroom space and your peers by refraining from using the computer for other purposes. You will lose weekly participation points if you create a disturbance or interruption.

**Reading Responses:** Each week, a reading response will be due by 11am on Tuesday (with the exception of **Week One**, which will be due Friday, July 5 by 11am). You will submit a 2-page, double-spaced response electronically on **Ted** (login to **Ted** [ted.ucsd.edu](http://ted.ucsd.edu), click on **Course Tools** on the left, click on **Journals**,

select the department you are enrolled under (ES or CGS) and click on **Create Journal Entry** – if you have problems with **Ted** contact **ACMS** [acms.ucsd.edu](http://acms.ucsd.edu)). This means that you must complete each week's readings by the beginning of the week. I expect you to engage all readings in your response. Responses are critical reflections, rather than formal essays and will require your comprehension of each author's claims and/or arguments. As you have very limited space to articulate your thoughts, you might focus on: What questions/concerns/critiques do the texts produce? What is significant about the claims forwarded in the text? How are the readings interrelated or interconnected? What critical insights might be gained from the texts? Avoid simple narrations or summarizations (e.g. book report style) in order to receive full credit for each assignment (5 points each – 25%).

**Research Proposal:** You will be required to submit a 1-page, single-spaced research proposal as part of your overall course grade (15%). Your proposal should include: 1) a description of the primary sources you intend to analyze 2) your research questions and concerns and 3) your thesis claim or statement (what will you argue in the paper, what do you expect to learn from analyzing your sources?). **The proposal will be due Thurs, July 18; please bring a hardcopy that will be collected at the beginning of class, no exceptions.**

**Final Research Project:** In lieu of a final exam, you will conduct an archival research project in which you will select 2-3 primary sources and produce a final critical essay (6-8 pages) based on your original research and findings (35%). You will receive a guideline and more information will be provided. The final essays will be due on Saturday, August 3, 2013 at 3pm.

<b>Course Schedule (Subject to change):</b>
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**Week One: Exploring the Intersections: Sex, Gender and Nation:**

**Tues. July 2**

- ❖ Introductions, syllabus, and course objectives and expectations
- ❖ YouTube clips and discussion

**Thurs. July 4: No Class (Holiday)**

**\*\*\*Please note: although we will not physically meet today, you are responsible to read the following texts and submit a reading response via TED by 11:00am on Friday July 5 \*\*\***

- ❖ McClintock, Anne. "Family Feuds: Gender, Nationalism, and the Family" **(Ted)**
- ❖ Yuval-Davis, Nira and Anthias, Floya. "Introduction" **(Ted)**
- ❖ Abu-Laban, Yasmeen. "Gendering the Nation State: An Introduction" **(Ted)**

## **Week Two: Formation of the Nation: Settler Colonialism, Gender, and Sexuality**

**Tues. July 9 and Thurs. July 11**

- ❖ Smith, Andrea. "Sexual Violence as a Tool of Genocide" **(E-Reserves)**
- ❖ Wypijewski, JoAnn. "Reproductive Rights and the Long Hand of Slave Breeding" **(Web)**  
<http://www.thenation.com/article/166961/reproductive-rights-and-long-hand-slave-breeding#axzz2XCK3uDcQ>
- ❖ Kaplan, Amy. "Manifest Domesticity" **(Ted)**
- ❖ Morgensen, Scott Lauria. "Settler Homonationalism: Theorizing Settler Colonialism Within Queer Modernities" **(Ted)**
- ❖ Razack, Sherene. "Gendered Racialized Violence and Spatial Justice: The Murder of Pamela George" **(E-Reserves)**

## **Week Three: Maintaining the Nation: Queering Bodies and Deviant Sexualities**

**Tues. July 16 and Thurs. July 18**

**\*\*\*RESEARCH PROPOSAL DUE THURS. JULY 18\*\*\***

- ❖ Pascoe, Peggy. "Miscegenation Law, Court Cases, and Ideologies of 'Race' in Twentieth-Century America" **(Ted)**
- ❖ Ferguson, Roderick. "The Nightmares of the Heteronormative" **(Ted)**
- ❖ Shah, Nayan. "Between 'Oriental Depravity' and 'Natural Degenerates': Spatial Borderlands and the Making of Ordinary Americans" **(Ted)**
- ❖ Somerville, Siobhan. "Sexualized Aliens and the Racialized State: A Queer Reading of the 1952 Immigration and Nationality Act" **(E-Reserves)**

## **Week Four: Reproducing the Nation: "Welfare Queens", Immigrant Mothers, and Citizenship**

**Tues. July 23 and Thurs. July 25**

- ❖ Smith, Andrea. "Better Dead Than Pregnant: The Colonization of Native Women's Reproductive Health" **(E-Reserves)**
- ❖ Roberts, Dorothy. "Who May Give Birth to Citizens? Reproduction, Eugenics, and Immigration" **(Ted)**
- ❖ Ortiz, Ana Teresa and Briggs, Laura. "The Culture of Poverty, Crack Babies, and Welfare Cheats: The Making of the 'Healthy White Baby Crisis'" **(Ted)**
- ❖ Davis, Angela. "Surrogates and Outcast Mothers: Racism and Reproductive Politics in the Nineties" **(E-Reserves)**
- ❖ Romero, Mary. "Constructing Mexican Immigrant Women as a Threat to American Families" **(Ted)**

## **Week Five: Decline of the Nation-State? Transnational Subjects, New Identities and Strange Alliances**

**Tues. July 30 and Thurs. Aug 1**

- ❖ Kim-Puri, H. J. "Conceptualizing Gender-Sexuality-State-Nation: An Introduction" **(Ted)**
- ❖ Ferguson, Roderick. "The Lateral Moves of African American Studies in a Period of Migration" **(Roger)**
- ❖ Puar, Jasbir. "To Be Gay and Racist is No Anomaly" (The Guardian, x <http://www.guardian.co.uk/commentisfree/2010/jun/02/gay-lesbian-islamophobia>) **(Web)**
- ❖ *Gay Marriage Opponents Mimic Objections to Interracial Marriage*, Forde-Mazrui Says (University of Virginia, School of Law – Oct. 4, 2004) [http://www.law.virginia.edu/html/news/2004\\_fall/forde.htm](http://www.law.virginia.edu/html/news/2004_fall/forde.htm) **(Web)**
- ❖ Reddy, Chandan. "Time for Rights? Loving, Gay Marriage, and the Limits of Comparative Legal Justice" **(Roger)**

**Final Exam Schedule: Saturday, August 3, 2013 3-5:59pm**

**Selections on E-reserves (reserves.ucsd.edu) and Ted (ted.ucsd.edu)**

-**Anne McClintock**. "Family Feuds: Gender, Nationalism, and the Family," in *Feminist Review* No. 44 (Summer, 1993), pp. 61-80.

-**Nira Yuval-Davis and Floya Anthias**. "Introduction" in *Women-Nation-State* eds. Nira Yuval-Davis and Floya Anthias, 1989.

-**Yasmeen Abu-Laban**. "Gendering the Nation State: An Introduction" in *Gendering the Nation State: Canadian and Comparative Perspectives*, ed. Yasmeen Abu-Laban, 2008, pp. 1-18.

-**Andrea Smith**. "Sexual Violence as a Tool of Genocide" (Chapter 1) and "Better Dead Than Pregnant: The Colonization of Native Women's Reproductive Health" (Chapter 4) in *Conquest: Sexual Violence and American Indian Genocide*, 2005, pp. 7-33 and pp. 79-107.

-**Amy Kaplan**. "Manifest Domesticity" in *American Literature*, Vol. 70, No. 3, No More Separate Spheres! (Sep., 1998), pp. 581-606.

-**Scott Lauria Morgensen**. "Settler Homonationalism: Theorizing Settler Colonialism within Queer Modernities" in *GLQ: A Journal of Lesbian and Gay Studies*, Volume 16, Number 1-2, 2010, pp. 105-131.

-**Sherene Razack**. "Gendered Racialized Violence and Spatial Justice: The Murder of Pamela George" (Chapter 5) in *Race, Space, and the Law: Unmapping a White Settler Society*, 2002, pp. 121-156.

-**Peggy Pascoe**. "Miscegenation Law, Court Cases, and Ideologies of 'Race' in Twentieth-Century America" in *The Journal of American History*, Vol. 83, No. 1 (Jun., 1996), pp. 44-69.

- Roderick Ferguson.** "The Nightmares of the Heteronormative" in *Cultural Values*, Volume 4, Number 4, October 2000, pp. 419-444.
- Nayan Shah.** "Between 'Oriental Depravity' and 'Natural Degenerates': Spatial Borderlands and the Making of Ordinary Americans" in *American Quarterly*, Volume 57, Number 3, September 2005, pp. 703-725.
- Siobhan Somerville.** "Sexual Aliens and the Racialized State: A Queer Reading of the 1952 U.S. Immigration and Nationality Act" (Chapter 4) in *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*, eds. Eithne Luibheid and Lionel Cantu Jr., 2005, pp. 75-91.
- Dorothy Roberts.** "Who May Give Birth to Citizens? Reproduction, Eugenics, and Immigration" in *Immigrants Out!: The New Nativism and the Anti-Immigrant Impulse in the United States*, ed. Juan F. Perea, 1997, pp. 205-219.
- Ana Teresa Ortiz and Laura Briggs.** "The Culture of Poverty, Crack Babies, and Welfare Cheats: The Making of the 'Healthy White Baby Crisis'" in *Social Text* 76, Vol. 21, No. 3, Fall 2003, pp. 39-57.
- Angela Davis.** "Surrogates and Outcast Mothers: Racism and Reproductive Politics in the Nineties" (Chapter 13) in *The Angela Y. Davis Reader*, ed. Joy James, 1998, pp. 210-221.
- Nira Yuval-Davis.** "Women and the Biological Reproduction of the Nation" (Chapter 2) in *Gender and Nation*, 1997, pp. 26-38.
- Mary Romero.** "Constructing Mexican Immigrant Women as a Threat to American Families" in *International Journal of Sociology of the Family*, Volume 37, Number 1, Spring 2011, pp. 49-68.
- H.J. Kim-Puri.** "Conceptualizing Gender-Sexuality-State-Nation: An Introduction" in *Gender & Society*, Vol. 19, No. 2, April 2005, pp. 137-159.
- Roderick Ferguson.** "The Lateral Moves of African American Studies in a Period of Migration" (Chapter 4) in *Strange Affinities: The Gender and Sexual Politics of Comparative Racialization* eds. Grace Kyungwon Hong and Roderick Ferguson, 2011, pp. 113-130.
- Chandan Reddy.** "Time for Rights? Loving, Gay Marriage, and the Limits of Comparative Legal Justice" (Chapter 6) in *Strange Affinities: The Gender and Sexual Politics of Comparative Racialization* eds. Grace Kyungwon Hong and Roderick Ferguson, 2011, pp. 149-174.

### **Majoring or Minor in Ethnic Studies at UCSD**

**Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers.**

**If you would like information about the Ethnic Studies major or minor, please contact:**

**Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor**  
**858-534-3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)**

### **Student Consent for Release of Student Information**

I hereby authorize the UCSD Ethnic Studies Department to return my graded final examination/research paper by placing the examination/research paper in a location accessible to all students in the course. I understand that the return of my examination/research paper as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter: \_\_\_\_\_

Course: \_\_\_\_\_

Instructor: \_\_\_\_\_

Student I.D.#: \_\_\_\_\_

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_