

ETHN 127/CGS 112: Sexuality and Nation
Instructor: Marilisa Navarro, PhD Candidate
Mondays and Wednesdays 2-4:50, Solis 109
Summer Session I 2014

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Office Hours: Mondays and Wednesdays, 5-6pm and by appointment
Social Science Building, room 251

This course explores the nexus of sex, race, ethnicity, gender and nation and considers their influence on identity, sexuality, migration, movement and borders, and other social, cultural, and political issues. We will analyze how sexuality and nation shape notions of domesticity, reproduction, citizenship, migration, health, and more. We will pursue questions such as: How do sexuality and nation mutually constitute each other? In other words, how does sexuality define nation and how does nation define sexuality? How do these concepts change over different historical contexts and political climates? We will analyze the ways in which the meanings of sexuality and nation are always fluid, contingent, negotiated, and contested.

Evaluation:

Attendance: 10%

Analytical Writing Responses: 40%

Group Presentation: 20%

Final Exam: 30%

Students MUST complete ALL components of evaluation in order to receive a passing grade.

Attendance:

Students enrolled in this course are expected to attend every section. Students should arrive to class on time and be prepared to engage in the course at the beginning of class time and remain in class until its end. Attendance will be tied in with the analytical writing responses (see below), meaning that attendance will be counted via the submission of your analytical writing response. If you have attended lecture but have not completed a writing response, you must see me at the end of class so that I may record your attendance for that day's session. Absences from class, arriving to class late or leaving class early will result in lower grade.

Readings:

Students should complete all assignments & readings by the due dates outlined on the syllabus. All required readings may be accessed in one of two ways: e-reserves via UCSD Libraries or from online journals via UCSD Libraries. Please note that you MUST have VPN (virtual private network) access in order to access the UCSD Libraries

· As the instructor of this course, I reserve the right to alter any part of the syllabus at any time during the duration of the course.

if you are not on campus. This is something that must be worked out through computing services, not the instructor.

To access e-reserves:

<http://libraries.ucsd.edu>→Reserves→Get Your Course Reserves→Search for course by department or instructor. E-reserves password: **mn127**

To access journals through UCSD Libraries:

<http://libraries.ucsd.edu>→Catalogs→Search UCSD→Select “Title/Journal Title” from drop down bar→ Type the name of the journal listed on syllabus→Go to Electronic Version→Select the appropriate database based on the years available→Find the article based on year, volume, and issue.

I prefer that students bring hard copies of the session’s reading to class. You may use laptops, kindles, and iPads (not cell phones) to access readings for the course while in class. However, as a general rule, I expect that students will only access coursework. If I learn that students are using electronic devices for personal matters, your grade will be affected.

Assignments & Participation

*The analytical writing responses should be submitted every class session in relation to that session’s readings (all of them). The goal is for students to obtain a grasp of how the scholars are making their arguments and for students to engage these arguments analytically. The responses should be structured as follows:

- 1) What is the critical intervention that the author is making? What is the main argument? Why is it important?
- 2) What kinds of evidence does the author use to make her/his argument? Be specific: interviews, oral histories, newspaper or magazine articles, laws, analysis of films/videos, scholarly/academic sources, etc. How does the author use the evidence to try to convince the reader?
- 3) Discussion point: This is space to include a thought provoking analysis/discussion. A few questions to consider are: How do this session’s readings relate to each other? What themes arise that relate to previous sessions’ readings and how? What is compelling or interesting about one or all readings? What is confusing?

Analytical writing responses will be used for class discussion so you should be thoughtful about your responses. I will also use them as the basis for your attendance score, so these must be submitted to me at the end of class. These must be submitted in person; I will not accept emailed or late copies.

Formatting: The analytical writing responses must be typed (I will not accept handwritten ones), double spaced, 1.25 inch margins, Times New Roman font, with small headers. Please be sure to include the analytical writing response number as well (e.g. Writing Response #1, etc.). Responses should be 1.5-2 pages in length.

*Group presentation: Everyone will be assigned to a group, which will apply a session's readings to a cultural product. This cultural product may be a YouTube clip, article of clothing, video clip, poster, magazine or newspaper article, music, artwork, etc. You will be evaluated based on how well your group responds to the following questions in your presentation: 1) In what way does this cultural product reflect, produce, contest, and/or construct ideas about sexuality and nation? 2) How does it relate to that session's readings and key terms that are emphasized in the texts? 3) Why is this particular product important? 4) You must pose 3 discussion questions to the rest of the class in relation to your presentation. There is no written component to this assignment. That said, EVERY group member must participate in some way during the group presentation. The goal of this assignment is for students to gain an understanding of how to apply course concepts to our social world. That is, how are nation and sexuality being actively produced around and through us?

Late assignments will not be accepted, except in case of emergencies with the instructor's approval.

Special arrangements:

I wish to make this class as accessible as possible to all students. If you require an accommodation, please inform me via email or during my office hours within one week of the start of the course. If you have a note from the Office for Students with Disabilities (OSD), please present your note to me within one week of the start of the course. For further information on OSD, please visit <http://disabilities.ucsd.edu> or call 858.534.4382. If you are a student athlete and anticipate missing class because of games, matches, or tournaments, please present a written note from your coach within one week of the start of the course.

Email policy

I aim to respond to student emails within 48 hours. While I am happy to address brief inquiries via email, questions that require a longer response should be addressed during office hours. Please remember that emails are a professional form of communication. I will not reply to emails that do not come from a UCSD email address or do not include a salutation, closing, and your name. In order to accommodate as many students as possible, individual student appointments during my scheduled office hours will be 10-15 minutes in length.

Respect for classroom space & one another:

This course will engage many challenging but worthwhile ideas. Interdisciplinary by design, our reading list includes authors from a number of fields, some of which you may be familiar with, others of which will require patient attention. Please note that our goal in this class will not be to memorize or master a series of clear-cut answers; rather, by engaging in lively debate and learning from fellow colleagues, we aim to hone our ability to ask critical questions so as to further develop our skills as writers, readers, and thinkers. In order to create a classroom space of learning and camaraderie, students should speak to each other and the instructor with respect. Abusive or harsh language will not be tolerated. Please see the UCSD Principles of Community for further

clarification: <https://ucsd.edu/explore/about/principles.html>.

Cheating and plagiarism will not be tolerated. If students are caught cheating and/or plagiarizing, it will result in a failing grade and the infraction will be reported to the dean of the student's college for appropriate disciplinary action.

WEEKLY SCHEDULE:

Week 1, Monday, June 30th

Introduction & in-class analysis

Week 1, Wednesday, July 2nd:

Roderick Ferguson. "The Nightmares of the Heteronormative." *Cultural Values* 4(4): 2000, pp. 419-444.

Ann Stoler. "Colonial Studies and the History of Sexuality." *Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things*. Durham: Duke University Press, 2005.

Nira Yuval-Davis. "Theorizing Gender and Nation." *Gender and Nation*. Thousand Oaks, CA: Sage Publications, 1997.

Week 2, Monday, July 7th: The Home, the Nation, and Empire

Anne McClintock. "The Lay of the Land: Genealogies of Imperialism." *Imperial Leather: Race, Gender, and Sexuality in the Colonial Context*. New York: Routledge, 1995.

Amy Kaplan. "Manifest Domesticity" *American Literature* Vol 70 Num 3: Sept 1998, pp. 581-606.

Week 2, Wednesday, July 9th: U.S. Settler Colonialism

Siobhan Somerville "Notes Toward a Queer History of Naturalization" *American Quarterly* Vol 57 Num 3: September 2005, pp. 659-675.

Andrea Smith. "Sexual Violence as a Tool of Genocide." *Conquest: Sexual Violence and American Indian Genocide*. Brooklyn, NY: South End Press, 2005.

Qwo-Li Driskill. "D4y DBC Asegi Ayetl: Cherokee Two Spirit People Reimagining Nation." *Queer Indigenous Studies: Critical Intervention in Theory, Politics, and Literature*. Eds. Qwo-Li Driskill et al. Tucson: University of Arizona Press, 2011.

Week 3, Monday, July 14th: Reproduction and Reproductive Labor

Dorothy Roberts "Who May Give Birth to Citizens? Reproduction, Eugenics and Immigration." *Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the United States*. Ed. Juan F. Perea New York: NYU Press, 1997.

Laura Briggs. "Debating Reproduction: Birth Control, Eugenics, and Overpopulation in Puerto Rico 1920-1940." *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico*. Berkeley: University of California Press, 2002.

Kalindi Vora "Medicine, Markets, and the Pregnant Body: Indian Commercial Surrogacy and Reproductive Labor in a Transnational Frame":
http://sfonline.barnard.edu/reprotech/vora_01.htm

OR

Go to Scholar and Feminist Online home page:

<http://sfonline.barnard.edu/life-un-ltd-feminism-bioscience-race/>

→Search Archives

→Select Critical Conceptions: Technology, Justice, and the Global Reproductive Market, Issue 9.1-9.2, Fall 2010/Spring 2011

→Part 4: Marketing 21st Century Reproduction

→Select Vora's article

Week 3, Wednesday, July 16th: Queer Domesticities

Nayan Shah "Policing Privacy, Migrants and the Limits of Freedom" *Social Text* 84-85 vol. 3-4: 2005, pp. 275-284.

Nayan Shah. "Perversity, Contamination, and the Dangers of Queer Domesticity." *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*, Berkeley: University of California Press, 2001.

Week 4, Monday, July 21st: Transnationalism

Neferti Tadiar "Sexual Economies of the Asia Pacific." *What is in a Rim? Critical Perspectives on the Pacific Region Idea*. Ed. Arif Dirlik. Boulder, CO: Westview Press, 1993.

Martin Manalansan IV. "Queer Intersections: Sexuality and Gender in Migration Studies." *International Migration Review* Vol 40 Num 1: Spring 2006, pp. 224-249.

Week 4, Wednesday, July 23rd: The "Hypersexuality" of the Black Body

Evelyn Hammonds. "Toward a Genealogy of Black Female Sexuality." *Feminist Genealogies, Colonial Legacies, Democratic Futures*. Ed. M. Jacqui Alexander and Chandra Mohanty. New York: Routledge, 1997.

Saidiya Hartman "Seduction and the Rouses of Power" *Callaloo* Vol 19 Num 2: 1996, pp. 537-560.

Allan M. Brandt. "Racism and Research: The Case of the Tuskegee Syphilis Experiment." *Tuskegee's Truths: Rethinking the Tuskegee Syphilis Study*. Ed. Susan M. Reverby. Chapel Hill, NC: The University of North Carolina Press, 2000.

Week 5, Monday, July 28th: Orientalisms

Sunaina Maira. "Belly Dancing: Arab-face, Orientalist Feminism, and U.S. Empire" *American Quarterly* Vol 60 Num 2: June 2008, 317-345.

Lila Abu-Lughod. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* Vol 104 Num 3: September 2002, pp. 783-790.

Jaspir Puar. "Introduction: Homonationalism and Biopolitics." *Terrorist Assemblages*. Durham, NC: Duke University Press, 2007.

Week 5, Wednesday, July 30th

FINAL EXAM

Majoring or Minorin in Critical Gender Studies

Many students take a Critical Gender Studies course because the topic is of great interest or because of a need to fulfill a university or 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. A Critical Gender Studies major is excellent preparation for a career in law, public policy, education, public health, social work, non-profit work and many other careers. If you would like information about the Critical Gender Studies major or minor at UCSD, please contact Joje Reyes-Alonzo, Critical Gender Studies Program Advisor, via email at cgs@ucsd.edu.

Majoring or Minorin in Ethnic Studies

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 do not 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, education, medicine, public health, social work, counseling, journalism, government and politics, 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 at 858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu.