

Critical Gender Studies 112/Ethnic Studies 127  
Sexuality and Nation  
Summer Session II, 2011

Instructor: Stevie Ruiz; Email: [srruiz@ucsd.edu](mailto:srruiz@ucsd.edu)  
Office Location: Peete's Coffee Shop, RIMAC ANNEX  
Office Hours: Mon. 12-1:30pm and Wed. 12-1:30pm


**Course Description:** Same-sex desire, gender-bending behaviors and interracial intimacy in the 19<sup>th</sup> and 20<sup>th</sup> centuries proved to shape many of the modern categories that we take for granted today. This class is energized by the political possibilities of sex, sexuality and gender in anti-racist approaches to ethnic studies research and methods. In doing so, this course outlines an interdisciplinary approach placing weight upon the categories of race and sexuality in comparative perspective. Students can expect to read and discuss a breadth of texts about the unevenness of U.S. nation-building projects and state power by drawing on an analysis of its institutions including prisons, immigration, criminal law, public health, human rights and the military.

**Course Objectives:** This class takes seriously the futuristic visions and struggles over dignity that communities grapple with when dissenting against structural racism, sexism and homophobia. In this spirit, students are encouraged to orient their vision of collective action as one that insists upon a "politics of what is made possible." This serves as a reminder that as we study state power and social movements, we do not fall into the trap of measuring whether communities were successful in their politics. Rather, I encourage students to pick up on the energy that made such movements viable to honor those who took risks for the advancement of everyone.

**Reading Materials:** All reading materials are accessible thru the Social Science & Humanities Library e-reserves.

**Laptop Policy:** No laptops will be permitted in class unless you have extenuating circumstances that require you need one. I understand course materials are online so you should be proactive about printing ahead of time or taking detailed notes so that you may refer to during class.

**Course Requirements:**

-  **Participation & Attendance (40%):** Students should come to all class meetings, having read all required material and ready to discuss the reading in depth. To ensure effective learning, students are required to bring all to class, along with notes. Attendance is mandatory; you are allowed one absence without penalty for the entire quarter. After the first absence, there will be a **five** percent deduction from your final grade for each class you miss with a maximum of **two** absences total before you receive an automatic failed grade in the class. Lateness or requests to leave early don't exist in this class.

Careful reading of all assigned material, as well as informed and active participation in the discussion is crucial for the success of this class. The quality of your class performance, including your presentation of your final paper is an important element of your overall evaluation.

- ✚ Reading Response Papers (20%): A total of 2 response papers, each paper must be a 2 page typed double-spaced response about the readings due on the date listed in the syllabus itinerary. Papers will be submitted at the beginning of class, no late papers accepted. Students will receive **Credit/No Credit** for this assignment. If you receive a **No Credit**, you will have one week to rewrite and submit, otherwise you forfeit the assignment and will earn a zero.

Instructions for Response Papers: I anticipate all of you will be experts in studies on race and sexuality by the end of this class. Such a task, then, requires that you demonstrate your ability to think and write critically, no summaries please. Clarity and proficient writing is necessary to command your understanding of course material. A suggestion would be to organize your thinking around a single critical question that connects why it is significant to understand state power as institutionally multifaceted, and sometimes contradictory when redressing grievances by queer communities of color.

- ✚ Proposal for Final Paper (10%): A preliminary assignment to gage your progress for your final paper, **Credit/No Credit** will be given for this course requirement. In a double spaced typed page, please include at least one archival photograph and two citations explaining what central research question will guide your final paper. A good time to locate photographs from the list of online databases provided. In this proposal, your job is to bridge a developed research question that intends to investigate at least one institution of state power.

- ✚ Final Paper & Presentation (30%): Final paper is cumulative in nature where you will be expected to analyze at least one institution of the state and the political possibilities that communities differentially imagine for themselves in 6-7 pages written text, photographs not included in page count. Three archival photographs are required as part of the research component for this project along with any visual material you find that is necessary including advertisements, newspapers, digital media, film, etc. The only required references are reading materials provided throughout the quarter but you may consult other sources with my permission. At the end of the quarter, you will present your findings to the class with photograph materials in hand. A letter grade will be given for final paper and presentation.

Local Archives in Southern California	Online Archives
San Diego Historical Society, Balboa Park	Calisphere: <a href="http://www.calisphere.universityofcalifornia.edu/">http://www.calisphere.universityofcalifornia.edu/</a>
Mandeville Special Collections Library	UCLA Digital Collections: <a href="http://unitproj.library.ucla.edu/dlib/lat/index.cfm">http://unitproj.library.ucla.edu/dlib/lat/index.cfm</a>
Black Historical Society of California, San Diego	Harper's Weekly Archive: <a href="http://www.harpweek.com/">http://www.harpweek.com/</a>
Lambda Archives in San Diego, Gay and Lesbian Historical Society	Library of Congress: <a href="http://www.loc.gov/pictures/">http://www.loc.gov/pictures/</a>
ONE National Gay and Lesbian Archive	National Archives: <a href="http://www.archives.gov/research/arc/">http://www.archives.gov/research/arc/</a>
Southern California Library, The People's Library	ArtStor: <a href="http://www.artstor.org/index.shtml">http://www.artstor.org/index.shtml</a>
	Online Archive of California: <a href="http://www.oac.cdlib.org/">http://www.oac.cdlib.org/</a>

### Week 1: Compulsory Heterosexuality in Settler Colonial Geographies

- Monday, Aug. 1: **Introduction to class**  
Workshop on Discourse, Race and Sexual Power
- Wednesday, Aug. 3: **Compulsory Heterosexuality and Conquest**
- ❖ Elizabeth Reis, Chapter 1: "Hermaphrodites, Monstrous Births and Same-Sex Intimacy in Early America" in *Bodies in Doubt: An American History of Intersex* (Baltimore: The John Hopkins University Press, 2009).
  - ❖ Sharene Razack, "Gendered Racialized Violence and Spatialized Justice: The Murder of Pamela George" in Sharene Razack, ed., *Race, Space and the Law: Unmapping a White Settler Society*, pp. 121-156.
  - ❖ Andrea Smith, "Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism" *GLQ: A Journal of Gay and Lesbian Studies*, 2010, pp. 41-68.

### Week 2: Working Class Struggles for Dignity in the City

- Monday, Aug. 8: **Youth Sexual Politics and Resistance (Response Paper #1 Due)**
- ❖ Luis Alvarez, Introduction and Chapter 3 in *The Power of the Zoot: Youth Culture and Resistance during World War II* (Berkeley: University of California Press, 2008).
  - ❖ Manning Marable, Chapter 2, "The Legend of Detroit Red" pp. 39-69 in *Malcolm X: A Life of Reinvention* (New York: Viking, 2011).
    - Film: *Malcolm X*
- Wednesday, Aug. 10: **Dissidence and the "Culture of Poverty"**  
*Stories from the Underside, Black-Brown Relations in the City*: Presentation with Dr. Abigail Rosas (Postdoctoral Fellow at Centre for Chicana/o Studies, UCLA)
- ❖ Roderick Ferguson, Chapter 4, "Something Else to Be: Sula, The Moynihan Report, and the Negation of Black Lesbian Feminism" in *Aberrations in Black: Toward a Queer of Color Critique* (Minneapolis: University of Minnesota Press, 2004).

- ❖ Annelise Orleck, Chapter 3 and Chapter 5 in *Storming Cesar's Palace: How Mothers of Color Fought Their Own War on Poverty* (Boston: Beacon Press, 2005).
- ❖ Lisa Sun-Hee Park, "Challenging Public Charge Policy: Coalitional Immigrant Community Strategies" *Journal of Asian American Studies*, vol. 13, no. 3, pp. 371-387.

### Week 3: Borderland of Sexual Identities

Monday, Aug. 15: **Migrant Sexualities at U.S. Frontiers (Proposal Due)**

- ❖ Nayan Shah, "Between Oriental Depravity" and 'Natural Degenerates': Spatial Borderlands and the Making of Ordinary Americans" *American Quarterly* September 2005, pp. 703-725.
- ❖ Vivek Bald, "Overlapping Diasporas, Multiracial Lives" South Asian Muslims in US Communities of Color" *Souls: A Critical Journal of Black Politics, Culture and Society*, vol. 8, no. 4, 3-18.

Wednesday, Aug. 17: **Performing Kinship**

- ❖ Marlon Bailey, "Performance as Intravention: Ballroom Culture and the Politics of HIV/AIDS in Detroit" *Souls: A Critical Journal of Black Politics, Culture and Society*, vol. 11, no. 3, pp. 253-274.
- ❖ Rochella Thorpe, "'A House Where Queers Go': African-American Lesbian Nightlife in Detroit, 1940-1975," in *Inventing Lesbian Cultures in America*, ed. Ellen Lewin (Boston: Beacon Press, 1996): 40-61.
- ❖ Horacio Roque Ramirez, "Gay Latino Cultural Citizenship: Predicaments of Identity and Visibility in San Francisco in the 1990s," in *Gay Latino Studies: A Critical Reader*, eds. Michael Hames-Garcia and Ernesto Javier Martinez (Durham: Duke University Press, 2011): 175-197.
  - Film: *Paris is Burning*

### Week 4: Prison Sexualities

Monday, Aug. 22: **Wartime Prisoners**

- ❖ John Howard, Introduction, Chapter 4 and Chapter 5 in *Concentration Camps on the Homefront: Japanese Americans in the House of Jim Crow* (Chicago: The University of Chicago Press, 2008).

Wednesday, Aug. 24: **The Modern Prison (Response Paper #2 Due)**

- ❖ Regina Kunzel, Introduction, Chapter 3 and Chapter 5 in *Criminal Intimacy: Prison and the Uneven History of Modern American Sexuality* (Chicago: The University of Chicago Press, 2008).

### Week 5: Homonormativities and U.S. Empire

Monday, Aug. 29: **Global Lockdown**

- ❖ Dean Spade, "Demanding the Unthinkable" *feminists@law*, vol. 1, no. 1.
- ❖ Anna M. Agathangelou, M. Daniel Bassichis, and Tamara L. Spira, "Intimate Investments: Homonormativity, Global Lockdown, and the Seductions of Empire" *Radical History Review*, Winter 2008, no. 100, pp. 100-143.
- ❖ **Class Presentations**

Wednesday, Aug. 31: **“To Be Gay and Racist is No Anomaly”**

- ❖ Jasbir Puar, “To Be Gay and Racist is No Anomaly” *The Guardian*.
- ❖ Jasbir Puar, Chapter 1, “The Sexuality of Terrorism” in *Terrorist Assemblages: Homonationalism in Queer Times* (Durham: Duke University Press, 2007).
- ❖ Nadine Naber, Chapter 10: “Look, Mohammed the Terrorist is Coming” in Amaney Jamal and Nadine Naber, eds. *Race and Arab Americans Before and After 9/11* (Syracuse: Syracuse University Press, 2008).
- ❖ **Class Presentations**

Friday, September 2: **Final Papers Due at 3-4:00pm, no late papers accepted**

### **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 at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or [yescamilla@ucsd.edu](mailto:yescamilla@ucsd.edu).