

**Critical Gender Studies 112/ Ethnic Studies 127:
Sexuality and Nation
Spring 2018**

Professor: Kirstie A. Dorr, kdorr@ucsd.edu

Course Meetings: Tuesdays and Thursdays 12:30pm - 1:50pm, Sequoia 148

Office Location: Department of Ethnic Studies, SSB 232

Office Hours: Tues./Thurs. 11-11:45am or by appt. (book online at kirstiedorr.youcanbook.me)

Course Description

This seminar offers an interdisciplinary survey of nation-building and state formation processes in the US. Course readings and class discussion will be guided by specific attention to how socially constructed categories of difference—particularly gender, race, sexuality, nation, ability, and religion—have shaped/continue to shape processes of nation-building. Employing a feminist, anti-racist theoretical framework, we will grapple with the following questions: How might we theorize the relationship between structures of white supremacy and heteropatriarchy and the (re)production of the imperial racial state? How and why has the state regulation of biological reproduction, kinship relations, immigration policy, sexual relations, and gender expression figured so prominently within 20th century public policy debates? How are the boundaries of modern nation-states shaped, transformed, and contested by competing raced and gendered claims of (trans)nationalist belonging? If, as many pundits argue, we are currently experiencing a “decline of the nation-state,” then what ghosts of nationalism continue to haunt the raced and gendered structures, states, and citizens of late capitalist globalization?

Course Objectives

In a course that is structured around a vast survey of historically and geographically diverse themes, the sheer scope of our common undertaking—study of national and transnational state and subject formations—is certainly a formidable task. However, 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 collectively ask critical questions so as to further develop our skills as writers, readers, and critics.

Required Texts

Required course readings can be viewed and downloaded via our course TritonEd website.

Accommodations

I wish to make this course as accessible as possible to students. If you require any specific accommodations, please contact me as soon as possible via email or during office hours. Also, if you prefer to be called by a different name or referred to by a different gender than the one under which you are enrolled, I will also be happy to oblige.

Email and Office Hours Policies

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. In order to accommodate as many students as possible, individual student appointments during my scheduled office hours will be 15 minutes in length.

Group Discussion Norms

Throughout the quarter we will be engaged in lively conversation and debate about a range of topics, some of which will be new or unfamiliar to many of you in the class. Conversations about the social

construction of normativity and difference are inherently political, and they evoke disparate structural histories and personal experiences of embodiment, vulnerability, and violence. Below are some group discussion norms that will guide our collective engagement with course materials and themes:

Put theory into practice: praxis

- Assume accountability beyond intentionality
- Reflect on how relations of power and difference structure classroom conversations
- Center queer/feminist/trans/anti-racist analytics

Listen with respect and collegiality

- Avoid presumptions—ask follow up questions
- Listen with intention (put your phone away and turn off FB)

Ask questions with respect and collegiality

- Use course readings and lectures as a point of departure
- Avoid probing questions that violate privacy, prompt discomfort, imply deviance or pathology, etc.

Step up, Step Back

- Share your perspective or concerns in a manner that invites dialogue
- Avoid “we” or “they” statements
- Be aware of how you take up space in the classroom

Course Requirements

1. **Attendance and participation (25%):** Class participation and punctual attendance are crucial. Students are expected to finish all reading assigned prior to class. Please be prepared to express your own critical questions and critiques of course materials and to participate actively in class discussions. Pop quizzes may be administered during class and will be factored into your participation score. An absence that results from extenuating circumstances will be excused; however, **more than two unexcused absences will affect your final grade.**
2. **Short Paper (Midterm Assignment) (25% each):** Students will be required to a short paper (approximately 4-5 pages in length) in response to a theoretical question generated from course readings. Your work will be evaluated on its argumentative and organizational clarity and the extent to which it demonstrates a clear understanding of the key themes outlined in course readings and class discussions. The question for the first midterm will be distributed on Thursday, April 25th and must be submitted in hard copy by Friday, May 4th at 5pm. **Please note that late papers will not be accepted.**
3. **Group Presentations (25%):** This assignment offers students the opportunity to supplement course readings. Working collaboratively, students will prepare a 15-minute interactive presentation that creatively expands upon the key themes discussed during the corresponding week. Students must submit a page-long description of their topic accompanying their presentation (A single document may be submitted on behalf of the entire group; please identify the first and last name of all group members).
4. **Final Exam (25%):** The final exam will consist of a comprehensive theoretical question generated from our survey of course readings. It will be posted to TritonEd by **Tuesday May 29th**. Students will be expected to craft a response 4-5 pages in length, to be submitted in hard copy at our final class meeting on **June 7th**. **Late exams will not be accepted.**
5. **Grading Policy:** In order to receive a passing grade in the class, students must complete **all course assignments.**

Week One: Introduction

Tues. April 3 **Class introduction and overview of key terms and concepts**

- Thurs. April 5**
- Alys Eve Weinbaum, "Nation"
 - Judith Halberstam, "Gender"
 - Jyoti Puri, "Parades, Flags, and National Pride"

Week Two: *Setting the Terms: Key Concepts and Theoretical Frames*

- Tues. April 10**
- Evelyn Nakano Glenn, "Integrating Race and Gender"
 - Nira Yuval-Davis, "Women and the Biological Reproduction of the Nation"

Thurs. April 12 ***Film: The Life and Times of Sara Baartman***
Presentation 1 ▪ Anne Fausto-Sterling, "Gender Race and Nation"

Week Three: *Connecting the Dots: Property, the Hetero-nuclear Family, and Citizenship*

- Tues. April 17**
- Fredrick Engels, "The Monogamous Family" (125-146)
 - Amy Kaplan, "Manifest Domesticity"
- Thurs. April 19** ▪ Evelyn Nakano Glenn, "Citizenship: Universalism and Exclusion"

Presentation 2

Week Four: *Policing the National Body--Sexuality and Reproduction*

- Tues. April 24** ***Film: La Operación***
▪ Laura Briggs, "Debating Reproduction: Birth Control, Eugenics and Overpopulation in Puerto Rico, 1920-1940."

- Thurs. April 26**
- Angela Davis, "Racism, Birth Control, and Reproductive Rights"
 - Andrea Smith, "Better Dead than Pregnant"
- Presentation 3 ▪ "What is Reproductive Justice": <http://www.trustblackwomen.org/our-work/what-is-reproductive-justice/9-what-is-reproductive-justice>

Week Five: *Policing the Colorline, Regulating Sexuality and Kinship*

- Tues. May 1**
- Peggy Pascoe. "Race, gender, and intercultural relations: The case of interracial marriage."
 - Siobhan Somerville, "Queer Loving"

Thurs. May 3 ***Film: The Loving Story***
Presentation 4 ***Midterm Due Tom. By 5pm***

Week Six: *Race, Sexuality, and Immigration*

- Tues. May 8**
- Eithne Luibhéid, "Entry Denied: A History of U.S. Immigration Control"
 - Siobhan Sommerville. "Sexualized Aliens and the Racialized State: A Queer Reading of the 1952 Immigration and Nationality Act"

Thurs. May 10 ***Film: Fear and Learning at Hoover Elementary***

- Presentation 5**
- **Dorothy Roberts**, "Who May Give Birth to Citizens? Reproduction, Eugenics, and Immigration"

Week Seven: *Policing the National Body--Sexuality and Kinship*

- Tues. May 15** ***Film: Pariah***
- **Cathy J. Cohen**, "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics."
- Thurs. May 17** ▪ **Roderick Ferguson**. "The Nightmares of the Heteronormative"
- Presentation 6** ▪ **Jennifer Nez Denetdale**, "Carving Navajo National Boundaries: War, Patriotism, Tradition, and the Diné Marriage Act of 2005"

Week Eight: *Gender, Sexuality, and Denationalized Citizenship*

- Tues. May 22** ▪ **Sylvanna Falcón**. "'National Security' and the Violation of Women: Militarized Border Rape at the US-Mexico Border"
- **Dorothy Roberts**, "Who May Give Birth to Citizens? Reproduction, Eugenics, and Immigration"
- Thurs. May 24** ***Film screening: Señorita Extraviada.***
- Presentation 7** ▪ **Alicia Schmidt Camacho**. "Ciudadana X: Gender Violence and the Denationalization of Women's Rights in Ciudad Juárez, Mexico"

Week Nine: *Trading in Sex and Reproduction*

- Tues. May 29** ▪ **Kempadoo, Kamala**. "Trading Sex Across Borders: Interregional and International Migration"
- **Felicity Schaeffer-Grabiel**. Sex Trafficking as the NEW Slave Trade?
- Thurs. May 31** ***Film: Made In India***
- Presentation 8** ▪ **Kalindi Vora**, "Indian Transnational Surrogacy and the Commodification of Vital Energy"

Week Ten: *(Trans)nationalisms*

- Tues. June 5** ▪ **Toby Beauchamp**, "Going Stealth: Transgender Bodies and Surveillance Practices in the U.S." (1-11)
- **Jody Marksamer and Dylan Vade**, "TRANS 101" (web document)
- **Ellen Nakashima**, "FBI Prepares Vast Database Of Biometrics"
- **Dean Spade**, "Transformation" (2-8)
- Thurs. June 7** **Wrap Up: Looking Backward, Moving Forward**
- Presentation 9**

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