

HIST/WGSS 3560: Constructions of Race, Gender, and Sexuality in U.S. History

University of Connecticut, Fall 2013

Professor Micki McElya

Department of History

Monday & Wednesday, 3:35-4:45, Beach Hall 443

Office Hours/Contact Info:

McElya, Monday 1:00-3:00, and by appointment

226 Wood Hall

e-mail: micki.melya@uconn.edu

Teaching Assistant:

Allison Horrocks

Office hours: Mondays & Wednesdays, 11:00-12:00, and by appointment, 206 Wood Hall

e-mail: allison.horrocks@uconn.edu

Course Description and Expected Outcomes:

This course examines the development, interconnections, and complexities of race, gender, and sexuality in U.S. history from European conquest to the present. After laying solid historical and theoretical foundations, we will consider a series of case studies that reveal how these categories are produced and contested over time while paying particular attention to political, social, economic, and cultural mechanisms of power, oppression, and resistance. We will analyze a variety of texts and primary sources, including legal and governmental documents, memoir, documentary and feature film, literature, material culture, visual cultures, and historical and theoretical works.

Students in this class will:

- Understand race, gender, and sexuality as components of identity and experience that *have* multiple histories
- Explore race, gender, and sexuality (along with class, region, and nation) as interdependent categories of identity, experience, and analysis
- Become more conversant with a range of historical and theoretical approaches to the study of race, gender, and sexuality
- Work with a variety of historical documents
- Hone critical reading, verbal expression, and writing skills

Requirements and Class Policies:

Participation: This course is a mix of lecture and discussion. Your success requires thoughtful participation and the completion of all readings and assignments. Each student is expected to attend every class meeting, to be on time, to have read completely and with care all assignments, and to engage actively and intelligently in our conversations. While attendance does not comprise a numerical part of your grade, it bears noting that you cannot participate if you are not in class.

The assignments are:

- This course has a good deal of **reading**, some of it complex and time consuming. You are expected to complete all of the readings for each day and be prepared to discuss them. Don't worry if something doesn't make sense—bring your questions and issues to the class for **discussion**—but make sure to always work your way through the readings.

• **Response papers** of no more and no fewer than two pages that engage the week’s readings and link them to the larger themes of the course will be due most weeks in class. I will provide prompts for the first three responses, after that you will respond in a manner of your choosing. Barring extenuating circumstances, late responses will not be accepted after the due date, nor will I accept e-mailed responses. I expect response papers to reflect a thorough reading of the assignments and thoughtful consideration of ideas, problems, and/or issues they raise in the context of the course as a whole and our discussions. These will be graded on a scale of 1-10, with 10 being the highest possible grade. Over the course of the term, you can drop one response paper grade, meaning you can choose not to do one or I will drop your lowest grade. Please see the Response Paper Guidelines for more information on content expectations and grading.

• **Midterm and Final Examinations** on essay questions provided in advance.

Grades will be calculated in the following manner:

Participation	=	15%
Response Papers	=	40%
Midterm	=	20%
Final	=	25%

Accessibility: To request accommodations for a disability you must first contact the Center for Students with Disabilities. Located in room 204 of the Wilbur Cross Building, you can also reach them at 860.486.2020, csd@uconn.edu, or on the web at <http://www.csd.uconn.edu>. You must have the appropriate forms from this office before we can arrange accommodations.

Academic Integrity and Misconduct: I take academic honesty and integrity very seriously, and expect everyone in my classes to do so as well. Plagiarism, which includes the misrepresentation of another’s ideas as your own as well as copying word-for-word from another source, will not be tolerated. Any case of misconduct will be handled in accordance with the guidelines established in *The Student Code* as they are outlined at http://www.dosa.uconn.edu/student_code_appendixa.html.

Computers: You *may not* use computers in the classroom—please leave them at home or in your bag. If a disability necessitates computer use for note taking, documentation from CSD must be provided and I will ask that you sit with other computer users.

Cell phones: I don’t want to see or hear them in class. Please turn ringers off before we start and no texting!

University Policy on Final Exams: “Finals week for fall 2013 takes place from Monday, December 9th, through Sunday, December 15th. Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule. If you have a conflict with this time you must visit the Office of Student Services and Advocacy to discuss the possibility of rescheduling this final. OSSA REQUIRES advance notice from students who have prior knowledge of a conflict (i.e., bunched finals, religious obligation, legal/medical appointments...) Students must come to OSSA to seek permission to reschedule their final NO LATER THAN Friday, November 29th. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable reasons for rescheduling a final. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services and Advocacy (2nd floor Wilbur Cross) to meet with a staff member.”

Readings:

The following books are required for the course. All are available for purchase at the Co-op and copies are on reserve at Homer Babbidge Library.

- Nancy Cott, *Public Vows: A History of Marriage and the Nation* (Cambridge: Harvard University Press, 2002).
- Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* (Cambridge: Harvard University Press, 2004).
- Anthony Swofford, *Jarhead: A Marine's Chronicle of the Gulf War and Other Battles* (New York: Scribner, 2003).

In addition, students are required to read a number of articles, chapters, and documents marked on the syllabus with a (•) that can be found on electronic reserve via HuskyCT. Full citations for these readings appear at the end of the syllabus.

SCHEDULE OF READINGS AND ASSIGNMENTS**GETTING STARTED:****HISTORICIZING & THEORIZING RACE, GENDER, AND SEXUALITY IN THE U.S.****Week One: Introductions and Racial Formation**

M, 8/26 Introductions

- W, 8/28**
- selections, Omi & Winant, *Racial Formation in the United States* (1994)
 - Suzette Hackney, "Life as a Black Dave Matthews Band Fan," (2013)

Week Two: Sex and Gender

M, 9/2 **Labor Day! No class.**

- W, 9/4**
- Judith Lorber, "The Social Construction of Gender," (1992)
 - Michael Messner, "Ah, Ya Throw Like a Girl," (1992)
 - Anne Fausto-Sterling, "The Five Sexes: Why Male and Female are Not Enough," (1993) and "Letters from Readers," (1993)
 - Ariel Levy, "Either/Or: Sports, Sex, and the Case of Caster Semenya," (2009)
- Response Paper #1 Due [prompt provided on Husky CT]***

Week Three: Sexuality and Bringing it all together

- M, 9/9**
- Anne Fausto-Sterling, "Thinking About Homosexuality," (2012)
 - Judith Butler, "Imitation and Gender Insubordination," (1993)

- W, 9/11**
- Evelyn Brooks Higginbotham, "African-American Women's History and the Metalanguage of Race," (1992)
 - Evelyn Alsaltany, "Los Intersticios: Recasting Moving Selves," (2002)
 - Eli Clare, "Body Shame, Body Pride: Lessons from the Disability Rights Movement," (2013)
- Response Paper #2 Due [prompt provided on Husky CT]***

Week Four

M, 9/16 Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* (2004)—Intro through Chapter 5

W, 9/18 Joanne Meyerowitz, *How Sex Changed*—finish
Response Paper #3 Due [prompt provided on Husky CT]

CASE STUDY #1: CONTACT AND COLONIAL FANTASIES

Week Five

M, 9/23

- Selections from John Smith’s *Generall Historie of Virginia* (1624)
- Letter from John Rolfe to Sir Thomas Dale (1614)
- Robert S. Tilton, “Miscegenation and the Pocahontas Narrative in Colonial and Federalist America,” (1994)

W, 9/25 Screening: clips from *Disney’s Pocahontas* (1995) and *The New World* (2005)
Response Paper #4 Due [No prompt, design your own]

CASE STUDY #2: SLAVERY, SEGREGATION AND THE POLITICS OF MEMORY

Week Six:

M, 10/30

- Thomas Jefferson, “Query XIV: Laws,” from his *Notes on the State of Virginia* (1781-1787)
- “The Memoirs of Madison Hemings,” (1873)

W, 10/2

- Annette Gordon-Reed, “Engaging Jefferson: Blacks and the Founding Father,” (2000)
- Andrew Burstein, “Jefferson’s Rationalizations,” (2000)

Response Paper # 5 Due

Week Seven:

M, 10/7 **Midterm Exam**

W, 10/9

- Jaquelyn Dowd Hall, “‘The Mind That Burns in Each Body’: Women, Rape, and Racial Violence,” (1983)

Week Eight:

M, 10/14 Screening: *Sex and Justice: Anita Hill vs. Clarence Thomas* (1993)

- Neil A. Lewis, “Law Professor Accuses Thomas of Sexual Harrassment in 1980s,” *New York Times* (October 7, 1991); Andrew Rosenthal, “Bush Emphasizes He Backs Thomas In Spite of Uproar,” *NYT* (October 10, 1991); R.W. Apple Jr., “On Thomas: More Questions, Not Fewer,” *NYT* (October 12, 1991).

W, 10/16

- Kimberlé Crenshaw, “Whose Story Is It, Anyway? Feminist and Antiracist Appropriations of Anita Hill,” (1992)
- Patricia J. Williams, Letty Cottin Pogrebin, Kimberlé Crenshaw, Katha Pollit, and Jessica Valenti, “Twenty Years Later ... We Still Believe Anita Hill,” (2011)

- Jeffrey Toobin, “Partners,” (2011)
Response Paper #6 Due

CASE STUDY #3: FOREIGN RELATIONS, EMPIRE, AND THE MILITARY

Week Nine:

- M, 10/21** • Screening: *Corpus, A Home Movie for Selena* (1999)
- W, 10/23** • José Limón, “The Other American South: Southern Culture and Greater Mexico,” (1998)
• Deborah Paredez, “Selenidad and Latinidad in the 1990s,” (2009)
Response Paper # 7 Due

Week Ten:

- M, 10/28** Screening: *Carmen Miranda: Bananas is my Business* (1995)
- W, 10/30** • Cynthia Enloe, “Carmen Miranda on My Mind: International Politics of the Banana,” (1989)
Response Paper #8 Due

Week Eleven:

- M, 11/4** • Lila Abu-Lughod, “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others,” (2002)
• Sunaina Maira, “Belly Dancing: Arab-face, Orientalist Feminism, and U.S. Empire,” (2008)
Note Early Due Date! Response Paper #9 Due
- W, 11/6** **Class Cancelled – McElya at Early Modern Masculinities Colloquium**

Week Twelve:

- M, 11/11** Anthony Swofford, *Jarhead: A Marine’s Chronicle of the Gulf War and Other Battles* (2003)—all
• Carol Burke, “Military Culture,” (2004)
- W, 11/13** Anthony Swofford, *Jarhead* continued
• Anthony Swofford, “Prologue” to *Hotels, Hospitals, and Jails: A Memoir* (2012)
Response Paper #10 Due

CASE STUDY #4: MARRIAGE

Week Thirteen:

- M, 11/18** Nancy Cott, *Public Vows: A History of Marriage and the Nation* (2002)—all
- W, 11/20** Nancy Cott, *Public Vows* continued
Response Paper #11 Due

Week Fourteen: Monday, 11/25 – Friday, 11/29—Thanksgiving Break, No Class!

Week Fifteen:

- M, 12/2** • George Chauncey, “The Present as History,” (2005)

- *Film Clip*: “NAACP Endorses Gay Marriage: Interview with Julian Bond,” (2008)
- Julian Bond Testimony before the New Jersey State Legislature, (2009)
- *Hollingsworth v Perry* (2013), pages TBA
- *United States v. Windsor* (2013), pages TBA

W, 12/4

- Siobhan B. Somerville, “Queer Loving,” (2005)
- Lisa Duggan, “Beyond Marriage: Democracy, Equality, and Kinship for a New Century,” (2012)
- Explore the webpage for *Against Equality*

Final Exam (preliminary time): Wednesday, December 12, 3:30-5:30, in our regular classroom

Course Bibliography

Lila Abu-Lughod, “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others,” *American Anthropologist* vol. 104, no. 3 (September 2002): 783-790.

Evelyn Alsultany, “Los Intersticios: Recasting Moving Selves,” in Gloria Anzaldua and Analouise Keating, eds., *This Bridge We Call Home: Radical Visions for Transformation* (New York: Routledge, 2002): 106-110.

Carol Burke, *Camp All-American, Hanoi Jane, and the High-and-Tight: Gender, Folklore, and Changing Military Culture* (Boston: Beacon Press, 2004).

Andrew Burstein, “Jefferson’s Rationalizations,” *William and Mary Quarterly* vol. 57, no. 1 (Jan 2000): 183-197.

Judith Butler, “Imitation and Gender Insubordination,” in Henry Abelove, et. al., ed., *The Lesbian and Gay Studies Reader* (New York: Routledge, 1993).

George Chauncey, *Why Marriage: The History Shaping Today’s Debate Over Gay Equality* (New York: Basic Books, 2005).

Eli Clare, “Body Shame, Body Pride: Lessons from the Disability Rights Movement,” in Susan Stryker and Aren Z. Aizura, eds., *The Transgender Studies Reader 2* (New York: Routledge, 2013).

Kimberlé Crenshaw, “Whose Story Is It, Anyway? Feminist and Antiracist Appropriations of Anita Hill,” in Toni Morrison, ed., *Race-ing Justice, En-gendering Power: Essays on Anita Hill, Clarence Thomas, and the Construction of Social Reality* (New York: Pantheon, 1992).

Lisa Duggan, “Beyond Marriage: Democracy, Equality, and Kinship for a New Century,” *The Scholar and Feminist Online* no. 10.1-10.2 (Fall 2011-Spring 2012).

Cynthia Enloe, *Bananas, Beaches & Bases: Making Feminist Sense of International Politics* (Berkeley: University of California Press, 1989).

Anne Fausto-Sterling, “The Five Sexes,” *The Sciences* March/April 1993 and letters to the editor, July/August 1993.

Anne Fausto-Sterling, *Sex/Gender: Biology in a Social World* (New York: Routledge, 2012).

Annette Gordon-Reed, "Engaging Jefferson: Blacks and the Founding Father," *William and Mary Quarterly* vol. 57, no. 1 (Jan 2000): 171-182.

Jaquelyn Dowd Hall, "'The Mind That Burns in Each Body': Women, Rape, and Racial Violence," from Ann Snitow, Christine Stansell, and Sharon Thompson, eds., *Powers of Desire: The Politics of Sexuality* (New York: Monthly Review Press, 1983).

Evelyn Brooks Higginbotham, "African-American Women's History and the Metalanguage of Race," *Signs* 17:2 (Winter 1992): 251-274.

Ariel Levy, "Either/Or: Sports, Sex, and the Case of Caster Semenya," *The New Yorker* (November 30, 2009): 46-59.

José Limón, *American Encounters: Greater Mexico, the United States, and the Erotics of Culture* (Boston: Beacon Press, 1998).

Judith Lorber, "The Social Construction of Gender," in Paula S. Rothenberg, ed., *Race, Class, and Gender in the United States*, 5th edition (New York: Worth Publishers, 2001).

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

Michael Messner, "Ah, Ya Throw Like a Girl," in Paula S. Rothenberg, ed., *Race, Class, and Gender in the United States*, 5th edition (New York: Worth Publishers, 2001).

Kevin Mumford, "The Miscegenation Analogy Revisited: Same-Sex Marriage as a Civil Rights Story," *American Quarterly* 57: 2 (June 2005): 523-531.

Michael Omi & Howard Winant, *Racial Formation in the United States*, 2nd edition (New York: Routledge, 1994).

Deborah Paredez, *Selenidad: Selena, Latinos, and the Performance of Memory* (Durham: Duke University Press, 2009).

Siobhan B. Somerville, "Queer Loving," *GLQ* 11:3 (2005): 325-370.

Anthony Swofford, *Hotels, Hospitals, and Jails: A Memoir* (New York: Twelve, 2012).

Robert S. Tilton, *Pocahontas: The Evolution of an American Narrative* (New York: Cambridge University Press, 1994).

Jeffrey Toobin, "Partners," *The New Yorker* (August 29, 2011): 40-51.

Patricia J. Williams, et. al., "Twenty Years Later ... We Still Believe Anita Hill," *The Nation* (October 24, 2011): 11-17.