

HIST/WGSS 3560
Constructions of Race, Gender, and Sexuality in U.S. History
University of Connecticut, Spring 2017
Professor Micki McElya, Department of History
Tuesday & Thursday, 3:30-4:45
Koons 301

Office Hours/Contact Info:

Tuesday, 11:00-12:30, and by appointment 226 Wood Hall
e-mail: micki.mcelya@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- Work with a variety of historical documents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:

Content: The material discussed in this class engages with complex and sensitive issues concerning bodies, power, sex, and violence. You should be aware that some material might be troubling or upsetting. This awareness also means that you should come to all discussions with the understanding that other people will experience and view the material differently from you; we must always be mindful and respectful of one another.

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 all of the readings.
- **Two article précis** on the course readings of your choice from the following list: Higginbotham, Tilton, Burstein, Gordon-Reed (“Engaging Jefferson”), Masur, Crenshaw (“Whose Story...”), Hutton, Paredez, Abu-Lughod, Somerville. These are due in class on the day for which the article is assigned. As a rule, no late papers or e-mailed submissions will be accepted. Please see HuskyCT for assignment guidelines and grading parameters.
- A **book review** of three pages on a course text of your choice from the following pair: Meyerowitz or Cott. This will be due in class on the Thursday of the week for which the book is assigned. This means 2/9 for Meyerowitz and 4/20 for Cott. Please see HuskyCT for assignment guidelines and grading parameters.
- **In-class short document analysis and writing exercises** that engage some or all of the readings will happen periodically throughout the semester. Barring extreme or extenuating circumstances, these cannot be made up—you must complete the work in class on the day it is given. Over the course of the term, you can drop two grades, meaning you can miss them or I will drop your lowest ones.
- **Midterm and Final Examinations** on essay questions provided in advance.

Grades will be calculated in the following manner:

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|-------------------------------------|---|-----|
| Participation | = | 15% |
| Précis #1 | = | 5% |
| Précis #2 | = | 5% |
| Book Review | = | 10% |
| In-class document/writing exercises | = | 25% |
| Midterm | = | 20% |
| Final | = | 20% |

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 this class—please leave them at home or in your bag. If an individual condition necessitates computer use for note taking or in-class assignments, documentation from CSD must be provided and I may ask that you sit in an area of the room that will reduce screen distractions for other students.

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: "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...) 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 on 3-hour reserve at Homer Babbidge Library, and all but *Map of Ireland* can be purchased at the UConn Bookstore.

- Nancy Cott, *Public Vows: A History of Marriage and the Nation* (Cambridge: Harvard University Press, 2002)
- Stephanie Grant, *Map of Ireland, A Novel* (New York: Scribner, 2009)
- Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* (Cambridge: Harvard University Press, 2004)
- Brian Turner, *My Life as a Foreign Country: A Memoir* (New York: W.W. Norton, 2014)

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 & Racial Formation

T, 1/17 Introductions

TH, 1/19

- Michael Omi & Howard Winant, “The Theory of Racial Formation,” (2015)
- Kathy O’Neil, “Collateral Damage: Landing Credit,” (2016)

Week Two: Sex and Gender

T, 1/24

- Evelyn Brooks Higginbotham, “African-American Women’s History and the Metalanguage of Race,” (1992)
- Judith Lorber, “The Social Construction of Gender,” (1992)
- Michael Messner, “Ah, Ya Throw Like a Girl,” (1992)

TH, 1/26

- 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)

Week Three: Sexuality and Bringing it all together

T, 1/31

- Judith Butler, “Imitation and Gender Insubordination,” (1993)

TH, 2/2

- Dorothy Allison, “A Question of Class,” (1994)
- Evelyn Alsultany, “Los Intersticios: Recasting Moving Selves,” (2002)
- Film Clip (HuskyCT): Judith Butler and Sunaura Taylor in *Examined Life* (2008)
- Eli Clare, “Body Shame, Body Pride: Lessons from the Disability Rights Movement,” (2013)

Week Four: Bringing it all together, cont.

T, 2/7

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

TH, 2/9 Joanne Meyerowitz, *How Sex Changed*—finish

*Meyerowitz Book Review Due

CASE STUDY #1: CONTACT AND COLONIAL FANTASIES

Week Five

T, 2/14

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

America," (1994)

TH, 2/16

Screening: clips from *Disney's Pocahontas* (1995) and *The New World* (2005)

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

Week Six:

T, 2/21

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

TH, 2/23

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

Week Seven:

T, 2/28

- Lyra D. Monteiro, "Race-Conscious Casting and the Erasure of the Black Past in Lin-Manuel Miranda's *Hamilton*," (2016)
- Annette Gordon-Reed responds to Monteiro, "*Hamilton: The Musical*: Blacks and the Founding Fathers," (2016)
- Alana Samuels, "How *Hamilton* Recasts Thomas Jefferson as a Villain," (2015)

TH, 3/2

Screening: *Eyes on the Prize* episode: "The Keys to the Kingdom, 1974-1980" (1987)

Week Eight:

T, 3/7—MIDTERM EXAM!

TH, 3/9

- Meghan E. Irons, Shelley Murphy, and Jenna Russell, "History Rolled in on a Yellow School Bus," (2014)
- Louis P. Masur, "Boston and Busing," (2008)

Week Nine: SPRING BREAK!

Week Ten:

T, 3/21

Stephanie Grant, *Map of Ireland, A Novel* (2009)—all

TH, 3/23

Stephanie Grant, *Map of Ireland, A Novel*, cont.

Week Eleven:**T, 3/28**Screening: *Sex and Justice: Anita Hill vs. Clarence Thomas* (1993)

- Neil A. Lewis, "Law Professor Accuses Thomas of Sexual Harassment 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).

TH, 3/30Screening: clips from *Anita: Speaking Truth to Power* (2014) & "Anita Hill on the Thomas Hearings, 25 Years Later: 'I Would Do It Again,'" *PBS NewsHour* (2016)

- 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)

CASE STUDY #3: FOREIGN RELATIONS, EMPIRE, AND THE MILITARY**Week Twelve:****T, 4/4**

- Screening: *Corpus, A Home Movie for Selena* (1999)

TH, 4/6

- Paul Andrew Hutton, "The Alamo as Icon," (2010)
- Deborah Paredez, "Selenidad and Latinidad in the 1990s," (2009)

Week Thirteen:**T, 4/11**

- Lila Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others," (2002)

Start: Brian Turner, *My Life as a Foreign Country: A Memoir* (2014)**TH, 4/13**Brian Turner, *My Life as a Foreign Country*—finish**CASE STUDY #4: MARRIAGE****Week Fourteen:****T, 4/18**Nancy Cott, *Public Vows: A History of Marriage and the Nation* (2002)—Intro through Chapter 6

TH, 4/20

Nancy Cott, *Public Vows*—finish

Week Fifteen:

T, 4/25

- Molly Ball, “How Gay Marriage Became a Constitutional Right,” (2015)
- Ariel Levy, “The Perfect Wife,” (2013)
- Siobhan B. Somerville, “Queer *Loving*,” (2005)

TH, 4/27

- Lisa Duggan, “Beyond Marriage: Democracy, Equality & Kinship for a New Century,” (2012)
- Explore the webpage for *Against Equality* [<http://www.againstequality.org>]

Final Exam Date and Time to be announced.

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.

Dorothy Allison, *Skin: Talking About Sex, Class, and Literature* (Ithaca, NY: Firebrand Books, 1994)

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

Molly Ball, “How Gay Marriage Became a Constitutional Right,” *The Atlantic* (July 1, 2015)

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).

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).

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

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

Annette Gordon-Reed, "Hamilton: The Musical: Blacks and the Founding Fathers," National Council of Public History *History@Work* blog (April 6, 2016), <http://ncph.org/history-at-work/hamilton-the-musical-blacks-and-the-founding-fathers/>

Paul Anderson Hutton, "The Alamo as Icon," in Joseph G. Dawson III, ed., *The Texas Military Experience from the Texas Revolution through World War II* (College Station, TX: Texas A&M University Press, 2nd ed. 2010): 14-31.

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

Meghan E. Irons, Shelley Murphy, and Jenna Russell, "History Rolled in on a Yellow School Bus," *Boston Globe* (September 7, 2014): A1.

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

Ariel Levy, "The Perfect Wife," *The New Yorker* (September 30, 2013): 54-63.

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

Louis P. Masur, *The Soiling of Old Glory: The Story of a Photograph that Shocked America* (New York: Bloomsbury Press, 2008).

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

Lyra D. Monteiro, "Race-Conscious Casting and the Erasure of the Black Past in Lin-Manuel Miranda's *Hamilton*," *The Public Historian* vol. 38, no. 1 (February 2016): 89-98.

Michael Omi & Howard Winant, *Racial Formation in the United States*, 3rd edition (New York: Routledge, 2015).

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

Alana Samuels, "How *Hamilton* Recasts Thomas Jefferson as a Villain," *The Atlantic* (August 19, 2015).

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

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.