

HIUS 176/ HIGR 276

Race and Sexual Politics in the United States

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Fall Quarter 2008
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Wednesday 9-11:50
Office Hours: W 1-3 pm
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This undergraduate and graduate seminar will explore the history of sexual relations, politics and cultures that both cross and define racial boundaries in the 19th and 20th century in the United States. We will examine the fears and fascination with interracial intimacy and sexual difference; the history of interracial marriage and controversies over government legitimacy; queer and gender dissident social ties and cultural spaces; and the perceived dangers and utopian visions that spotlight a tangle of race, gender and sexual identities. The assignments, research activities, and class discussion will engage with both the theoretical and practical work of analyzing research questions, problems and methods in disciplines that explore the past -- including history, American studies, gender studies, and ethnic studies.

Requirements

- 1) **Reading and Preparation:** Students should come to the weekly seminar meeting, having read all required reading and ready to discuss the reading in depth. In order to ensure effective learning, *students are required to bring all to class, along with notes.*
- 2) **Reading Response Papers:** (*5 papers*) each paper should be a 3 page typed double-spaced response to the readings assigned for the week. Follow Instructions for Reading Response Papers on pages 3 and 4 for guidance on writing the paper.

All undergraduate students must write a paper for Week 2. (Graduate students are encouraged to write papers in subsequent weeks).

All students are expected to write a response paper for five of the following weeks of the course (Weeks 2,3,4,5,6,7,8).

Please email a copy of your paper to me no later than 8 p.m. on the Tuesday night before class. Bring ~~two copies~~ of the paper to class; one to hand in and the other to refer to during class discussion. The papers represent 40% of your grade * (this could be curved to provide greater weight to later papers)* for each paper I will award you an 8 (A), 7 (B+), 6 (C). If you do not hand in five papers a paper you will receive a 0 for any missing papers. A late paper is not acceptable.

- 2) **Research Paper:** (*Tuesday December 2nd*) A 16-18 page typed double-spaced interpretive paper on a topic based on additional research combined with course readings and/or historical documents.

** Graduate students will be required to write a 22-25-page paper and a more developed proposal/bibliography**

40% of your grade will be divided between the proposal, final paper, and oral presentation. See Details on page 5

- 3) **Participation:** Careful reading of all the assigned reading and informed and active participation in the discussion is crucial for the success of this seminar. Therefore, the quality of your class performance, including your final presentation of your research, is an important element of your overall evaluation. 20% of your grade

WHERE CAN I GET THE READING:

I. * These required readings would be available in a course packet for purchase from University Readers <http://www.universityreaders.com/> (approx. \$59)

II + these required reading will be on WebCT

Week 1 October 1 Introduction

Our present political moment and entangled histories of race gender and sex

Week 2 October 8 Sexual Power, Race and Servitude

*Sharon Block, Chapter Two: "The Means of Sexual Coercion" Rape and Sexual Power in Early America (University of North Carolina Press, 2006), 53-87

*Hannah Rosen, "Not that Sort of Women: Race, Gender and Sexual Violence During the Memphis Riot of 1866" in Martha Hodes, *Sex, Love, Race* pp. 267-293

Audre Lorde, "There is No Hierarchy of Oppressions" in *Dangerous Liaisons*" ed by Eric Brandt, p. 306-307 --handout --

11-11:50 Session with Elliot Kanter and Alanna Aiko Moore on research strategies and digital resources, Geisel Library Rm. 276

Week 3 October 15 Danger and Desire -- Race and Sexual Politics

+Susan Lee Johnson's "A Memory Sweet to Soldiers: The Significance of Gender in the History of the American West" *Western Historical Quarterly* 24, no 4 (November 1993)

+ Emma Perez, "Queering the Borderlands: The Challenges of the Excavating the Invisible and Unheard," *Frontiers* 2003 vol 24 no 2/3 p. 122-131

+ Judy Wu, "Asian American History and Racialized Compulsory Deviance" *Journal of Women's History* vol 15, no 3

*Nayan Shah, *Contagious Divides*, Chapter Three, "Perverse Geographies and Sexual Contamination" p 77-105 +notes

Week 4 October 22 Urban Space and Sociability

*Rochella Thorpe, "'A House Where Queers Go': African-American Lesbian Nightlife in Detroit, 1940-1975," in Lewin, ed., *Inventing Lesbian Cultures in America*, 40-61.

*Allen Drexel, "Before Paris Burned: Race, Class, and Male Homosexuality on the Chicago South Side, 1935-1960," in Beemyn, ed., 119-44

*George Chauncey, *Gay New York*, Chapter 5, pp. 131-150; 405-410 & Chapter 9, pp 227-267, notes 430-437

Week 5 October 29 Migrating Bodies and Borders of Identity

- + 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, pp. 3-18
- *Nayan Shah, "Between Oriental Depravity" and Natural Degenerates": Spatial Borderlands and the Making of Ordinary Americans" *American Quarterly* September 2005, pp. 703-725
- + Nancy Cott, *Public Vows* (Harvard University Press, 2001) Intro and Chapter 6 p. 1-12; 132-155 + notes

Week 6 November 5 Marriage and Race

- +Lucy Bland, "White Women and Men of Colour: Miscegenation Fears in Great Britain After the Great War" *Gender and History* vol 17, no 1 (April 2005), p. 29-61
- + Dara Orenstein, "Void for Vagueness: Mexicans and the Collapse of Miscegenation Law in California" *Pacific Historical Review* vol. 74, no 3 (August 2005) pp. 367-408
- +Leti Volpp "American Mestizo: Filipinos and Antimiscegenation Laws in California," *33 UC Davis L. Rev.*(2000)p. 795-835
- + Peggy Pascoe, "Why the Ugly Rhetoric Against Gay Marriage Is Familiar to this Historian of Miscegenation" *History News Network* <http://hnn.us/articles/4708.html>

Week 7 November 12 Wartime, Youth and Sexual Dissidence

- Luis Alvarez, *The Power of Zoot: Youth Culture and Resistance during World War II* (University of California Press, 2008) Introduction p. 1-12Chapter 3, pp. 77-112 and 4 pp 113-152, pp 245-250 263-273
- *John Howard, "Politics of Dancing under Japanese-American Incarceration" *History Workshop Journal* 2001 2001(52):123-151

Week 8 November 19 Kinship and Globalization

- *Christina Klein, "Family Ties and Political Obligation: The Discourse of Adoption and the Cold War Commitment to Asia." In Christian G. Appy, ed., *Cold War Constructions*, pp. 35-66.
- +Laura Briggs, "Mother, Child, Race, Nation: The Visual Iconography of Rescue and The Politics of Transnational and Transracial Adoption." *Gender and History* 15 (#2, 2003): 179-200.
- +Horacio Roque Ramirez, "'That's MY Place!': Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983" *Journal of History of Sexuality* vol 12, no 2 (2003), pp 224-258

Week 9 November 26 Research Session

Week 10 December 3rd Oral Presentations

Instructions for Reading Response Papers

Objective: Writing a response paper allows you to organize your notes and thoughts about the reading you do each week and it makes our discussion much more substantial and far-reaching.

You will be reading 2 to 4 authors each week. The reading response paper is an opportunity to use the writers to understand a broad historical question and problem and compare and contrast each author's approach, argument, and use of evidence

A good way to handle the paper assignment and make it meaningful is first to write-up a short set of comments after you finish the reading. Then try to see how the authors connect around a historical problem, issue, or question. Sometimes this is very obvious and sometimes it's not. Perhaps one reading gives you insight on how to interpret the others or something you have read earlier in the quarter or in another class helps you. Then, frame your paper not as a summary of each author but as explanation of how each author grapples with an overall political, cultural, social issue or the different ways in which they use and interpret evidence to reach similar or different conclusions.

I would recommend that for the weeks that you are writing a paper; you begin reading over the weekend and give yourself ample time on Monday and Tuesday to write a thoughtful paper.

Here are some questions to ask when you are doing the reading and figuring out how to identify historical problems, questions, and issues:

Big Picture: The problem and the question for historical analysis

- 1) What are the problems or questions the author confronts?
- 2) What is the dilemma or paradox about social change or explanation of politics, society, culture that the author tells the reader is significant and underlying?
- 3) In relationship to the reading, what question or problem are you passionate about? What concerned you? Infuriated you? What did you want to learn more about?

Argument: The use of evidence and interpretative strategy

- 1) Why does this topic or case study significant to understand the problem, or how did addressing the problem grow out of the specifics of the case study?
- 2) What evidence does the author use – memoirs, letters, government proceedings, legal records, oral history, newspapers, other visual or written media? Why is the kind of evidence significant for her/his argument?

- 3) How would you characterize how the author goes about proving the argument and how does s/he interpret evidence?
- 4) What remained perplexing? What remained unresolved, or unsubstantiated?

Intellectual Community: Whom does the author think with?

- 1) Who does s/he quote or cite? Who does s/he agree with and disagree with?
 - 2) What is the payoff for the understanding the problem or the case study for through a particular perspective or analytical approach?
- ❖ Don't use the response paper to summarize the entire book or the article – its impossible and not really helpful to present a book report
 - ❖ Use the above questions to stimulate your thinking and focus your responses.
 - ❖ Feel free to share your ideas with your peers before or after class. This exercise is intended to stimulate discussion not to prove mastery.

RESEARCH PAPER ASSIGNMENT (40% of your overall course grade)

This assignment has three parts—completion of all is necessary to passing the course.

I. PROPOSAL:

2-page statement should include the following elements

- a) Research paper topic,
- b) The research problem and specific questions you want to explore,
- c) A preliminary list of pertinent scholarly articles or books,

Proposal Deadline Wednesday, November 5 in the seminar at 9 am

- II. PAPER:** Develop a coherent interpretive paper on a topic that develops from additional reading and research you have conducted of scholarly books and articles and/or historical documents.

This paper is required to follow Chicago Manual of Style or MLA guidelines for proper footnotes and bibliographic citations.

For undergraduate students, the required length of this paper is 16-18 typed double-spaced pages of interpretive text in 12-point Times font. For graduate students the expected length is 22- 25 pages.

Paper Deadline: Tuesday December 2nd, 3 p.m. in Faculty Mailbox HSS Bldg 5016

- III. PRESENTATION** to the class of your project December 3rd in seminar
5-7 minute oral presentation of your project.

What topics can you choose?

You can choose any topic that engages the major problem raised by this course: the entanglement of race and sexual politics in the history of the United States and its territories and empire from the 18th century to the present. If you would like to focus on the period after 1990, then I expect you to develop an argument that connects to earlier time periods and you will develop an argument that will speak to historical continuities, discontinuities or dramatic change. (See examples below)

Research Papers: The Basics

Arguments and the thesis

The best papers are not surveys of historical data, but *arguments*. That is, they stake out a *thesis* (a conclusion or historical argument) and try to support it. Arguing a point provides focus for your paper; it engages you as the author and challenges you to think critically.

Developing your topic into a thesis

The best way to devise a thesis to argue is to pose yourself questions about subjects that interest you.

Here are some examples of questions:

Why is a non-white president and first lady the source of controversy and consternation?

Is there a political and social connection between the arguments against interracial marriage in the early and middle 20th century and same-sex marriage today?

Does political and social change emerge from social and erotic contact between different groups or in the shifts in media representation and policing?

What factors -- economic, psychological, political, or cultural -- contributed to the rise and fall of lynching and mob violence in the South and the West?

How does sexual violence and harassment become a site of political and community mobilization and transformation of society.

How does racial difference impact same-sex erotic relationships and male-female erotic relationships in the 19th and 20th centuries?

What are the consequences of transgender persons drawing on the cultural heritages of indigenous and traditional cultures to communicate the possibilities of their embodiment and social status in a contemporary culture that may denigrate and discriminate against them?

Why do U.S. media and policy makers view children of teenage mothers differently based on the race of the mother?

How did gender roles and sexual dynamics contribute to the success or failure of social justice and civil rights movements in the 1950s and 1960s?

How did unmarried or widowed women of different ethnicities negotiate public social activity in their communities and larger society in the nineteenth and early twentieth century?

Is female prostitution endemic to military installations in US and US empire throughout the 20th century? How and when is male prostitution a problem historically?

Why is interracial adoption socially and politically controversial? Is transnational transracial adoption more acceptable and why?

What kinds of social spaces shape the formation of dissident sexual and gender cultures in urban and rural locations? How does commercial leisure and work environments influence how people met and socialize?

These are examples of questions or problems that can lead you into theses.

Begin your process by looking into the question you set for yourself. As you learn more, you refine your question until you develop the problem that will guide you through your paper writing. Ideally, your question will be interesting enough to let you do a sophisticated paper, yet narrow enough to be manageable. I can help you develop a problem and narrow your topic once you have expressed an interest in a particular time or subject.

Sources

The scholarly and primary sources you will use will provide the raw data from which you will seek to answer the question you pose for yourself.

A. SECONDARY SOURCES – ACADEMIC RESEARCH

You can select secondary sources and primary sources from a variety of databases available in the Roger Databases:

US HISTORY folder; US MEXICO BORDER, PACIFIC ISLANDS ALSO GENDER AND WOMEN STUDIES and ETHNIC STUDIES
in addition to Mevyl and Roger searches for books

Some of the specific resources for searching academic research:

America History and Life,
Gender Studies Resources
American Women's History

Black American Feminism
Gender Watch
Lesbian Project
Sexual Diversity Studies
Women's Studies International
GLBTQ Encyclopedia
HAPI
Chicano Database;
Asian American Women
Westlaw
Bibliography of Native Americans

B. PRIMARY SOURCES – THE EVIDENCE FOR ORIGINAL RESEARCH

For primary sources you can use the following digital resources and many others:

American Periodicals Series,
American Memory
FBI Freedom of Information
Heritage Quest –US Census
NY Times and LA Times databases
Online Archive of California – identify archive collections and digitized records in CA
US Congressional Serial
Early American Newspapers
Early Encounters in North America
Japanese American Relocation Archives
North American Women's Diaries
Ethnic Newswatch

LIBRARIAN RESOURCES

Gender Studies/Ethnic Studies

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U.S. History

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****UCSD Rules of the Game ** (In case you forgot, see the refresher below)**

Academic Integrity

Students are expected to complete the course in compliance with the instructor's standards. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort; for example:

- No student shall knowingly procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment to be given at a subsequent time.
- No student shall complete, in part or in total, any examination or assignment for another person.
- No student shall knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person.
- No student shall plagiarize or copy the work of another person and submit it as his or her own work.
- No student shall employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment.
- No student shall alter graded class assignments or examinations and then resubmit them for regrading.
- No student shall submit substantially the same material in more than one course without prior authorization.

For more information, please consult the UCSD Policy on Integrity of Scholarship (<http://www-senate.ucsd.edu/manual/Appendices/app2.htm>).

UCSD Principles of Community

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the university and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We reject acts of discrimination based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs, and we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.

For more the full list of UCSD Principles of Community, please visit <http://www.ucsd.edu/principles/>. Students should also review the UCSD Student Conduct Code (http://ugr8.ucsd.edu/judicial/22_00.html0).