

# **HIUS 176/ HIGR 276**

## **Race and Sexual Politics in the United States**

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Spring Quarter 2012  
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Wednesday 12-2:50 p.m. HSS 4025  
Office Hours: Wed 10:30-11:30 am; Th 1-2 p.m.  
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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 and support; how racialization features in debates over reproduction, adoption, and kinship ties; the emergence of queer and gender dissident social ties and cultural spaces; and the perceived dangers and utopian visions of race, gender and sexual pluralities.

The assignments, research activities, and class discussion will assist in developing skills in analyzing research questions, problems and methods in disciplines that explore the past -- including history, American studies, gender/queer 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.
- 2) **Reading Response Papers and other weekly assignments:** (4 +) each paper should be a 4 page typed double-spaced response to the readings assigned for the week. (50% of your grade and all requirements must be observed for graduate and undergraduate students)
  - a) Assignment #1
    - a) Response Paper Week 2 – this is mandatory for all undergraduates in the seminar
    - b) Response Paper Week 3 this is mandatory for all graduate students in the seminar
  - b) Assignment #2 Response Paper Week 4 or 6
    - \* Graduate Students are required to write on Week 6
  - c) Assignment #3 Ask the Author Assignment for Week 5

The class will be divided into 3 sections to cover the 3 parts of the book. You will then Write up the following based on the section you are assigned in 3 typed pages. This can be in bullet point format

    - 2 Archival Research Questions
    - 2 Organization/Narrative Questions
    - 2 Questions about Historiographical Literature
    - 2 Connection moments – connect the thesis arguments developed in the introduction or conclusion with a passage or development in the body chapters.
  - d) Assignment #4 Response Paper Wk. 7 or 8

- e) Assignment for Graduate Students for week 9 -- Create a 2 page discussion plan for how you would connect the fiction narrative of Southland to the historical problems in weeks 2-8
- 2) **Research or Interpretive Paper:** This is an opportunity to do additional research on a focused topic of interest and write either an interpretive historiographical paper (that sifts through different approaches, methods and interpretations of a historical problem) or a research paper which examines unique published sources to frame an argument. Undergraduate student papers are expected to be 15 pages long and Graduate student papers are 20 pages long. All other requirements are the same. (40% of your grade)
- \*Proposal due May 9<sup>th</sup> (2 pages typed double space) in class*  
*\*Paper due June 6<sup>th</sup> in class*  
*\*Presentation in class on June 6th*
- 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. 10% of your grade

#### **WHERE CAN I GET THE READING:**

- I. This class is a book club. Buy the book or borrow it from the library. The books are available for purchase at University Bookstore or Amazon.

You can borrow many of these books from either UCSD Library reserves or through Circuit or, who knows, even local public libraries. Some of the books are so new that I doubt there are many copies available yet in libraries. I have asked UCSD library to acquire the books that we don't already have and put them on reserve. But don't hold your breath, UCSD administration is slashing library budgets.

So here's my advice, buy the book! And then give it to someone after you finish the class. There are bound to be some readers in your life, and if they are not part of your community then your sacred duty as a liberal arts major/minor is to spread the fascination of reading books (either the ones you can hold in your hand or download on your device). Someone (s) gave you the opportunity to enjoy reading, which is why you are in the class and finishing your college degree. A reading culture is not just a relationship of adults inculcating children in early reading strategies and picture books. It's about adults spreading that pleasure and engagement with books to other adults.

Costs -- I did a quick survey of Amazon and found that the total cost of all the required books is about \$180. I know -- it is a sum (But at least I am not requiring you to buy a course packet or print out articles, too). I also think its important to keep it in context -- think about the cost of the tuition; or a plane ticket to San Francisco, or a tank of gas, or downloads for your ipod or ipad, , or your weekly budget for coffee, tea or soda. Buying the books are \$18 per week.

But we will get a lot of mileage out of every book for the class. I promise you that every book on this list we will discuss thoroughly for 2 hours a week in class. And you will spent

probably after you spent probably a day or more reading it and more time considering it if you write about it. You'll wear these books out.

**II. BRING THE BOOK TO CLASS** when we have discussion and/or bring your copious notes, because we are going to examine closely the ideas, analysis, arguments and narratives in the books. I expect you to read and have thought about the book the week in advance of its appearance on the syllabus. Whether you wrote a paper or it or not, I will expect that you will have a thoughtful perspective to share about the reading. It's likely that I will call on you to speak if no one volunteers to respond to a question. This is a small seminar, perhaps your most intimate and intensive classroom experience of your career at UCSD. Make the absolute most of it by being prepared, ready and excited to talk about the book.

### **III. Participatory and Collaborative Learning**

I am mindful that some people speak up readily in such settings and others are more reticent to speak. However, I expect that for all of you this will be an opportunity for you to learn new skills and capacities in communication and listening. Since such small environments are rare, I will work with each of you to make your participation more manifest and effective in a small, face-to-face setting. In the course of the seminar, I will sometimes ask that you consider engage differently than your accustomed mode. This is not intended as a criticism, but rather as an invitation to a experimental opportunity to change it up a bit and become a more effective communicator and participant in vital discussions.

### **Required Books available at the University Bookstore and Amazon.com**

Laura Briggs, *Somebody's Children* (Duke University Press, 2012)  
Chad Heap, *Slumming* (University of Chicago Press, 2009)  
Regina Kunzel, *Criminal Intimacy* (University of Chicago Press, 2008)  
Mary Lui , *Chinatown Trunk Mystery* (Princeton University Press, 2005)  
Scott Mortensen, *Spaces Between Us* (Duke University Press, 2011)  
Tiya Miles, *Ties That Bind* (University of California Press, 2008)  
Nayan Shah, *Stranger Intimacy* (University of California Press, 2011)  
Nina Revoyr, *Southland*

**Week 1      April 4      No Class session...** review syllabus, begin reading Miles.

**Week 2      April 11 Race and Kinship**  
Tiya Miles, *Ties That Bind*

**Week 3      April 18      Urban Space and Racial Fascination**  
Chad Heap, *Slumming*

**Week 4      April 25      Urban Space, Mixing and Sociability**  
Mary Ting Yi Lui, *The Chinatown Trunk Mystery: Murder, Miscegenation and Other Dangerous Encounters in Turn-of-the-Century New York* (Princeton, 2005)

**Week 5      May 2      Governing Mobility and Intimacy**  
Nayan Shah, *Stranger Intimacy*

**Week 6 May 9 Queering Native and Settler Societies**  
Scott Mortensen, *Spaces Between Us*

**Week 7 May 16 Incarceration, Race and Sexual Subjectivity**  
Regina Kunzel, *Criminal Intimacy*

**Week 8 May 23 Adoption, Kinship and Race**  
Laura Briggs, *Somebody's Children*

**Week 9 May 30 Narratives of Crossing and Community**  
Nina Revoyr, *Southland*

**Week 10 June 6 Presentations!**

### **Instructions for Reading Response Papers**

#### ***Objective:***

Write a four-page reading response paper based on the book you read

Address the following questions –

- 1) What is the overall problem or question that the author is addressing in the book – (quote the author here and cite the relevant page number)
- 2) What are the key ideas that the author develops about a) race b) sex, sexuality, reproduction c) gender relations and meanings d) social organization or governance (also good place to quote and cite)
- 3) How does the author create a narrative and what creative devices does s/he use to explain to show the relationship between unique details and broader social or political trends
- 4) How does the author explain the value of the evidence s/he uses (i.e?  
Memoirs, letters, government proceedings, legal records, oral history, newspapers, other visual or written media? Does the evidence change in different parts of the book and is it significant for what the author can prove?
- 4) Evaluate their analytical approach and outcomes – what did you learn from this analysis and what is the payoff for understanding the historical problem or question problem or the case study for through a particular perspective or analytical approach?
- 5) If you wanted to research this topic further – identify five articles or books from the author's citations that you would need to read to learn more about the topic.

- ❖ Don't use the response paper to summarize the entire book. Address the questions above which will help you identify the book's thesis and argument and the author's strategy in research selection and explanation
- ❖ Get in the habit of footnote the author and citing key passages, analyzing what the author is saying and why. This will help you when you are writing

### **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,

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 guidelines for proper footnotes and bibliographic citations.

For undergraduate students, the required length of this paper is 15 typed double-spaced pages of interpretive text in 12-point Times font. For graduate students the expected length is 20 pages.

III. PRESENTATION to the class of your project 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 18<sup>th</sup> century to ca. 1990. I prefer if you select a project in a time period before you were born. Why? This is a history course? This is probably one of the few sites at UCSD that you will be able research and writing on the time before you were born or achieved consciousness. So, why not try it?

\*\*The Professor Reserves the Right to make changes to the syllabus at anytime during the course.\*\*

### **Accommodations:**

If you have a medical condition or disability for which you may need accommodation in order to participate fully and successfully, please feel free to speak with me individually so that we can make necessary adjustments. You may also seek assistance or information from the Office for Students with Disabilities (858-534-4382). If you have a religious commitment that conflicts with a scheduled assignment or exam, please notify me by the end of Week 2, so that we can make alternative arrangements. If you prefer to be called by a different name or referred to as a different gender than the one under which you are officially enrolled, please inform me, so that I can adjust accordingly. If you are struggling, confused, or behind in class, it is always your right and responsibility as a student to meet with me so that we can strategize about how to best address your concerns.

### Academic Integrity

I take academic integrity extremely seriously and I will report cases of cheating and plagiarism. If I suspect evidence of cheating or plagiarism I am required to file a report with the Office of Academic Integrity.

Please do not make me take this step.

Plagiarism has become a more pervasive problem with the proliferation of content available on the Internet. Obviously, purchasing a paper or copying any part of a paper is a clear violation of academic integrity. The problem of plagiarism however is not limited to these obvious violations. Remember, any time you take a sentence, or even a phrase, from another person's work without using quotation marks and providing proper attribution, you are plagiarizing. Please use footnotes to provide attribution for ideas and language. If you

have any questions as to what is or is not plagiarism, please review the attached MLA statement available at <http://history.ucsd.edu/ugrad/current/academic-integrity.html>  
If you have questions, please discuss them with me.

Classroom Environment:

As members of the UCSD community and expect that we all affirm the UCSD principles of community. In all my courses, I encourage the free expression of thought and diversity of opinions and arguments. I believe that censorship, including self-censorship, defeats the purposes of higher education. However, I also believe that free expression is most free when it is accompanied by civility, respect, and tolerance. This may be even truer in this course, in which we are studying sexuality and race as academic subjects that are, simultaneously, a deeply personal one and frequently involves politically charged topics. My aim is to encourage you to think about your own views, to subject them to the test of evidence and argument, and to revise and refine them when appropriate. Be open to the perspectives of others, engage their arguments thoughtfully, and address your own perspective them by acknowledging their viewpoints.

This course is about examining and analyzing all the different historical manifestations of sexuality and race in society, politics, and culture; as such some of the course materials will use sexually explicit language and images, there will be depictions and analysis of disturbing violence as well. This is not a warning but rather a reality-check.