

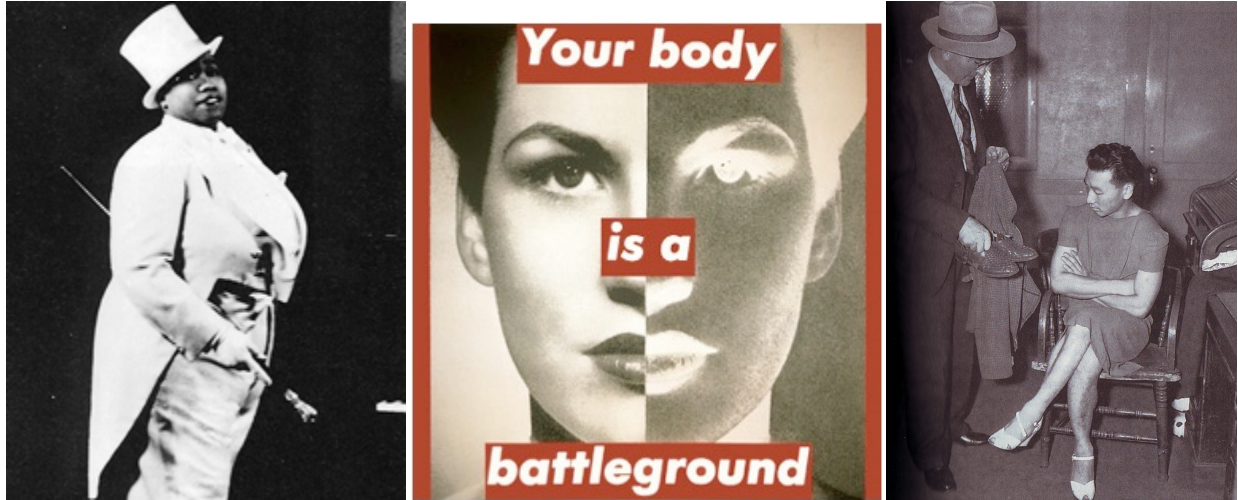
Department of American Studies & Ethnicity

AMST 452m: Race, Gender, and Sexuality

Spring 2011

Monday/Wednesday 2-3:50pm

WPH 205



Images (left to right): Singer and performer Gladys Bentley, c. 1920s; Barbara Kruger, "Your Body is a Battleground," 1989; arrest for gender transgression, c. 1940-1950s.

Professor Emily Hobson

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Office: KAP 455

Office Hours: Wednesdays 4:00-5:00 or by appointment (Mondays/Wednesdays only)

This course studies the history of sexuality in the United States with the goal of understanding the dynamic intersections that sexuality holds with gender and race. We will examine these intersections across multiple historical settings and topics from the mid-19th century to the present. Broad frameworks include slavery, immigration, imperialism, urbanization, social reform, and activist movements; more specific topics include sexual violence, reproductive rights, citizenship policy, sex work, policing, feminist and queer politics, and marriage. The course will consider diverse expressions of sexuality and gender and place a particular focus on LGBT/queer experiences. Challenging the notion of stable, transhistorical, or transcultural identities, we will investigate how sexuality functions as a discourse of power deeply intertwined with discourses of gender and race. Further, we will ask how discourses of sexual regulation and identity have shaped the construction of the U.S. nation and its social and cultural hierarchies. By taking up these questions, we will ask what is to be done: how we might address the intersections of sexuality, race, and gender within our scholarship, activism, and everyday life.

This course meets the Diversity Requirement as noted by the 'm' designation.

REQUIRED TEXTS

Books are available at the bookstore, in the USC libraries, and can be ordered online. In addition, several articles are required and will be made available in Blackboard or as xeroxes. Pending class discussions, we will screen 2-3 films. Books will be read in the following order:

- Harriet Jacobs, *Incidents in the Life of a Slave Girl* (Harvard University Press, 1987)
- Jennifer Nelson, *Women of Color & the Reproductive Rights Movement* (NYU Press, 2003)
- Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth Century America* (Princeton University Press, 2009)
- Mab Segrest, *Memoir of a Race Traitor* (South End Press, 1999)
- Kevin Mumford, *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century* (Columbia University Press, 1997)
- Samuel Delany, *Times Square Red, Times Square Blue* (NYU Press, 1999)

Recommended, not required: Eithne Luibhéid and Lionel Cantú, eds., *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings* (University of Minnesota, 2005)

COURSE REQUIREMENTS AND GRADING

<u>Participation</u> (15%)	Includes meeting with me by Week 13 to discuss Final Paper.
<u>Reading Responses</u> (10%)	Due weekly on Wednesdays in Weeks 1-14, except when you lead discussion or write the Community Response paper. In total, 11 are due.
<u>Leading Discussion</u> (10%)	Each of you will do this twice during the semester. The assignment includes an oral presentation and a written reflection.
<u>Community Response</u> (5%)	A 2-3 page reflection on a campus or community event relevant to course topics or ideas. Due by Week 14.
<u>Short Essays</u> (10% each, 30% total)	Due by 2:00pm on the following Fridays: February 11, March 11, and April 15. These must analyze readings and be 3-4 pages each.
<u>Final Paper</u> (30%)	Due by 4:00pm on Monday, 5/9. Must be a 10-12 page research paper.

GENERAL CLASS POLICIES

Attendance:

- You are allowed 2 unexcused absences. After that, each unexcused absence reduces your participation by one full grade. Though I appreciate being told in advance if you must miss class, this does not “excuse” your absence. The ONLY reason I may excuse an absence is for serious illness, family emergency, or religious observance. I may request documentation.
- If tardy, you will be marked absent. Students repeatedly tardy will forfeit their participation.

Electronics:

- No laptops are allowed in class, except as accommodation for a documented disability.
- Put away and turn off your phone. The first time any phone rings or vibrates, the student must bring treats to class. The second time, the student must sing “Happy Birthday.” The third (and any other) time, the student will be marked absent. This 1-2-3 count applies to the class as a whole, not each student. If you text in class you will be marked absent.

Handing In Work:

All work must be submitted both in hard copy and on Turnitin.com. All work must be typed. Hard copies must be submitted in class when due. No late work will be accepted.

Readings:

Complete readings by the date assigned, take notes on readings, and bring readings to class.

Participation:

Participate through both active listening and speaking. Active participation does not mean that you should talk all the time (you shouldn't), but rather that you are prepared and intellectually present. *Listening*, like speaking, is an active, acquired, and practiced skill. If you find *speaking* challenging, talk to me so we can devise strategies to help you succeed. Be sure to take notes in class and use these to help you listen, speak, read, and write.

Class Environment:

This course will challenge you to think in new ways about bodies, desires, identities, and their relationship to politics and social power. To participate, you need to be willing to engage in explicit discussions of gender and sexuality (including heterosexuality, homosexuality, transgender identities, and feminist thought). I will not tolerate hateful language or behavior. I ask all of you to help create a welcoming atmosphere and I encourage you to approach the class by asking questions. As James Baldwin – novelist, essayist, activist, and Black gay man – put it, “It is really quite impossible to be affirmative about anything which one refuses to question; one is doomed to remain inarticulate about anything which one hasn't, by an act of the imagination, made one's own” (*Notes of a Native Son*, 1955).

STUDENTS WITH DISABILITIES

I welcome and seek to fully accommodate all students. Any student requesting academic accommodations based on a disability is required to register with the Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and can be contacted at (213) 740-0776.

ACADEMIC INTEGRITY AND HONESTY

I expect the highest level of academic integrity from all students and I have absolutely no tolerance for academic dishonesty. Plagiarism means passing off another's work as your own. It includes copying or failing to cite material, whether paraphrased or quoted, from any other source (including a website). Penalties for plagiarism include an F on the assignment; an F in the

course; and a report to the Office of Student Judicial Affairs and Community Standards. It is your responsibility to understand what constitutes plagiarism and how to research and cite sources properly. If you have any questions, visit the Writing Center and/or meet with me.

- SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A:
<http://www.usc.edu/dept/publications/SCAMPUS/gov/>
- The Review process for the Office of Student Judicial Affairs and Community Standards can be found at: <http://www.usc.edu/student-affairs/SJACS/>

SCHEDULE

Holidays: 1/17 (Dr. Martin Luther King, Jr.), 2/21 (President's Day), 3/14-18 (Spring Break)

Introduction: Sexuality as Discourse

- Week 1
- 1/10: Introduction to course
 - 1/12: Michel Foucault, "We 'Other Victorians'" and "The Repressive Hypothesis," *The History of Sexuality, Volume I: An Introduction*, trans. Robert Hurley (Vintage, 1980), 3-49.

Unit I: Violence, Reproduction, & Women of Color Feminisms

- Week 2
- 1/19: Harriet Jacobs, *Incidents in the Life of a Slave Girl* (xix-125, with Yellin)
- Week 3
- 1/24: Jacobs (126-259)
 - 1/26: Danielle McGuire, "‘It Was Like All of Us Had Been Raped’: Sexual Violence, Community Mobilization, and the African American Freedom Struggle," *Journal of American History* Vol. 91, Issue 3 (2004), 906-931.
- Week 4
- 1/31: Jennifer Nelson, *Women of Color & the Reproductive Rights Movement* (1-83)
 - 2/1: Short primary sources to be distributed
- Week 5
- 2/7: Nelson (85-132)
 - 2/9: Nelson (133-189)
 - 2/11: Short Essay #1 due by 2:00pm

Unit II: Norms of Nationalism & Citizenship

- Week 6
- 2/14: Margot Canaday, *The Straight State* (1-54)
 - 2/16: Canaday (55-134)
- Week 7
- 2/22: **A Queer Black Mobilehomecoming, 6-8pm, DML 240 – required event**
 - 2/23: Canaday (137-264)
 Alisa Solomon, "Trans/Migrant: Christina Madrazo's All-American Story," in

Eithne Luibhéid and Lionel Cantú, eds., *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings* (University of Minnesota, 2005), 3-29.

- Week 8 2/28: Mab Segrest, *Memoir of a Race Traitor* (1-102)
 3/2: Segrest (103-180)
- Week 9 3/7: Segrest (183-246)
 3/9: Cathy Cohen, "Punks, Bulldaggers, and Welfare Queens: the Radical Potential of Queer Politics?" in E. Patrick Johnson and Mae Henderson, eds., *Black Queer Studies: A Critical Anthology* (Duke, 2005), 21-51.
 3/11: Short Essay #2 due by 2:00pm

Unit III: Economies & Communities of Desire

- Week 10 3/21: Kevin Mumford, *Interzones* (xi-49)
 3/23: Mumford (53-117)
- Week 11 3/28: Mumford (121-181)
 Siobhan Somerville, "Queer Loving," *GLQ* 11:3 (2005), 335-370.
 3/30: Class meets at ONE National Gay & Lesbian Archives
- Week 12 4/4: Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality," in Carol Vance, ed., *Pleasure and Danger: Exploring Female Sexuality* (Routledge, 1984), 267- 319.
 Audre Lorde, "Uses of the Erotic: The Erotic as Power," from *Sister Outsider* (Crossing Press, 1994), 53-59.
 4/6: Samuel Delany, *Times Square Red, Times Square Blue* (xiii-108)
- Week 13 4/11: Delany (111-199)
 4/13: Wrap up Delany and unit
 4/15: Short Essay #3 due by 2:00pm

Contemporary Conclusions

- Week 14 4/18: Timothy J. Randazzo, "Social and Legal Barriers: Sexual Orientation and Asylum in the United States," in Eithne Luibhéid and Lionel Cantú, eds., *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings* (University of Minnesota, 2005), 30-60.
 Amy Brandzel, "Queering Citizenship? Same-Sex Marriage and the State," *GLQ*, Vol. 11 No. 2 (2005), 171-204.
 4/20: Short news articles/opinion pieces to be distributed
- Week 15 4/25: Workshopping Final Papers
 4/27: Workshopping Final Papers / Class Conclusion

Final Paper due by 4:00pm Monday, May 9