

## **HISTORY 565: Studies in American International History**

### **“Intimacy and Empire”**

Fall 2021

Time: Fridays 2-4:50pm

Location: THH 115

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Office: TBA

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Office Hours: Mondays 10am-12pm or by appointment

### **Course Description**

This class explores the historiography on intimacy and empire, seeking to understand how imperial power functioned through “the intimate” by re-ordering categories of gender and sexuality, creating and policing the “illicit,” and managing the sexual division of labor. The class examines how empire worked “on the ground” at the intimate level of interpersonal encounters marked by violence, love, power, desire, and difference. We will start with theoretical readings and then work through case studies in chronological order from early modern New Spain to World War II Hawai’i. Throughout, we will consider how “subaltern” subjects intimately navigated and contested imperial rule, whether Black femmes in the French Atlantic world or migrants on the U.S.-Mexico borderlands. The class is uniquely focused on U.S. empire from an Atlantic and diasporic framework, with particular attention to the late-nineteenth and early-twentieth century, but invites students to explore subjects beyond this geographic and temporal frame in their final historiographical essay.

### **Learning Objectives:**

1. Understand the major historiographical debates in the study of empire and intimacy
2. Distinguish the key analytical tools and methodologies for the study of intimacy in U.S. empire with attention to race, gender, and sexuality
3. Develop an original assessment of a historiographical issue relevant to the study of U.S. empire

### **Required Readings:**

See readings listed in the course outline. Books can be purchased at the USC Bookstore or through another vendor. All but two of the books are available online through USC Libraries (and I’m working to get the other two on there! They’re marked with asterisks in the course outline). In class we will be referring closely to the texts, so please bring a copy of the book with you, however you choose to access it. Note that, for some books, we will only be reading excerpts.

All articles will be made available on Blackboard.

## **Expectations and Grading**

Attendance and Participation	15%
Weekly Précis (2 pages)	30%
Discussion Lead	15%
Final Paper Abstract	10%
Final Historiography Paper	30%

## **Assignments**

### **- Attendance and Participation (15%)**

The success of this course depends on your active participation. I expect everyone to come to class prepared for in-depth analysis of the assigned readings and to speak each week. I will help create a collegial and supportive classroom environment, and everyone must help create this environment as well. Come willing to engage with your colleagues and to learn from others. I actively call on people in class, so be ready to intervene. Bring your readings to class every time in any format that works for you.

If you will be unable to attend a class, please inform me beforehand. If an emergency arises and you are unable to reach me before the class, contact me as soon as possible to explain your absence. If you miss any class meeting, you are still responsible for the précis. You may not miss more than two class meetings during the semester without affecting your grade. After two unexcused absences, your grade will drop one entire letter (A- to B-, etc.).

### **- Weekly Précis (30%)**

In order to increase the likelihood that everyone will come to the class having thoughtfully completed the readings, and in order to develop skills analyzing and reviewing texts, students will submit a two-page (double-spaced) **précis** or analysis of each monograph/book/article that we read. Each reading does not need to receive equal attention, but all must be addressed.

Frame your précis as a book review: describe the chronological and geographic span of the reading, pinpoint the key argument(s), and explain how the author illustrates their point. How does the author explain their contributions to the existing historiography? Identify what methods and sources are used. Most importantly, you should identify unanswered questions that the book raises for you and/or any limitations you see in its analysis. Consider these your notes for exams!

These précis will be due by email to me no later than **8am** the day before class.

### **- Discussion Lead (15%)**

Please choose one class during the semester to lead class discussion (I will distribute a sign-up sheet in our first class).

You must prepare a 10-minute presentation of the reading(s) and help facilitate discussion for the first part of the class. Your presentation should include a brief

overview of the readings that will generate class discussion. Rather than summarizing the text(s), discuss what you think the central arguments, questions, themes, and methods are; bring those arguments, questions, themes, and methods into conversation with other course material/texts. You should also have a list of at least 5 questions about the reading to spur discussion.

You do not have to complete a précis for the weeks you lead class. However, you should email me *after* class with a brief reflection (300-400 words) synthesizing the major themes we discussed and what you found to be effective (or not) about the questions you raised. This should be sent by noon on Monday of the following week.

Feel free to meet with me in advance to help prepare your presentation.

**- Final Paper Abstract (10%)**

Submit a 1-page (~250 word) abstract outlining the theme of your final essay and a preliminary bibliography of at least 4 sources. The abstract will be due by email to me on November 1<sup>st</sup> at midnight.

**- Final Historiographical Essay (30%)**

Your final paper for the class will be your opportunity to read and analyze literature related to your specific area of interest within the historiography of U.S. empire and intimacy. This should be a substantial 12-15-page secondary literature review or historiographical essay that could form the basis of a research project. It must include at least six outside sources. Rather than merely summarizing these works, the essay should be a synthetic assessment of the state of the field and should present an argument. It is due December 13<sup>th</sup>.

**Late Assignments**

I generally expect the précis to be in before we meet for class so I can prepare for our discussion. I will not mark you down for submitting it a few hours late as long as it is in *before* class. I endeavor to return these to you that very same day, but cannot promise to have it done unless you submit it on time. Unless you have previously discussed it with me, you will be marked down 10% for every day the assignment is late after the end of our class meeting.

For other written assignments, you have a 24-hour grace period for late submissions, no questions asked. Anything beyond that, you must speak with me first to consider an extension, though I am almost always happy to oblige.

**Email and Communication Policy**

Email is by far the best way to contact me. I will answer quickly during regular business hours and within 24 hours in almost every other case. I ask that your emails be short and direct. For extended questions about the class material, I will refer you to my office hours. You can expect grading and feedback within 7 days of any assignment.

## Class Schedule

### **August 27: Methodologies for the Study of Intimacy and Empire + Class Setup [no précis]**

- Ann Stoler, “Genealogies of the Intimate” in *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (UC Press, 2010)
- Neferti Tadiar, “Decolonization, “Race,” and Remaindered Life under Empire,” *Qui Parle* 23 (Spring/Summer 2015)

### **September 3: Theorizations of Gender and Empire**

- Anne McClintock, Introduction and Part I, *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest* (Routledge, 1995).
- Philippa Levine, “Introduction: Why Gender and Empire?” in *Gender and Empire* (Oxford, 2007)

### **September 10: Archives of Sex and Empire**

- Zeb Tortorici, *Sins Against Nature: Sex and Archives in Colonial New Spain* (Duke, 2018)

### **September 17: Atlantic Intimacies**

- \*\*Jessica Marie Johnson, *Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World* (Penn, 2019)
- Omise’oke Natasha Tinsley, “Black Atlantic/Queer Atlantic: Queer Imaginings of the Middle Passage,” *GLQ* 14 (2008)

### **September 24: Intimacies of Religion in Early Modern Empire**

- Katherine Gerbner, *Christian Slavery: Conversion and Race in the Protestant Atlantic World* (Penn, 2019)

### **October 1: Empire and Domesticity + Précis Workshop**

- Amy Kaplan, “Manifest Domesticity,” *American Literature* 70 (1998)
- Vicente Rafael, Chapter 2: “Colonial Domesticity,” from *White Love and Other Events in Filipino History* (Duke, 2014)
- Margaret Jacobs, Prologue and Chapters 1-3, *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940* (Nebraska, 2011)

### **October 8: Empire and Intimate Labor**

- Julie Greene, “Builders of Empire: Rewriting the Labor and Working-Class History of Anglo-American Global Power,” *LABOR* 13 (2016)
- Joan Flores-Villalobos, “Gender, Race, and Migrant Labor in the “Domestic Frontier” of the Panama Canal,” *International Labor and Working-Class History* 99 (Spring 2021)

### **Fall Recess (October 14-15)**

### **October 22: Microhistories of Empire**

- Hazel Carby, *Imperial Intimacies: A Tale on Two Islands* (Verso, 2020)

**October 29: Queer Self-Makings in Empire**

- Julio Capó Jr., excerpt, *Welcome to Fairyland: Queer Miami Before 1940* (UNC, 2017)
- Emily Hobson, Introduction and Chapter 1, *Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left* (UC Press, 2016)

**November 5: Intimate Capitalism**

- Nan Enstad, *Cigarettes, Inc: An Intimate History of Corporate Imperialism* (Chicago, 2018)

**November 12: Borderlands Intimacies**

- Miroslava Chavez-Garcia, excerpt, *Migrant Longing: Letter Writing Across the U.S.-Mexico Borderlands* (UNC, 2018)
- \*\*Nicole Guidotti-Hernandez, Part II: The Homoerotics of Abjection, *Archiving Mexican Masculinities in Diaspora* (Duke, 2021)

**November 19: Empire and Tourism**

- Adria Imada, *Aloha America: Hula Circuits through the US Empire* (Duke, 2013)

**Break (November 25-26)****December 3: TBD**