

Sexuality, Modernity and Social Change: Perspectives on Settler-Colonial Intimacies

History 519, Fall 2014

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Office Hours: Weds, 12:30-1:30, Thurs 12:00-1:45 and by appt

In United States history, the term "modernity" often loosely refers to the general period of time between the 1860s and 1940. Overlapping with the Victorian Era, the Progressive Era, and including the abolition of slavery, Reconstruction, the consolidation of the Indian reservation system, and wars with other nations, this era also saw the establishment of new ways of thinking about sex, sexuality, gender, race and culture. It is widely regarded as a time of nation-building and significant change. This seminar will focus on the United States as a settler-colonial nation in-the-making and bring us up to the present day. We will specifically consider the ways that settler colonial processes shaped intimacies and distinctions among people of various races, ethnicities, and cultural origins. In the process, we will see the inextricable relationship between the nation-building process of the United States from the mid-1800s to the present on one hand, and modern and contemporary conceptions of sexuality on the other.

Required Course Books available at Room of One's Own on Gorham, used copies available

Susan Johnson, *Roaring Camp*

Gloria Anzaldúa, *Borderlands/La Frontera*. Newest edition

J. Kehaulani Kauanui, *Hawaiian Blood*

Louise Erdrich, *The Last Report on the Miracles at Little No Horse*

Scott Morgensen, *The Spaces Between Us*

Kelly Lytle Hernandez, *Migra! A History of the U.S.-Mexico Border Patrol*

Karma Chavez, *Queer Migration Politics*

Required Course Articles will be posted on Learn@UW so that you may download them into a non-internet form (print them or save them onto your computer so that you can access them without connecting to the internet).

Accessibility: Everyone, regardless of disabilities or special needs, is welcome in this course. Please let me know if you need any accommodations in instruction or evaluation procedures in order to facilitate your full participation. The McBurney Center provides useful assistance and documentation.

Computers and cell phones: **Laptops** may be used if ability/disability/access or pedagogical purpose makes it necessary; please disable the internet connection.

Cell phones and other communication devices may not be used during class.

Course Requirements

Attendance: A crucial portion of the learning for the semester takes place in seminar, through dialogue with everyone in seminar. You are asked to come prepared to discuss the day's readings. Please do not schedule meetings or appointments during any portion of our 2-hour seminar time. If you are ill or have other extenuating circumstances, please let me know as soon as possible.

Participation, 20%: The most important aspect of this seminar is discovering and articulating your own insights from your reading and maintaining open dialogue with others to collaboratively and collectively build greater insight. Everyone's perspectives are essential to this endeavor; you are encouraged to share your questions, and also be aware of your impact on the overall discussion dynamic: is it well-balanced? do you and others feel comfortable enough to speak, even if you know that it might be stressful? If not, what can you do to facilitate a more open-minded and respectful process of sharing and listening?

Consider yourselves to be co-caretakers of seminar dynamics: actively work to ensure that everyone is invited to share their perspectives; model an attitude of respect for all persons; facilitate communication if differences of perspective become stressful; and encourage engagement or break the ice if people in seminar are reluctant to speak. *It is everyone's responsibility to help each other be good caretakers; this is at the heart of your participation grade.*

Oral Response, Weekly, 20%: each week, you will deliver an oral response to the readings for that day, based on a prompt that I will provide the week before. Your response may be delivered in any style you prefer: you may read from a paper, write and deliver a poem or dialogue, use visual material of your own design (not from the internet). You may team up with others to jointly write and deliver. However you do it, you should prepare it ahead of class. It may be a strict maximum of 3 minutes (6 minutes for two people etc).

Written Response, seven total, 45%: you will write a 3 page (guideline length) paper in response to each book. Your response should substantively engage some aspect of the book that you find particularly compelling. Your paper should begin with a question that you frame around the aspect of interest to you, and then use the rest of the paper to flesh out the question and ways you might address the question based on what is contained in the book itself. You may use whatever writing style works the best to communicate what you want to say. Due the in class on the day (or final day) we discuss each book.

Thesis Statement Groups 5%: we will form groups of three to write topic and thesis for 5 books and 3 articles. Prior to seminar, each group will write a one-paragraph statement of the work's topic, and a one-paragraph statement of the thesis. Each group will submit their written statement on the **first day we discuss each book or article.** We will then go over these in seminar; reading for thesis is a skill that is not automatic for most people, but it can be learned and it pays off!

Some tips: A **topic** is what the book is about; a **thesis** is the author's main argument that distinguishes it from other scholarship. Both should accurately reflect the work: they should be specific enough that you couldn't say the same thing about many other works but that would give an audience a clear picture of the particularity of the works' time, place, actors or institutions involved, historical situation, and author's central issue or contribution.

Final Paper, 10%: You may write this paper on anything that is or should be in this course, and reflect on what you have learned about settler colonialism and the history of sexuality. You will receive a separate assignment sheet for this. If you prefer a non-written medium, let me know. It is due undergrads Dec 11, grads Dec 16. Suggested Length: undergrads 5 pages; graduate students 10-15 pages. (Graduate students are encouraged to weave this with your ongoing research interests or projects; we will meet to discuss this.)

Class Schedule:

- Sep 4 Introduction
- Sep 11 Introductions to: Johnson, Kauanui, Morgensen, Hernandez, and the front matter and Chapter 1 of Anzaldua.
- Sep 18 Susan Johnson, *Roaring Camp*
- Sep 25 Rosh Hoshannah
Gloria Anzaldua, *Borderlands/La Frontera*, Chapters 2-5
- Oct 2 Anzaldua, *Borderlands/La Frontera*, chapters 6 through end
- Note: Weds Oct 8 Guest Lecture: Professor Elspeth Brown, Trans Studies Colloquium, 5-7pm*
- Oct 9 J. Kehaulani Kauanui, *Hawaiian Blood*
Linda L. Ikeda, "Re-Visioning Family: *Mahuwahine* and MtF Transgender"
- Oct 16 Louise Erdrich, *The Last Report on the Miracles at Little No Horse*
- Oct 23 *The Last Report on the Miracles at Little No Horse*
Deirdre Keenan, "Unrestricted Territory" (article provided electronically)
- Oct 30 Scott Morgensen, *The Spaces Between Us*
- Nov 6 *The Spaces Between Us*
Kelli Johnson, "Writing Deeper Maps" (provided electronically)
- Nov 13 Kelly Hernandez, *Migra!*
- Nov 20 *Migra!*
- Nov 27 United States Thanksgiving, no classes**
- Dec 4 Chavez, *Queer Migration Politics*
- Dec 11 Last Class, Final Paper Due