

WGSS 290: The History of Sexuality and Race in the United States

Tu/Th 10:00-11:15

Classroom: South College W205

Units: 4

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Office: SC W410 Office Hours: Tu/Th 11:30-12:30pm

My Pronouns: they/them/theirs

Course Description: This course explores the many ways sexuality and race have informed each other in U.S. history. It examines how socio-political institutions, cultural and philosophical beliefs, and collective struggle have shaped restrictions on rights associated with race and sexuality. In so doing, the course explores how our understandings and practices surrounding race and sexuality have been shaped through human actions and decisions and have been bound up with contestations of power. Given the breadth of this topic, the course focuses on particular moments and developments in the American past that demonstrate how intellectually and materially interconnected race and sexuality have been.

Course Learning Goals

- Identify the ways in which race and sexuality have intersected throughout American history in diverse political, economic, social, and cultural realms
- Understand why race and sexuality have intersected and informed one another, and why the nexus of race and sex has played such an important role in the past
- Analyze the ways in which race and sexuality are bound up with relations of power
- Appreciate how human actions have impacted the course of history
- Identify sources of information regarding race and sexuality in the past
- Explore and investigate primary source documentation
- Research interesting if overlooked aspects of American history
- Come to see ourselves as the subjects of historical developments
- Frame useful questions regarding the consequences of the past for the present

Gen Ed Designations: Currently, this course fulfills the General Education (Gen Ed) requirements for “Social World,” specifically “Historical Studies (HS),” and “Diversity: United States” (U). For details regarding these designations and the learning outcomes associated with them, please see the Gen Ed @ UMass website: <https://www.umass.edu/gened/>

Readings

There are two readings required for purchase:

There There by Tommy Orange

ISBN: 0525520376

Kindred by Octavia Butler

ISBN: 0807083690

All other readings will be made available on Moodle via: UMass Library Course Materials.

This course entails a significant amount of reading. Please make sure to budget enough time to complete the readings prior to class. It is essential that you complete the readings in order to participate fully in the intellectual life of the course.

EVALUATION

Participation: 15% You are expected to attend all classes. All unexcused absences will be counted negatively towards your course grade. In addition to attending lectures and sections, you are expected to have completed the readings and to participate in discussions.

Reflection Papers: 10% Every other THURSDAY you will submit a 1-2 page double-spaced reflection paper that discusses any or all of the topics covered in the period since the last reflection paper (there are seven papers in total). The reflection papers are meant to provide an opportunity for you to take stock of what you have learned in class and raise questions for future discussion. You can indicate what surprised you, what angered you, and what interested you the most. In writing these papers, you are expected to make specific references to class readings, lectures, and guest speakers. Reflection papers will be graded on a pass/fail basis that considers the timeliness and quality of submissions.

Quizzes: 5% Over the course of the term, we will have lots of pop quizzes to help you keep up with your reading. If you attend class and complete the readings, the quizzes will not be difficult.

TWO WRITING ASSIGNMENTS:(20% EACH, 40% TOTAL) due on Moodle on **Friday, Oct 11 @ midnight** and **Friday Dec. 5 @ midnight**. Details of topics and assignments will be posted online and discussed in class.

Midterm & Final: (15% EACH, 30% TOTAL): The midterm and final exams will be a combination of multiple choice, short answer, and short essay. The midterm will be administered in class, Oct. 17, and the final will be taken on Moodle no later than Dec. 19.

Number grades will be translated to the final letter grades using the scale shown below:

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	59% and below

Class Philosophy: Learning is a *process*, both individual and collective. We come to this course with different backgrounds and experiences, yet we are all moving through it together. Though we acquire information, arrive at insights, and develop skills at our own pace, learning is inescapably interdependent. For this reason, we will proceed with respect and patience for each other, especially when we disagree.

Electronics Policy: Laptops are allowed for note-taking and relevant course-related Internet work. Please refrain from using smartphones and tablets. Please always bring paper and pens.

Late Assignments: All assignments must be received by their due date. If there is a compelling reason why you cannot hand in your assignment on time—illness, personal or family emergency, varsity athletic commitment—please be in touch with me as soon as possible. PLEASE BE PROACTIVE in asking for accommodation.

Statement Regarding Pronouns: There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. I will gladly honor your request to address you by the name you prefer and gender pronouns that correspond to your gender identity. Please advise me of your name's proper pronunciation, and any name or pronouns not reflected by the record in Spire early in the semester so that we may make appropriate changes to our records.

Students with Disabilities: The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.

Academic Honesty Statement: Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

Title IX and mandated reporting: WGSS classes are a place where issues of sexual violence and other sexual misconduct are discussed as a matter of course. It's not a taboo subject, and feminists have long worked to develop theory and activism around sexualized violence, including rape, dating violence, child sexual abuse, and the like. If you want to discuss your own personal experiences of sexual violence in a class, we don't consider that a "report" covered by Title IX (although if you want faculty help and support in reporting sexual violence, we are here to help you do that). Other available resources on campus for addressing sexual violence include both confidential and non-confidential resources—non-confidential resources will keep your concerns private but will report your concerns to the Title IX coordinator, or, the Dean of Students Office who will provide you with different options to assist you. Confidential resources will keep your concerns confidential and will provide you support, assistance in addressing safety concerns as well as other services such as providing you with an advocate. The resources can be found at www.umass.edu/titleix

Schedule of Readings*

<p>Introductory work, Defining Core Concepts</p>	<p>Tues, Sept. 3: INTRODUCTIONS</p> <p>“Jack Bee Garland”</p>	<p>Thurs, Sept. 5: RACE</p> <p>*Audrey Smedley and Brian D. Smedley, <i>Race in North America: Origin and Evolution of a Worldview</i>, Fourth Edition (Westview Press, 2011), 11-40</p> <p>*Ibram X. Kendi, “Origin of Racist Ideas,” <i>Stamped from the Beginning: the Definitive History of Racist Ideas in America</i>, (Bold Type Books, 2017), 22-30</p>	
<p>Defining Core Concepts (Cont...)</p>	<p>Tues, Sept. 10: SEX/UALITY</p> <p>*Michel Foucault, <i>History of Sexuality Vol. I</i> (Vintage Books, 1990), 103-107</p> <p>*Anne Fausto-Sterling, <i>Sexing the Body</i> (Basic Books, 2000), 1-20</p>	<p>Thurs, Sept. 12: NATION, “THE OTHER”</p> <p>*Benedict Anderson, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>, Revised Edition (Verso, 2006), 1-7</p> <p>*Alys Eve Weinbaum, “Nation,” <i>Keywords for American Cultural Studies</i>, Second Edition, edited by Bruce Burgett & Glenn Hendler (NYU Press, 2015), 175-80.</p> <p>*Alison Mountz, “The Other,” <i>Key Concepts in Political Geography</i>, edited by Carolyn Gallaher et al. (SAGE, 2009), 328-335</p> <p>RESPONSE PAPER@Moodle</p>	
<p>Settler Colonialism and Sexuality</p>	<p>Tues, Sept. 17:</p> <p>*Jean Barman, “Taming Aboriginal Sexuality,” <i>BC Studies</i> no. 115/116</p>	<p>Thurs, Sept. 19:</p> <p>* Patrick Wolfe, “Settler Colonialism and the Elimination of the Native,” (2006), 387-409</p>	

	<p>(Autumn/Winter 1997/98): 237-266</p> <p>* Mark Rifkin, "Romancing Kinship: A Queer Reading of Indian Education and Zitkala-Sa's <i>American Indian Stories</i>," <i>GLQ</i> 12, no. 1 (2006): 27-59</p>	<p>* Eve Tuck & K. Yang Wang, "Decolonization is Not a Metaphor," <i>Decolonization: Indigeneity, Education, and Society</i>, vo. 1, no. 1 (2012), 1-40</p>	
	<p>Tues, Sept. 24:</p> <p>* Tommy Orange, <i>There There</i>,</p> <p>* Laura Furlan, from <i>Indigenous Cities: Urban Indian Fiction and the Histories of Relocation</i>, 2017, 8-9, 11-29</p>	<p>Thurs, Sept. 26:</p> <p>* Tommy Orange, <i>There There</i></p> <p>RESPONSE PAPER@Moodle</p>	
Racism and Slavery	<p>Tues, Oct. 1: Gender & Slavery</p> <p>*Hazel V. Carby, <i>Reconstructing Womanhood: The Emergence of the Afro-American Woman Novelist</i> (New York: Oxford University Press, 1987), 20-39</p> <p>* Dorothy Roberts, <i>Killing the Black Body: Race, Reproduction and the Meaning of Liberty</i> (New York: Pantheon Books, 1997), 3-55</p>	<p>Thurs, Oct. 3: Gender & Slavery</p> <p>* Octavia Butler, <i>Kindred</i></p>	
Legacies of Slavery: Reconstruction and Beyond	<p>Tues, Oct. 8: FAILURES OF RECONSTRUCTION</p> <p>*Angela Y. Davis, "The Meaning of Emancipation According to Black</p>	<p>Thurs, Oct. 10: RAPE, LYNCHING, AND RACIST TERRORISM</p> <p>*Paula Giddings, <i>When and Where I Enter: The Impact of Black Women on Race and Sex</i></p>	<p>Fri, Oct. 11</p> <p>1st Essay Due on Moodle</p>

	<p>Women” and “Education and Liberation: Black Women’s Perspectives,” <i>Women, Race, and Class</i> (Random House, 1981), 87-109</p>	<p><i>in America</i> (New York: Amistad, 2001; 1984), 17-32</p> <p>*Jacquelyn Dowd Hall, “The Mind That Burns in Each Body: Women, Rape, and Racial Violence,” in <i>Powers of Desire: The Politics of Sexuality</i>, edited by Ann Snitow et al. (New York, 1983): 328-49.</p> <p>Response Paper@Moodle</p>	
Immigration and Sexuality	<p>Tues, Oct. 15: A HISTORY OF EXCLUSIONS</p> <p>*Eithne Luibheid, <i>Entry Denied: Controlling Sexuality at the Border</i> (University of Minnesota, 2002), 1-30.</p> <p>*Nayan Shah, <i>Stranger Intimacy: Contesting Race, Sexuality, and the Law in the North American West</i> (University of California, 2011), 19-52.</p>	<p>Thurs, Oct. 17: MIDSEMESTER</p> <p>MIDTERM in class</p>	
Eugenics, Birth Control, Sterilization	<p>Tues, Oct. 22: GENDER, EUGENICS, AND SEXUAL REGULATION</p> <p>*Wendy Kline, <i>Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the Century to the Baby Boom</i> (University of California Press, 2001), 1-31</p>	<p>Thurs, Oct. 24:</p> <p>*Laura Briggs, <i>Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico</i> (University of California Press, 2003), 60-94.</p> <p>RESPONSE PAPER@Moodle</p>	
Marriage	<p>Tues, Oct. 29:</p> <p>* Nancy Cott, <i>Public Vows: A History of Marriage and the Nation</i></p>	<p>Thurs, Oct. 31.:</p>	

	<p>(Harvard University Press, 2009), 1-8</p> <p>*Margot Canaday, "Heterosexuality as a Legal Regime," in Michael Grossberg and Christopher Tomlins, eds., <i>The Cambridge History of Law in America</i>, Vol. 3 (New York: Cambridge University Press, 2008), 442-471</p>	<p>*Peggy Pascoe, "Miscegenation Law, Court Cases, and Ideologies of 'Race' in Twentieth-Century America," <i>The Journal of American History</i> (June 1996): 44-69</p>	
<p>Scientific Attempts to delineate gender and sexuality</p>	<p>Tues, Nov. 5: POLICING BODIES</p> <p>*Elizabeth Reis, "Impossible Hermaphrodites: Intersex in America, 1620-1960," <i>Journal of American History</i> (September 2005): 411-441.</p>	<p>Thus, Nov. 7:</p> <p>*Siobhan Somerville, "Scientific Racism and the Emergence of the Homosexual Body," <i>Journal of the History of Sexuality</i> 5, no. 2 (1994): 243-55.</p> <p>*George Chauncey, "From Sexual Inversion to Homosexuality: Medicine and the Changing Conceptualization of Female Deviance," <i>Salmagundi</i> no. 58/59 (Fall 1982-Winter 1983): 114-146.</p> <p>RESPONSE PAPER</p>	
<p>Scientific Attempts to Delineate gender and sexuality//feminism and sexuality</p>	<p>Tues, Nov. 12: KINSEY AND THE SEXUAL REVOLUTION</p> <p>* Regina Morantz, 'The Scientist as Sex Crusader: Alfred C. Kinsey and American Culture', <i>American Quarterly</i> 29 (1977): 563-89</p> <p>* Vern Bullough, 'The Kinsey Scale in Historical Perspective,' in D. P. McWhirter, S. A. Sanders and J. M. Reinisch (eds) <i>Homosexuality/Heterosexu</i></p>	<p>Thurs, Nov. 14: NO CLASS</p>	

	<p><i>ality: Concepts of Sexual Orientation</i> (New York: Oxford University Press, 1990), 3-14</p> <p>*David Allyn, <i>Make Love Not War: The Sexual Revolution. An Unfettered History</i> (Little, Brown and Co, 2001), 3-9.</p>		
Feminist Resistance	<p>Tues, Nov. 19: WOMEN'S LIBERATION</p> <p>*Jane Gerhard, <i>Desiring Revolution: Second Wave Feminism and the Rewriting of American Sexual Thought, 1920-1982</i> (Columbia University Press, 2001), 51-80</p> <p>*Anne Koedt, "The Myth of the Vaginal Orgasm," in <i>Sexual Revolution</i>, edited by Jeffrey Escoffier (New York: Thunder's Mouth Press, 2003), 100-111.</p> <p>*Kate Millett, "Sexual Politics: A Manifesto for Revolution," in <i>Radical Feminism</i>, edited by Anne Koedt, Ellen Levine, and Anita Rapone (New York: Quandrangle, 1973), 365-386</p>	<p>Thurs, Nov. 21: WOMEN'S LIBERATION</p> <p>*Radicalesbians, "The Woman-Identified Woman," in <i>Dear Sisters: Dispatches from the Women's Liberation Movement</i>, edited by Rosalyn Baxandall and Linda Gordon (Basic Books, 2000), 107-109</p> <p>*Frances Beal, "Double Jeopardy: To Be Black and Female," in <i>Sisterhood is Powerful: An Anthology of Writings from the Women's Liberation Movement</i>, edited by Robin Morgan (Random House, 1970): 340-353</p> <p>*Combahee River Collective, "A Black Feminist Statement," <i>Words of Fire</i> (1995), 231-240</p> <p>*Florynce Kennedy, "Black Genocide," in <i>Abortion Rap</i>, edited by Diane Schulder and Florynce Kennedy (New York: McGraw Hill, 1971): 153-161</p> <p>RESPONSE PAPER</p>	
Thanksgiving Break	Tues, Nov. 26: No Class	Thurs, Nov. 28: No Class	

Trans Resistance	Tues, Dec. 3: TRANS RESISTANCE *Susan Stryker, <i>Transgender History</i> (Seal Press, 2008), 59-89 * <i>Screaming Queens: The Riot at Compton's Cafeteria</i> (2015)	Thurs, Dec. 5: GAY LIBERATION AND THE RADICAL LEFT *Emily K. Hobson, <i>Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left</i> (University of California Press, 2016), 17-41 RESPONSE PAPER	Fri, Dec. 6 2 nd Essay due@Moodle
Gay Resistance	Tues, Dec. 10: Review	Final Exam due on 12/19 on Moodle	

*** Reading Schedule is subject to change.**