

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

MoWe 10:10-11:00
Classroom: Herter Hall 231
Units: 4

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Office: W417 South College
Office Hours: Mondays 11:30am-12:30pm

Teaching Assistants:

Julieta Chaparro: jchaparr@anthro.umass.edu
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Sections: Fridays 9:05-9:55; 10:10-11:00

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South College W408, Office Hours: Wednesdays 11:30am-1:30pm
Sections: Fridays 12:20-1:10; 1:25-2:15

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 and 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 no readings to purchase. All of the readings are available either through UMass Library Course Materials on Moodle, or as ebooks through the UMass library catalog.

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: 30% (15 + 10 + 5): Your participation grade is made up of a number of components:

(1) You are expected to regularly attend all lectures and your assigned section. You may miss two lecture meetings and two section meetings without notification or excuse; thereafter, 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; in your first section meetings, you will collectively discuss what constitutes “good” section participation. *Attendance and active participation in section constitute 15% of your participation grade.*

(2) Every other week you will submit to your Teaching Assistant on Friday (i.e. during section) 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. *These reflection papers will constitute 10% of your participation grade.*

(3) Over the course of the semester we will do some activities that will prepare you to complete the final project (see below). On occasion, you will be asked to submit some questions, investigate an individual, event, or term, or find a primary source document that relates to something we are discussing in class. You will submit these items on Moodle by the time and date specified. Your submission of these small assignments will be graded on a pass/fail basis that considers the timeliness and quality of submissions. *These activities will constitute 5% of your participation grade.*

Quizzes: 20% (4 x 5%). Over the course of the term, we will have four in-classes quizzes. Quizzes will not be announced ahead of time; however, they will be open book and based on the readings and lectures for the day the quiz is held. If you attend class and complete the readings, the quizzes will not be difficult. Each quiz is worth 5%. One quiz will be a primary source analysis.

Midterm Essay: “The Past in the Present”: 20%. For this assignment, you will have a choice of a news story/video clip covering a recent event in U.S. socio-political life. For the story you choose, you will contextualize what has happened recently in light of what you have learned about the American past. While it is important that you not draw direct lines between what is

happening now and what happened in the past, you can help explain how past developments created the conditions that allowed contemporary events to unfold. Please include a bibliography of sources consulted. Papers should be five double-spaced pages, and submitted via Moodle on Sunday, March 18, 2018 by 5pm EST.

Final Project: “Outstanding Questions”: 30% (25 x 5). This assignment gives you a chance to investigate a topic from class that you feel passionate about. You will (1) identify a topic that was raised in class that you would like to know more about, (2) outline two questions you have about this topic, and (3) do some preliminary research towards answering these questions, which you will (4) prepare as a research paper. Here, you are expected to use scholarly resources, such as books and academic articles; aim to include six scholarly sources. You may use a maximum of five newspaper and magazine articles, and three blogs or other websites. Wikipedia may not be used. Papers should also include one primary source that relates to your topic, along with an analysis of it. Papers should be seven to eight double-spaced pages, with a bibliography, and submitted via Moodle by Monday, May 7, 2018 by 5pm EST. This paper is worth 25%.

As part of this assignment, you will submit your topic and question(s) via Moodle by Wednesday, April 18 by 5pm EST. This submission is worth 5%. Your TA will provide feedback on your topic and question, and will be graded on a pass/fail basis that considers the timeliness and quality of submissions.

Extra Credit Opportunity: +5%: On February 23-24, UMass Amherst will host a conference on the “Radical Queer Past.” For an extra 5% on your final grade, attend at least three panels (the keynote lecture counts as one panel), and write up a one to two-page double-spaced report. The report is due on Monday, February 26; submit on Moodle by 5pm EST.

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

Email triage policy: Who do I contact when I have a question? (See emails on first page)

Regarding lecture absences: contact Professor

Regarding section absences: contact your TA

To discuss course content outside of class: contact either Professor or TA

To discuss assignments: contact TA

To discuss grades: contact TA; TAs will refer cases to Professor

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 in lectures or sections. 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 the Professor and your TA as soon as possible. PLEASE BE PROACTIVE in asking for accommodation. Don't suffer in silence.

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. The Professor and TAs 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 and your TA 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

Introductory work, Defining Core Concepts	Mon, Jan 22: INTRODUCTIONS	Wed, Jan 24: RACE *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	
Defining Core Concepts (Cont...)	Mon, Jan 29: SEX/UALITY *Michel Foucault, <i>History of Sexuality Vol. I</i> (Vintage Books, 1990), 103-107 *Anne Fausto-Sterling, <i>Sexing the Body</i> (Basic Books, 2000), 1-20	Wed, Jan 31: NATION, “THE OTHER” *Benedict Anderson, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> , Revised Edition (Verso, 2006), 1-7 *Raymond Williams, “Nationalist,” <i>Keywords: A Vocabulary of Culture and Society</i> , Revised Edition (Oxford University Press, 1983), 213-214 *Alison Mountz, “The Other,” <i>Key Concepts in Political Geography</i> , edited by Carolyn Gallaher et al. (SAGE, 2009), 328-335	Fri, Feb 2 Reflection 1 (in Section)

Settler Colonialism and Sexuality	<p>Mon, Feb 5: DIFFERENCE AND CONQUEST</p> <p>*Kathleen M. Brown, “The Anglo-Indian Gender Frontier,” <i>Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia</i> (University of North Carolina Press, 1996): 42-74</p>	<p>Wed, Feb 7: GUEST SPEAKER STINA SODERLING</p>	
Settler Colonialism and Sexuality // Racism and Slavery	<p>Mon, Feb 12: SEXUALITY, DISCIPLINE, RESISTANCE</p> <p>*Jean Barman, “Taming Aboriginal Sexuality,” <i>BC Studies</i> no. 115/116 (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>Wed, Feb 14: GENDER AND SLAVERY</p> <p>* Angela Y. Davis, “The Legacy of Slavery: Standards for a New Womanhood,” <i>Women, Race, and Class</i> (Random House, 1981), 3-29</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>	Fri, Feb 16 Reflection 2 (in Section)
Racism and Slavery	<p>Mon, Feb 19 HOLIDAY</p>	<p>Wed, Feb 21: SLAVERY AND SEXUAL EXPLOITATION</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>***Attend radical queer past conference for extra credit (Feb 23-24)</p> <p>**Two page write-up due Mon, Feb 26 (Moodle)</p>
Legacies of Slavery: Reconstruction and Beyond	<p>Mon, Feb 26: FAILURES OF RECONSTRUCTION</p> <p>*Angela Y. Davis, “The</p>	<p>Wed, Feb 28: RAPE, LYNCHING, AND RACIST TERRORISM</p> <p>*Paula Giddings, <i>When and</i></p>	Fri, March 2 Reflection 3 (in Section)

	<p>Meaning of Emancipation According to Black Women” and “Education and Liberation: Black Women’s Perspectives,” <i>Women, Race, and Class</i> (Random House, 1981), 87-109</p>	<p><i>Where I Enter: The Impact of Black Women on Race and Sex 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>	
Immigration and Sexuality	<p>Mon, March 5: A HISTORY OF EXCLUSIONS</p> <p>*Eithne Lubheid, <i>Entry Denied: Controlling Sexuality at the Border</i> (University of Minnesota, 2002), 1-30.</p>	<p>Wed, March 7 MIDSEMESTER</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>	
	SPRING BREAK		Sunday, Mar 18: Midterm Essay due 5pm EST (Moodle)
Eugenics, Birth Control, Sterilization	<p>Mon, March 19: 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>Wed, March 21: GUEST SPEAKER LAURA BRIGGS</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>	Fri, Mar 23 Reflection 4 (in Section)
Marriage	<p>Mon, March 26: GUEST SPEAKER SIYUAN YIN</p> <p>*Nancy Cott, <i>Public Vows: A History of Marriage and the Nation</i> (Harvard</p>	<p>Wed, March 28: GUEST SPEAKER JULIETA CHAPARRO</p> <p>*Peggy Pascoe, “Miscegenation Law, Court Cases, and</p>	

	<p>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>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>Mon, April 2: 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>Wed, April 4: GUEST LECTURE JOY HAYWARD-JANSEN</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>Fri, April 6 Reflection 5 (in Section)</p>
<p>Scientific Attempts to Delineate gender and sexuality//feminism and sexuality</p>	<p>Mon, April 9: 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>Wed, April 11: 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</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>	<p><i>Radical Feminism</i>, edited by Anne Koedt, Ellen Levine, and Anita Rapone (New York: Quandrangle, 1973), 365-386</p>	
Feminist and Trans resistance	<p>Tues, April 17: 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>Wed, April 18: TRANS RESISTANCE</p> <p>*Susan Stryker, <i>Transgender History</i> (Seal Press, 2008), 59-89</p> <p>*<i>Screaming Queens: The Riot at Compton's Cafeteria</i> (2015)</p>	<p>Wed, April 18: Final Project Topic and Questions due (Moodle)</p> <p>Fri, April 20 Reflection 6 (in Section)</p>

Gay Resistance	Mon, April 23: 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	Wed, April 25: AIDS ACTIVISM *Emily K. Hobson, <i>Lavender and Red</i> , 155-185 * <i>How to Survive a Plague</i> (2012)	
	Mon, April 30 LAST DAY OF CLASSES Wrap up/state of the world		Mon, April 30 Reflection Paper 7 due (in class)
			Mon, May 7 Final Essay Due, "Outstanding Questions" (Moodle)