

CGS 112/ETHN 127
SEXUALITY and the NATION

Class Location: Solis 110
Class Time: 2:00 – 4:50 PM

Instructor: Rashné Limki
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Office Hrs: By appointment

Course Description

This course contemplates the **production and regulation** of sexuality within the context of “nation.” Here, sexuality is engaged as a **mechanism of power** deployed by, and for, the **nation-/state**, understood in its **colonial, racial, imperial** existence. Consequently, the course begins by addressing the **figure of the woman** as formative of the **heteropatriarchal foundations** of the modern, racial nation-/state. Thereafter, however, we expand this analysis in order to investigate the concept of sexuality over a broader terrain. Some of the questions we will explore include: how was sexuality made crucial to the exercise of colonial and racial power? How and why are the **vectors of sex, gender and sexuality** normativized (or normatively coordinated) within post-colonial and imperial contexts? What repressive and radical possibilities are offered by the production of “queer” bodies/lives within the milieu of the (contemporary) nation-state? In so doing, this course will trace how sexuality becomes **configured through categories of race, class, ability, age and nationality, as they emerge within the realms of family, religion, education, sport and the military.**

In sum, this course disrupts theories that propose sexuality as a stable and natural aspect of human existence, and argues instead for a consideration of sexuality as a **historical-material production** that enables, and is enabled by, power.

Course Readings

- Unless otherwise noted, all course readings are available under “Course Reserves” on the library website: <http://libraries.ucsd.edu/resources/course-reserves/index.html>. Search for the course under instructor name: Limki.
- The remainder, where noted, are on WebCT in the “Course Readings” folder.

Grades

Attendance	10
Class presentation	20
Reflection papers	25
Initial project proposal	10
Final project proposal	15
Final project	20

I Attendance

- Attendance is mandatory.
- You are permitted only *one excused absence*.
- If you leave class prior to its end, without prior notification and approval, you will be marked absent for that class.
- 2 or more absences will deal you a failing grade.

II Class presentation

- On the first day of class, you will be divided into groups of 3-4.
- Each group will be responsible for *one* 25 – 30 minute presentation based on the readings/films assigned for the given class.
- The oral presentation must be accompanied by a PPT presentation, and other AV aids as required.

- An initial (close-to-complete) copy of the PPT presentation must be submitted to the instructor *by e-mail by 10:00 AM* on the day of the presentation.
- You may continue to work on your presentation until class-time. This final copy of your presentation should be *published on WebCT by 11:59 PM* on the day of the presentation.
- Your presentation will be graded upon the following criteria:
 - Creative and concise use of PPT 6 pts
 - Your PPT must merely be a guide to your larger presentation, not the substance of it.
 - In other words, your slides must provide just enough information to enable your audience to follow the trajectory of your presentation and keep them engaged, while giving you more than enough space to provide oral elaborations. It is *never* appropriate to simply read your presentation off the slides.
 - Appropriate information for slides includes:
 - Overall thesis of an article
 - Definition of key terms/concepts/theories
 - Quotes or other *short* excerpts that help substantiate a larger argument or analysis.
 - Typically, a 30 minute presentation should contain no more than 8-10 slides.
 - Content of Oral Presentation 8 pts
 - Present a concise overview of thesis and key arguments of each article.
 - Discern pivotal statements/excerpts from the article(s) and unpack them.
 - Connect the article(s) with previous readings/discussions/films and larger objective of the course.
 - Develop the “theme” that ties together the readings assigned for the given class.
 - Quality of Research 6 pts
 - Your presentation must demonstrate a “deep reading” of the texts. This may mean reading beyond the text.
 - This would include: looking up the historical, political and intellectual context/tradition that the article is written in, or cites; linking the article to contemporary political issues, news, literary and other artistic productions, etc.; using images, movie and audio clips, etc. to demonstrate or elucidate a scholar’s research.
 - e.g. a presentation on *Khamosh Pani* must include a brief overview of the historical and political significance of Partition.
 - Bonus 1 pt
 - For interacting with audience during presentation and keeping them engaged.

III Reflection Papers:

A Mid-session Reflection Paper

- This reflection paper is an at-home assignment based on the readings of the first 2 weeks.
- The paper must demonstrate
 - A firm grasp on the theories proposed in Week 2 (using at least 2 theorists)
 - An ability to apply these theories in expounding upon the readings and film from Week 1
 - Creative and critical thinking in tying together these readings to argue the political project of the course, in general.
- The paper should be *at least 1.5 page single-spaced and no more than 2 pages single-spaced. 11 pt. font min. – 12 pt. max.*
- Reflection papers must be *uploaded onto WebCT by 11.59 PM on Friday, Aug. 13* (end of Week 2). No late reflections will be accepted, so be prepared to lose 10 pts.

- You will *lose points* on your reflection papers as follows:
 - Pure summary/opinion piece 3 pts
 - Required no. of theorists not engaged 2 pts
 - No application to Week 1 readings 2 pts
 - Incorrect length (too short or too long) 1 pt

B In-class Reflection (2-3)

- These are the equivalent of pop-quizzes, designed to “keep you on yours toes.”
- These reflections involve writing short answers to questions posed at any point during a given class, based on the readings and discussions pertinent to that class.
- Answers will be graded on the level of “completeness” and “correctness.”

IV Initial Project Proposal

- No more than 1-pg. single-spaced.
- Uploaded on *WebCT Tuesday, Aug. 17th* (Week 3) *by 11:59 PM.*
- Further instructions to be handed out in class.

V Final Project Proposal

- No more than 1.5-pg. single-spaced.
- *In-class, Thursday, Aug. 26th* (Week 4).
- Further instructions to be handed out in class.
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VI Final Project

- Due *Saturday, Sept. 4th* *by 3 PM.*
- Location TBA.
- Further instructions to be handed out in class.

SCHEDULE

	Required Readings	Group Readings
Week 1	Introduction: Reading <i>through</i> “woman as nation”	
Tuesday 8/3	----	
In class	<ul style="list-style-type: none"> • Watch <i>Khamosh Pani</i> 	
Thursday 8/5	<ul style="list-style-type: none"> • <i>Keywords for American Culture Studies.</i> <ul style="list-style-type: none"> ◦ Halberstam, Judith. “Gender.” 116 – 120. ◦ Burgett, Bruce. “Sex.” 217 – 221. 	<p>A: Das, Veena. “The Figure of the Abducted Woman” in <i>Life and Words</i>. 18 – 37.</p> <p>B: Francis, Donette. “Reconstituting Female Subjects in Haiti and the Diaspora” in <i>Fictions of Feminine Citizenship</i>. 77 – 94.</p>
Week 2	Theorizing <i>Sexuality</i> and the <i>Nation</i>	
Tuesday 8/10	<ul style="list-style-type: none"> • Pateman, Carol. “Genesis, Fathers and the Political Liberties of Sons” in <i>The Sexual Contract</i>. 92 – 115. • Renan, Ernst. “What is a nation?” in <i>Nation and Narration</i>. 8 – 22. (WebCT) • Anderson, Benedict. “Introduction” in <i>Imagined Communities</i>. 1 – 7. 	----
Thursday 8/12	<ul style="list-style-type: none"> • Foucault, Michel. Parts I & II in <i>History of Sexuality, Vol. I</i>. 1 – 50. <p>Note: Part I on WebCT; Part II on Course Reserves. Make sure to read both parts.</p> <ul style="list-style-type: none"> • <i>Keywords for American Culture Studies.</i> <ul style="list-style-type: none"> • Thomas, Paul. “State.” 116 – 120. 	----
In class	<ul style="list-style-type: none"> • Watch <i>Rabbitproof Fence</i> 	
	Mid-session reflection to be uploaded onto WebCT by 11.59 PM Friday, August 13th.	
Week 3	(Re-)Producing the Nation	
Tuesday 8/17	<ul style="list-style-type: none"> • Stoler, Ann Laura. “Colonial Studies and The History of Sexuality” in <i>Race and the Education of Desire</i>. 1 – 18. • Selections from the Moynihan Report 	<p>A: Anderson, Warwick. “States of Hygiene: Race “Improvement” and Biomedical Citizenship in Australia and the Colonial Philippines” in <i>Haunted by Empire</i>. 94 – 115.</p> <p>B: Briggs, Laura. “Sexuality, Medicine and Imperialism: The International Traffic in Prostitution Policy,” in <i>Reproducing Empire</i>. 21 – 45.</p>
In class	<ul style="list-style-type: none"> • Finish watching <i>Rabbitproof Fence</i> 	
	Initial Project Proposal to be uploaded onto WebCT by 11.59 PM Tuesday, August 17th.	

	Required Readings	Group Readings
Thursday 8/19	<ul style="list-style-type: none"> Johnston, Lynda. "Global Intimacies," in <i>Space, Place and Sex</i>. 131 – 155. 	<p>A: Wiegman, Robin. "Intimate Publics: Race, Property and Personhood" in <i>Race, Nature and the Politics of Difference</i>. 296 – 320.</p> <p>B: Briggs, Laura. "Making "American" Families: Transnational Adoption and U.S. Latin American Policy" in <i>Haunted by Empire</i>. 344 - 365.</p>
In class	<ul style="list-style-type: none"> Watch <i>Beautiful Boxer</i> (1st half) 	
Week 4	<i>Emasculinizing the Nation</i>	
Tuesday 8/24	<ul style="list-style-type: none"> Heywood, Leslie. "Producing girls: Empire, Sport and the Neoliberal Body" in <i>Physical Culture, Power and the Body</i>. 101 – 120. 	<p>A: Diaz, Vicente. " "Fight Boys, 'til the Last': Islandstyle Football and the Remasculinization of Indigeneity in the Militarized American Pacific Islands," in <i>Pacific Diaspora</i>. 169 – 194.</p> <p>B: McDevitt, Patrick. "Black Skin in White Flannel: The West Indies Join the Bodyline Fray," in "May the Best Man Win." 111 – 137.</p>
In class	<ul style="list-style-type: none"> Watch <i>Beautiful Boxer</i> (2nd half) 	
Thursday 8/26	<ul style="list-style-type: none"> Schmidt, Johanna. "(Re-)defining Fa'afafine: The Discursive Construction of Samoan Transgenderism," in <i>Migrating Genders</i>. 23 – 55. (WebCT) 	<p>A: Bacigalupo, Ana Mariella. "The Mapuche Man who Became a woman shaman: Selfhood, gender transgression and competing cultural norms." <i>American Ethnologist</i> 31:3, 2004. 440 – 457.</p> <p>B: Tucker, Andrew. "How to be a Queer Xhosa Man in the Cape Town Townships" in <i>Queer Visibilities: Space, Identity and Interaction in Cape Town</i>. 101 – 136.</p>
In class	Final Project Proposal Due	
Week 5	<i>Queering the Nation</i>	
Tuesday 8/31	<ul style="list-style-type: none"> McRuer, Robert. "Composing Queerness and Disability: The Corporate University and Alternative Corporealities," in <i>Crip Theory</i>. 146 – 170. 	<p>A: Bahramitash, Roksana. "Saving Iranian Women: Orientalist Feminism and the Axis of Evil" in <i>Security Disarmed</i>. 101 – 110.</p> <p>B: Neti, Leila. "Blood and Dirt: Politics of Women's Protest in Armagh Prison, Northern Ireland" in <i>Violence and the Body: Race, Gender and the State</i>. 77 – 93.</p>
In class	Workshop final projects	

Thursday 9/2	<ul style="list-style-type: none"> • Leopard, Dan. "Mobilizing Affect: The Politics of Performative Realism in Military New Media" in <i>Joystick soldiers: the politics of play in military video games</i>. 131 – 145. • Puar, Jasbir and Amit S. Rai. "Monster-Terrorist-Fag" in <i>Social Text</i> 20.3 (2002) 117 – 148. 	-----
In class	Workshop final projects	

FINAL: TBD