This seminar will explore the history of sexual relations, politics and cultures that both cross and define racial boundaries in the 19th and 20th century in the United States. We will examine the fears and fascination with interracial intimacy and sexual difference; the history of interracial marriage and controversies over government legitimacy; queer and gender dissident social ties and cultural spaces; and the perceived dangers and utopian visions that spotlight a tangle of race, gender and sexual identities and practices. The writing assignments, research activities, and class discussion will engage with both the theoretical and practical work of analyzing research questions, problems and methods.

Requirements

1) Reading and Preparation: Students should come to the weekly seminar meeting, having read all required reading and prepared to discuss the reading in depth. In order to ensure effective learning, students are required to bring all reading (either books or photocopies of reserve reading) to class, along with notes.

2) Reading Response Papers: (4 papers) each paper should be a 3-4 page typed double-spaced response to the readings assigned for the week. These responses papers represent opportunities for you to reflect on the main themes for the weekly reading assignments. For each response, I recommend writing one to two paragraphs summarizing the significant and/or most intriguing arguments from each of the readings and an additional two to three paragraphs offering your overall critiques of the readings.

   1st paper: either Week 2 or Week 3
   2nd paper: either Week 4 or Week 5
   3rd paper: either Week 6 or Week 7
   4th paper: either Week 8 or Week 9

   These responses are due on the Monday evening before seminar at 6 p.m. by email. Please bring 2 hard copies to class – one for you to refer to and one for me. 40% of your grade

2) Longer Paper: (Monday June 4 3 p.m.) A 15-20 page typed double-spaced interpretive paper on a topic based additional research combined with course readings and/or historical documents. You will make a 7-10 minute presentation to the seminar of your project on Tuesday June 5th. 50% of your grade
** Graduate students will be required to write a 25-page paper **

3) Participation: Careful reading of all the assigned reading and informed and active participation in the discussion is crucial for the success of this seminar. Therefore, the quality of your class performance is an important element of your overall evaluation. 10% of your grade

WHERE DO I GET THE READING?
All articles and book excerpts are will be available on Electronic Reserve or through links to article retrieval services like JSTOR. Students are expected to print out a copy of this reading and bring your copy to class.

Required Books are available for purchase at Groundworks bookstore:
Eithne Luibheid, Entry Denied: Controlling Sexuality at the Border (University of Minnesota Press, 2002)
Samuel Delaney, Times Square Red, Times Square Blue

All reading below, unless otherwise noted, is required for the seminar

Week 1 April 3 Introduction
Readings to be distributed in class

Week 2 April 10 Violence and Modernity
Hannah Rosen, “Not that Sort of Women: Race, Gender and Sexual Violence During the Memphis Riot of 1866” in Martha Hodes, Sex, Love, Race pp. 267-293
Lisa Duggan, "Girl Slays Girl" in Sapphic Slashers, pp. 9-31 + notes

Week 3 April 17 Borderlands of Race and Sex
Pablo Mitchell Coyote Nation: Sexuality, Race and Conquest in Modernizing New Mexico, 1880-1920

Week 4 April 24 Managing Sex, Freedom and Unfreedom
Eithne Lubheid, Entry Denied Controlling Sexuality at the Border (University of Minnesota Press, 2002) Introduction, Chapters 1-4

Week 5 May 1 Mobile Bodies and Convergent Spaces

Week 6 May 8 Dissident Social Worlds and Subcultures
Brother to Brother

Week 7 May 15 Mobile Bodies and Convergent Spaces II
Samuel Delanay, Times Square Red, Times Square Blue (NYU Press, 2002)
Judith Halberstam, In A Queer Time and Place: Transgender Bodies, Subcultural Lives (NY Press, 2005) Chapter 1 Queer Temporality and Postmodern Geographies & Chapter 2 The Brandon Archive pp1-46; pp 186-190

Week 8 May 22 Marriage, Race and Sex
Elizabeth Povinelli, Empire of Love: Theory of Intimacy, Genealogy and Carnality (Duke University Press, 2006), Introduction, Chapter 3

Week 9 May 29 **Situational Sexualities**

Chandan Reddy, “Asian Diaporas, Neoliberalism and Family: Reviewing the Case for Homosexual Asylum in the Context of Family Rights” in *Social Text* No 84-85 (Fall 2005)
Eithne Lubheid, *Entry Denied*, Chapter 5

Week 10 June 5 **Presentations**

**Instructions for Reading Response Papers**

**Objective:** How to identify and explore the main or significant themes in the reading.

**Big Picture: The problem and the questions for historical analysis**

1) What are central questions or problem that the author raises?
2) Is there a dilemma or paradox about politics, society, culture that the author tells the reader is significant?
3) What explanation does the author offer and what are alternative explanations?
3) Does the author claim to change our perspective or fundamental assumptions?
   Is the author successful, persuasive? Are there are unresolved problems and questions that raised?

**Intellectual Community: Whom does the author think with?**

1) What other scholars does the author quote or cite? What ideas or assumptions does the author elaborate upon, dispute, revise?
2) What is the payoff for the understanding the problem or the case study through a particular perspective or analytical approach?