This undergraduate and graduate 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. The assignments, research activities, and class discussion will engage with both the theoretical and practical work of analyzing research questions, problems and methods in disciplines that explore the past -- including history, American studies, gender/queer studies, and ethnic studies.

**Requirements**

**Reading and Preparation:** Students should come to the weekly seminar meeting, having read all required reading and ready to discuss the reading in depth. In order to ensure effective learning, students are required to bring all reading to class, along with notes.

1) Assignment #1  Writing assignment on First weeks readings January 8 2010

2) Assignment #2  Pascoe Assignment January 15, 2010/
revision + paper January 22, 2010

3) Assignment #3  Response Paper Week 4,5, 6

4) Assignment #4  Response Paper Week 8, 9, 10

5) Assignment #5  Research Paper Proposal Due February 5 and Final Paper Due March 17

**Response Papers:** (2 papers) each paper is 4 pages, typed double-spaced response to the readings assigned for the week.

**Research Paper:**

(March 17) A 16-18 page typed double-spaced interpretive paper on a topic based on additional research combined with course readings and/or historical documents.
** Graduate students will be required to write a 22-25-page paper and a more developed proposal/bibliography**
**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, including your final presentation of your research, is an important element of your overall evaluation.

**WHERE CAN I GET THE READING:**

I. * These required readings would be available in a course packet for purchase from University Readers [http://www.universityreaders.com/](http://www.universityreaders.com/)

II Groundworks Bookstore and Amazon.com


**Week 1 January 8 Sexual Coercion and Race**

*Sharon Block, Chapter Two: The Means of Sexual Coercion” Rape and Sexual Power in Early America (University of North Carolina Press, 2006), 53-87

*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

**Week 2 January 15 How to Read for Research and Analytical Argument?**


**Week 3 January 22 Miscegenation Laws and Making Race**


+ Peggy Pascoe, “Why the Ugly Rhetoric Against Gay Marriage Is Familiar to this Historian of Miscegenation” History News Network [http://hnn.us/articles/4708.html](http://hnn.us/articles/4708.html)

**Week 4 January 29 Urban Space and Sociability**

Chad Heap, *Slumming*, Introduction, Chapters 1, 2, and 3, pp. 1-153

Recommended:


Nayan Shah, *Contagious Divides*, Chapter Three, “Perverse Geographies and Sexual Contamination” p 77-105 +notes
Week 5  February 5 Migrating Bodies and Borders of Identity


Recommended:

Week 6  February 12 Sexual Publics and Autonomy
Chad Heap, Slumming, Chapters 4, 5 and 6 and Epilogue pp. 154-286

Week 7  February 19  Research Session
TBA

Week 8  February 26 Wartime and Sexual Dissidence/Conformity

Week 9  March 5 Queer Diasporas and Nationalism
*Juana Maria Ródriguez Queer Latinidad: Identity Practices and Discursive Spaces (NYU Press, 2003) Chapter 3 “The Subject on Trail: Reading In Re Tenorio as Transnational Narrative”, pp. 84-113; 181-184

Week 10  March 12 Terror, Panic and is Identity Stable?