

## **Sexuality, Modernity and Social Change: Perspectives on Settler-Colonial Intimacies**

History 519, Fall 2013

A. Finn Enke

Office Hours: Weds, 1-1:30, Thurs 12-1:00 and by appt

Classlist: history519-1-f13@lists.wisc.edu

In United States history, the term "modernity" often loosely refers to the general period of time between the 1860s and 1940. Overlapping with the Victorian Era, the Progressive Era, and including the abolition of slavery, Reconstruction, the consolidation of the Indian reservation system, and wars with other nations, this era also saw the establishment of new ways of thinking about sex, sexuality, gender, race and culture. It is widely regarded as a time of nation-building and significant change. This seminar will focus on the United States as a settler-colonial nation in-the-making and bring us up to the present day. We will specifically consider the ways that this process shaped intimacies and distinctions among people of various races, ethnicities, and cultural origins. In the process, we will see the inextricable relationship between the nation-building process of the United States from the 1860s to the present on one hand, and modern and contemporary conceptions of sexuality on the other.

**Required Course Books** available at Room of One's Own on Gorham, used copies available

Gloria Anzaldua, *Borderlands/La Frontera*. Newest edition

Barrie Borrich, *Body Geographic*

J. Kehaulani Kauanui, *Hawaiian Blood*

Louise Erdrich, *The Last Report on the Miracles at Little No Horse*

Scott Morgensen, *The Spaces Between Us*

Alan Berube, *My Desire for History*

Kale Fajardo, *Filipino Crosscurrents*

Martin Manalansan, *Global Divas*

### **Course Requirements**

**Graduate Students:** I would like to meet with you individually before the end of the first week of classes if possible so that we may modify your course requirements in appropriate ways.

**Attendance:** A crucial portion of the learning for the semester takes place in seminar, through dialogue with everyone in seminar. Attendance is thus required. You are asked to come prepared to discuss the day's readings. Please do not schedule meetings or appointments during any portion of our 2-hour seminar time. If you are ill or have other extenuating circumstances, please let me know as soon as possible.

**Participation, 20%:** The most important aspect of this seminar is discovering and articulating your own insights from your reading and stay in open dialogue with others to collaboratively and collectively build greater insight. Everyone's perspectives are essential to this endeavor; you are encouraged not only to share your questions, but also to be aware of the overall discussion dynamic: is it well-balanced? do you and others feel comfortable enough to speak, even if you know that it might be stressful? If not, what can you do to facilitate a more open-minded and respectful process of sharing and listening?

With this in mind, consider yourselves to be co-caretakers of seminar dynamics: work to actively ensure that everyone is invited and welcome to share their perspectives, model an attitude of respect for all persons, facilitate communication if differences of perspective become stressful, and encourage engagement or break the ice if people in seminar are reluctant to speak. It is everyone's responsibility to help each other be good caretakers; this is at the heart of your participation grade.

**Oral Response, Weekly, 20%:** each week, you will deliver an oral response to the readings for that day, based on a prompt that I will provide the week before. Your response may be delivered in any style you prefer: you may read from a paper, write and deliver a poem or spoken word piece, use visual material of your own design (not from the internet). However you do it, you should plan it and prepare it ahead of class. It may be a strict maximum of 4 minutes.

**Thesis Statements, seven total, 15%:** you will write a short one-paragraph statement of the book's topic, and a short one-paragraph statement of the book's thesis. We will work on these together; it is a skill that is not automatic for most people, but it can be learned and simply takes practice. Some tips: A topic is what the book is about; a thesis is the main point the author argues. Both should accurately reflect the book: they should be specific enough that you couldn't say the same thing about many other books but that would give an audience a fairly clear picture of the particularity of the books' time, place, actors or institutions involved, historical situation, and author's central issue or contribution. You will submit a typed thesis statement on the first day we discuss each book. The assignment will be modified for Anzaldua, Borrich, and Berube; you are not required to submit a thesis statement for Erdrich.

**Written Response, eight total, 30%:** you will write a 2 page response to each book. Your response should substantively engage some aspect of the book that you find particularly compelling. Your paper should begin with a question that you frame around the aspect of interest to you, and then use the rest of the paper to flesh out the question and ways you might address the question based on what is contained in the book itself. You may use whatever style or medium of written delivery works the best for what you want to say. If you prefer a format other than written, let me know.

**Final Paper, 15%:** You may write this paper on anything that is or should be in this course. It is due no later than Dec 19, but you may hand it in any time during the semester. If you prefer a non-written medium, let me know. Undergrads and grads will have different guidelines for paper.

**Note:** Everyone, regardless of disabilities, is welcome in this course. Please let me know if you need accommodations in curriculum, instruction, or evaluation procedures in order to facilitate your full participation. The McBurney Center provides useful assistance and documentation.

**Cell phones** and blackberries or other communication devices may not be used during class. **Laptops** may be used if ability/disability/access or pedagogical purpose makes it necessary.

**Class Schedule:**

Sep 5	Introduction
Sep 12	Introductions to: <i>Body Geographic</i> , <i>Filipino Cross-Currents</i> , <i>Hawaiian Blood</i> , <i>The Spaces Between Us</i> , and the front matter and Chapter 1 of <i>Borderlands/La Frontera</i> .
Sep 19	Gloria Anzaldua, <i>Borderlands/La Frontera</i> , Chapters 1-5
Sep 26	Barrie Borrich, <i>Body, Geographic</i>
Oct 3	Anzaldua, <i>Borderlands/La Frontera</i> , chapters 6 through end
Oct 10	J. Kehaulani Kauanui, <i>Hawaiian Blood</i>
Oct 17	Louise Erdrich, <i>The Last Report on the Miracles at Little No Horse</i>
Oct 24	<i>The Last Report on the Miracles at Little No Horse</i> Deirdre Keenan, "Unrestricted Territory" (article provided electronically)
Oct 31	Scott Morgensen, <i>The Spaces Between Us</i>
Nov 7	<i>The Spaces Between Us</i> Kelli Johnson, "Writing Deeper Maps" (provided electronically)
Nov 14	Alan Berube, <i>My Desire for History</i> , selections tba
Nov 21	Alan Berube, <i>My Desire for History</i> , selections tba
<b>Nov 28</b>	<b>United States Thanksgiving, no classes</b>
Dec 5	Kale Fajardo, <i>Filipino CrossCurrents</i>
Dec 12	Kale Fajardo, <i>Filipino CrossCurrents</i> , Martin Manalansan, <i>Gobal Divas</i>
Dec 19	Martin Manalansan, <i>Gobal Divas</i>