

**Sex, Race and Citizenship
Graduate Seminar
AMST 530 01/WMST 579 01
Fall 2009
Professor Amy L. Brandzel**

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Course Description:

At a time when “terrorism” looms within and beyond the U.S. nation-state’s borders, maintaining and policing the racial, gender, and sexual configuration of the U.S. citizenry become central. In this course, we will deploy a postcolonial queer critique in order to examine discourses which construct a properly gendered, properly racialized, and properly heterosexual American.

While reading from a variety of scholarship (such as transnational feminist theory, queer theory, critical race theory, cultural studies and Asian American studies) this course will ask the following questions: How has the U.S. nation-state historically, as well as contemporaneously, configured citizenship through productions of racial, gender, sexual, and national differences? Why is the state invested in notions of proper sexual, racial, gender and national behaviors, experiences and identities? What is at stake in debates over immigration, civil rights, sexual practices, family formations, motherhood, hate crimes, welfare, abortion rights, and militarization within and through the lens of the racialization of terror? By placing these debates within the contexts of historical and contemporary discourses of U.S. citizenship, this course examines the ways in which the U.S. state is invested in (re)producing particular types of citizens. In the end, our agenda (and your final paper) is to try to configure how we might queer citizenship and U.S. empire, whereby we disrupt the production of normative citizenships and the naturalization of the “spread” of U.S. liberal democracy via global capitalist dominance.

Course Materials:

- Luibhéid, Eithne. *Entry Denied: Controlling Sexuality at the Border*.
- Berlant, Lauren. *The Queen of America Goes to Washington City*
- Fiol-Matta, Licia. *A Queer Mother for the Nation*.
- Briggs, Laura. *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico*.
- Rand, Erica. *The Ellis Island Snow Globe*.
- Puar, Jasbir. *Terrorist Assemblages: Homonationalism in Queer Times*.
- Articles on ERES

Course Requirements:

Attendance, Participation and Facilitation	20% of Final Grade
Weekly Reading Responses	Incl. in Attendance/Participation
Anthology Review	20% of Final Grade
Book Review	20% of Final Grade
Final Project	40% of Final Grade

I. Attendance, Participation and Facilitation

Students are expected to come to class prepared, and actively participate (which involves talking as well as listening) in each class meeting.

Each student will facilitate class discussions at least twice during the semester, either alone or with a colleague depending on class size. Facilitators should use the weekly reading responses from WebCT in order to construct a facilitation plan that enables us to clarify the main arguments and central interventions, as well as investigate the critical questions raised by the assigned readings. Your facilitation plan could include discussion questions for large or small groups and/or outside materials such as short videos, applicable case studies or current events that would help us delve deeper into the readings.

II. Weekly Reading Responses

Each week that reading is due, students are required to post on the course WebCT page a reading response paper (approximately 750 words) that includes:

- A brief summary of the article or book (one paragraph per article; two paragraphs per book) that includes thesis/central argument, main (supportive) arguments, methodology, sources, and intervention(s) into applicable bodies of study.
- A discussion of two or three aspects of the reading that you find most interesting and generative. In your discussion, consider why this aspect is important, what it has brought to the text and to the issues of the course, how it might be applicable to other areas/issues/etc, and, if this is a criticism, how exactly you would rectify this “error” and what your solution would have added to the text. As we move further into the course, I also would like to see your analysis include comparative analyses of past readings.
- Two suggested discussion questions for the facilitators to use if they would like.
- Response papers must be *posted by 11pm Sunday prior to the class session.*

III. Anthology Review

For this assignment you will write an argumentative essay (5-7 pgs) that will provide a sustained argument regarding your analysis of one of the anthologies on queer theory and/or Citizenship Studies (I will provide a list of possible anthologies). Your review will be due Week 4 and more information will be forthcoming.

IV. Book Review

For this assignment you will do a book review of a book of your choosing that is applicable to the course and approved by me (consider your final project as a guide for your possible selection). Your book review must be modeled on book reviews found in a current journal that is appropriate to the course and your area of study. Please send me your suggested books and the model journals over email by Week 6. Your book review will be due no later than Week 13.

V. Final Project

Your final project for this course can consist of a research paper or an annotated bibliography, depending upon your needs. Please plan to meet with me as early as possible in the semester to discuss possible topics that are useful to your own research agenda and directly applicable to the key debates raised in the course. You will provide a short presentation on your topic in the final weeks of the course, and your paper will be due during Finals Week.

Academic Integrity

Ethics and honesty are critical to academic and life success. You are expected at all times to follow university policies concerning academic integrity. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action including dismissal against any student who is found responsible for academic dishonesty or who otherwise fails to meet the standards. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and for the course.

Special Accommodations

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the office for Services for Students with disabilities. Appropriate accommodations may then be provided for you. Any student in this course who has a disability that may prevent full demonstration of

academic ability should contact us personally as soon as possible so that we can discuss accommodations necessary to ensure full participation and to facilitate your educational opportunities.

Schedule

Week 1: Introductions

Week 2: The Politics of Inclusion/Exclusion

Lowe, Lisa. "Immigration, Citizenship, Racialization: Asian American Critique." *Immigrant Acts: As Asian American Cultural Politics*, 1-36; 177-198. Durham: Duke University Press, 1996.

Luibhéid, Eithne. *Entry Denied*

Week 3: Reproducing Empire

Briggs, Laura. *Reproducing Empire*

Week 4: Family Values

Rubin, Gayle. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." In *Lesbian and Gay Studies Reader*, ed. Abelove, Barale and Halperin, 3-44. New York: Routledge, 1993.

Ferguson, Roderick. "Nightmares of the Heteronormative." *Cultural Values* 4.4 (October, 2000): 419-444.

Brandzel, Amy. "Queering Citizenship? Same-Sex Marriage and the State." *GLQ* 11.2 (2005): 171-204.

Duggan, Lisa. "Queering the State." *Social Text* 39 (Summer 1994): 1-14.

Week 5: The Politics of "Privacy" and the Construction of the Closet

Halley, Janet. "The Politics of the Closet: Legal Articulation of Sexual Orientation Identity." In *After Identity: A Reader in Law and Culture*, eds. Dan Danielsen and Karen Engle, 24-38. New York: Routledge, 1995.

Thomas, Kendall. "Beyond the Privacy Principle." In *After Identity: A Reader in Law and Culture*, eds. Dan Danielsen and Karen Engle, 277-293. New York: Routledge, 1995.

Canaday, Margot. "Who Is a Homosexual?: The Consolidation of Sexual identities in Mid-Twentieth-Century American Immigration Law." *Law & Social Inquiry* 28.2 (2003): 351- 386.

Butler, Judith. "Contagious Word: Paranoia and 'Homosexuality' in the Military." *Excitable Speech: A Politics of Performance*, 103-126; 176-178. New York: Routledge, 1997.

Week 6: Citizenship as Intimacy

Berlant, Lauren. *The Queen of America* (read all except chapters 4&5)

Week 7 (Apr 2): The State(s) of Emergency

Berlant, Lauren. "The Face of America and the State of Emergency." In *The Queen of America*

Puar, Jasbir and Amit Rai, "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots," *Social Text* 72 (Fall 2002): 117-148.

Grewal, Inderpal. "Transnational America: Race, Gender and Citizenship After 9/11." *Social Identities* 9.4 (2003): 535-561.

Manalansan, Martin. "Race, Violence, and Neoliberal Spatial Politics in the Global City." *Social Text* 23.3/4 (2005): 141-155.

Week 8: Fall Break = No Class (but there is reading due)

Berlant, Lauren and Elizabeth Freeman. "Queer Nationality." In *The Queen of America*

Week 9: Queering Nationalisms

Rand, Erica. *The Ellis Island Snow Globe*.

&

Discussion of Berlant and Freeman alongside Rand

Week 10: A Queer For the Nation

Fiol-Matta, Licia. *A Queer Mother For the Nation*

Weeks 11 (11/4) & 12 (11/11): No Class

No Readings Due

Week 13: Sex, Race and Biopolitics

Puar, Jasbir. *Terrorist Assemblages: Homonationalism in Queer Times*. Durham: Duke University

Week 14: "Thanksgiving" = No Class

Weeks 15, 16 and Finals Week = Presentations

You, you and you.