

Professor Finn Enke
History 938: QUEER HISTORY, QUEER THEORY
Office Hours: Weds 12:30-1:20; Thurs 12:30-1:00 and by apt. Sterling 3408

Seminar Description

Over the last three decades, historians have broken intellectual ground by introducing sexuality, sex, and gender as categories of and for historical analysis. Often employing interdisciplinary methods and theories, historians have produced a vibrant and rapidly growing literature on sex/gender that generates new questions and challenges in historiographic method and theory. More specifically, the interdisciplinary arenas of queer history and queer theories not only present insight into the ways that people over time and place have understood and organized gender and sexuality, but it also opens critical vantage points for understanding all aspects of the past.

This seminar centrally explores the historiographic, methodological and theoretical contributions that a focus on queer history, queer and transgender theory can provide. Our works will offer North American, European, Latin American, South African, Middle Eastern, South Asian and transnational contexts and perspectives, falling mainly but not exclusively in the 19th and 20th centuries with some ventures into the more distant past.

Readings provide a sense of the development of the field through the key works that have influenced the way historians use sex and gender as a lens to shed light on historical processes of racialization, class distinction, urbanization, nationalism, citizenship, imperialism, and so forth. We will also be compelled to critically examine concepts such as “the archive” and what it means to imagine a “source base.” As a collection of foundational works and path-breaking recent works, our readings invite reflection on the interactions between historical, methodological and theoretical approaches, and the ways these interactions push our scholarship in new directions.

Course requirements include one book and often 1-3 articles each week; weekly analysis papers that focus on historiographic method, theory, and analytical framework; a final paper that can be either the historiography of a topic or an elucidation of what queer history/queer theory offers your dissertation (research methods or theoretical framework, etc); a combined book review; and of course seminar discussion.

Required Course Books available at Room of One's Own

Michel Foucault, *History of Sexuality*, vol. 1.
Anne Stoler, *Race and the Education of Desire*
Anjali Arondekar, *For the Record: Sexuality and the Colonial Archive*
James Green, *Beyond Carnival: Male Homosexuality in 20th Century Brazil*
Amanda Lock-Swarr, *Sex in Transition: Remaking Gender and Race in South Africa*
Afsaneh Najmabadi, *Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran*
Gloria Wekker, *The Politics of Passion: Women's Sexual Culture in the Afro-Surinamese Diaspora*
Ellen Samuels, *Fantasies of Identification: Disability, Gender, Race*
Claire Sears, *Arresting Dress: Cross-Dressing, Law, and Fascination in 19th Century San Francisco*
Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality and the Law in the American West*
John D'Emilio, *Lost Prophet: The Life and Times of Bayard Rustin*
Regina Kunzel, *Criminal Intimacy: Prison and the Uneven History of Modern American Sexuality*

Required Articles posted on Learn@UW. PLEASE make hard copies and bring to seminar.

Robert Aldrich, Introduction and Prologue to *Colonialism and Homosexuality*

Judith Butler, from *Gender Trouble: "Subjects of Sex/Gender/Desire"; "Bodily Inscriptions, Performative Subversions"; "Conclusion"; and "Preface to 1999 Edition"*

David Halperin, "Forgetting Foucault"

Evelynn Hammonds, "Black (W)holes and the Geometry of Black Female Sexuality"

Jennifer Morgan, "'Some could suckle over their shoulders:' Male Travelers, Female Bodies, and the..."

Beatriz Preciado, "The Phramaco-Pornographic Regime"

Jay Prosser, "Introduction" and "Judith Butler: Queer Feminism, Transgender... from *Second Skins*

Marlon Ross, "Beyond the Closet as a Raceless Paradigm"

Gayle Rubin, "Thinking Sex," "Blood Under the Bridge," and "Geologies of Queer Studies"

C. Riley Snorton and Jin Haritaworn, "Trans Necro Politics"

Sandy Stone, "The Empire Strikes Back: A Posttranssexual Manifesto"

*You may use laptops or reading devices in seminar for the sole purpose of accessing materials. Please disable the internet connection during seminar.

*Everyone is welcome in this seminar and I am happy to make accommodations for disabilities. The McBurney Center provides useful documentation, and feel free to contact me if you'd like to discuss accommodations.

Course Requirements You will receive guidelines for each in a separate attachment.

*Weekly Posting to learn@uw site due no later 11am each Weds. Plan to read each other's posts Weds or Thurs morning.

*Weekly Participation in Seminar Discussion

*Historical and Historiographic Lead-Off Questions (sign up in teams of two)

*Weekly Thesis and Method Statements: due at beginning of each seminar

*5 Historical Analysis Papers (3-5 pages). Based on a single week's readings. You may do these on any weeks you choose, but everyone must do one within the first 3 weeks. You do not need to do a Thesis and Method statement if you are doing an analysis paper.

*1 Dual-Book Review Essay (8 pages).

*Final paper: You may do any of the following:

-write an historiographic essay with a specific question in mind;

-write a paper that draws on this seminar while advancing your own MA or Ph.D. research;

-design and propose a research project. (Strongly encouraged for History Ph.D. students if you have not already done this at least once.)

Course Schedule

- Jan 22. Introduction
- Jan 29 Michel Foucault, *History of Sexuality* vol. 1
David Halperin, "Forgetting Foucault"
- Feb 5 Ann Stoler, *Race and the Education of Desire*
for your perusal: Jennifer Morgan, "'Some could suckle over their shoulders:' Male Travelers,
Female Bodies, and the Gendering of Racial Ideology, 1500-1770"
- Feb 12 Anjali Arondekar, *For the Record: Sexuality and the Colonial Archive*
Aldrich, Introduction and Prologue to *Colonialism and Homosexuality*
- Feb 19 James Green, *Beyond Carnival: Male Homosexuality in 20th Century Brazil*
Aniruddha Dutta and Raina Roy, "Decolonizing Transgender in India"
- Feb 26 Amanda Lock-Swarr, *Sex in Transition: Remaking Gender and Race in South Africa*
C. Riley Snorton and Jin Haritaworn, "Trans Necro Politics"
- Mar 5 Afsaneh Najmabadi, *Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran*
- Mar 12 Judith Butler, from *Gender Trouble*: "Subjects of Sex/Gender/Desire"; "Bodily Inscriptions,
Performative Subversions"; "Conclusion"; and "Preface to 1999 Edition"
Gayle Rubin, "Thinking Sex," "Blood Under the Bridge," and "Geologies of Queer Studies"
Evelynn Hammonds, "Black (W)holes and the Geometry of Black Female Sexuality"
- Mar 19 Sandy Stone, "The Empire Strikes Back: A Posttranssexual Manifesto"
Jay Prosser, "Introduction" and "Judith Butler: Queer Feminism, Transgender..." in *Second Skins*
Beatriz Preciado, "The Phramaco-Pornographic Regime"
- Mar 26 Gloria Wekker, *The Politics of Passion: Women's Sexual Culture in the Afro-Surinamese Diasp*
- Apr 2 SPRING BREAK NO CLASS
- Apr 9 Ellen Samuels, *Fantasies of Identification: Disability, Gender, Race*
- Apr 16 Claire Sears, *Arresting Dress: Cross-Dressing, Law, and Fascination in 19th Century San Fran*
- Apr 23 Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality and the Law in the American West*
- Apr 30 John D'Emilio, *Lost Prophet: The Life and Times of Bayard Rustin*
Marlon Ross, "Beyond the Closet as a Raceless Paradigm"
- May 7 Regina Kunzel, *Criminal Intimacy: Prison and the Uneven History of Modern American Sexuality*
- May 11 (Monday) FINAL PAPERS DUE

History 938 Assignment Guidelines

Creating Questions:

One of the key aspects of critical analysis is asking good questions. You are asked to do so for both your weekly learn@uw postings, and also (and more formally) for your Lead-off Questions. The purpose of each is to inspire and direct the rest of us to engage critical issues in the week's readings. Try to offer questions that ask for explanations that invite us to think something through. They may focus just on a single author's methods or thesis, or they may put several readings in dialogue with one another. Questions that ask for specific information or that require information or knowledge that is beyond the scope of the seminar, are ok to include in a sort of "I wish I knew this, does anyone else?" kind of way, but they should not be your core driving question.

For your **learn@uw postings**: give us some context behind your question. What's on your mind? What in the reading are you responding to? Provide any helpful quotes to let us know where you're coming from. This is an informal place where you may also share your reactions and analytically less-developed questions such as, "I'm lost in the information and ideas, and therefore having a hard time discerning the thesis; anyone have any suggestions for how to read this text?"

Please be sure to post your question **no later than 5pm Weds.**, and when possible, post your question by Monday. You may post as many times as you want within one week. I also encourage everyone to respond to other's postings when they resonate with your reading or if you have insight to share.

Lead-off Questions

In pairs, you will open seminar with two questions pertaining to the readings of the week. *One should be historical, and one historiographic.* (This will need to be modified somewhat for theory readings.) *Historical questions* pertain to the historical material presented in the readings. For example, they might focus on the meanings or frameworks that people in 18th century England used to accommodate same-sex intimacies between women. *Historiographic questions* focus on the writing or crafting of history. For example, how does Judith Bennett combine sources from and about the middle ages alongside more current theorizing about sexual identity to argue for seeing same-sex relations as "lesbian-like" and to register a critique of heteronormativity in her field's scholarship?

Remember that often the best questions are questions that seem quite simple, or that put things in a way to get us started analyzing the texts.

When it is your week to open seminar, come early to put your questions on the board. Introduce your questions with some explanation of what motivated them. You should also take responsibility for

facilitating discussion, making sure that everyone contributes, and encouraging the development of synthesis from our discussion.

Thesis and Method Statements, weekly:

You should write a succinct statement of the author's thesis, and a succinct description of method, and bring these to seminar *each week*. I will ask everyone to read their statements to the seminar, but you are not required to turn them in. The purpose is not to test your accuracy, but rather to use the diversity of our reading approaches to collectively hone in on the core argument and method of the work in question. Doing this together also teaches the skills of reading for thesis and method more effectively. I promise this will pay off.

What's a thesis? It is the core argument of the work. Not the topic, which is what the book is about. Usually, an author will announce their thesis within the first few pages of an article, or within the first 10 pages of a book. Sometimes they'll use explicit language like, "In this article I argue that...." That's a good clue that the thesis will follow. However, I have occasionally seen people use that phrase and what follows is not their thesis, while at the same time they write their thesis in a more obscure way. So, *once you think you have a thesis statement, you then want to think about the entire work and ask yourself if the statement you have come up with is actually reflected in the content and design of the book.* If it isn't, you need to try again. Be aware that there are books of history that lack an explicitly stated thesis (though ours all do have one). Be aware also that some works have multiple theses, or a thesis with 2 or 3 parts.

A thesis statement: may be in the author's words, or in your own words. It should be a statement that reflects the unique scope of this work—that is, not so general that it could be about any number of books—while also being succinct.

Method: reflect on the author's sources, how the sources were used and analysed, and when possible, what intellectual or historiographic conventions or conversations are engaged.

5 Analysis Papers:

In response to 5 different week's worth of readings, handed in on the day we discuss those readings. You may write them for any weeks, but I encourage you to spread them out. I also encourage you to do one within the first three weeks of the semester.

*They should be 3-4 pages each. (They can be longer if there are several readings and you want to include thesis statements from each.) You may single-space and/or double-side or otherwise save paper, but please leave me some room for comments.

*Begin with the author's thesis, for each author engaged. Be sure that before you say anything else, you accurately represent the author's argument and purpose.

*The contributions of the work(s): What conversations is the work participating in? How do the method, sources, scope, framing, etc., allow this book to make useful and unique contributions to those conversations? Are there broader contributions, such that the book would be useful beyond its own disciplinary scope?

*What about the limitations of the work? Here, try to refrain from writing critiques that essentially ask for a different book. E.g., given *this* book, do the sources/frame limit its perspective? Given *this* book and this author's intentions, are there ways the author might have analyzed the sources to make it better?

**When we have more than one reading*, what do the readings together have to offer? What is gained by putting them in dialogue with one another?