AAAS 135
RACE, SEX, AND COLONIALISM

Course Description
This course will provide you with the opportunity to study and analyze the similarities and differences that characterize histories of interracial sexual relations as they have unfolded in different political, social, economic, and legal contexts; time periods; geographical locations; and racial and gendered configurations. Readings will include a variety of historical case studies from across the colonial world that critically explores the entanglements and intersections between race and sexuality. Complementing these readings will be a number of foundational texts on race, sex, and colonialism. Critical to our endeavor will be probing a range of ethical and moral questions about the relationships between race and sex, on one hand, and the exercise of colonial power, on the other.

Close attention will be paid to the various methodological approaches our authors take and to the different theoretical insights that can be drawn from our diverse case studies to help us better discern the common and singular threads running through this geographically and chronologically expansive field of inquiry.

Instructor Information
Prof. Carina Ray
Mandel 207
Office Hours: M/W 12:30-1:30
cer15@brandeis.edu

Course Location and Meeting Time
M/W @ 2:00-3:20pm
Lown Center for Judaica Studies 203

Learning Goals
- Critical comprehension of the multivalent history of colonialism in a variety of different settings.
- Acquire a deep understanding of how race and sexuality intersected in ways that significantly shaped the history of colonialism and its impact on the colonized and the colonizer.
- Engage in intersectional analysis of race, sexuality, gender, and class.
- Refine public speaking skills.
Course Readings
You are expected to complete all readings and assignments on time as indicated on the course schedule. Bring all assigned readings with you to class and have them accessible before class begins.

Required Books
1) Zakes Mba, The Madonna of Excelsior
3) Carina Ray, Crossing the Color Line: Race, Sex, and the Contested Politics of Colonialism in Ghana

Essays and Articles
Assigned essays and articles, as indicated on the weekly course schedule with (L), are available on our LATTE page.

Grading Structure

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Participation</th>
<th>Short Papers</th>
<th>Final Paper and Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>25%</td>
<td>25%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Reading Presentations
Each class two students will be responsible for jointly presenting a 10-15 minute presentation on the assigned reading(s). These presentations will consist of 3 parts. Part One provides a brief overview of the reading that highlights the major theoretical and methodological insights and/or historical developments, themes, arguments, and ideas presented by the author. Part Two offers an analysis of the reading, telling us why it matters and identifying the strengths and weaknesses of the author's arguments/evidence. Part Three provides students with the opportunity to raise 2-3 discussion questions based on the reading, which, in part, seek to promote further contemplation of the material but do not necessarily have to derive from it. You may wish to write out your presentation but you should not read from it verbatim during your presentation. Alternatively, you may wish to create an outline or series of talking points to help guide your presentation. Your presentation should always include direct references to the readings – this may take the form, where appropriate, of judicious use of direct quotes from the readings. The point of these presentations is not just to stimulate discussion; it is also to help you achieve both comfort with and command over your public speaking voice. Your course participation grade, which counts for 25% of your final grade, will be evenly divided between your oral contributions to course discussions and your formal reading presentations.

Short Papers
Pocahontas Analysis Prompt: In response to sustained criticism of its 1995 film Pocahontas, Disney is planning to produce a new version of the film. You have been hired as a historical consultant to advise the company on the aspects of the original film that were regarded as problematic and to provide guidance on how the new version’s encounter narrative can be portrayed in a more historically accurate and culturally sensitive way.

Drawing on the readings to date (not just those immediately related to the Pocahontas module) and your analysis of the film, you will write a 5-6 page paper that makes a clear argument to Disney Studios about the problems of representation that arise in the original film, followed by a series of concrete recommendations that will guide the new film’s engagement with questions of race, gender, sexuality, encounter, colonialism, and representation.

DUE DATE: SEPTEMBER 21ST.

Critical Book Review/Article Review Essay: This 6-7 page critical review short essay calls upon you to: (1) briefly summarize the main thesis of Eileen Findlay’s Imposing Decency: The Politics of Race and Sexuality in Power Rico, 1870-1920; (2) briefly summarize each chapter (this should take up approximately 2-3 pages); (3) comment on the author’s use of sources, paying close attention to primary sources, as well as the ways in which the author positions his/her book in relation to existing secondary sources; (4) critique the book by offering an assessment of its strengths and weaknesses in terms of content, methodology, and contribution. ASSIGNMENT DUE DATE: NOVEMBER 9TH.
Alternatively, you may select between 4-6 articles that we’re reading over the course of the semester and write a critical review essay which brings the articles into conversation with one another. This 6-7 page short essay calls upon you to: (1) briefly summarize the main thesis and arguments of the articles; (2) comment on the authors’ use of sources paying close attention to primary sources, as well as the way in which the author positions his/her work in relation to existing secondary sources; (3) critique the articles by offering an assessment of its strengths and weaknesses in terms of content, methodology, and contribution; (4) bring the articles into conversation with one another to reflect on the broader themes and arguments that emerge out of the collective—in other words, what insights are yielded when the works you have selected are read in conversation with one another? ASSIGNMENT DUE DATE: NO LATER THAN NOVEMBER 18TH. Please be sure to consult the on-line resources for writing a critical book on the course’s Latte page.

Final Research Paper and Presentation
In addition to your assigned reading presentations, general participation in class discussion and two short essays, your final grade will be determined by the quality of your research paper and presentation. Between 12-15 pages, this paper will require you to conduct both primary and secondary source research on a case study of your choosing. You will submit a proposal and tentative bibliography to me by the end of Week #7 and we will discuss your proposals during individual meetings in Week #8. In Week #9 you will have the opportunity to receive in-class peer feedback on an outline of your paper. During Week #11 students are invited to schedule individual appointments if you would like to discuss a draft of your paper. The last four class meetings will be comprised of student-led mini-seminars during which you will present your research to the rest of the class. This 10-minute presentation asks you to give a synopsis of the case study you researched, introduce seminar members to the sources you used, and identify how your research contributes to our understanding of course themes.

An "A" paper will possess the following qualities:

Thesis- A hallmark of strong historical writing is argumentation. Your paper must possess a clearly articulated thesis statement as part of the introduction. The thesis statement is not simply any empty expression of opinion, but an informed argument, based on your interpretation of all available evidence, that articulates the focus and scope of your paper. The thesis should be succinct and identifiable.

Research and Documentation- The best works of history are defined by in-depth research and rigorous documentation. Your paper must be rooted in primary source research (letters, diaries, newspapers, personal letters, government documents, etc.) that serves to support your overall argument. Your primary source research must also be supplemented with engagement in the relevant secondary source literature (monographs, journal articles, etc.) related to your paper topic. It is essential that you provide proper documentation for both primary and secondary sources. All citations, either endnotes or footnotes, must be properly formatted and adhere to Chicago Style guidelines. You must also include a bibliography that clearly lists the primary and secondary sources you have utilized in the paper.

Analysis of Evidence- Historical evidence does not speak for itself. It is the job of the historian to critically analyze the source material before him or her and make judgments regarding its meaning and significance to the particular topic of study. Primary and secondary source evidence, therefore, should not be simply presented, but rigorously interrogated and analyzed in its proper historical context. No free-floating quotes.

Organization- The key to constructing a well-argued and readable paper is organization. A well organized paper begins with an outline that sketches out, in as much specificity as possible, the structure of the paper. The paper itself must be comprised of an introduction, supporting body paragraphs and a conclusion. The body paragraphs should be characterized by strong topic and concluding/transition sentences. Your argument should have a logical flow and skip around from issue to issue.

Grammar and Style- Regardless of how thorough your research is, or how effectively the paper is organized, poor grammar and style will inevitably lead to a lower grade. Good history is good writing. Your paper, in the most general sense, should be readable with no grammatical errors. More specifically, your paper should be characterized by
proper sentence structure, appropriate vocabulary usage, a lack of jargon and vacuous moralization, minimal use of passive voice, and appropriate use of semi-colons. Please refer to the Brandeis Writing Center resource page for further guidance: http://www.brandeis.edu/writingprogram/writingcenter/resources.html

Revision - The final paper must reflect a deep engagement with the revision process. The art of quality writing is the art of revision. Your paper should ideally go through multiple drafts as you work to craft a final polished product. I expect you to take your peer reviewer’s and my comments on your draft seriously. I should therefore be able to identify specific revisions and improvements from the draft to the final paper.

Course Expectations

Weekly Time Commitment
This is a Four-Credit Course (with two hours and forty minutes of class-time per week). Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

Attendance
Attendance is absolutely mandatory. Attendance will be taken at the beginning of every class. The presence of every student is valued and unexcused absences risk disrupting the cohesion of the class. Repeated absences are disrespectful to me, as your professor, as well as to your fellow classmates. If you plan to miss a class, you must have a valid excuse (ie. sickness or injury, family emergency) and inform me ahead of time. More than two unexcused absences will result in an automatic 1/3 reduction of your final grade.

Classroom Conduct
Your classroom conduct will be a factor in your participation grade. You are expected to arrive to class on time, be attentive (no falling asleep), and focused (no cellphone use). Please use the restroom BEFORE you come to class.

You are expected to maintain the highest standards of collegiality with your classmates. Discussions of the course materials and content must be conducted with awareness that we all bring differing levels of knowledge, experience and perspective to the subject matter. Acts of disrespect will not be tolerated. Repeated disruptive behavior will result in your failure of the course.

Academic Integrity
You are expected to maintain the highest standards of academic integrity as stated in Section 4 of the Rights and Responsibilities handbook. http://www.brandeis.edu/studentlife/srcs/rr/

Plagiarism and evidence of cheating on exams will not be tolerated and will result in an automatic failing grade. You may refer to the International Center for Academic Integrity for additional information: http://www.academicintegrity.org/icai/home.php

Disability Policy
If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

If you have questions about documenting a disability or requesting academic accommodations, you should contact Beth Rodgers-Kay in Academic Services (x63470 or brodgers@brandeis.edu.)

Letters of accommodation should be presented at the start of the semester to ensure provision of accommodations. Accommodations cannot be granted retroactively.

Computer Policy
Computers and other electronic devices, including iPads and other tablets, are not allowed in class. Please ensure that you print out articles and bring them to class with you.
**Key Schedule Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5</td>
<td>No Class—Labor Day</td>
</tr>
<tr>
<td>September 8</td>
<td>Brandeis Monday</td>
</tr>
<tr>
<td>October 3</td>
<td>No Class—Rosh Hashanah</td>
</tr>
<tr>
<td>October 12</td>
<td>No Class—Yom Kippur</td>
</tr>
<tr>
<td>October 24</td>
<td>No Class—Shmini Atzeret</td>
</tr>
<tr>
<td>October 25</td>
<td>Brandeis Monday</td>
</tr>
<tr>
<td>November 23</td>
<td>No Class—Thanksgiving</td>
</tr>
</tbody>
</table>

**COURSE SCHEDULE**

**Week #1**
*August 29: Introduction to the Course*
*Guidelines for reading presentations will be reviewed.*

*August 31: Critical Approaches to Race and Colonialism*

**Reading:**
- Omi and Winant, “The Theory of Racial Formation” (L)
- T. Mahmud, “Colonialism and Modern Constructions of Race: A Preliminary Inquiry” (L)

**Week #2**
*September 7: Critical Approaches to Race, Sex, and Colonialism*

**Reading:**
- Mytheli Sreenivas, “Sexuality and Modern Imperialism” (L)
- Robert J.C. Young, *Colonial Desire: Hybridity in Theory, Culture, and Race* (Excerpt, L)

*September 8: Comparative Approaches to Race, Sex, and Colonialism*

**Reading:**
- Lisa Lowe, “The Intimacies of Four Continents” (L)

**Week #3**
*September 12: Mythic Representations of Interracial Romance in the Making of the Atlantic World*

**FILM SCREENING OF POCAHONTAS (Pt. 1)**

**Reading:**
- J. Taylor, “Reinterpreting Malinche” (L)

*September 14: A Critical Reappraisal of Disney’s Pocahontas*

**FILM SCREENING OF POCAHONTAS (Pt. 2)**

**Reading:**
- R. Weatherston, “When Sleeping Dictionaries Awaken: The Re/turn of the Native Woman Informant” (L)

**Week #4**
*September 19: Consent/Coercion/Continuum*

**Reading:**
- Mia Bay, “Love, Sex, Slavery, and Sally Hemings” (L)
- Sara Kaplan, “Our Founding (M)other: Erotic Love and Social Death in Sally Hemings and The President’s Daughter” (L)
- Carina Ray, “The History of Interracial Sex: It’s much more than just rape or romance” (L)

*September 21: Negotiating Sex, Race, and Power  **POCAHONTAS SHORT PAPER DUE***

**Reading:**
- Jessica Millward, “The Relics of Slavery”: Interracial Sex and Manumission in the American South” (L)
- Ann McGrath, “Consent, Marriage and Colonialism: Indigenous Australian Women and Colonizer Marriages” (L)
Week #5
September 26: Race and Sexuality in Colonial Louisiana
Reading:
Jennifer Spear, “Race Matters in the Colonial South” (L)
Jennifer Spear, “Colonial Intimacies: Legislating Sex in French Louisiana” (L)
Emily Clark, “Atlantic Alliances: Marriage among People of African Descent in New Orleans” (L)

September 28: Interracial Identities and Family Formations in Colonial India
Reading:
Durba Ghosh, “Un-Making Loyal Subjects: Widows and Educating Orphans in Early Colonial India” (L)
Durba Ghosh, “Who Counts as a ‘Native?’: Gender, Race, and Subjectivity in Colonial India” (L)

Week #6
October 5: Interracial Sex in the Colony and Metropole
Reading:
C. Ray, Crossing the Color Line: Race, Sex, and the Contested Politics of Colonialism in Ghana (Intro-Ch. 1)
*Discussion of research topics and proposal format.

Week #7
October 10: Interracial Sex in the Colony and Metropole
Reading:
C. Ray, Crossing the Color Line: Race, Sex, and the Contested Politics of Colonialism in Ghana (Ch. 2-5)
*Research paper proposals and tentative bibliography due by end of week.

Week #8
October 19: Interracial Sex in the Colony and Metropole
Reading:
C. Ray, Crossing the Color Line: Race, Sex, and the Contested Politics of Colonialism in Ghana (Ch. 6-Conc.)
* Individual Meetings to discuss research papers.

Week #9
October 25: Fanon on Interracial Sex
Reading:
Fanon, Black Skin, White Masks (Ch. 2-3) (L)
K. Macharia, “Love in Fanon” (L)

October 26: *Research Paper Outlines Due – Peer Feedback Exercise
Reading:
Zakes Mda, The Madonna of Excelsior (pp. 1-132)

Week #10
October 31: Race and Sex in South Africa
Reading:
Zakes Mda, The Madonna of Excelsior (pp. 133-259)
Sol Plaatje, “The Mote and the Beam” (L)

November 2: Public Speaking Workshop
Reading:
Eileen Findlay, Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1920 (pp. 1-53)
**Week #11**

**November 7:** Race and Sexuality Across the Imperial Divide  
**Reading:**  
Eileen Findlay, *Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1920* (pp. 54-135)

**November 9:** Race and Sexuality Across the Imperial Divide  
**Reading:**  

**Week #12**

**November 14:** Sex Tourism: Past and Present – Part One  
**FILM SCREENING OF HEADING SOUTH (Pt. 1)**  
**Reading:**  
Jennifer Morgan, “Some Could Suckle over Their Shoulder: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770” (L)

**November 16:** Sex Tourism: Past and Present – Part Two  
**FILM SCREENING OF HEADING SOUTH (Pt. 2)**  
**Reading:**  
Jacqueline Sanchez Taylor, “Female Sex Tourism: A Contradiction in Terms?” (L)

**Week #13**

**November 21:** Individual Research Day – Use time to work on Final Paper and Presentations

**Week #14**

**November 28:** Student-Led Mini-Seminars  
**November 30:** Student-Led Mini-Seminars

**Week #15**

**December 5:** Student-Led Mini-Seminars  
**December 7:** Student-Led Mini-Seminars