Course Description
This seminar provides undergraduate students with the opportunity to study and analyze the similarities, differences, and contradictions 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. Students gain a deeper understanding of how race, sexuality, gender, and class intersected in ways that significantly shaped the history of colonialism, including its imposition and modes of rule, as well as resistance to it.

Our first set of readings includes foundational texts on race, sex, and colonialism that offer some of the theoretical and methodological tools necessary to engage our second set of readings, which critically explore the entanglements and intersections between race and sexuality in a variety of historical case studies from across the colonial world.

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 219
cer15@brandeis.edu
Office Hours: Tuesday 11:30-1:30pm

Course Location and Meeting Time
Tuesday @ 2:00-4:50pm
Pearlman Hall 202

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, including its imposition and modes of rule, as well as resistance to it.
• Engage in intersectional analysis of race, sexuality, gender, and class.
• Refine public speaking skills.
• Fulfill the OC and SS requirements.
**Course Readings**
You are expected to complete all readings and assignments on time as indicated on the course schedule. Bring all assigned readings (books and course reader) with you to class and have them accessible before class begins.

**Required Books**
1) Emily Clark, *The Strange History of the American Quadroon: Free Women of Color in the Revolutionary Atlantic*
2) Todd Shepard, *Sex, France, & Arab Men 1962-1979*
3) Zakes Mda, *The Madonna of Excelsior*
4) Ann Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimacies of Colonial Rule*

**Assigned Articles**
All assigned articles are available in our course packet. Course packets will be available for purchase either directly from me or from the AAAS department (Mandel 2nd Floor).

**Grading Structure**

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<thead>
<tr>
<th>Assignment</th>
<th>Course Participation</th>
<th>Short Papers</th>
<th>Final Paper and Presentation</th>
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<tbody>
<tr>
<td>Percentage</td>
<td>25%</td>
<td>30%</td>
<td>45%</td>
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**Reading Presentations**
Each class two students will be responsible for jointly presenting a 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 seminar discussions and your formal reading presentations.

**Short Papers**

**Pocahontas Prompt**
Drawing on Rosemary Weatherston’s critique of Disney’s *Pocahontas*, as well as on the critical concepts made available to you by our readings to date (not just those immediately related to Pocahontas) and your analysis of the film, write a blurb for the film (what you would expect to find on the back of a DVD). Instead of writing it from the perspective of a Disney marketing specialist, write it from the perspective of Pocahontas herself. How would she describe the film, its portrayal of her, the Powhatan people, the colonial encounter, and the romance narrative it peddles about her and John Smith? Remember this short 300-word blurb needs to convey her critical perspective to a general audience so make sure your language is punchy, concise and compelling. Avoid jargon without sacrificing critical analysis. **DUE DATE: OCTOBER 16.**

**Critical Book Review**
This 5-6 page critical book review calls upon you to select either Ann Stoler’s *Carnal Knowledge and Imperial Power* or Emily Clark’s *The Strange History of the American Quadroon* and: (1) briefly summarize the book’s main theses; (2) briefly summarize each chapter in no more than two paragraphs per chapter; (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. **DUE DATE: STOLER – OCTOBER 9 or CLARK—OCTOBER 30.**
**Occasional Keywords**

Over the course of the semester select 5 keywords that you think are of critical importance to unpacking our seminar’s three primary analytics—race, sex, and colonialism—and the connective tissue which binds them together. On an index card please indicate the reading you’ve drawn the keyword from and how it has informed your thinking. Bring the index card to class with you on the day we are discussing that particular reading and be prepared to contribute your keyword to our seminar discussion. I will collect your index card at the end of seminar and return it to you the following week. I will accept your keywords through November 27. Your keywords, however, should not all come from the same reading.

**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, which brings together this seminar’s three analytics: race, sex, colonialism. You will submit a proposal and tentative bibliography to me on October 23 and we will discuss your proposals during individual meetings on October 24-25. On November 13 you will have the opportunity to receive in-class peer feedback on an outline of your paper due in class that day. You are invited to schedule individual appointments if you would like to discuss a draft of your paper during the week of November 27. The last seminar meeting on December 11 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. You will have an opportunity to field questions from seminar members at the conclusion of your presentation.

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. In addition to engaging relevant secondary source literature (monographs, journal articles, etc.) related to your paper topic, your paper must utilize primary source research (letters, diaries, newspapers, personal letters, government documents, etc.) that serves to support your overall argument. It is essential that you provide proper documentation for both primary and secondary sources. All citations must be properly formatted and adhere to Chicago Style guidelines (footnotes and bibliography). Your bibliography must clearly list 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 avoid skipping 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. The Writing Center also offers individual writing consultations by appointment only. You may sign up for an appointment here.

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.

Course Expectations

Weekly Time Commitment
This is a Four-Credit Course (with two hours and fifty 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 seminar members. 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 one unexcused absence 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.

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.

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
- September 11: No Class— Rosh Hashanah
- September 25: No Class—Brandeis Monday
- October 9: Stoler Book Review Due
- October 16: *Pocahontas* Blurb Due
- October 23: Final Project Proposal Due
- October 30: Clark Book Review Due
- November 13: Final Project Outline Due
- December 11: Student Led Mini-Seminars
**Class #1**

*September 4: Introduction to the Course – Race, Sex, Colonialism, and What’s at Stake Today*

*Guidelines for reading presentations will be reviewed.*

**Class #2**

*September 18: Critical and Comparative Approaches to Race, Sex, and Colonialism*

**Reading:**
- Omi and Winant, “The Theory of Racial Formation”
- Kimberlé Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color”
- Ann Stoler, “Rethinking Colonial Categories: European Communities and the Boundaries of Rule” (Ch. 2)

**Class #3**

*October 2: Centering the Colonizer: Nuancing an Old Story with New Methodologies?*

**Reading:**
- Ann Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate of Colonial Rule* (Ch. 1, 3-5, Epilogue)

**Class #4**

*October 9: Mythic Representations of Interracial Romance in the Making of the Atlantic World*

**Reading:**
- Christian Feest, “Pride and Prejudice: The Pocahontas Myth and the Pamunkey”
- Rebecca Weatherston, “When Sleeping Dictionaries Awaken: The Re/turn of the Native Woman Informant” (113-27)

**FILM SCREENING OF POCOHONTAS**

**STOLER BOOK REVIEW DUE**

**Class #5**

*October 16: Consent/Coercion/Continuum*

**Reading:**
- Mia Bay, “Love, Sex, Slavery, and Sally Hemings”
- Jessica Millward, “The Relics of Slavery”: Interracial Sex and Manumission in the American South”
- Marisa Fuentes, “Power and Historical Figuring: Rachel Pringle Polgreen’s Troubled Archive”

**POCAHONTAS BLURB DUE**

**LIBRARIAN LAURA HIBBLER JOINS US TO DUSCUSS RESEARCH BIBLIOGRPAHIES**

**Class #6**

*October 23: Deprovincializing the Quadroon: Myth, Migration, and Multiracial Lives in the Atlantic World*

**Reading:**
- Emily Clark, *The Strange History of the American Quadroon: Free Women of Color in the Revolutionary Atlantic*

**ONE PAGE FINAL PROJECT PROPOSAL AND TENTATIVE BIBLIOGRAPHY DUE**

**Class #7**

*October 30: Gender, Race, and Sex Tourism, Past and Present*

**Reading:**
- Xavier Livermore, “Colonialism and African Sexualities”
- Jacqueline Sanchez Taylor, “Female Sex Tourism: A Contradiction in Terms?”

**FILM SCREENING OF HEADING SOUTH**

**CLARK BOOK REVIEW DUE**
**Class #8**
November 6: Race, Sex, and the Politics of Apartheid in South Africa  
Reading:  
Zakes Mda, *The Madonna of Excelsior*

**Class #9**
November 13: Interracial Relationships in the Colonial Metropole/Final Project Outline Peer Review Exercise  
Reading:  
Lucy Bland, “White Women and Men of Colour: Miscegenation Fears in Britain after the Great War”  
Carina Ray, “The White Wife Problem: Sex, Race, and the Contested Politics of Repatriation to Interwar British West Africa”  
**FINAL PROJECT OUTLINE DUE**

**Class #10**
November 20: November 27: Interracial Sex and Anticolonial Politics/Public Speaking Workshop Part 1  
Frantz Fanon, *Black Skin, White Masks* (Ch. 2-3)  
Partha Chatterjee, “Colonialism, Nationalism, and Colonized Women: The Contest in India”

**Class #11**
November 27: Recolonizing Arab Sexualities in the Post(Colony) Metropole  
Todd Shepard, *Sex, France, and Arab Men, 1962-1979*

**Class #12**
December 4: Public Speaking Workshop Part 2

**Class #13**
December 11: *Student-Led Mini-Seminars on Final Research Projects*