

History 7399.501
Gender and Nationalism
Professor Michelle Nickerson
Office: JO 5.426
972-883-2063

University of Texas at Dallas
Spring 2010
R 7-9:45pm, JO 4.708
Office Hours: W 3-4, R 3-4
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Course Description:

This course aims to provoke questions and discussion about how gender ideology has shaped nationalism in comparative historical contexts and how nationalism has shaped gender ideology. By interrogating gender as a category of historical analysis, we will explore: 1) the relationship between pro-natalist policies (laws that promote childbearing), racial identity, and national identity 2) how nationalist and feminist movements have influenced each other 3) the ways that beliefs about “natural” gender differences have structured how colonizers and colonized people imagine their relationship to each other. We will read monographic and theoretical texts by scholars whose work collectively spans five continents and more than a century.

Course Objectives:

1. Students will successfully apply gender analysis to history of nationalist movements.
2. Students will demonstrate, in spoken and written word, understanding of how the “nation” developed as a historical concept across time and geographical space.
3. Students will demonstrate their ability to complete the initial stages of historical research by submitting a thesis prospectus.

Required Texts: (Available at the Off Campus Bookstore, 561 W. Campbell Road, Richardson, TX, and at the Campus Bookstore.)

Benedict Anderson, *Imagined Communities*

Gail Bederman, *Manliness and Civilization*

Amy Greenberg, *Manifest Manhood and the Antebellum American Empire*

Claudia Coonz, *Mothers in the Fatherland*

Partha Chatterjee, *Nation and Its Fragments*

Hannah Rosen, *Terror in the Heart of Freedom*

Diana Taylor, *Disappearing Acts*

Margaret Power, *Right Wing Women in Chile: Feminine Power and the Struggle Against Allende, 1964-1973* (Penn State Press, 2002) ISBN 978-0-271-02195-9

Eileen Findlay, *Imposing Decency: The Politics of Sex and Race in Puerto Rico, 1870-1920*

***Much of the course material, essays and articles, will be posted on the McDermott library course reserves site: <http://utdallas.docutek.com/eres/coursepass.aspx?cid=788>. You can also navigate to this page directly through the library's home page.

I will also post material on the e-learning homepage.

Course Schedule:

January 14 Introduction

January 21 Gender

Joan Scott, "Gender: a Useful Category of Analysis" (*American Historical Review* 91/5, Dec. 1986); AHR Forum: Revisiting "Gender: a Useful Category of Analysis," *American Historical Review* 113/5 (Dec. 2008), read: 1) the Introduction 2) Meyerowitz, "A History of 'Gender,'" 3) Tinsman, "A Paradigm of Our Own," and 4) Scott, "Unanswered Questions" on-line course reserve

January 28 Nationalism

Benedict Anderson, *Imagined Communities* BOOK REVIEW DUE (no grade, just practice)

February 4 Gender and Empire

Bederman, *Manliness and Civilization* BOOK REVIEW DUE

February 11 Masculinity and Manifest Destiny

Amy Greenberg, *Manifest Manhood and the Antebellum American Empire* BOOK REVIEW DUE

February 18 Colonialism

Lora Wildenthal, "Race, Gender and Citizenship in the German Colonial Empire, in *Tensions of Empire* eds. Frederick Cooper and Ann Stoler, (Berkeley CA: University of California Press, 1997) pp. 263-283.

Andrew Rotter, "Gender Relations, Foreign Relations: The United States and South Asia, 1947-1964," *Journal of American History* (1994) 81:2, 518-542.

Ann Stoler, "Carnal Knowledge and Imperial Power: Gender, Race and Morality in Colonial Asia," ed. M. di Leonardo, *Gender at the Crossroads of Knowledge* (Berkeley, CA, University of California Press, 1991) pp. 51-101.(reprinted pp. 209-266.) **on-line course reserve**

February 25 Women and National Socialism

Claudia Coonz, *Mothers in the Fatherland* BOOK REVIEW DUE

March 4 Pro-Natalism

Karen Offen, "Depopulation, Nationalism and Feminism in Fin de Siècle France," *American Historical Review* 75 (1988): 648-676 .

Gisela Bock, "Racism and Sexism in Nazi Germany: Motherhood, Compulsory Sterilisation and the State," *When Biology Became Destiny: women in Weimar Germany* ed Renate Bridenthal et. al. (NY: 1983) pp. 271-296. Gail Kligman, "Political Demography: The Banning of Abortion in Ceausescu's Romania," in *Conceiving the New World Order* eds. Fay Ginsburg and

Rayna Rapp (Berkeley: University of California Press, 1995) pp. 234-255. **on-line course reserve**

March 11 Indian Nationalism
Chatterjee, *Nation and Its Fragments*

March 18 (Spring Break)

March 25 Race and American Citizenship
Hannah Rosen, *Terror in the Heart of Freedom*

*****Wednesday, March 31st, 7:30pm, Jane Kamensky Lecture, "History Inside Out: Ten Things Writing Fiction Taught Me About Crafting the Past," Jonsson Performance Hall**

April 1 Nationalism in Latin America
Diana Taylor, *Disappearing Acts* **Essay Proposal Due**

April 8 Chilean Nationalism
Margaret Power, Margaret Power, *Right Wing Women in Chile: Feminine Power and the Struggle Against Allende, 1964-1973* (Penn State Press, 2002)
Sandra McGee Deutsch, "Gender and Sociopolitical Change in Twentieth-Century Latin America," *Hispanic American Historical Review* 71/2 (May 1991), 259-306 on-line course reserve

April 15 Ethnicity and National Identity
Eileen Findlay, *Imposing Decency: The Politics of Sex and Race in Puerto Rico, 1870-1920*
Preliminary Bibliography Due

April 22 research week

April 29 Women, Islam and the State
Deniz Kandiyoti, "Identity and its Discontents: Women and the Nation," *Millennium* 20 (1991): 429-43 **on-line course reserve**

FINAL PAPER DUE, in my office and on www.turnitin.com, Thursday May 6th. The turnitin course # is 3072734

Grading Policy

Student grades will be based on: a.) attendance b.) participation in classroom discussions and c.) writing assignments

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|---------------|-----|
| Book Reviews | 25% |
| Participation | 20% |

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|--------------------------|-----|
| Final Paper | 40% |
| Paper Proposal | 5% |
| Final Paper Bibliography | 5% |
| In-class Presentations | 5% |

A to A+ work=

In the classroom:

Full attendance (maybe one absence would be justified)

Participation in discussions that demonstrates engagement with the texts.

Listens and responds to comments of fellow students.

On assignments:

Book reviews and final papers with strong analysis, clear and well-structured writing that flows logically from one point to the next.

Demonstrates grasp of historiographical format.

B+-A- work=

Shows weakness in one of the three areas (attendance, participation, assignments).

B to B+ work= shows weakness in two of the three areas, or significant weakness in one of the areas.

B- to B= shows significant weakness in two of the three areas.

C- or below= you get the picture

Course and Instructor Policies Attendance and participation are **mandatory**. If you are really shy, let's talk about it. Late assignments will not be accepted.

Laptops are not permitted in the classroom. Pagers and cell phones must be turned off.

Assignments

Book Reviews:

The Purpose of the book review is three-fold:

- to prepare you for class discussions
- to train you in the methods of analysis used by historians
- to give me opportunities to comment on your writing

A book review does three things:

- Describes what the book is about
- Praises the book's strengths
- Critiques its weaknesses

Book review writing is a staple of the profession. Historians and other scholars must write them often.

Follow these **steps**:

1. Begin by briefly sketching out what the book examines. {one paragraph}
2. Identify the book's main goals and evaluate how well the content addresses those goals. The author usually presents the goals of the book in the preface or introduction. To make that evaluation, consider the following {two-three paragraphs}

- a. How is the book organized? If the book is organized chronologically, briefly trace the chronology. If topical, what are the topics?
 - b. What kind of evidence does the author use to make her argument? Why does she use this kind of evidence?
 - c. Is the writing clear?
 - d. Is the argument convincing and/or sophisticated? Does the evidence s/he use back it up?
 - e. What are the different themes addressed in the book? Do they go together? How well does the author bring those themes together?
3. Quote the author two or three times to illustrate the aforementioned points you are trying to make in the review. Use the *Chicago Manual of Style* to do the proper footnotes for quotes.
 4. Finish up by summarizing your overall assessment of the book. If your review has suggested that the book is terrible, state this concisely and forcibly here. If your review suggests the work is wonderful, say that. The conclusion should reiterate the analysis you have been providing all along. It should not be the first time you provide any analysis. {one paragraph}
 5. Write 550 and 600 words.
 6. Post your book reviews to e-learning discussion board by noon the Monday before class so that other students can read them and prepare for class.
 7. Turn a hard copy of the book review in to Prof. Nickerson in class.

Class Participation Students are required to come to class: 1. with all of the reading done 2. having read notes posted by other students on e-learning with three discussion questions based on the reading prepared (you don't have to pre-post those). Since graduate seminars revolve around discussion you will be expected to arrive in the classroom ready to express opinions.

Class Introductions Once this semester, it will be your responsibility to introduce the materials up for discussion that particular day. For five to ten minutes you will...be the professor:

1. Introduce the author (what is her/his academic profile/history? Where does he/she teach? Anything special about this person? Where did they go to school? Who did they work with?

Talk about the main arguments and themes presented

2. What distinguishes this book? What makes it interesting and important? Do its main contributions have to do with theoretical sophistication? Interesting use of new sources? New take on a timer period? Why do we need to know about this book or article?
3. Who published it? Does this press have a specialty?
4. How is the writing?
5. In addition to your evaluation, give three questions for discussion

Final Class Project At the end of the semester students will turn in a 15-20 page (plus bibliography) thesis prospectus: a proposal detailing plans for execution of a final project (whether you wish to use the material or not). The prospectus will include analytic questions, descriptions of primary sources, and the historiographic literature you will engage. A detailed assignment description will be circulated by the professor.

University Policies and Protocol

Technical Support

If you experience any problems with your UTD account, send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Field Trip Policies

Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address

http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion,

the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or

committee with whom the grievance originates (hereafter called “the respondent”). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent’s School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean’s decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester’s end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

disabilityservice@utdallas.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student’s responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals

requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after **the absence: a period equal to the length of the absence, up to a maximum of one week.** A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

All details of this syllabus are subject to change at the discretion of the Professor.