Course Description

This course examines some of the major theoretical approaches to and empirically grounded analyses of the ways in which national/ist discourses and practices are gendered and sexualized. The course approaches the concept of nation and its close variants – ethnic and cultural identities, nation-states, citizenship and notions of belonging – as historically contingent and continuously reproduced through discourse and practice on a variety of levels of power. In keeping with anthropological approaches, we concentrate on both conceptual/discursive frameworks and material effects in the everyday lives of people belonging to various socially defined groups. We approach differently gendered subjectivities, men and women, masculinities and femininities, as well as sexualities as they intersect with national, ethno-national, and nation-state formations. Particular areas of focus include reproduction, ethnicity, wartime sexual(ized) violence, sexuality, feminist and LGBT activism, and recently proposed concepts like femonationalism and homonationalism. Geographically and historically the course takes a broad, comparative view, even as we pay particular attention to contexts most frequently addressed in the literature, including that of the former Yugoslavia where the professor and TA both have particular expertise.

Learning Outcomes

Through lectures, assigned readings, small and large group discussions, student presentations, written critiques, and the group media project, students should come out of this course able to:
- identify and discuss the main theoretical issues involved in studying nations and nationalisms as discursive, cultural, and material phenomena
- recognize and analyze the ways in which notions of gender, sex and sexuality are implicated in national/ist discourses and practices
- critically assess and compare class readings according to the theoretical arguments put
forward and the methods used to construct those arguments
- identify and research a topic of theoretical relevance to the themes of the course through primary sources found on the internet or other available resources
- present critical written analysis that is backed up by arguments and evidence from class readings as well as additional published sources or primary research materials
- demonstrate the ability to analyze, assess and compare class materials through oral participation in class

Course Requirements and Grading

Your grade will be based on:

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation and attendance</td>
<td>20%</td>
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<tr>
<td>2 Reaction papers (20% each)</td>
<td>40%</td>
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<tr>
<td>Group media project</td>
<td>40%</td>
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<tr>
<td>Oral presentation</td>
<td>10%</td>
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<tr>
<td>Final essay</td>
<td>30%</td>
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Participation: This course depends on active participation from all students. This means you must come to class having read the assigned readings and that you share your critical evaluation of the readings in class and participate in small group and class discussions. If it becomes necessary, I may require in-class written assessments on the readings as part of your participation grade.

You must have a GOOD EXCUSE to miss class. Each absence without documentation will negatively affect your participation grade by 0.5% (and correspondingly also your class grade). Whether it is excused or not, you are responsible for the material you missed (check with a classmate first).

Critical evaluation is not only negative: we aim to first assess each text’s contributions and strengths in comparison with other scholarship before delving into any shortcomings. For each reading you should consider and take notes on:

- **What is the main argument?** Sub-arguments?
- **To whom** is the analysis speaking? (who is the author, how are they situated geographically, disciplinarily, in terms of seniority; where did the publication appear, in what debates is the text intervening whether implicitly or explicitly?)
- What **evidence** does the author present to back up the argument and how was it gathered?
- **Is the argument convincing?** Why or why not?
- **How does this reading relate** to the rest of the literature we have covered in class (or other things you have read)? To your own knowledge and experiences? Does it further or complicate our understanding of nationalist processes?

Reaction papers (2): 3-5 pages (800-1500 words) each, due at the beginning of class on the day of the readings you are writing about. Each paper should cover the readings for one class period (in
most cases, two articles), on any date in the designated time window. Follow the guidelines above for discussion preparation but concentrate mostly on your own critique and relating these readings to the other literature from the course (in other words, do not just summarize). You must turn in two of these, one in the first half of the semester (by October 26) and the other by the end (by November 26). You can choose to write about the readings for any class starting in week 3. It is highly recommended to leave time for receiving feedback on the first paper before you turn in the second.

**Group media project:** this is a two-part project that aims at testing and pushing forward the empirical findings and theoretical approaches found in our class readings. In groups of 2-4 (depending on the size of the class), choose a public spectacle, state initiative, citizen group, media debate, or other phenomenon that illustrates the intersection of gender and/or sexuality with national or state discourses or practices. Your example must be accessible visually: an illustrated newspaper or magazine article, website, YouTube video, film clip, Facebook group, blog, etc. or through your own documentation (“field” notes, pictures, video, flyers) if you are able to attend an event or activity. Your example can be from any country or setting but it must be recent – not more than 3 years old unless I give you special permission – and something that has NOT been analyzed in the scholarly literature (as far as you can reasonably ascertain). I must approve your topic before you proceed: a **one-paragraph topic proposal with group names is due in class by October 31.**

You will present your analysis in two stages, as a group and individually:

1. **Group presentation:** in-class presentations of media projects (see schedule below). Your group will have 15 minutes to present the topic and a critical analysis of it using our class readings. Show your visual materials on the classroom screen (PowerPoint, YouTube, internet sites, etc.). Keep any video clips short. Text presented should also be brief and focus on key conclusions and arguments or basic identifying information. Your analysis should illustrate points from and comparisons with class readings, preferably showing how your example may challenge and/or expand on any of the texts’ main arguments. In the remaining time, your classmates will have a chance to offer feedback and ask questions. Time allotment and schedule will be adjusted according to the number of students in the class.

2. **Final essay:** 8-10 pages (up to 3,000 words), **due December 13.** This is a concise write-up of your group’s visual presentation. Each member of the group must turn in their own paper in their own words based on the work of the group (but you can use a common introduction/description of the topic if you choose to). The paper should briefly describe your example and the materials upon which you base your analysis. Then, analyze it against the themes and theoretical and methodological approaches of our class readings. You must meaningfully discuss and engage with a minimum of five class readings (just mentioning them is not enough), comparing your example to those in the readings, although the more class readings you can tie into your analysis, the better. Top marks will only go to papers that critically engage with our class readings. Consider, for example, whether your material supports or negates some of the theories we have studied or suggests some ways in which we might modify those theories. Which approaches do you find useful for making sense of your material? Which arguments are persuasive?
Writing guidelines

All assignments must be submitted both in hard copy and uploaded as a Word file to the e-learning site. Use 12-point font (Times New Roman, Arial, or other standard font) and double- or 1½-space with page numbers at the bottom. Please print double-sided. Electronic documents (uploaded or emailed) must include your name in the file name. And remember to back up your files so you don’t have to repeat your work! Provide full references for all literature cited, including those on our syllabus, and avoid plagiarism. If you are unsure about rules for citations and avoiding plagiarism, please see me or the Center for Academic Writing and consult CEU’s policy on academic dishonesty listed in the program Handbooks. Plagiarism and academic misconduct will be taken very seriously and could result in failure of assignments or even the whole course.

Classroom policies

Please have your readings and notes for discussion in front of you at every class. You are encouraged to use hard copy print-outs (i.e. buy the reader) and take notes by hand, as these have been shown to best facilitate learning and retention. If you must use a screen, please keep fiddling and typing to a minimum (do not open other programs during class unless asked to look something up). Phone use is not allowed; they must be put away and in silent mode during class.

This class works best if everyone participates. Reflections on geographical and historical contexts not directly addressed in our readings are highly encouraged. The goal is for all of us to learn from each other’s different backgrounds and strengths; please help to create and maintain an atmosphere where everyone feels comfortable speaking up.

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Schedule of Topics, Assignments and Readings

NB: the printed reader contains all required readings. Required as well as recommended readings are posted in pdf format on the class e-learning site (moodle). Students enrolled in the class automatically have access to the moodle. Others may request guest access from the professor.

Week 1

1. Introduction and introductions
   Sept. 17 Course overview and introduction to each other, and to the terms, concepts, and approach of the course

2. Nations, nation-states, and nationalism
   Sept. 19 Reading:
   • Craig Calhoun, “Introduction,” “State, Nation, and Legitimacy” (Chapter 4),


Week 2
Sept. 26

3. Nationalism as banal and intimate

Reading:

Recommended/for reference:

Sept. 28

4. Feminist critiques: women and nationalism

Reading:

Week 3
Oct. 3

5. Feminist critiques: sexuality and masculinity

Reading:

Recommended:

Oct. 5

6. Reproducing the nation, reproducing the state

Reading:
- Geraldine Heng and Janadas Devan, “State Fatherhood: The Politics of Nationalism, Sexuality, and Race in Singapore.” In Andrew Parker, Mary Russo, Doris Sommer and


Recommended (to be referenced in lecture):

**Week 4**  
Oct. 10

7. **The (colonial) state as pimp: Regulating reproduction**

Reading:

Oct. 12

8. **Nationalism, feminism, ethnicity**

Reading:

Recommended:

**Week 5**  
Oct. 17

9. **Nationalism as affect and performance**

Reading:

Oct. 19

10. **Gendered citizens in a military nation**

Reading:
Week 6  
Oct. 24
(no Slaven)

11. Militaries as gendered national actors
Reading:

Oct. 26
(no Slaven)

12. Sexual(ized) violence in war
Reading:

Deadline for first Reaction Paper

Week 7
Oct. 31

13. Queering the nation
In-class short film: *Puszta Cowboy*
Reading:

Due: Topic proposals (one paragraph, in hard copy at the beginning of class)

Nov. 2

14. No class – National holiday

Week 8
Nov. 7

15. Nationalism and homophobia
Reading:

Nov. 9

16. Homonationalism, terrorism, imperialism (US nationalism)
Class led by Slaven
Reading:
- Jasbir Puar, “The Sexuality of Terrorism” (Chapter 1) in *Terrorist Assemblages*: 
Week 9  
**No class this week** – see below for make-up times  
Please use this time to work on your media projects

Week 10  
17. (back to) **Nationalism and the logics of wartime rape: former Yugoslavia**  
Nov. 21  
Class led by Slaven (Elissa is away at a conference)

Reading:  

Nov. 23  
18. **Femonationalism and populism**

Reading:  

Recommended:  

Week 11  
**Monday – double class (make-up)**  
Nov. 26  
15:30-17:10  
19. **Traditionalist nationalism and sexuality**

Reading:  

17:20-19:00  
20. **Nationalism, populism, racism**

Reading:  

**Deadline for second Reaction Paper**

Nov. 28 21. Group project visual presentations (3)

Nov. 30 22. presentations continued (3)

**Week 12**

Dec. 5 23. presentations continued (3)

Dec. 7 24. Conclusions of the course

Come to class ready to discuss and compare the major approaches covered in this class. We will consider how attention to gender and sexuality contributes to our understanding of national and state processes, what aspects might be missing or inadequately addressed by the literature, and what contemporary events might present new ways in which sex and gender figure in constructions and practices of nations and states.

Don’t forget to fill out a course evaluation on line. I appreciate your feedback.

**Final Essays due: Thursday, December 13 by 5pm (hard copy and uploaded to the moodle)**

*Extensions will be granted only with Elissa’s approval at least two days before the deadline and only up to the final deadline set by the department. Unexcused late papers will be graded down one grade (i.e. from an A- to a B+) for each 24 hours they are late.*

* * * Happy holidays and winter break!! * * *
Background and further reading:

This is a short list of some book-length studies we may mention in our class discussions – see also the edited and single-author books from which some of our readings come and other works by the authors listed. A selection of articles for further reading is also available on the e-learning site.


Calhoun, Craig. *Nationalism* (Buckingham: Open University Press, 1997)


Helms, Elissa. *Innocence and Victimhood: Gender, Nation, and Women’s Activism in Postwar Bosnia-Herzegovina* (U of Wisconsin Press, 2013)


McClintock, Anne. *Imperial Leather: Race, Gender, and Sexuality in the Colonial Conquest* (Routledge, 1995)


Mosse, George. *Nationalism and Sexuality: Middle-class Morality and Sexual Norms in Modern Europe* (U of Wisconsin Press, 1985)


Parker, Andrew et. al. (eds.), *Nationalisms and Sexualities* (Routledge, 1992)


Yuval-Davis, Nira. *Gender and Nation* (Routledge, 1997)