

## FEMST 185: POLITICS OF SEXUAL CITIZENSHIP

Fall 2016

**Instructor:** Rachel Rys

**Email:** rachelrys@umail.ucsb.edu

**Class Time:** Tues/Thurs 3:30-4:45

**Class Location:** South Hall 4631A

**Office Hours:** Tues/Thurs 5-6 & by appt

**Office:** South Hall 4707

### COURSE DESCRIPTION

In this course, we will investigate how ideas about sexuality are shaped by educational, economic, medical, and legal policies and discourses. Through interrogating these discourses, we will examine how the relationship between the individual and the state is forged, in part, through the construction and regulation of sexual identities and actions.

This course engages with the following questions: What historical, political, and social factors shape current beliefs and attitudes about sexuality and sexual identity in the US? How are gender, race, class, ethnicity, sexual identity, body, ability, etc. implicated in state policies? How has sexuality been used to establish hegemonic ideas about nation, citizenship, and morality?

Given the interdisciplinary nature of feminist analyses, this course will utilize a wide range of informational sources and presentation modalities (i.e. lecture, discussion, student presentations, interactive group exercises, writing activities, films). In order to build a “community of learners,” each class member is expected to participate in both learning and teaching throughout the session.

### LEARNING OBJECTIVES

By participating in this course, we will:

- Analyze how intersecting categories of social difference (such as gender, race, class, ethnicity, sexual identity, body, and ability) are implicated in policies, practices, and discourses related to sexuality.
- Utilize feminist and social justice-oriented frameworks to deconstruct how sexual identities and acts are shaped and influenced by state institutions.
- Create and share knowledge about issues of sexuality through academic writing, journaling, and creative and scholarly investigation of current issues.

### REQUIRED TEXTS

All class readings will be posted to Gauchospace. The readings are subject to change, so please be on the lookout for in-class and email announcements.

I strongly encourage you to print out the readings or to bring a device that will allow you to reference the readings in class.

## COURSE ASSIGNMENTS

- Attendance, participation, preparation (15%)
- Reading presentation (10%)
- Reading responses (25%)
- Sexual Politics Paper (25%) (15% Draft + 10% Revision)
- Final project (25%)

A=90 B=80 C=70 D=60 F=below 59

Information about assignments will be posted on Gauchospace and introduced and discussed during class. At the end of the quarter, everyone should submit a final portfolio which compiles all the work completed in this course, including a self-assessment.

## CLASS POLICIES

We will have discussions in this course which will require us to interrogate many of our closely held beliefs and values. Due to the personal and intimate nature of the course topics and materials, we will workshop class policies together on Day 1. Participants will be asked to sign a course contract of mutually agreed-upon policies and expectations.

## CAMPUS RESOURCES

- **Counseling & Support Services:** <http://counseling.sa.ucsb.edu>; 805.893.4411
- **Women, Gender, & Sexual Equity Department:** <http://wgse.sa.ucsb.edu>
- **Campus Advocacy, Resources, & Education:** <http://wgse.sa.ucsb.edu/care/home>; 805.893.4613
- **Campus Learning Assistance Services:** <http://clas.ucsb.edu>; 805.893.3269
- **DSP Accommodations:** This course welcomes and accommodates all interested students. Students who require accommodations to fully participate in the course should contact the Disabled Students Program ASAP: <http://dsp.sa.ucsb.edu>; 805.893.2668.

## IMPORTANT DATES

Tues 10/18	Paper proposal paragraph due
Tues 10/25	Sexual Politics Paper due
Tues 11/1	Class Cancelled: Individual paper meetings
Wed & Thurs 11/2-11/3	Individual paper meetings, continued
Tues 11/15	Sexual Politics Revised Paper due
Thurs 11/24	Class Cancelled: Thanksgiving Break
Tues & Thurs 11/29-12/1	Final project presentations
Fri 12/9	Final project & portfolio due to Feminist Studies Mailroom (SH 4701) by 4pm

My reading presentation date: \_\_\_\_\_

\*Readings must be completed *before* class on the day they are listed. i.e. readings listed in the Tuesday row must be completed by Tuesday at 3:30.

**WEEK 0: INTRODUCTION TO SEXUALITY & THE STATE**

Thurs 9/22	<p><b>Introductions &amp; Course Guidelines</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	

**WEEK 1: DEFINING SEXUAL CITIZENSHIP**

Tues 9/27	<p><b>Defining Sexual Citizenship</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Bell &amp; Binnie, “Hard Choices,” <i>The Sexual Citizen: Queer Politics and Beyond</i>, 2000 (excerpts).</li> <li>• Phelan, “Citizens and Strangers.” <i>Sexual Strangers: Gays, Lesbians, and Dilemmas of Citizenship</i>, 2001 (excerpts).</li> <li>• Pollitt, “There’s a Reason Gay Marriage is Winning While Abortion Rights Are Losing.” <i>The Nation</i>, 2015.</li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>• According to Phelan, what does it mean to be a citizen? Why might feminists and sexuality scholars be interested in ideas of citizenship? What are the dilemmas of citizenship for LGBTQ+-identified people? How do Pollitt’s arguments about the successes of gay marriage vs. abortion rights relate to this discussion of sexual citizenship?</li> </ul>
Thurs 9/29	<p><b>Sexing, Privatizing, &amp; Self-Disciplining Citizenship</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Cossman, “Introduction: Sexing, Privatizing, and Self-Disciplining Citizenship.” <i>Sexual Citizens: The Legal and Cultural Regulation of Sex and Belonging</i>, 2007.</li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>• How does Cossman’s understanding of sexual citizenship differ from Phelan’s? In one sentence each: what does it mean a) to <i>sex</i> citizenship, b) to <i>privatize</i> citizenship, and c) to <i>self-discipline</i> citizenship? What does Cossman’s opening example about <i>Queer Eye for the Straight Guy</i> demonstrate about the changing nature of sexual citizenship?</li> </ul>
<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Journals due on Thursday (2)</li> </ul>	

**WEEK 2: SEX EDUCATION, SEXUALITY EDUCATION**

Tues 10/4	<p><b>Legislating Sex Ed</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Dailard, “Sex Education: Politicians, Parents, Teachers, and Teens” <i>Guttmacher Institute</i>, 2001.</li> <li>• Dreger, “What If We Admitted to Children that Sex is Primarily about Pleasure?” <i>Pacific Standard</i>, 2014.</li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>• Visit several websites geared toward providing sex ed to teens, such as Sex Etc. (sexetc.org) and Scarleteen (scarleteen.com). What information about sex and sexuality is provided? What tone and messages are used? (How) do these messages differ from Dailard’s findings? From Dreger’s narrative? From your own school experiences?</li> </ul>
Thurs 10/6	<p><b>Heteronormativity, Sexism, &amp; Racism in Sex Ed</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Garcia, “‘Now Why Do You Want to Know About That?’: Heteronormativity, Sexism, and Racism in the Sexual (Mis)education of Latina Youth.” <i>Gender and Society</i>, 2009.</li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>• According to Garcia, how do heteronormativity, sexism, and racism work together in the content and delivery of school-based sex ed? What is the effect of these lessons on students?</li> </ul>
<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Journals due on Thursday (2)</li> </ul>	

**WEEK 3: SEXUAL RESPONSIBILITY**

Tues 10/11	<p><b>Constructing the Responsible Sexual Agents</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Elliott, “Who’s to Blame?” Constructing the Responsible Sexual Agent in Neoliberal Sex Education.” <i>Sexuality Research and Social Policy</i>, 2014.</li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>• How does neoliberalism affect the way sex education is taught? Who/what is a “responsible sexual agent” and how does this image shape sex ed instruction (see especially Elliott 56)? According to Elliott, why is the discourse of personal responsibility inadequate in sex education?</li> </ul>
Thurs 10/13	<p><b>Biopower, Governmentality, &amp; Teen Pregnancy</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Daniel, “Taming the Media Monster: Teen Pregnancy and the Neoliberal Safety (Inter) Net.” <i>Signs</i>, 2014.</li> </ul> <p><b>Journal:</b></p>

	<ul style="list-style-type: none"> <li>According to Daniel, how are discourses about welfare connected with discourses about teen pregnancy (974-980)? What strategies does the National Campaign use to reach its intended audience? How are teenagers constructed through this outreach? Why is Daniel critical of the National Campaign's style and content of outreach?</li> </ul>
<b>Assignments:</b> <ul style="list-style-type: none"> <li>Journals due on Thursday (2)</li> </ul>	

#### WEEK 4: SEXUALITY, FAMILY, & MARRIAGE

Tues 10/18	<b>Politics of Marriage Promotion</b>  <b>Readings:</b> <ul style="list-style-type: none"> <li>Heath, "State of Our Unions: Marriage Promotion and the Contested Power of Heterosexuality." <i>Gender and Society</i>, 2009.</li> </ul> <b>Journal:</b> <ul style="list-style-type: none"> <li>Why is the state interested in supporting and encouraging marriage? What assumptions about marriage, sexuality, gender, and intimacy are supported by the Oklahoma Marriage Initiative? Drawing on specific terms and concepts we've discussed so far in the course, why is <i>this</i> the definition of marriage that gets promoted?</li> </ul>
Thurs 10/20	<b>Feminist Dilemmas about (Gay) Marriage</b>  <b>Readings:</b> <ul style="list-style-type: none"> <li>Spade and Willse, "Marriage Will Never Set Us Free" <i>Alternet</i>, 2012.</li> <li>Beloso, "The Affective Economy of Marriage: Or, No Spouse Left Behind" <i>Alternet</i>, 2012.</li> </ul> <b>Journal:</b> <ul style="list-style-type: none"> <li>What critiques do Spade and Willse make about the institution of marriage? Why do they position themselves "against inclusion"? What alternative approaches do they suggest? How does Beloso's argument differ or diverge from Spade and Willse's?</li> </ul>
<b>Assignments:</b> <ul style="list-style-type: none"> <li>Paper proposal paragraph due on Tuesday</li> <li>Journals due on Thursday (2)</li> </ul>	

#### WEEK 5: REPRODUCTIVE JUSTICE

Tues 10/25	<b>The Politics of Biopolitics: Articulating Reproductive and Sexual Issues</b>  <b>Readings:</b> <ul style="list-style-type: none"> <li>Arduser &amp; Koerber, "Splitting Women, Producing Biocitizens, and Vilifying Obamacare in the 2012 Presidential Campaign." <i>Women's Studies in Communication</i>, 2014.</li> </ul> <b>Journal:</b> <ul style="list-style-type: none"> <li>According to Arduser and Koerber, how do reproductive and sexual issues get taken up and articulated for specific political purposes? What makes this such an effective</li> </ul>
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	campaign strategy?
Thurs 10/27	<p><b>Reproductive Choice, Rights, &amp; Justice</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Solinger, “Choice is a Moving Target.” <i>Beggars and Choosers: How the Politics of Choice Shapes Adoption, Abortion, and Welfare in the United States</i>, 2002.</li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>• What does Solinger mean by “choice is a moving target” (Reader 143)? What factors influenced the move from a reproductive <i>rights</i> framework to a reproductive <i>choice</i> framework? What are the effects of this move?</li> </ul>
<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Sexual Politics Paper draft due on Tuesday</li> <li>• Journals due on Thursday (2)</li> </ul>	

## WEEK 6: SEXUAL VIOLENCE

Tues 11/1	<p><b>Class Cancelled: Individual paper meetings start today</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Journals:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
Thurs 11/3	<p><b>Sexual Violence &amp; the State</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Stern, Mark Joseph. 2015. “Colleges Aren’t Equipped to Investigate Rape.” <i>Slate</i>, 2015.</li> <li>• University of California. “Sexual Violence and Sexual Harassment.” University of California Office of the President, 2015.</li> <li>• Shapiro, “Campus Sexual Assault Law Now Includes Language on Same-Sex Violence.” <i>NPR</i>, 2014.</li> <li>• Keren, “The Language of Gender Violence.” <i>Middlebury Magazine</i>, 2012.</li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>• According to these articles, what are some of the difficulties of reporting sexual assault and rape (for both students and non-students)? Why does Stern argue that colleges aren’t equipped to investigate rape? How the UC statement on Sexual Violence and Sexual Harassment construct sexuality? How does language impact laws and discourses around sexual violence?</li> </ul>
<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Individual paper meetings on Tuesday, Wednesday, &amp; Thursday</li> <li>• Journals due on Thursday (2)</li> </ul>	

## WEEK 7: SEXUAL HEALTH

Tues 11/8	<p><b>Gendering Public Health</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Defenbaugh &amp; Kline, “Gendered Construction of HPV: A Post-Structuralist Critique of Gardasil.” In <i>Challenging Images of Women in the Media: Reinventing Women’s Lives</i>, 2012.</li> <li>Llewellyn, “Women, Sexuality, and the HPV Vaccine.” <i>Sociological Images</i>, 2012.</li> <li>Yeung &amp; Allen, “Eliminating HPV Vaccine Mandate for Immigrant Women: A Victory on the Road to Reproductive Justice” <i>Rewire</i>, 2009.</li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>According to Defenbaugh &amp; Kline and Llewellyn, how is the HPV vaccine constructed as a woman's issue and why does it matter? How does the case of mandatory HPV vaccines discussed in Yeung &amp; Allen relate to ideas about sexual citizenship? How is a) sexuality and b) choice discussed in each context?</li> </ul>
Thurs 11/10	<p><b>HIV/AIDS: Activism, Representation, &amp; the State</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Rodríguez, “Activism and Identity in the Ruins of Representation.” <i>Queer Latinidad: Identity Practices, Discursive Spaces</i>, 2003 (excerpts).</li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>How do identity politics shape organizing and activism around HIV/AIDS? In what ways do the mission statement and programs offered by Proyecto ContraSIDA draw on the categories and language of the state? In what ways do they resist the state?</li> </ul>
<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Journals due on Thursday (2)</li> </ul>	

**WEEK 8: SEXUALITY, LEGALITY, & REPRODUCING THE STATE**

Tues 11/15	<p><b>Sexuality, Power, Legality</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Lubhéid, “Sexuality, Migration, and the Shifting Line Between Legal and Illegal Status” <i>GLQ</i>, 2008.</li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>[OPTIONAL] Lubhéid argues that “illegality is a status imposed through shifting relations of power” (292). How does illegality become attached to particular (racialized, queer) bodies?</li> </ul>
Thurs 11/17	<p><b>Sexual Asylum</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Sridharan, “The Difficulties of U.S. Asylum Claims Based on Sexual Orientation” <i>Migration Policy Institute</i>, 2008.</li> <li>Bilefsky, “Gays Seeking Asylum in U.S. Encounter a New Hurdle,” <i>New York Times</i>, 2011.</li> <li>Stern, “Court Holds Bisexual Asylum-Seeker Isn’t Actually Bisexual, Drawing Withering Dissent” <i>Slate</i>, 2016</li> <li>Millman, “The Battle for Gay Asylum” <i>Wall Street Journal</i>, 2014.</li> </ul>

	<p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>• According to Sridharan, why is sexual asylum granted on the basis of <i>identity</i> rather than <i>conduct</i> and what is the effect? What strategies do sexual asylum applicants utilize to gain visibility in the eyes of the law and what are the limits? (Bilefsky and Stern)? How does Milman (a skeptic of sexual asylum) call sexual asylum into question and what do his critiques assume about sexuality, immigration, and the nation?</li> </ul>
	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Revised paper due on Tuesday</li> <li>• Journal due on Thursday (1); UPDATE: Lubhéid journal optional for extra credit</li> </ul>

### WEEK 9: SEX, WORK, & SEX WORK

Tues 11/22	<p><b>Sex Work &amp; the State</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Lutnik &amp; Cohen, “Criminalization, Legalization or Decriminalization of Sex Work.” <i>Reproductive Health Matters</i>, 2009.</li> <li>• Leigh, “The Strange Relationship between Feminism and Sex Work.” <i>Alternet</i>, 2008.</li> <li>• Rankin, “Talking to Sex Workers about Fighting for their Rights, Feminism, and More.” <i>RH Reality Check</i>, 2013.</li> </ul> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>• How do anti-sex work feminists and conservatives argue for the restriction and criminalization of sex work? According to Leigh and Rankin, how have mainstream feminism and sex work advocacy historically (and currently) been at odds?</li> </ul>
Thurs 11/24	<p><b>Class Cancelled: Thanksgiving</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Journals:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• No journals this week. Be sure to still do your reading for Tuesday.</li> </ul>

### WEEK 10: WRAP-UP & STUDENT PRESENTATIONS

Tues 11/29	<p><b>Course Wrap-Up &amp; Presentations</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Student Presentations, Part 1</li> </ul>
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Thurs 12/1	<b>Course Wrap-Up &amp; Presentations</b>  <i>Readings:</i> <ul style="list-style-type: none"><li>• N/A</li></ul> <i>Assignments:</i> <ul style="list-style-type: none"><li>• Student Presentations, Part 2</li></ul>
<i>Assignments:</i> <ul style="list-style-type: none"><li>• Final project presentations on Tuesday and Thursday</li><li>• <b>Final portfolios due on Friday, December 9 by 4pm</b></li></ul>	

READING JOURNALS—Due weekly on Thursdays
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**This assignment is worth 25% of your final grade.**

These reading journals provide an opportunity to explore how the course readings connect to one another and to the material discussed in class.

**Journal entries must address the all parts of the question(s) listed on Gauchospace.** Your journal response does not need to be a formal academic response; however, please write clearly and thoughtfully. You are encouraged to draw on specific examples, terms, and arguments from the readings when crafting your response.

**Each day's journal entry must be at least 1 page.** This means that you will typically submit two pages of journals per week (with a few exceptions—see Gauchospace). Journal entries can be typed (double-spaced) or neatly handwritten. You will complete **15 total journals** over the course of the quarter. Keep in mind that these assignments add up—each journal entry is worth 1.6% of your grade.

**Your journal entries are due in class on Thursdays.** I will return the journals the following Tuesday (or Thursday in the case of class cancellation). If you must be absent on a Thursday, please email me your responses *before* the start of class to avoid late penalties. Journal entries that arrive after the start of class will receive *at most* half credit.

## READING PRESENTATION

**This assignment is worth 10% of your final grade.**

On most days, one or two students will be responsible for presenting the readings. When it is your turn to lead class, you should be able to succinctly summarize the major points of the readings and to guide class discussion through questions and activities. You are encouraged to bring in additional sources (i.e. videos, news articles, etc.) to support the readings and extend our understanding of the material.

Presentations may vary in length, though I expect that your material should encompass **at least 15-20 minutes of the class**, while follow-up discussion and dialogue may go on for longer. You may use a handout to outline your presentation or prepare a creative and interactive activity. Your presentation will be evaluated on the quality of its substantive content and the organization and creativity embodied in the form of the presentation.

You are strongly encouraged to meet with me ahead of time about your presentation with any questions.

SEXUAL POLITICS PAPER
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**This assignment is worth 25% of your final grade.**

This 6 to 8-page paper (double-spaced, 12-point font, 1-inch margins) analyzes a recent political issue that relates to sexuality, sexual citizenship, and the state. Your paper should use feminist and queer frameworks about sexuality and sexual citizenship to analyze how this issue is being discussed in academic and/or popular news media. You may expand on an issue we have discussed in class or select your own topic for analysis. Your paper must draw on course materials, as well as external academic and popular sources. A works cited page is required with this assignment (MLA or Chicago are fine).

**Your paper should *identify* the different positions on this issue and trace *how* each constituency argues for their position.** For example, if I was writing about prostitution, I might identify three different positions: the anti-sex work position, the pro-legalization position, and the pro-decriminalization position. My paper would then trace *how* each of these constituencies argues about prostitution. For example, my first body paragraph might argue that anti-sex work activists call for an end to prostitution by delinking sex work from other types of work, by framing sex workers as victims, by linking prostitution to the dissolution of heterosexual, nuclear families, etc. I would support these claims with quotes and evidence from anti-sex work websites and from arguments presented in course readings and other academic sources.

Your thesis should succinctly identify how this argument is discussed across these different constituencies. **While you may critique the arguments being made in your conclusion, you must first trace the assumptions and claims underlying the arguments on each side.**

**Paper Proposal: Due Tuesday 10.18**

This one paragraph proposal identifies the issue and the positions you plan to write about. You can also include information about sources you plan to analyze in your paper.

**Paper: Due Tuesday 10.25**

This complete, polished, 6 to 8-page paper is worth 15% of your final grade.

**Individual Meetings: Tuesday 11.1-Thursday 11.3**

I will be holding individual meetings between Tuesday 11.1-Thursday 11.3 to talk through your paper feedback and to develop criteria for the revised version. You will have the opportunity to revise your paper based on our discussion.

**Revised Paper: Due Tuesday 10.25**

This revised paper is worth 10% of your final grade.

**This assignment is worth 25% of your final grade.**

You may work independently or with a partner or group. If you choose to work with others, the final project should represent a proportionally larger undertaking.

Choose one project from the following list or propose your own project in consultation with me.

1. Create a 'zine, blog, video, or campaign to inform people about current issues related to sexuality and the state.
2. Profile a local Santa Barbara organization related to sexuality. This project might include interviews, analysis of materials produced by the organization, or reflections on volunteer activities (as appropriate).
3. Create a curriculum that discusses some aspect of sexuality. This curriculum might be targeted toward high school students, college groups, community organizers, parents, medical professionals, employers, etc. This project should include the content of the lesson(s), as well as a justification for the audience and content you have chosen.
4. Compile a handbook on sexual rights for residents of the state of California (or another location). This handbook might include laws, policies, and programs that impact sexuality as well information about advocacy groups, agencies, and other organizations involved in these issues.
5. Propose a piece of legislation concerning sexual citizenship at the university, local, state, or national level. This project should also include a justification for how your legislation uses (or resists) the framework of the state.
6. Complete a discursive or cultural analysis of how issues of sexual citizenship are presented in popular discourses, media, or news sources.
7. Develop a grant proposal for an event, workshop or public education campaign for the UCSB or greater Santa Barbara community related to sexual justice. Your proposal should discuss the content of the workshop or campaign, as well as justifications for target audience.
8. Apply for an academic conference and begin work on the paper or presentation you might give. If you are planning on doing a thesis related to sexual identity, acts, or related issues, this would be a good opportunity to begin that work.
9. A creative project (art, theater, dance) that integrates concepts and themes from the course (no collages, sorry). This option should include a written analysis that explains how the project relates to course themes.
10. Propose your own project, drawing on your interests as related to course themes.

**All projects must include a written component and a works cited page.** If you choose to do a visual, artistic, or performative project, you must also include a substantial written analysis that connects this work to course readings and frameworks.

**You will be asked to briefly present your project on the last two days of class.** You will have the opportunity to integrate questions and comments into the final version submitted in your portfolio.

Name \_\_\_\_\_

Please ensure that your final portfolio contains the following items:

**Final Portfolio Self-Checklist**

**1-2p self-assessment**

In a 1-2 page typed response, reflect on your performance a) on the final project and b) in this class overall.

- a) Final project assessment: Why did you pick your final project? What have you learned? What questions do you still have about this topic? Assess the amount of work you put into your final project and assign yourself a grade. Your assessment should include a rationale for why you feel you earned this grade. Keep in mind that the grade you assign yourself and the grade I assign may be different.
- b) Overall assessment: This reflection should discuss your performance in relation to the course objectives and your personal goals for the course. What have you learned? What questions do you still have about the intersection of sexuality and the state?

**Final Project**

Submissions will vary depending on the nature of your project. If your project is in hardcopy, please include it in this portfolio. If your project includes digital components, they must also be submitted to [rachelrys@umail.ucsb.edu](mailto:rachelrys@umail.ucsb.edu) by Friday, December 9 at 4pm.

**Sexual Politics Paper**

Please include both drafts, including rubric and comments.

**Journal Entries (15)**

**Questions and Takeaways**

**Course Grade**

Attendance, participation, preparation	___ / 15
Reading Presentation	___ / 10
Reading Journals (Total journal pts ___ x 5/3)	___ / 25
Sexual Politics Paper (Draft ___, Revision___)	___ / 25
Final Project	___ / 25

**Total** \_\_\_\_\_ / **100**