

FEMINIST STUDIES 151: SEXUALITY & THE STATE
Summer Session A, 2015

Instructor: Rachel Rys
Email: rachelrys@umail.ucsb.edu
Class Time: MTWR 12:30-1:50

Location: Phelps 1448
Office Hours: Mondays 2-3, Tuesdays 2-3
Office: South Hall 4431, Cubicle R

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 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 actions are shaped 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

This class requires a course reader, which is available for purchase at Alternative Printing in the UCen. Everyone is responsible for bringing the reading to class each day. If purchasing the reader represents a financial barrier to participation, please let me know ASAP.

The reader may occasionally be supplemented by readings posted to Gauchospace. Reading is subject to change, so be aware of announcements in class and via email.

COURSE ASSIGNMENTS

- Attendance, participation, preparation (15%)
- Reading presentation (10%)
- Reading responses (25%)
- Sexual Politic Paper (25%)
- 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

- **Women, Gender, & Sexual Equity Department:** <http://wgse.sa.ucsb.edu>
- **Campus Learning Assistance Services:** <http://clas.ucsb.edu>; 805.893.3269
- **Counseling & Support Services:** <http://counseling.sa.ucsb.edu>; 805.893.4411
- **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

Thurs 7/2	Paper proposal paragraph due
Thurs 7/9	Paper due
Mon 7/13	Class cancelled; individual meetings about paper & final project
Thurs 7/16	Revised paper due
Weds 7/29- Thurs 7/30	Final project presentations
Friday 7/31	Final project & portfolio due to Feminist Studies Mailroom (SH 4701) by 4pm

My reading presentation date: _____

WEEK 1: DEFINING SEXUAL CITIZENSHIP

Mon 6/22	<p>Introductions & Course Guidelines</p> <p>Readings:</p> <ul style="list-style-type: none"> • N/A
Tues 6/23	<p>Defining Sexuality & the State</p> <p>Readings:</p> <ul style="list-style-type: none"> • Bell & Binnie, “Hard Choices,” <i>The Sexual Citizen: Queer Politics and Beyond</i>, 2000 (excerpts). (Reader 3) • Kim-Puri, “Conceptualizing Gender-Sexuality-State-Nation: An Introduction.” <i>Gender & Society</i>, 2005 (excerpts). (Reader 4-6) • Pollitt, “There’s a Reason Gay Marriage is Winning While Abortion Rights Are Losing.” <i>The Nation</i>, 2015. (Reader 7-9) <p>Journal:</p> <ul style="list-style-type: none"> • What is “the state”? What are some of the ways that the state shapes the expression of sexual identities and actions? Why is understanding the state, citizenship, and rights claims important for feminists and sexuality scholars?
Weds 6/24	<p>Defining Sexual Citizenship</p> <p>Readings:</p> <ul style="list-style-type: none"> • Phelan, “Citizens and Strangers.” <i>Sexual Strangers: Gays, Lesbians, and Dilemmas of Citizenship</i>, 2001 (excerpts). (Reader 10-16) <p>Journal:</p> <ul style="list-style-type: none"> • According to Phelan, what does it mean to be a citizen? What are the dilemmas of citizenship for LGBTQ-identified people?
Thurs 6/25	<p>Sexing, Privatizing, & Self-Disciplining Citizenship</p> <p>Readings:</p> <ul style="list-style-type: none"> • Cossman, “Introduction: Sexing, Privatizing, and Self-Disciplining Citizenship.” <i>Sexual Citizens: The Legal and Cultural Regulation of Sex and Belonging</i>, 2007. (Reader 17-27) <p>Journal:</p> <ul style="list-style-type: none"> • In one sentence each: what does it mean a) to sex citizenship, b) to privatize citizenship, c) to self-discipline citizenship? What does Cossman’s opening example about <i>Queer Eye for the Straight Guy</i> tell us about the changing nature of sexual citizenship?
<p>Assignments:</p> <ul style="list-style-type: none"> • Journals due on Thursday (3) 	

*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 12:30.

WEEK 2: SEXUALITY & EDUCATION

<p>Mon 6/29</p>	<p>Legislating Sex Ed</p> <p>Readings:</p> <ul style="list-style-type: none"> • Dailard, “Sex Education: Politicians, Parents, Teachers, and Teens” <i>Guttmacher Institute</i>, 2001. (Reader 28-31) • Dreger, “What If We Admitted to Children that Sex is Primarily about Pleasure?” <i>Pacific Standard</i>, 2014. (Reader 32-36) <p>Journal:</p> <ul style="list-style-type: none"> • 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?
<p>Tues 6/30</p>	<p>Stratified Sex Education</p> <p>Readings:</p> <ul style="list-style-type: none"> • 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. (Reader 37-55) <p>Journal:</p> <ul style="list-style-type: none"> • 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?
<p>Weds 7/1</p>	<p>Sexual Responsibility</p> <p>Readings:</p> <ul style="list-style-type: none"> • Elliott, “Who’s to Blame?” Constructing the Responsible Sexual Agent in Neoliberal Sex Education.” <i>Sexuality Research and Social Policy</i>, 2014. (Reader 56-67) <p>Journal:</p> <ul style="list-style-type: none"> • How does neoliberalism affect the way sex education is taught? Why does Elliott argue that the discourse of personal responsibility is inadequate?
<p>Thurs 7/2</p>	<p>Beyond Sexual Politics</p> <p>Readings:</p> <ul style="list-style-type: none"> • Barcelos, “Producing (Potentially) Pregnant Teen Bodies: Biopower and Adolescent Pregnancy in the USA.” <i>Critical Public Health</i>, 2014. (Reader 68-78) <p>Journal:</p> <ul style="list-style-type: none"> • In your own words, what is biopower? Governmentality? How do biopower and governmentality work to produce teen pregnancy as a social and public health ‘problem’?
<p>Assignments:</p> <ul style="list-style-type: none"> • Journals due on Thursday (3) • Paper proposal paragraph due on Thursday 	

WEEK 3: SEXUALITY, FAMILIES, & MARRIAGE

<p>Mon 7/6</p>	<p>Poverty and “Unfit” Mothers</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Bell & Binnie, “Hard Choices” In <i>The Sexual Citizen: Queer Politics and Beyond</i>, 2000 (excerpts). (Reader 79) • Cossman, “Introduction: Sexing, Privatizing, and Self Disciplining Citizenship.” <i>Sexual Citizens: The Legal and Cultural Regulation of Sex and Belonging</i>, 2007 (excerpts). (Reader 80) • Reeves, “Shame Is Not a Four Letter Word.” <i>New York Times</i>, 2013. (Reader 81-82) • Malone, “I Was a Teenage Mother.” <i>New York Times</i>, 2013. (Reader 83-84) <p><i>Journal:</i></p> <ul style="list-style-type: none"> • Bell and Binnie argue that family “is a term with too many things attached to it” (Reader 79). How do ideas about the family overlap with sexuality? What happens to people who fall outside of normative family structures?
<p>Tues 7/7</p>	<p>Welfare & Marriage Promotion</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Daniel, “Taming the Media Monster: Teen Pregnancy and the Neoliberal Safety (Inter) Net.” <i>Signs</i>, 2014. (Reader 85-108) <p><i>Journal:</i></p> <ul style="list-style-type: none"> • What is “the neoliberal safety net”? How and why do sexuality and welfare become intertwined? What strategies are used to communicate these values to young people?
<p>Weds 7/8</p>	<p>Politics of Marriage Promotion</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Heath, “State of Our Unions: Marriage Promotion and the Contested Power of Heterosexuality.” <i>Gender and Society</i>, 2009. (Reader 108-126) <p><i>Journal:</i></p> <ul style="list-style-type: none"> • What assumptions about marriage, sexuality, and intimacy are supported by the Oklahoma Marriage Initiative? Drawing on what we’ve learned so far in the course, why is <i>this</i> the definition of marriage that gets promoted? Who does it leave out?
<p>Thurs 7/9</p>	<p>Feminist Dilemmas about Gay Marriage</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Ferguson, “Gay Marriage: An American and Feminist Dilemma.” <i>Hypatia</i>, 2007. (Reader 127-142) <p><i>Journal:</i></p> <ul style="list-style-type: none"> • As Ferguson asks, “Why are there such hoopla and public scrutiny and dismay over the question of what contract individuals wish to sign about their sexual, intimate, and economic commitments to each other?” (Reader127). Also, why does the issue of gay marriage pose such a dilemma for scholars and activists who are interested in social justice?
<p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Journals due on Thursday (3) • Sexual politics paper due on Thursday 	

WEEK 4: SEXUALITY, HEALTH, & BODIES

<p>Mon 7/13</p>	<p>Class Cancelled</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • N/A <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Individual meetings
<p>Tues 7/14</p>	<p>Reproductive Choice, Rights, & Justice</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • 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. (Reader 143-153) <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Individual meetings continued <p><i>Journal:</i></p> <ul style="list-style-type: none"> • 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?
<p>Weds 7/15</p>	<p>The Politics of Biopolitics</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Arduser & Koerber, “Splitting Women, Producing Biocitizens, and Vilifying Obamacare in the 2012 Presidential Campaign.” <i>Women’s Studies in Communication</i>, 2014. (Reader 154-171) <p><i>Journal:</i></p> <ul style="list-style-type: none"> • 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 campaign strategy?
<p>Thurs 7/16</p>	<p>Activism, Representation, & the State</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Rodríguez, “Activism and Identity in the Ruins of Representation.” <i>Queer Latinidad: Identity Practices, Discursive Spaces</i>, 2003 (excerpts). (Reader 172-182). <p><i>Journal:</i></p> <ul style="list-style-type: none"> • 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 (see especially Reader 181-183)?
<p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Journals due on Thursday (3) • Sexual politics paper revisions due on Thursday 	

WEEK 5: SEXUALITY & (IM)MIGRATION

<p>Mon 7/20</p>	<p>Queering Migration Studies</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Manalansan, “Queer Intersections: Sexuality and Gender in Migration Studies” <i>International Migration Review</i>, 2006 (excerpts). (Reader 183-194) <p><i>Journal:</i></p> <ul style="list-style-type: none"> • How does taking a queer perspective on sexuality change our understanding of migration, especially asylum and assimilation? How does this relate to our Week 1 readings about sexual citizenship?
<p>Tues 7/21</p>	<p>Reproducing the Borders of the State</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Bilefsky, “Gays Seeking Asylum in U.S. Encounter a New Hurdle.” <i>The New York Times</i>, 2011. (Reader 195-199) • Berger, “Production and Reproduction of Gender and Sexuality in Legal Discourses of Asylum in the United States” <i>Signs</i>, 2008 (excerpts). (Reader 200-205) <p><i>Journal:</i></p> <ul style="list-style-type: none"> • According to Berger, how does the asylum process produce the borders of the state? How does gender influence asylum claims? What do you think Berger and Manalansan would say about Bilefsky’s framing of asylum?
<p>Weds 7/22</p>	<p>Sexuality, Power, Legality</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Lubhéid, “Sexuality, Migration, and the Shifting Line Between Legal and Illegal Status” <i>GLQ</i>, 2008. (Reader 206-226) <p><i>Journal:</i></p> <ul style="list-style-type: none"> • Lubhéid argues that “illegality is a status imposed through shifting relations of power” (Reader 209). How does illegality become attached to particular (racialized, queer) bodies?
<p>Thurs 7/23</p>	<p>Surveillance and Visibility in Queer Migration</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Lewis, “Lesbians under Surveillance: Same-Sex Immigration Reform, Gay Rights, and the Problem of Queer Liberalism.” <i>Social Justice</i>, 2010-11. (Reader 227-239) <p><i>Journal:</i></p> <ul style="list-style-type: none"> • How does the state shape the options available to binational same-sex couples? How are assumptions about immigration and marriage reproduced in films like <i>Maple Palm</i>? What is the role of popular culture in shaping ideas about sexuality and immigration?
<p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Journals due on Thursday (3) 	

WEEK 6: EXPANDING UNDERSTANDINGS OF SEXUALITY

<p>Mon 7/27</p>	<p>Sexual Violence & the State</p> <p>Readings:</p> <ul style="list-style-type: none"> • Stern, “Colleges Aren’t Equipped to Investigate Rape.” <i>Slate</i>, 2015. • Pérez-Peña & Lovett, “California Law on Sexual Consent Pleases Many but Leaves Some Doubters.” <i>New York Times</i>, 2014. • Kingkade, “Sexual Assault Statistics Can be Confusing, But that’s Not the Point.” <i>Huffington Post</i>, 2014. • Shapiro, "Campus Sexual Assault Law Now Includes Language on Same-Sex Violence." <i>NPR</i>, 2014. • Lawlor, “California Sexual Assault Report Outlines Alarming GLBT Statistics.” <i>Gay and Lesbian Times</i>, 2005. • Keren, “The Language of Gender Violence.” <i>Middlebury Magazine</i>, 2012. <p>Journal:</p> <ul style="list-style-type: none"> • According to these different articles, what are some of the difficult of reporting sexual assault and rape? How is the process of reporting further complicated by being a student or not? By the survivor's sexual identity and gender? How does language impact laws and discourses around sexual violence?
<p>Tues 7/28</p>	<p>Sex Work & the State</p> <p>Readings:</p> <ul style="list-style-type: none"> • Wietzer, "The Movement to Criminalize Sex Work in the United States." <i>The Journal of Law and Society</i>, 2010. • Leigh, "The Strange Relationship between Feminism and Sex Work." <i>Alternet</i>, 2008. • Rankin, "Talking to Sex Workers about Fighting for their Rights, Feminism, and More." <i>RH Reality Check</i>, 2013. <p>Journal:</p> <ul style="list-style-type: none"> • According to Wietzer, how do "abolitionist" (i.e. anti-sex work) feminists and conservatives argue for the restriction and criminalization of sex work? What is being articulated in these arguments? According to Leigh and Rankin, how have mainstream feminism and sex work advocacy historically (and currently) been at odds?
<p>Weds 7/29</p>	<p>Presentations & Course Wrap-Up</p> <ul style="list-style-type: none"> • Student Presentations, Part 1
<p>Thurs 7/30</p>	<p>Presentations & Course Wrap-Up</p> <ul style="list-style-type: none"> • Student Presentations, Part 2
<p>Assignments:</p> <ul style="list-style-type: none"> • Final project presentations on Wednesday and Thursday • Final Portfolios due to the Feminist Studies Mailroom (SH 4701) by Fri 7/31 at 4pm • Journals (2) included in final portfolio 	

READING JOURNAL—Due weekly on Thursdays

This assignment is worth 25% of your final grade.

As part of your participation in this class, you are asked to reflect on the course readings by keeping a reading journal. These journals provide an opportunity to engage with the course texts and to consider how they intersect with your own life, challenge/support your assumptions, and complicate your understanding. Journal entries should address the question(s) listed in the syllabus.

While this does not need to be a formal academic response, please write clearly and thoughtfully. You are encouraged to draw on specific examples, terms, and arguments from the day's reading when crafting your response.

You are expected to write a minimum of one page per day, three days per week. You will turn in 3 journal entries every Thursday in class and they will be returned to you the following Monday (or Tuesday, 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.

READING PRESENTATION

This assignment is worth 10% of your final grade.

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.

POLITICS OF SEXUALITY PAPER

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 brings some aspect of sexual actions, identities, or activism under the influence of the state. You may expand on an issue we have discussed in class or select your own topic for analysis.

This paper should use feminist and queer frameworks about sexual citizenship and the state to analyze how this issue is being discussed in academic and/or popular news media. Your analysis must clearly identify the arguments being made on both (or more!) sides of the issue.

While you may critique the arguments being made, you must first trace the assumptions and claims underlying the argument on each side. Your paper must draw on course readings and/or films, as well as external academic and popular sources.

A works cited page is required with this assignment.

Proposal: Due July 2

This one paragraph proposal outlines the issue and sources you plan to analyze for this paper.

Paper: Due July 9

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

Meetings: July 13 and July 14

I will be holding individual meetings on July 13 and 14 to talk through your paper. You will have the opportunity to revise your paper based on our discussion.

Revision: Due July 16

The revisions and final version of the paper will be worth 10% of your final grade.

You must include the original draft with comments when you turn in your revised paper.

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 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 rights or 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, expression, 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.

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 widely depending on the nature of your project. If your project is in hardcopy, please include it in this portfolio. If your final project includes digital components, they must also be submitted to rachelrys@umail.ucsb.edu by July 31 at 4pm.

Sexual Politics Paper

Please include both drafts, including rubric and comments.

Journal Entries (17)

Questions and Takeaways

Course Grade

Attendance, participation, preparation	___ / 15
Reading presentation	___ / 10
Reading journals	___ / 25
Paper Round 1	___ / 15
Paper Round 2	___ / 10
Final project	___ / 25

Total _____ / 100

