

GE 72C: Cross-Cultural Studies of Sexuality, Identity and Politics

Mondays, 12-2:50pm Covell 218

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Office Hours: Mondays 10-12 (Haines 284) and by appointment

Course Statement

“You can't be gay! That's only something Western people do.” “There are no gay or straight people here, only citizens.” “Here, everyone belongs to a group. You're Asian-American, African-American, or even gay-American.” Not everyone agrees on what it means to have same-sex or opposite-sex attraction. Is your sexuality an integral part of your identity or just a small part of who you are? If you are lesbian, gay, or bisexual, does that mean you are part of a minority group that needs specific legal protection? Do you fight for the right to be different or for the right to indifference? We will explore the answers to these questions by looking at how sexual orientation is understood in different cultures, nations, and time periods. Drawing on theories of the social construction of sexuality, we will compare sexual law and politics across the globe to see how they shape the way people understand their sexuality on the one hand and how activists, both for and against LGBT equality, can redefine the meaning of sexual identity on the other. We will draw on materials from academic texts, films, guest lectures, and our own experiences to shed light on how sexual orientation is situated with multiple social locations including gender, race/ethnicity, class, and geography. You will engage in independent and original research to shed light on a social question related to sexualities that they intrigues you (pick a subject you really like and we'll all learn from your discoveries). You will learn how to use the library and other campus/online resources to conduct quality social science research. In addition to research, you will take reading quizzes, and write a short analytic paper on one class reading.

Evaluation

Weekly reading responses	20%
Weekly Journal	15%
Class presentation	15%
Research paper:	(50% total)
- Proposal	5%
- Annotated bibliography	5%
- Final draft	40 %
Extra credit movie nights	possible 3% increase in overall grade

Attendance Policy

Attendance is mandatory. For each class that you miss and are unable to participate in, your final grade will be reduced by 10%. Absence on the day of one of your presentations results in a 0% score for that presentation. Formal evidence of a severe illness or death in the family can be used to excuse an absence (e.g., emergency room notice).

Readings

Weekly readings will be posted to the course website. In addition, we will be reading several chapters from the following books which can be purchased at the UCLA bookstore or online):

- Seidman, Steven. 2010. *The Social Construction of Sexuality*. 2nd Edition. New York: W.W. Norton & Co.
- Plante, Rebecca F. 2006. *Sexualities in Context: A Social Perspective*. Boulder: Westview Press.

Overview

- Week 1 (March 31): Course introduction and foundational concepts
- Week 2 (April 7): Sexual Scripts and the Story of Sex: Learning to be (Heterosexual)
- Week 3 (April 14): (Homo)Sexual Identities
- Week 4 (April 21): Sexual Politics and Cultural Scripts in the United States
- Week 5 (April 28): Sexual Identity and Local Context/ Library Visit
- Week 6 (May 5): Race/ethnicity, class, and sexual minorities
- Week 7 (May 12): Research project roundtable / Sexual Identity in France [**Proposal Due**]
- Week 8 (May 19): Sexuality, Sexual Identity, and Migration
- Week 9 (May 26): Memorial Day Holiday [**Annotated bibliography due**]
- Week 10 (June 2): Sexuality in other parts of the world / Wrapping up

Detailed Schedule

Week 1 (March 31): Course introduction and foundational concepts

Readings:

- Rebecca Plante, *Sexualities in Context*, Chapters 1 and 2.

Week 2 (April 7): Sexual Scripts and the Story of Sex: Learning to be (Hetero)Sexual

Readings:

- Rebecca Plante, *Sexualities in Context*, Chapter 4.
- Steven Seidman, *The Social Construction of Sexuality*, Chapter 4.
- Martin, Karin A. 2009. "Normalizing Heterosexuality: Mothers' Assumptions, Talk, and Strategies with Young Children." *American Sociological Review* 74: 190-207.
- Plante, Rebecca. 2007. "In Search of Sexual Subjectivities." in *The Sexual Self: The Construction of Sexual Scripts*, Michael Kimmel ed. Nashville: Vanderbilt University Press.

Week 3 (April 14): (Homo)Sexual Identities

Readings:

- Rebecca Plante, *Sexualities in Context*, Chapter 7.
- Steven Seidman, *The Social Construction of Sexuality*, Chapters 5, 6, 8.
- Schneider, David M. 1997. "The Power of Culture: Notes on Some Aspects of Gay and Lesbian Kinship in America Today." *Cultural Anthropology* 12, no. 2 (May): 270-274.

Week 4 (April 21): Sexual Politics and Cultural Scripts In the United States

Readings:

- Steven Seidman, *The Social Construction of Sexuality*, Chapters 7, and 13.
- Epstein, Steven. 2007. "The Badlands of Desire: Sex Research, Cultural Scenarios, and the Politics of Knowledge Production." in *The Sexual Self: The Construction of Sexual Scripts*,

Michael Kimmel ed. Nashville: Vanderbilt University Press.

- Mucciaroni, Gary. 2008. *Same Sex, Different Politics*. Chicago: U of Chicago Press. Chapter 2.

Week 5 (April 28): Library Visit / Sexual Identity and Local Context [We will be meeting at College Library and NOT in our regular classroom]

Readings:

- Brekhus, Wayne H. 2003. *Peacocks, Chameleons, Centaurs*. Chicago: U of Chicago Press. Pages 95-122, 215-227.
- Matejskova, Tatiana. 2007. "Straights in a Gay Bar: Negotiating Boundaries through Time-Spaces." in *Geographies of Sexualities* ed. Kathe Browne, Jason Lim, and Gavin Brown. Burlington, VT: Ashgate.

Week 6 (May 5): Race/ethnicity, gender, and sexual minorities

Guest Speaker: Anthony Ocampo, UCLA sociology

Readings:

- Ocampo, Anthony. "Making Masculinity: Negotiations of Gender Presentation among Latino Men"
- Moore, Mignon. 2006. "Lipstick or Timerblands? Meanings of Gender Presentation in Black Lesbian Communities." *Signs: Journal of Women in Culture and Society* 32, no. 1: 113-139.
- Okazaki, Sumie. 2004. "Influences of Culture on Asian Americans' Sexuality." in *Sexualities* edited by Michael S. Kimmel and Rebecca F. Plante. New York: Oxford University Press: 159-169.

Week 7 (May 12): Research project roundtable / Sexual identity in France [Proposal due]

Readings:

- Stychin, Carl F. 2001. "Solidarity or Fragmented Identities? The Politics of Sexuality and Citizenship in France." *Social Legal Studies* 10, no. 3: 347-375.

Week 8 (May 19): Sexuality, Sexual Identity and Migration

- Walsh, Katie. 2007. "It Got Very Debauched, Very Dubai! Heterosexual Intimacy Amongst British Expatriates." *Social & Cultural Geography* 8: 507-533.
- González-López, Gloria. 2004. "Fathering Latina Sexualities: Mexican Men and the Virginity of their Daughters." *Journal of Marriage and the Family* 66, no. 5 (November): 1118-1130.
- Stambolis-Ruhstorfer, Michael. 2010 "Homosexual or Gay? Sexual Identity in France and the United States. Draft paper.

Week 9 (May 26): Memorial Day [Annotated bibliography due]

Week 10 (June 2): Sexual identity in other parts of the world

- Herdt, Gilbert. 1997. *Same Sex, Different Cultures*. New York: Westview Press. Chapters 3,5,7.
- Bonthuys, Elsje. "Possibilities Foreclosed: The Civil Union Act and Lesbian and Gay Identity in Southern Africa." *Sexualities* 11, no. 6: 726-739.
- Boellstorff, Tom. 2004. "The Emergence of Political Homophobia in Indonesia: Masculinity and National Belonging." *Ethnos* 69, no. 4: 465-486.

Assignments and responsibilities

Expectations for Weekly Reading Responses (20% of final grade)

Weekly reading responses must be answered by 12pm on MONDAYS (Before the beginning of seminar). The questions and guidelines are posted as an assignment under each week on the course website.

Directions for posting your reading responses:

- 1) Go to “Week 1” (or Week 2, or Week 3, etc.) on the course website.
- 2) Next, click on “Week 1 Reading Responses.”
- 3) Read the instructions/guidelines for the week’s reading response.

Expectations for Weekly Journal Entry (15% of final grade): Due each class at the beginning of seminar

Each week you will write short journal entry (max two pages double spaced) in which you reflect on sexuality, gender, culture, law, or anything else that relates to the broad themes of the class. You can reflect on the readings, films, or media and what they have taught you. The journal entries can be personal (things you have learned about yourself or things related to your personal life) and/or intellectual (ideas you have learned or ways of perceiving that you want to comment on). The questions at the end of each chapter in Plante's *Sexualities in Context* can give you ideas. These entries can take to form of a short essay, a collection of thoughts, a poem, song, or even a picture. Feel free to be creative.

At the beginning of each seminar, you will share your journal entries with each other so that we all have the opportunity to read and reflect on what we are all learning.

Expectations for Presentations (15% of final grade):

Presentations will help us further our understanding of the seminar's themes through analysis and discussion. Presenters will provide an analysis of the weeks’ readings and lead group discussion. Presenters must meet with each other to plan their presentations. In addition, they must put together the following materials to facilitate their presentation and lead discussion.

1. 100 word summaries of all readings (by article or chapter). Use the critical thinking questions in Plante, Chapter 1 (pp. 27-28) to help you analyze the readings. Post to course discussion forum before the beginning of seminar.
2. Discussion questions for each reading – minimum of 3 questions for each article/chapter.
3. A short document/media example (magazine/television advertisement, newspaper article, song with lyrics, etc.) relevant to the week's readings to be analyzed and discussed in class.
 - a) As you examine your media example, think of “questions to consider” (guiding questions for the class to collectively analyze the document/media together), such as:
 - How does this document/media relate to this week's readings?
 - What is the message about sexuality and sexual identity?
 - Are there any legal implications made?
 - Who is the intended audience?
 - Is it trying to be realistic? Exaggerated? Cynical? Humorous?
 - What message is sent to the audience?

Remember that sexuality is not limited to same-sex or opposite-sex attraction. I encourage you to

consider media that challenge our understandings of sexuality and sexual identity and how all people, regardless of their sexual orientation, have a sexuality that is influenced by the social world. For some examples of “Questions to Consider,” go to the “About Face” website (<http://www.about-face.org/>), and look at the media examples shown in the “Gallery of Winners” and “Gallery of Offenders.” For other advertisements related to LGBT sexualities, check out the GLAAD advertising website (<http://www.commercialcloset.org>). Otherwise, feel free to draw on any inspiration you might have for media examples.

During the week that you are presenting, you do NOT need to post a reading response

Expectations for the Research Paper (50% of final grade):

Your paper should be between 7 and 10 pages (not including bibliography). This paper asks you take the substantive information and analytical tools for the course to write an original research paper. You have two options for approaching this paper:

- (1) Take a country, region, sub-population within a country, or cultural group and make an argument about the relationship between how sexual identity is understood there and other cultural factors. If applicable, discuss the legal framework for that population and its relationship to sexual identity.
- (2) Take a substantial piece of media (a feature film, a documentary, a television show, a book, etc.) and analyze how sexual identity is constructed in the culture portrayed.

You may use appropriate outside sources for this paper. Remember that you may look at sexuality and sexual identity in a broad sense and are not limited to traditional notions of hetero/homosexuality.

Proposal (5%): DUE May 12th in Class

You will write a 300 word proposal that lays out your thesis statement and explains your analysis. It should indicate to the reader the argument you are making as well as the materials you will be drawing on to support your argument.

Annotated Bibliography (5%): DUE May 26th

This is a list of citations of books, articles, and documents. Each citation is followed by a brief (usually 150-200 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the source cited.

Final Paper (40%): DUE June 13^h at 4:30pm

The final paper will be between 7 and 10 pages and should include a title page and a list of works cited. Please use standard formatting (Times New Roman, 12 point, double-spaced, 1” margins).

Extra Credit Movie Nights (up to 3% of final grade):

There will be 3 movie nights throughout the quarter. Each movie night attended = 1 point of extra credit toward your final grade.

Dates TBD:

Kinsey (2004), Bill Condon

A Mi Madre Le Gustan Las Mujeres (2002), Daniela Féjerman, Inés París

The Wedding Banquet (1993), Ang Lee