Course Description

The construction and articulation of Latina/o sexualities will be explored in this course through interdisciplinary and comparative perspectives. We will discuss how immigration, class, and norms of ethnicity, race, and gender determine the construction, expression, and reframing of Latina/o sexualities.

Throughout the course, we will explore the social construction of meanings associated with sexuality, particularly deviance and norms, as well as queer theory and discrimination. This will be done by paying particular attention to Latina/o (LatinX) experiences.

Course Objectives

By the end of the course, students will be able to
- Grasp how sexuality has been used as a form of governance
- Understand the historical creation of deviance and norms
- Acquire a deeper knowledge of queer political theory
- Gain insight to the historical experiences of the Latina/o community
- Practice and acquire new presentation, reading and annotation skills

Student Expectations
This is an upper level Ethnic / Critical Gender Studies course and expectations of student performance and participation are already well defined. As with any endeavor at UC San Diego, full participation and student excellence is expected. UCSD rates in the top 1.5% of four year institutions in the country, as such, there are high expectations for the quality of students in this class.

Equally important than the positions we occupy being here at UCSD, the themes that we will cover throughout the course are of great import and significance – people have lost their lives and others have made great sacrifices in order to address many of these issues.

Students will be assessed on (1) participation, (2) leading class, (3) class responses, and a (4) final interview project. There will be no midterm or final in-class examinations.

1. **Participation (20%)** is comprised of class attendance and engagement of the readings and class discussion. Students are expected to contribute to ongoing discussions and explorations of class material and themes. This requires a deep reading of assignments (through annotating, summarizing, and noting questions that arise) and participation in class discussions (recall in both quality and frequency). Because of the number of students in the course, class attendance will be taken periodically. If there is an unexpected occurrence and/or excused absence (University activity, medical reasons, religious holidays, etc.), please inform me as soon as possible in order that proper adjustments can be made.

2. **Leading class (10%)** will take place throughout the quarter. Each student will be required to lead class through describing and summarizing the readings for that day, posing questions, and facilitating a conversation. Students will create groups of three and choose which a class they will facilitate. This will take coordination with your group to make sure that every reading is covered and that there are enough questions for the successful leading of class discussion.

3. **Class Responses (30%)** are three page essays that will cover relevant aspects of our course. There are three Class Responses that students are going to be responsible for throughout the quarter. There are one pre-set Response and two more throughout the course. For the first Class Response, you will explore why you have taken this course, what are your previous experiences with the themes of the class, and what you hope to get out of it? This first Response is due at the end of the first week of classes. Each of these Responses are 10% of the student’s grade.

4. The **Final Interview Project (30%)** is a culmination of the quarter and will require students to carry out an interview/conversation that will compel students to take course conversations outside of the classroom. This will consist of multiple parts: (1) carrying out an interview with a family member, friend,
staff, or faculty member about themes covered throughout the course (such as sexuality, masculinity, femininity, gender roles, etc.), (2) the creation of a 3-5 minute edited audio piece that includes a summary of the interview (impressions, surprises, highlights) and select portions of the recorded interview, and (3) three photographs of the person interviewed. If anonymity is desired for those interviewed, students can take photographs of items that capture various aspects of their personality (such as their shoes, hands, home, desk, car, etc.). These interviews can be formal or informal interviews and conversations and students are encouraged to not only ask questions but to also share information and insight gained from the course.

**Required Materials**
I am sensitive to the rising costs of universities and want to keep our course costs to a minimal. Accordingly, students will not be required to purchase any books for this course. All readings (from books to journals) will all be available electronically either through the UCSD Library Course Reserves, TritonEd, or through the UCSD Library.

**Correspondence Etiquette**
When corresponding with a professor you should err on the side of formality than informality. This includes using titles in greetings (“Dear Dr. Anzaldua” or “Hello Professor Anzaldua”) and proper salutations (“Sincerely, Sara Deer” or “Thank you, Sara”). Please place the course identifier in the subject of your email (“ETHN 187 Concerning Class Participation” or “ETHN 187 Please Share Information with Class”).

Academic departments have been historically dominated by individuals with particular racial, physical, and sexual identities. This fact still impacts Universities today, with some individuals of certain marginalized categories regularly being reminded/told they do not “belong.” As such, using titles and formalities with professors that are historically underrepresented is extremely important. This is particularly important for interactions that take place within professional spaces, such as department events and gatherings, public talks, symposiums, interactions within the department office, as well as during our class period.

I will be responding to emails during daytime business hours. Please do everything you can to ask questions and raise concerns about assignments in advance so we have plenty of time to consult.

**Grades**

| Participation | Class attendance, engagement of readings and discussions | 30% |
Leading class | Groups of three, analyze readings, provide questions, and lead discussion | 10%
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Class Responses (3) | Three-page papers throughout course | 30%
Final Interview Project | (1) Interview, (2) 3-5 min. edited audio piece and (3) three photographs of interviewed | 30%

Submissions
Please submit all assignments on time, late submissions will see a one-half grade deduction per day late (please submit essay by midnight on specified due date). If you have any concerns about your assignments, I strongly encourage you to contact me or see me during office hours. I would also be happy to give you feedback on any early drafts. All assignments should be the result of a single student’s work alone, though collaboration is strongly encouraged.

Course Schedule

Week 1: Introduction & Sexuality

Tuesday, Jan. 10, 2017
Introduction
Syllabus Review

Thursday, Jan. 12, 2017

Class Response #1 due on Friday, January 13, 2017 – Why have you taken this class? What are your experiences with exploring the themes of sexuality, masculinity, femininity and other themes explored in this course? What are your expectations and hopes for this course?
Week 2: Latina/o Sexualities History

Tuesday, Jan. 17, 2017

Thursday, Jan. 19, 2017 (Student led #1)

Week 3: Creation of Sexuality

Tuesday, Jan. 24, 2017

Thursday, Jan. 26, 2017 (Student led #2)

Week 4: Latina/o Communities and Heterosexuality

Tuesday, Jan. 31, 2017 (Student led #3)


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**Thursday, Feb. 2, 2017**

In-class review and reflection

**Week 5: Queer Theory**

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**Tuesday, Feb. 7, 2017 (Student led #4)**


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**Thursday, Feb. 9, 2017 (Student led #5)**


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**Class Response #2 due on Friday, Feb. 10, 2017.**

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**Week 6: Masculinity, Femininity, and Colonialism**

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**Tuesday, Feb. 14, 2017**

Thursday, Feb. 16, 2017 (Student led #6)

Week 7: Sexual Health and Policy in Latina/o Communities

Tuesday, Feb. 21, 2017 (Student led #7)

Thursday, Feb. 23, 2017 (No Class)

Week 8: Latino Males Same Sex Desires

Tuesday, Feb. 28, 2017

Thursday, Mar. 2, 2017 (No Class)

Week 9: Low Riders San Diego

Tuesday, Mar. 7, 2017 (Student led #8)

Thursday, Mar. 8, 2017
Guest Speaker Elisia Ixchelle Campos

Class Response #3 due on Friday, March 9, 2017

Week 10: Migration and Remapping

Tuesday, Mar. 14, 2017

Thursday, Mar. 16, 2017

Week 11: End of Quarter

Final Exam, Tuesday, March 21, 3-6pm TBD
Final Interview Project due on exam day
We will meet in person on exam day
Winter Quarter Ends, Sat, Mar. 25, 2017