



**CGS 112 / ETHN 127**

**Sexuality & Nation: The Eurovision Song Contest**

**Spring 2023**

**Dr. Amanda Martin Sandino**

**Sessions Taught in Person, TuTh 8AM–9:20AM in PCYNH 121**

**Zoom**

**Link:** <https://us02web.zoom.us/my/sandino?pwd=VmQ4SWQvS3lkdy9aOGowZk9sZjJ0dz09>[Links to an external site.](#)

**Office:** [Underbelly IzakayaLinks to an external site.](#) (near the Old Student Center) and via Zoom

**Office hours: TTh, 11AM-12:30PM and by appointment**

**Email:** [amartins@ucsd.edu](mailto:amartins@ucsd.edu)

\* Please note that all course materials, including this syllabus, presentations, assignment guidelines, and more, are protected by copyright. I am the exclusive owner of the materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute class notes and course materials publicly without my express written consent.

Similarly, you own the copyright for your original papers and discussion board posts. If I am interested in posting your privately submitted content on the course web site, I will request your written permission. Only enrolled students may attend our classroom sessions. Our classroom sessions may not be recorded or otherwise disseminated.

\*\* All times listed should be assumed to be in Pacific Time.

## Course Description

The concept of citizenship has historically been a tool used division; creating both an "us" and a "them." Whether it's keeping certain populations out of a space, nurturing the growth and success of specific communities, or eliminating the existence of groups first hand, national identity has been imperative in the creation of the other.

Since the worldwide activism of the mid-20th century, however, the concept of nationalism has also been utilized to build affinity, allyship, and community identities. As Frederick Douglass once idealistically put it, "Oceans no longer divide, but link nations together." Queer folx build communities across borders, immigrants create relationships beyond state borders, racial groups coalesce to dismantle systems of oppression.

National identities have become ever-changing in our global world, such that no static understandings truly exist. Citizenship is inherently tied to issues of race, gender, sexuality, and class; topics which we will be exploring via the 2023 Eurovision Song Contest (ESC) this quarter. Arguably a pure performance of national identity, the ESC provides a fun but thoughtful lens through which we can view issues of citizenship on a global stage.

**Please note that no texts need be purchased for this course.**

## Grade Breakdown

- 15% Attendance and Participation
- 35% Weekly Reflections
- 35% Weekly Media Commentary
- 15% Eurovision Song Contest Reflection

## Assignments

- **Attendance and Participation:** Class attendance is mandatory and constitutes a large portion of your participation grade. **You are allowed a maximum of two unexcused absences this quarter.** In the event that you will miss class due to an unexcused absence, you need not email me but *should check in* with another student to catch up on missed material. Any absences or tardies beyond these two will result in the lowering of your grade and may result in failure of the course.
- **Weekly Reflections:** Each student will be expected to **complete 7 out of the 10** given weekly short writing responses, approximately 250 words in length. Based on the readings, these prompts will ask you to draw connections between learning modules (and courses), analyze readings, and demonstrate

continued intellectual growth throughout the course. Detailed feedback will be provided in office hours and by appointment only.

- **Weekly Media Commentary:** In lieu of using Twitter, we will be using the course discussion boards to keep up with the chatter/media surrounding the Eurovision Song Contest (ESC). You will be selecting one 2023 ESC competing country to loosely follow; this may include considering the country's history with the ESC, looking into the chosen artist and song, checking out current events in the country, etc. For more details, see "assignments" on course Canvas page.
- **Eurovision Song Contest Reflection:** Please write an informal overview of your experience viewing the Eurovision Song Contest, particularly while focusing on your chosen country. Think about our course themes (national identity, national branding, cultural pluralism, borders, etc.) and explain which of them stood out to you while watching the contest itself. Reflection should be a minimum of 300 words and may be submitted anytime after the contest has ended.

## Course Schedule

\* Please note that dates may be subject to change.

\*\* **CW**= Text may be especially emotionally draining or trigger trauma. While many of our texts will include racial epithets, strong language, and descriptions of violence, these marked texts are especially graphic and/or upsetting in nature, in my opinion.

### Week #1

- Aronczyk, "Nation" (2017)
- Weinbaum, "Nation" (2007/2020)
- Geography Now - "What is EUROVISION?" (2018) (skip to 1:41)

### Week #2

- Raykoff et al., "Parody" (2020)
- Van Ham, "War, Lies, and Videotape- Public Diplomacy and the USA's War on Terrorism" (2003)
- Brand USA, "Who We Are" (2011–2023)

### Week #3

- Meijer, "National and European identity in the context of the Eurovision Song Festival" (2013)
- Lewis and Hajek, "Teaching European History and Memory through the Eurovision Song Contest during the COVID-19 Pandemic" (2022)
- McCaig, "Eurovision Explained: Why Do AU Australia and IL Israel Participate?" (2021)

### Week #4

- Aston, "Competing Femininities- A 'Girl' for Eurovision" (2013)
- Baker, "The Molitva Factor- The Eurovision Song Contest and 'Performing' National Identity in World Politics" (2022)
- Ross, "From Anneke to Gaitana: Race and Ethnicity at The Eurovision Song Contest" (2012) (CW: Reference to mass shooting)

### Week #5

- Baker, "The 'Gay Olympics'? The Eurovision Song Contest and the Politics of LGBT European Belonging" (2017)
- Rehberg, "Taken by a Stranger- How Queerness Haunts Germany at Eurovision" (2013)

- Duffy and Kelleher, "17 of the biggest, brightest and queerest moments in Eurovision history" (2022)

#### Week #6

- Watch the Eurovision Song Contest!
- Treisman, "Eurovision will now let fans in non-participating countries (like the U.S.) vote" (2022)

#### Week #7

- Carniel, "We're a Nation of Proud Multicultural Dags"- Multiculturalism and Viewer Identities" (2018)
- Szeman, "'Playing with Fire' and Playing It Safe- With(out) Roma at the Eurovision Song Contest?" (2013)
- Michelle, "The Press Room At Eurovision Needs More Diversity" (2021)

#### Week #8

- Raykoff et al, "Difference" (2020)
- Vieira Lopes and de Carvalho, "Between Concepts and Behaviours- The Eurovision Song Contest and Ethnomusicology" (2022)

#### Week #9

- Coleman, "Why is the Eurovision Song Contest Ridiculous Exploring a Spectacle of Embarrassment Irony and Identity" (2008)
- Zaroulia, "'Sharing the Moment'- Europe, Affect, and Utopian Performatives in the Eurovision Song Contest" (2013)
- Brady, "Border" (2007/2014)

#### Week #10

- Carniel, "'Every Region of the World Should Have a -Vision'- Eurovision in the Asian Century" (2018)
- Raykoff et al., "Coda" (2020)
- Treisman, "Ukraine wins Eurovision 2022 with overwhelming support from the audience" (2022)

## Course Policies

### Academic Honesty

"Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result sanctions. Sanctions can include an F in this class and suspension or dismissal from the University.

"So, think carefully before you act by asking yourself: a) is what I'm about to do or submit for credit an honest, fair, respectful, responsible & trustworthy representation of my knowledge and abilities at this time and, b) would my instructor approve of my action? You are ultimately the only person responsible for your behavior. So, if you are unsure, don't ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at [academicintegrity.ucsd.edu](https://academicintegrity.ucsd.edu)" (Source: Academic Integrity Office, 2018).

### Counseling Services

Life happens – it brings us joys, sorrows, challenges, and celebrations. In the past, students have been negatively impacted by relationships break ups, deportation, homelessness, losing a job, illness, car stolen, and more! Please contact me right away if these situations impact your work. I want you to succeed and can help you find resources if you let me know.

I also suggest checking out UCSD's Counseling and Psychological Services (CAPS) website at <https://wellness.ucsd.edu/CAPS/>. CAPS has resources to support students with everything from time management to unexpected stressors to food insecurity.

### Declaring a CGS Minor or Major

Many students take a Critical Gender Studies course because the topic is of great interest or because of a need to fulfill a university or college requirement. Often students have taken three or four classes out of *interest* yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. A Critical Gender Studies major is excellent preparation for a career in law, public policy, education, public health, social work, non-profit work and many other careers. If you would like information about the Critical Gender Studies major or minor

at UCSD, please contact Joje Reyes-Alonzo, Critical Gender Studies Program Advisor, via email at [cgs@ucsd.edu](mailto:cgs@ucsd.edu).

## **Disability Support**

Students with disabilities who may need academic accommodations (e.g. test Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities. Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **in advance** of any assignments. Check out OSD online at <https://osd.ucsd.edu/students/>.

When possible, I include subtitles on all content, including course lectures. All PDFs should be text-to-voice rendered. Please email me if you could use additional support.

## **Email Policy**

I usually respond to email within 24 hours Monday through Friday. If you have not received a reply to your message within 48 hours please resend to make sure I have received your inquiry. Remember to sign your name and course number to your email messages.

Please do not email me asking if you have “missed anything” in class—if you been absent then you definitely missed something! It is your responsibility to either come to my office hours or email a friend in class to catch up.

As a rule, I do not discuss grade specifics via email. If you have questions regarding a grading decision, please either meet with me during office hours or another time that works for both of us.

Uncivil emails or messages including vitriol will be forwarded to the Office of Student Affairs.

## **Expected Absences**

Inform me of any intended absences for the session in the first two weeks of class. In general, excused absences are only provided for childcare issues, religious observances, and major medical crises. Please contact me ASAP if you believe you have another planned absence that you believe should be excused.

## **Grade Disputes**

Like all humans, I make mistakes. Which means that you should absolutely check in with me if you feel that a grade is lower than you deserve or you feel I've made a mistake with regard to your attendance.

To do so, I merely ask that you:

1. Take 24 hours to let the feeling sit—it is totally normal to feel angry after receiving a grade that is lower than you expected.
2. Reread your assignment and take notes. Be prepared to ask thoughtful questions and make a clear argument as to why you believe you should receive a higher grade.
3. Talk with me during office hours (not at the end of class or via email).

### **Land Acknowledgement**

The UC San Diego community holds great respect for the land and the original people of the area where our campus is located. The university is built on the un-ceded territory of the Kumeyaay Nation. Today, the Kumeyaay people continue to maintain their political sovereignty and cultural traditions as vital members of the San Diego community. We acknowledge their tremendous contributions to our region and thank them for their stewardship.

*\*The Intertribal Resource Center is working with Kumeyaay community members and the campus community to create an official statement for UC San Diego. The above statement is a temporary draft currently used by the Intertribal Resource Center. As a member of the Mapuche peoples, I recognize that this really is so little compared to the genocide we've faced and survived as indigenous communities.*

### **Late Work Policy**

**The last day to submit late work is 11:59PM on Tuesday, June 13.** Late work will not be penalized, with the exception of the class leadership assignment. If you do not show up or are not ready on the day you are scheduled to lead class, you may receive a zero for this assignment.

### **Student Conduct**

UC San Diego Principles of Community The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego



faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

[Click here for the complete UCSD Principles of Community in English and Spanish.](#)

## **Title IX Compliance**

UCSD recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Counseling Center.

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, [ophd@ucsd.edu](mailto:ophd@ucsd.edu) or <http://ophd.ucsd.edu>. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793, [sarc@ucsd.edu](mailto:sarc@ucsd.edu) or <http://care.ucsd.edu> or Counseling and Psychological Services (CAPS) at (858) 534-3755 or <http://caps.ucsd.edu>

Students may feel more comfortable discussing their particular concern with a trusted employee. This may be a student affairs staff member, a department Chair, a faculty member or other University official. These individuals have an obligation to report incidents of sexual violence and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed. If you find yourself in an uncomfortable situation, ask for help.

## The Writing Hub

Academic writing is a crucial - and sometimes frustrating - part of your education. Learning to write with clarity, style, and power is a skill that will serve you throughout your life and career! That's why the Writing Hub's first principle is to help writers, not writing. Our aim is to help you develop your long-term skills as an academic writer, one writing project at a time!

**As of Fall 2021, we are offering face to face AND online/remote services. Wherever you are, we've still got you covered! For more info, visit <https://writinghub.ucsd.edu/for-undergrads/index.html>.**

Undergraduate students can visit the Writing Hub for:

- One-on-one writing tutoring [by appointmentLinks to an external site.](#), 6 days/week, face to face AND online/remote
- Supportive, in-depth conversations about writing, the writing process, and writing skills
- Help with every stage of the writing process
- Same-day appointments by availability
- [Writing Workshops](#) on key writing topics