

ETHN 187: Latina/o Sexualities
Cross-listed with CGS 115

Justin de Leon, Ph.D.
Tuesday and Thursday 3:30-4:50pm
Meeting Place: HSS 2154

Office hours: Wednesdays 3:30-4:30pm or by appointment
Office location: Social Sciences Building (SSB), Room 243
Email address: judeleon@ucsd.edu

Date of Final: Tuesday, March 21, 3-6pm TBD

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%
Class Responses (3)	Three-page papers throughout course	30%
Final Interview Project	(1) Interview, (2) 3-5 min. edited audio peice 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

Foucault, Michel. 1978. "We 'Other Victorians'." Found in *The History of Sexuality, Volume 1: An Introduction*. Vintage Publishers. Part One. Pgs. 1-14.
Foucault, Michel. 1978. "The Regressive Hypothesis – The Incitement to Discourse." Found in *The History of Sexuality, Volume 1: An Introduction*. Vintage Publishers. Part Two, Chapter 1. Pgs. 15-35.

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

- Asencio, Marysol and Katie Acosta. 2010. "Mapping Latina/o Sexualities Research and Scholarship." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Introduction. Pgs. 1-12.
- Gutiérrez, Ramón A. 2010. "A History of Latina/o Sexualities." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Chapter 1. Pgs. 13-37.

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

- Mitchell, Pablo. 2010. "Making Sex Matter: Histories of Latina/o Sexualities, 1898 to 1965." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Chapter 2. Pgs. 38-47.
- Arreola, Sonya G. 2010. "Latina/o Childhood Sexuality." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Chapter 3. Pgs. 48-61.
- Romo, Laura F. et al. 2010. "Latina/o Parent-Adolescent Communication about Sexuality." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Chapter 4. Pg. 62-74.

Week 3: Creation of Sexuality

Tuesday, Jan. 24, 2017

- Foucault, Michel. 1978. "The Regressive Hypothesis – The Perverse Implantation." Found in *The History of Sexuality, Volume 1: An Introduction*. Vintage Publishers. Part Two, Chapter 2. Pgs. 36-50.
- Foucault, Michel. 1978. "Scientia Sexualis." Found in *The History of Sexuality, Volume 1: An Introduction*. Vintage Publishers. Part Three. Pgs. 51-74.

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

- Phillips, Kim M. and Barry Reay. 2011. "Introduction," "Sin," and "Before Heterosexuality." Found in *Sex Before Sexuality: A Premodern History*. Polity Press. Introduction, Chapter 1, and Chapter 2.

Week 4: Latina/o Communities and Heterosexuality

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

- González-López, Gloria. 2010. "Heterosexuality Exposed: Some Feminist Sociological Reflections on Heterosexual Sex and Romance in US Latina/o Communities." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Chapter 7. Pgs. 103-116.
- Vargas, Deborah R. 2010. "Representations of Latina/o Sexuality in Popular Culture." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Chapter 8. Pgs. 117-136.
- Quiroga, José and Melanie López Frank. 2010. "Cultural Production of Knowledge on Latina/o Sexualities." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Chapter 9. Pgs. 137-149.

Thursday, Feb. 2, 2017

In-class review and reflection

Week 5: Queer Theory

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

- Weber, Cynthia. 2016. "Sovereignty, Sexuality, and the Will to Knowledge." Found in *Queer International Relations*. Oxford University Press. Chapter 1. Pgs. 1-17.
- Weber, Cynthia. 2016. "Queer Intellectual Curiosity as International Relations Method: Developing Queer IR Theoretical and Methodological Frameworks." Found in *Queer International Relations*. Oxford University Press. Chapter 2. Pgs. 18-46.
- Weber, Cynthia. 2016. "The 'Perverse Homosexual' in International Relations: The 'underdeveloped' and the 'undevelopable'." Found in *Queer International Relations*. Oxford University Press. Chapter 3. Pgs. 47-71.

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

- Ahmed, Sara. 2006. "Find your way." Found in *Queer Phenomenology: Orientation, objects, others*. Duke University Press. Introduction. Pgs. 1-24.
- Ahmed, Sara. 2006. "Orientations Towards Objects." Found in *Queer Phenomenology: Orientation, objects, others*. Duke University Press. Chapter 1. Pgs. 25-64.
- Ahmed, Sara. 2006. "Sexual Orientations." Found in *Queer Phenomenology: Orientation, objects, others*. Duke University Press. Chapter 2. Pgs. 65-108.

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

Week 6: Masculinity, Femininity, and Colonialism

Tuesday, Feb. 14, 2017

- Morgensen, Scott L. 2015. "Cutting to the Roots of Colonial Masculinity." Found in *Indigenous Men and Masculinities: Legacies, identities, regeneration*. Eds. Robert A. Innes and Kim Anderson. University of Manitoba Press. Chapter 2. Pgs. 38-61.

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

Sneider, Leah. 2015. "Complimentary Relationships: A review of Indigenous gender studies." Found in *Indigenous Men and Masculinities: Legacies, identities, regeneration*. Eds. Robert A. Innes and Kim Anderson. University of Manitoba Press. Chapter 3. Pgs. 62-79.

Hokowhitu, Brendan. 2015. "Taxonomies of Indigeneity: Indigenous Heterosexual Patriarchal Masculinity." Found in *Indigenous Men and Masculinities: Legacies, identities, regeneration*. Eds. Robert A. Innes and Kim Anderson. University of Manitoba Press. Chapter 4. Pgs. 80-98.

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

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

Arévalo, Sandra and Hortensia Amaro. 2010. "Sexual Health of Latina/o Populations in the US." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Chapter 5. Pgs. 75-89.

Gutiérrez, Elena R. 2010. "Latina/o Sex Policy." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Chapter 6. Pgs. 90-102.

Thursday, Feb. 23, 2017 (No Class)

Watch Movie: *Dinco, Dino*. 2011. Homeboy.

Week 8: Latino Males Same Sex Desires

Tuesday, Feb. 28, 2017

Vidal-Ortiz, Salvador et al. 2010. "Revisiting Activos and Pasivos: Towards New Cartographies of Latino/Latin American Male Same-Sex Desire." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Chapter 17. Pgs. 253-273.

Ayala, George. 2010. "Retiring Behavioral Risk, Disease, and Deficit Models: Sexual Health Frameworks for Latino Gay Men and Other Men Who Enjoy Sex with Men." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Chapter 18. Pgs. 274-278.

Thursday, Mar. 2, 2017 (No Class)**Week 9: Low Riders San Diego**

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

Campos, Elisia I. 2016. Cruising the Borderlands. College of Wooster Thesis. Pgs. 1-105
(skip Chapter 4 Methodologies).

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

Peña, Susana. 2010. "Latina/o Sexualities in Motion: Latina/o Sexualities Research Agenda Project." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Chapter 12. Pgs. 188-206.

Thursday, Mar. 16, 2017

Decena, Carlos. 2010. "Rethinking the Maps Where 'Latina/o' and 'Sexuality' Meet." Found in *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Eds. Marysol Asencio. Rutgers University Press. Epilogue. Pgs. 279-286.

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