

LEH 300 XT81:
Sexuality and Sex Roles in Transnational Perspective
 Tuesdays, 6:00 – 8:40 p.m., Spring 2007
 Lehman College. Bronx, NY

Professor Marcia Gallo

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History Department/Carman Hall 293

Office hours: Tuesdays, 2:00 – 3:00 p.m., Wednesdays, 5:00 – 6:00 p.m.,

Thursdays, 9:30 – 10:30 a.m., and by appointment

About the Course

We will examine the socially-constructed and always-shifting meanings of gender, sex roles, and sexuality, focusing particularly on the influences of the international flow of people and ideas. Using a chronological as well as thematic approach, we will discuss how sexual norms are established -- and subverted -- at specific periods of history and in different regions of the world. Also, we will explore the ways in which what we have been taught was “normal” regarding sex and gender have been used to erect borders separating nations and people.

Course Requirements:

Your final grade will be determined by the following three components:

■ **Attendance and Discussion: 30%**

LEH 300 requires daily preparation and active participation by all involved. It is necessary for you to complete the assigned readings, carefully view the videos, and discuss what you think about them. Attendance will be taken daily. Absences, continual lateness, or early exits will affect your grade. We will start class promptly at 6:00 p.m.; any arrivals after 6:45 p.m. will not be counted. We will end class usually by 8:30 or 8:40 p.m. depending on scheduling.

In addition to regular attendance, informed and thoughtful class participation is a crucial component of this course. To facilitate participation, we will have teams of **Discussion Leaders**: 3-4 students who lead the rest of the class in reviewing the pre-assigned readings.

■ **“Q & As:” 40%**

We will have three in-class written assignments during the semester. You will have 45-60 minutes to write a two to four page “Q & A” – a pertinent discussion question and answer, with citations. The goal of the in-class writing assignment is to further investigate or illuminate a topic for yourself and to show me that you are absorbing, analyzing, and can properly cite the material. The in-class written assignments are worth 30% of your final grade and they are scheduled for:

Tuesday, February 27

Tuesday, March 27

Tuesday, May 8

■ **Final Examination: Final Project: 30%**

The final examination will be in the form of an **original project** on a topic selected from our assigned readings, viewings, or class discussions in consultation with me. You can create a ten-minute audiovisual or Power Point presentation (with two-page typed, double-spaced summary) or you can research and write a ten-page (typed, double-spaced) paper. **In addition to at least 3 citations from the works we read for class, you are expected to incorporate and cite at least 3 additional sources (books, articles, essays) in your Final Project. See the listing below of extra credit Suggested Texts for use in your Final Project. I also expect you to visit at least one off-campus research library or archive as part of your preparation.**

No Final Projects will be accepted after May 22.

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Required Texts:

Gloria Anzaldua, *Borderlands: La Frontera*. San Francisco: Aunt Lute Books, 1987/1999.

James Baldwin, *Going to Meet the Man*. New York: Knopf Publishing Group, 1960/1993.

Estelle B. Freedman, *No Turning Back: The History of Feminism and the Future of Women*. New York: Random House Publishing Group, 2003.

Copies of additional required readings will be distributed in class.

Suggested Texts for Final Projects (Extra Credit):

Edwidge Danticat, *The Dew Breaker*. New York: Alfred E. Knopf, Inc., 2004.

John D'Emilio, *Lost Prophet: The Life and Times of Bayard Rustin*. New York: Free Press, 2003.

Audre Lorde, *Zami: A New Spelling of My Name*. Freedom CA: Crossing Press, 2003 (Persephone, 1982).

Marcia M. Gallo, *Different Daughters: A History of the Daughters of Bilitis and the Rise of the Lesbian Rights Movement*. New York: Carroll & Graff, 2006.

Marta Moreno Vega, *When the Spirits Dance Mambo: Growing Up Nuyorican in El Barrio*. New York: Three Rivers Press, 2004.

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Introductions

Tuesday, 01.30.07 **Overview of goals, course requirements, and timelines.**
Assign Discussion Leaders: set topics & schedules
Next week's readings: Freedman, *No Turning Back*, ch. 1
Video: *The History of Sexuality*, part 1

Part I: Sex and Power in History and the Emergence of Feminisms

Tuesday, 02.06.07 **Discussion Leader Team 1:** definitions and various forms of patriarchy and feminism – what is the relationship between gender and power?
Next week's readings: selected essays from Anzaldua, *La Frontera*
Video: *The History of Sexuality*, part 2

Tuesday, 02.13.07 **Discussion Leader Team 2:** how have cultural traditions of sex roles and sexuality evolved over the centuries and in various parts of the world? How have Mexican women and Chicanas challenged traditional roles?
Next week's readings: selected poems from Anzaldua, *La Frontera*
Video: *The Life and Times of Frida Kahlo*, first half

Tuesday, 02.20.07 **Discussion Leader Team 3:** conquest, colonialism, female culture – how has religion influenced sexual and gender norms? How have women dealt with sexual borders?
Next week's readings: review assigned readings, part I ; **prepare for Q&A 1**
Video: *The Life and Times of Frida Kahlo*, second half

Tuesday, 02.27.07 **Q&A 1: Sex and Power in History and the Emergence of Feminisms**
 (include citations from readings: Freedman, Anzaldua; and videos: *The History of Sexuality* 1&2, *The Life and Times of Frida Kahlo*)
 For next week: read article by White, “Dark Continent of Our Bodies”

Part II: Intersections: Race, Sexuality, Culture

Tuesday, 03.06.07 **Review of Q&A 1**
Discussion Leader Team 4: definitions of “appropriate” gender roles – how have science and social customs been used to define what is “feminine” and what is “masculine?”
Next week's readings: Freedman, *No Turning Back*, ch. 3; selected articles (handouts)

Tuesday, 03.13.07 **Discussion Leader Team 5:** intersections among race, sex, and traditional cultural norms in the 20th century – how do they affect one another?
Next week's readings: selected essays by Audre Lorde (handouts); selected essays from Baldwin, *Going to Meet the Man*
Video: *Litany for Survival*

Tuesday, 03.20.07 **All Outlines for Final Projects Due**
Discussion of Final Projects
Discussion Leader Team 6: how does transgressing gender, racial, intellectual, physical or national boundaries challenge traditional expressions of sexuality?
Next week's readings: review assigned readings, part II; **prepare for Q & A 2**

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Tuesday, 03.27.07 **Q & A 2: Intersections – Race, Sexuality, Culture**
(include readings: Baldwin, Freedman, Lorde, White; videos *The History of Sexuality, Litany for Survival*)

Reading for next week: Freedman, sections from chs. 4, 11

Tuesday, 04.03.07 **Spring Break – No classes**

Tuesday, 04.10.07 **Spring Break – No classes**

Transitions and Transformations: Normative and Nonnormative Sexualities

Tuesday, 04.17.07 **Review of Q&A 2**

Next week's readings: Freedman, ch. 12; selected articles (handouts)

Video: *The Celluloid Closet*

Tuesday, 04.24.06 **Discussion Leader Team 7:** intimate same-sex relationships – how are social attitudes affected by the media and other cultural forces?

Next week's readings: articles by Serena Nanda

Video: *Fire*, first half

Tuesday, 05.01.07 **Discussion Leader Team 8:** What have different cultures defined as the range of acceptable gender roles and sexualities?

Next week's readings: articles by Jamison Green and Griffin Hansbury.

Prepare for Q & A 3

Video: *Fire*, second half

Tuesday, 05.08.07 **Q & A 3: Transitions and Transformations**

(include readings: Freedman, Nanda, Green, Hansbury; videos *The Celluloid Closet, Fire*)

Tuesday, 05.15.06 **Final Projects: Preparation**

Tuesday, 05.22.07 **Final Projects: Presentation**

Last class meeting: Attendance required

All Final Projects Due

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