

Salvador Vidal-Ortiz, Ph.D.
Office: Battelle-Tompkins Hall, Room T-11
Phone (202) 885-2443
Email: vidalort@american.edu
Office Hours: Tuesdays and Fridays, 2:00-3:30 PM
Wednesdays 2:30 – 5:30 PM

Fall 2007

SOCY 596 – Gender, Sexuality, and Migration

Wednesdays, 5:30 - 8:00 PM

Ward 205

Course Description:

Migration, gender and sexuality are three sociological areas of study that often do not intersect. Yet these three substantive areas offer us multiple possibilities to explore the relationship of gender and sexuality to the State, the notion of the family, the socialization of individuals and institutions, and the permeability (or movement) between some of these categories. This course will attend to the formation of “gender” and “sexuality” as categories of study, moving through some of the historical developments within the field, while also paying attention to race, class, and other social justice issues, as it centers on different migrations of sorts. *This class will complement the sociology department’s emphasis on Race, Gender and Social Justice.* Because any kind of social studies framework requires as baseline the recognition of social inequalities (and the possibilities for social change), many readings focus on aspects of race and ethnicity, immigration, and racialization, throughout the semester.

Yet, the course will be centering on the uses of gender and sexuality in studying migration patterns, immigration policies, and the personal meanings given to these by individuals in various social settings. As such, the course will be divided into two main areas of analysis. *The first part of the course will unpack the often un-problematized relationship between gender and sexuality, but will do so by looking at various migrations—or movements—between the categories themselves.* We will look at theoretical cases that help us locate the history of these categories as well as how they become ontologically distinctive in US society. This theoretical grounding is necessary in order to grasp the phenomenon of common knowledge around what “sexual orientation,” “gender identity” or “gender roles” mean when used in current social interactions. *The second part of the course will then offer specific cases of the relationship to citizenship and the state to that of (im)migration and racialization.* As such, gender and sexuality inform policies and regulations as to what is permissible (as we have seen in the figure of the terrorist as “woman-like” or a “fag”), yet migration (or movement) influences the relationship of these two categories to each other. Implications on the study of gender, sexuality, and migration in a post “9/11” era will be discussed throughout the semester, as well as on a comparative basis with other world regions. *It is important that students have at least two general courses from the Women and Gender Studies, sociology, and/or immigration/international studies.*

Objectives:

This course will:

- (1) Familiarize you with these three areas of sociological study
- (2) Interrogate the relationship between gender and sexuality (as theoretical constructs and empirical variables, but also, to reflect on their impact in our lives as scholars and researchers)
- (3) Engage various migration literatures (including but not limited to immigration)
- (4) Write an original research paper on a topic of your choice to address a particular issue related to class material, and
- (5) Make a comprehensive, though informal presentation, to your peers, about an area of your interest relevant to the class

Graduate students: you are particularly encouraged to bring forth your thesis or dissertation project as you prepare your final paper, so that the class serves as a building block in thinking it through. (Ideally, courses should 'move you' toward completion of ideas, aspects, or components of your thesis as a way to help you define/refine your topic ideas.)

Course Outline and Requirements:

Whether BA, MA, or PhD students (and not-so-distant colleagues), you must be able to manage a number of academic requirements such as conference presentations, book reviews, publications, academic networking, and learning a variety of teaching skills. The underlying premise of these academic requirements is the capacity to engage with a significant amount of material, and to synthesize, analyze, and critique the scholarly work of others (as well as sometimes merely being familiar with a vast terrain of a specific field of study). You will do this in order to find a place for yourself as an academic, but most certainly also to base your thinking and theorizing on previously published work. (Even if you are a Bachelor's degree student, these skills will come in handy sooner rather than later.) You will *initially* be exposed to all of these skills as a student in this class. I have included seemingly minute tasks (such as presenting in class or actively engaging with class material) in order to maximize participation and derive a grade. Here is the breakdown:

- Active Participation. Discussing course material is essential for any professor to verify that students are reading and comprehending the material. Fifteen percent of your grade is based on how you engage with the rest of your classmates, the assigned reading, and any additional material. *Attendance to most (if not all) sessions is expected, and excused absences are to be approved by me—see also class behavior notes.*
- Four analytic and reflexive papers of specific readings, to be of moderate length (3-5 pp.) Each paper will comprise 5 %, for a total of 20 % if you are an undergraduate student, and 10% of your final grade if you are a graduate student. *Grad students: you are only required to turn in both of the reflexive papers.* These **must** be turned in the day assigned; papers turned in a day after will suffer an automatic half deduction, and after the first day, will not be graded and the paper will be given a zero.

- Book Review [Graduate Students only]. Before the semester started, I contacted journal editors (for their book reviews section) and asked them to send me books for potential book reviews. These academic journals will not publish reviews conducted by undergraduate students (many resist publishing reviews by MA students unless it is of top quality and students are moving on to a Ph.D. program), thus this task is limited to graduate students in the class. You will have until mid/late November to read the book and complete a book review draft, and hand it to me electronically (notice that this is an exception to my policy on paper only assignments). This will count for 15 % of your final grade. *I cannot guarantee publication of the book reviews, but I am committed to offering feedback in order to make your chances higher.* You can also write a review with a book in mind—those reviews do not qualify for publication, but will serve as completion of the class requirement at hand. (See guidelines attached.)
- A *comprehensive* class presentation on one or a few of the materials assigned in class. This individual presentation is worth 20% for undergraduate **group** presentations, and 15% for **individual** MA/PhD student presentations. Presentations will be inserted throughout the semester. (See rest of the syllabus for more details.)
- A proposal describing your ideas for the final paper will be required past the tenth week of the semester (by November 7th). This should be a 3 pp. (excluding references) clear description of your ideas for the final paper. This proposal's value for your final grade is 10% and it **must** be turned in the day scheduled; proposals turned in a day after will suffer an automatic half deduction, and after the first day, will not be graded and the proposal will be given a zero. *You will also be asked to talk about your proposal idea (in preparation of your proposal writing) two weeks before the proposal is due, which will count toward the ten percent of the proposal grade.*
- A final paper (12-15 pp.—excluding references) addressing a topic of your interest, linked to a theme from the course. This research-focused paper may address an extensive literature review, an empirical discussion, or a focused close reading to a set of articles and texts (to be negotiated with me throughout the semester), *some of which could include classroom reading material.* This final paper will account for 35% of your final grade. The final paper **must** be turned in the day assigned (I encourage turning them in at an earlier date); final papers turned in a day after will suffer an automatic half deduction, and after the first day, will not be graded and the paper will be given a zero.

This is the course requirement breakdown:

	Undergraduate	MA/PhD students
1. Active Participation/Attendance	15 %	15 %
2. Reflexive Reviews/Analytic papers	20 %	10 %
3. Group/Individual presentations	20 %	15 %
4. Proposal, final research paper [Nov 7]	10 %	10 %
5. Book Review - <i>graduate students only</i> [Nov 20]	***	15 %
6. Final research paper [Dec 17]	35 %	35 %

Note: Do not expect an incomplete in this class (I will be on a teaching leave next semester). Also, familiarize yourself with the grade system: an A is given to exceptional performance in a classroom (<http://www.american.edu/american/registrar/AcademicReg/New/reg2510.html#7>).

Class behavior notes: There are several aspects that I deem important to have a successful class, and they range from student-student interaction, student-professor interaction, and technology. These are a minimal set of ground rules required not only for your benefit, but also, for the successful development of class dynamic and participation.

1. *Students will arrive on time, and will remain in the classroom for the whole class period.* Late arrivals are disruptive of the discussion, will hurt your grade, and are disrespectful to the professor and your colleagues. We are all adults and if you need a quick break, stand up, go buy a coffee, and come back. (Also, at times throughout the semester I will build in a 5-10 minute break between discussions to provide better attention/class dynamics.) But do not abuse your freedom of coming and going by imposing interruptions onto others.
2. *Come prepared.* Class discussion depends on your having read the assigned material and being prepared to raise questions or issues, but also extending the contributions of the authors discussed in class. While I can talk for a long time, the success of a class is also based on your own investment in it. Having said that, I know that there is always that one week when you just won't have time to do all the readings, and "winging it" will have to do, but this cannot become a pattern. I am known for calling on students by name and ask specific questions, so you will need to be prepared for that.
3. *Understand that it is quite all right to disagree on certain topics. But, do not insult your classmates—it will not be tolerated.* It is imperative that you know that disagreement is expected. It is not the person you disagree with whom you have to deal with, but her/his ideas (don't personalize messages shared in discussions throughout the semester). Similarly, I don't expect you to agree with all the material in class (I am not in agreement with everything we read in this class) or with my position on various topics; we are all expected to engage with each other, from whatever position we are thinking about a topic.
4. *I strongly discourage the use of computers in the classroom, and ask that you refrain from text-messaging, or bringing a phone into the classroom unless it is off or set on vibrator mode.* While it may sound shocking to some, I have caught students IM others, or checking email, or just browsing the web to answer a question. This is extremely disrespectful to the time and energy I and your colleagues have invested in coming prepared to class. Similarly, phones need to be in non-ringing mode.
5. *Be aware of how much you talk; that is, how much space you take up as you participate in the class, vis a vis the rest of your classmates.* I am not invested in censoring students, but the classroom should provide as much of an equal ground for all. Some students take more seconds to formulate an idea, so please, make sure you measure your participation in relation to the rest of the class.

The following is a week-by-week breakdown of readings and assignments (found on blackboard): There are some additional readings in boxes. These are background readings which are included for either individual presentations (graduate students) or group presentations (undergraduate students). I expect MA and Ph.D. students in particular to read *all* of the *individual* presentation readings, and be prepared to engage with them, explaining some of the content and significance to the undergraduates.

Part 1: Gender and Sexuality: Necessary theoretical grounds for the study of Migration

Week 1: Introduction to the Course [Aug. 29]

- Outline of the class requirements, timeframe, initial lecture on the topic.
- Sex/gender analyses, before we go into gender and sexuality

Week 2: Sex, gender, sexuality and the various migrations (or movements) [Sept. 5]

Handout: Irvine, Janice M. 1990. "Chapter 7: Boys Will Be Girls: Contemporary Research in Gender." Pp. 229-278, plus footnotes, in *Disorders of Desire: Sex and Gender in Modern American Sexology*.

- We'll watch: "Screaming Queens: The Riot at Compton's Cafeteria." 2005. Susan Stryker. [DVD 2142]
- SEPT. 10th - Last day to drop a class with 100% refund, and without a "W"

Week 3: Starting with Gender: Gender Movements back and forth, and Sexualities: [Sept. 12]

Individual Presentation: Adam, Barry. 1998. "Theorizing Homophobia." *Sexualities* 1, 4: 387-404

Richardson, Diane. 2007. "Patterned Fluidities: (Re)Imagining the relationship between Gender and Sexuality," *Sociology*, 41, 3: 457-474.

Gamson, Joshua. 1997. "Messages of Exclusion: Gender, Movements, and Symbolic Boundaries." *Gender & Society*, 11, 2:178-99.

Eves, Alison. 2004. "Queer Theory, Butch/Femme Identities and Lesbian Space." *Sexualities* 7, 4: 480-496.

Sedgwick, Eve K. 1995. "Gosh, Boy George, You Must be Awfully Secure in your Masculinity!" pp. 11-20 in *Constructing Masculinity*, Maurice Berger, Brian Wallis, Simon Watson, eds. NY: Routledge.

Reflexive Paper 1: How have these categories (gender, sexuality) influenced your life experience? Utilize some of the previous readings to develop your reflection.

Week 4: What do gender and sexuality (as discrete categories) have to teach us? [Sept. 19]

Individual Presentation: Rubin, Gayle. 1984 [1993]. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." *Pleasure and Danger: Exploring Female Sexuality*, edited by Carole Vance. Reprinted and expanded in *The Gay and Lesbian Studies Reader*. NY: Routledge.

Butler, Judith. 1994. Introduction: "Against Proper Objects." Pp. 1-26 in *differences: a journal of feminist cultural studies*. Special double issue titled: *More Gender trouble: Feminism Meets Queer Theory* (Summer-Fall).

Halberstam, Judith. 2005. [Introduction] "Queer Temporality and Postmodern Geographies," Pp. 1-21 in *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*. NYU.

Murphy, Megan. 2006. "Gender and sexual politics: American gay rights and feminist movements." Pp. 454-458 in *Handbook of the New Sexuality Studies*. Edited by Steven Seidman, Nancy Fischer, and Chet Meeks. Routledge International Handbooks.

Group Presentation: Valentine, David. 2002. "'We're Not about Gender:' The Uses of Transgender." Pp. 222-45 in *Out in Theory: the emergence of lesbian and gay anthropology*, ed. E. Lewin, W. Leap. University of Illinois Press.

Week 5: Where are Bisexuality and Transgenderism/Transsexuality? In the Middle? [Sept 26]

Individual Presentation: Sloop, John. M. 2004. Chapter 5: "In Death, a Secret 'Finally Fully Exposed:' Barry Winchell, Calpernia Addams, and the Crystallization of Gender and Desire." Pp. 123-41 in *Disciplining Gender: Rhetorics of Sex Identity in Contemporary U.S. Culture*. Amherst: University of Massachusetts Press.

Hemmings, Clare. 2002. Chapter 3: "Representing the Middle Ground." Pp. 99-144 in *Bisexual Spaces: A Geography of Sexuality and Gender*. Routledge.

Vidal-Ortiz, Salvador. 2002. "Queering Sexuality and Doing Gender: Transgender Men's Identification with Gender and Sexuality." Pp. 181-233 in *Gendered Sexualities* (Advances in Gender Research, Volume 6), Patricia Gagne and Richard Tewksbury, eds. New York: Elsevier Science Press.

Gan, Jessi. 2007. "'Still at the back of the bus:' Sylvia Rivera's Struggle." *Centro: Journal of the Center for Puerto Rican Studies*, 19, 1: 124-139.

Analytic paper 1: Look at *Sexilio* document in AIDS Project Los Angeles website [apla.org]

http://apla.org/publications/sexile/Sexile_web.pdf (English)

http://apla.org/espanol/sexilio/Sexilio_web.pdf (Español)

What are some of the moves taking place in this story between gender and sexuality?
In what ways [if any] did migration influence these moves?

At this point, we leave the strictly analytical discussion of gender and sexuality and move into more specific, substantive areas of the interrelation between the three.

➤ OCT. 1st - Early Warnings for Registrar's Office

Part 2: “Race”-ing Migration Studies, Gender and Sexuality

Week 6: Destabilizing/fixating: from queer heterosexualities to the racialized *Down Low* [Oct. 3]

Individual Presentation: Ford, Chandra L.; Kathryn D. Whetten; Susan A. Hall; Jay S. Kaufman; Angela D. Thrasher. 2007. “Black Sexuality, Social Construction, and Research Targeting ‘The Down Low’ (‘The DL’).” *Annals of Epidemiology* 17, 3: 209-216.

Ward, Jane. 2007. “Straight Dude Seeks Same: Mapping the Relationship Between Sexual Identities, Practices, and Cultures.” Pp. 31-37 In Mindy Stomblor et al (eds.) *Sex Matters: The Sexuality and Society Reader, Second Edition*. New York: Allyn and Bacon.

González, Alfredo M. 2007. “Latinos on Da Down Low: The Limitations of Sexual Identity in Public Health.” *Latino Studies* 5: 25-52.

Thomas, Calvin. 2000. “Straight with a Twist: Queer Theory and the Subject of Heterosexuality.” Pp. 11-44 in *Straight with a Twist*, edited by Calvin Thomas. Illinois.

➤ We’ll watch the movie: “Straight for the Money.” Hima B. Productions.

Week 7: Women/Queers of Color, and the racial component of migration studies [Oct. 10]

Individual Presentation: Guzmán, Manolo. 2006. Chapter 1. “Queer Theory and Race.” Pp. 5-29 in *Gay Hegemony/Latino Homosexualities*. NY: Routledge.

Alarcón, Norma. 1990. “The theoretical subject(s) of *This bridge called my back* and Anglo-American feminism.” In G. Anzaldúa (Ed.), *Making face, making soul—haciendo caras: Creative and critical perspectives by feminists of color* (pp. 356-369). San Francisco: Aunt Lute Foundation Books.

Ross, Marlon B. 2005. “Beyond the Closet as Raceless Paradigm.” Pp. 161-189 in *Black Queer Studies: A Critical Anthology*. Edited by E. Patrick Johnson and Mae G. Henderson. Duke.

Fung, Richard. 2001. “Looking for my Penis: The eroticized Asian in gay Video Porn.” Pp. 515- 524 in *Men’s Lives*, 5th ed. Edited by Michael S. Kimmel and Michael A. Messner. Allyn & Bacon.

Group Presentation: Reddy, Chandan. 1998. “Home, Houses, Non-Identities: Paris is Burning.” Pp. 355-379 in *Burning Down the House: Recycling Domesticity*, ed. Rosemary George. Boulder: Westview Press

Reflexive Paper 2: How have migration, movement, and immigration shaped your own subjectivity?

➤ OCT. 12 – Fall Break – No Classes (or office hours)

Part 3: Containing “the Citizen:” Migration, Immigration, and the “passings” in between...

Week 8: Turning Migration Inside/Out, 1: Troubling asylum: [Oct. 17]

Epps, Brad. 2001. “Passing Lines: Immigration and the Performance of American identities.” Pp. 92-134 in *Passing: Identity and Interpretation in Sexuality, Race, and Religion*, ed. M. C. Sánchez, L. Schlossberg. NYU Press.

Granhag, Pär Anders, Leif A. Strömwall, Maria Hartwig. 2005. “Granting Asylum or Not? Migration Board Personnel’s Beliefs About Deception.” *Journal of Ethnic and Migration Studies* 31, 1: 29-50.

Lionel Cantu Jr. with Eithne Luibheid and Alexandra Minna Stern. 2005. “Well-Founded Fear: Political Asylum and the Boundaries of Sexual Identity in the U.S.-Mexico Borderlands. Pp. 61-74 in *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*, ed. E. Luibhéid, L. Cantú Jr. Minneapolis: U. of Minnesota Press..

Group Presentation: Oxford, Connie G. 2005. “Protectors and Victims in the Gender Regime of Asylum,” *NWSA Journal* 17, 3: 18-38

➤ OCT. 19th - Last Day to Drop a Course

Week 9: Turning Migration Inside/Out, 2: Transnationalism and Gender/Sexuality: [Oct. 24]

Individual Presentation: Doezema, Jo. 2001. “Ouch! Western Feminists’ ‘Wounded Attachment’ to the ‘Third World Prostitute.’” *Feminist Review* 67, 16-38.

Dreby, Joanna. 2006. “Honor and Virtue: Mexican Parenting in the Transnational Context,” *Gender & Society* 20, 1: 32-59.

Parreñas, Rhacel Salazar. 2001. Chapter 7: “The Dislocation of Nonbelonging: Domestic Workers in the Filipino Migrant Communities of Rome and Los Angeles.” Pp. 197- 242 in *Servants of Globalization: Women, Migration, and Domestic Work*. Stanford Univ. Press.

Group Presentation: Sharma, Nandita. 2005. “Anti-Trafficking Rhetoric and the Making of a Global Apartheid.” *NWSA Journal* 17, 3:88-111.

We will have a very informal (2-3 minute) presentation about your ideas for the final paper. Be prepared to offer and receive feedback (by other students and me) in prep for proposal deadline.

Week 10: Other Migrants' Experiences: Ethnographies and Related Qualitative Research [Oct. 31]

Individual Presentation: Guzmán, Manolo. 1997. "'Pa' La Escuelita con Mucho Cuida'o y por la Orillita': A Journey through the Contested Terrains of the Nation and Sexual Orientation." In Ramón Grosfoguel & Frances Negrón-Muntaner (Eds.), *Puerto Rican Jam* (pp. 209-228). Minneapolis, MN: University of Minnesota Press.

González-López, Gloria. 2005. Chapter 4: "Sex is a Family Affair: Nurturing and Regulating Sexuality." Pp. 98-130 in *Erotic Journeys: Mexican Immigrants and their Sex Lives*. California.

Ahmadi, Nader. 2003. "Migration Challenges View on sexuality," *Ethnic and Racial Studies* 26, 4:684-706.

Negrón-Muntaner, Frances. 1999. "When I was a Puerto Rican lesbian": Meditations on *brincando el charco*: Portrait of a Puerto Rican. *GLQ: A Journal of Lesbian and Gay Studies*, special issue: *Thinking Sexuality Transnationally* ed. E. A. Povinelli, G. Chauncey, 5, 4: 511-526.

Analytic paper 2: Look at film *Brincando el Charco* "Jumping the Puddle;" and develop an analysis of the ways in which racialization takes place for migrant Puerto Ricans. [VHS 7808]

Week 11: Globalization: a top-down sexual and gender process? What about economics? [Nov. 7]

Individual Presentation/Background Reading: Altman, Dennis. 2004. "Sexuality and Globalization." *Sexuality Research and Social Policy*, 1, 1: 63-68.

Ross-Sheriff, Fariyal. 2007. "Editorial: Globalization as a Women's Issue Revisited." *Affilia: Journal of Women and Social Work*, 22, 2: 133-137.

Wright, Timothy. 2005. "Gay Organizations, NGOs, and the Globalization of Sexual Identity: The Case of Bolivia." Pp. 279-294 in *Same-sex Cultures and Sexualities: an Anthropological Reader*, edited by Jennifer Robertson. Blackwell Publishing.

Gratton, Brian. 2007. "Ecuadorians in the United States and Spain: History, Gender and Niche Formation." *Journal of Ethnic and Migration Studies* 33, 4: 581-599.

Group Presentation: Towle, Evan B.; Morgan, Lynn M. 2002. "Romancing the Transgender Native: Rethinking the Use of the "Third Gender" concept." *GLQ: A Journal of Lesbian & Gay Studies*, 4, 2: 469-497.

Your proposal is due today.

Part 4: Beyond Immigration: Globalization, Transnationalism, and Gender and Sexuality

Week 12: Gender and Sexuality in Militarized/Regulated Spaces and Globalization [Nov. 14]

Peteet, Julie. 2002. "Male gender and Rituals of Resistance in the Palestinian Intifada: A Cultural Politics of Violence." In *The Masculinity Studies Reader*, eds. Rachel Adams and David Savran.

Before going on "Thanksgiving" break, we will talk about my feedback to your proposal, and next steps.

→ **Book Reviews are due November 20 [Graduate students only]**

→ **November 21, 2006—No class {"Thanksgiving" Holiday}**

Week 13: Prostitution and Migration [Nov. 28]

Agustín, Laura María. 2005. *New Research Directions*. "The Cultural Study of Commercial Sex." *Sexualities* 8, 5: 618-31.

Gaffney, Justin, Kate Beverley. 2001. "Contextualizing the Construction and Social Organization of the Commercial Male Sex Industry in London at the beginning of the Twenty-first Century." *Feminist Review* 67, Spring, 133-41.

Soderlund, Gretchen. 2005. "Running from the Rescuers: New U.S. Crusades Against Sex Trafficking and the Rhetoric of Abolition." *NSWA Journal*, 17, 3: 64-87.

[AU e-journal] Chapkis, Wendy. 2003. "Trafficking, Migration, and the Law: Protecting Innocents, Punishing Immigrants." *Gender & Society* 17, 6: 923-937.

Week 14: Terrorism and migrating Gender/Sexuality images [Dec. 5]

Ayotte, Kevin J., and Mary E. Husain. 2005. "Securing Afghan Women: Neocolonialism, Epistemic Violence, and the Rhetoric of the Veil." *NWSA Journal*, 17, 3: 112-133.

Mason, Carol. 2005. "The Hillbilly Defense: Culturally Mediating U.S. Terror at Home and Abroad." *NWSA Journal* 17, 3: 39-63.

Puar, Jasbir K., Amit S. Rai. 2002. "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots." *Social Text* 72, 20, 3: 117-48.

Handout: Goldberg, Greg, and Craig Willse. 2007. "Losses and Returns: The Soldier in Trauma." Pp. 264-286 in *The Affective Turn: Theorizing the Social*. Patricia Ticineto Clough, ed., with Jean Halley.

➤ DEC 12 – Fall Study Day – No Classes

Week 15: Final papers due, final presentations on your research today [Dec. 17]

- Final paper due today, followed by a presentation of your research and general findings.

ANALYTICAL AND REFLEXIVE REVIEWS – GUIDELINES

These are brief reviews of either: a film, a website document, or a reading assigned in class. In writing your review, you will (briefly) summarize its goal (a paragraph at most), explain the main points offered in the source, and engage with a few of the main important issues. For the reflexive reviews, it is important that you engage with how the categories impact your life; likewise, for the analytic reviews, you will select a couple of items/issues illustrated in each of these sources that are either new to you (and thus [perhaps], quite intriguing), or relevant to your own research, or applicable to your own life experience—but do not stay within your own experience in the analysis.

PRESENTATION GUIDELINES

Group presentations (BA students) – Groups of 2-3 students will share the work of putting together a presentation for the whole class. Tasks to be divided include: (a) premise of the reading as well as its main points, (b) a brief mention of the methodology of the reading, (c) a mapping of the findings as discussed in the reading, bringing out the main topics and themes in the reading, and (d) conclusions to the reading, as well as a general critique/praise of the arguments as based in discussions of your group members and you. (In the event of a group of 2, tasks can be paired.) *This presentation should last between 15-20 minutes.*

Individual presentations (MA and Ph.D. students) – In addition to the previous tasks, graduate students will add outside readings that offer more context to the reading at hand. It is their responsibility to make a more complete argument of aspects of the field linked to such reading.

FINAL PAPER PROPOSAL GUIDELINES

The **proposal** is a statement of your research question and a discussion of your research methods. In thinking about your research and the methods to achieve that research question, ask yourself: What kinds of research do you want to engage in? What is the potential of your research? Why is it important (beyond you, to you)? Likewise, you can make inferences as to the possible impact of your findings in the proposal (which is sometimes a motive in selecting a particular method). Writing the proposal will demand that you do select a topic and an appropriate framework. Note that the proposal should provide a general sense of how much of the class readings is expected to be incorporated into the final paper. My suggestion is that you make good use of the significant amount of class readings, but that you also establish a clear set of outside resources for the paper.

FINAL PAPER GUIDELINES

This should be a paper based on original research, although we can discuss the type of methodology you think fits your research best. Your paper must show the ability to make connections between readings and literatures; it should have appropriate ASA citations, a clear organization, and clear definition of concepts from the start. I expect an **introduction** (with a clear research question or statement of your research), a **literature review** (where you can certainly include, but should not be limited to, the sources read in class), a **theoretical framework** (again, could be linked to some of the readings in class), a **methods** section, and **findings** (a data presentation), **analysis**, and **conclusion** as final sections of the paper.

If you have any questions about the proposal or the paper, please contact me as soon as possible.

BOOK REVIEW GUIDELINES

You will produce an *evaluation* of the book assigned; thus, highlighting the merits and weaknesses of the work will reflect both on the author and her/his work, more specifically, but also on you as a critic. Your writing style, the clarity in your writing, your recognition of what the book's purpose/audience is, and as important, grammar and spelling, are all factors in completing this assignment. Your writing style has to be academic, even if casual. However, a book review makes points that are supported by some sort of evidence (either in the book you read or in related fields of study), and notions of "agree/disagree" are not acceptable. You will:

- (a) succinctly state the book's goal, noting some of its main points,
- (b) identify the discipline (or fields of study) it draws from,
- (c) offer a brief summary of the structure (do not provide a breakdown based on chapters),
- (d) analytically evaluate *to what degree* the author's goal is successfully accomplished (notice the emphasis in *levels*, not just a mere dismissal or uncritical approval), and
- (e) from your perspective, but in an informed way, note whether the points came across and discuss the value of the research and analysis (remember, it may not be of significant personal value *to you*, but that does not mean it is not an important social issue).

The word count of your review will depend on the specifications of the journal. For now, do know that I will expect an essay of about 1,500 words (between 5-6 pages), but as we "lock" your assignment with a journal and a book in particular, we will have more details. You may select a quote from the book that you feel substantiates your point (or the purpose of the book); however, direct quotes are discouraged as you have several tasks at hand. Some tips for the preparation of the book reviews (whether for consideration under a previously arranged journal/book selection, or for you to complete the assignment):

1. *Read other book reviews.* If you are a graduate student, attached you will find a copy of two book reviews—one of which is significantly long, and another one that is short. (Depending on the journal expectations, some book reviews can only be about 800 words, while others can be 8-10 pages double spaced, or about 2,200 words. Longer reviews may constitute a review essay, which often engages in comparison with at least another book—and that is beyond the scope of this assignment!). You can identify some of the journals of your interest and consult their book reviews for other samples too.
2. *Read the book carefully—if you can, read it again, after writing some notes.* The author or editor of the book you review most likely put a lot of effort into the manuscript, and you want to highlight the pluses of the published work and carefully substantiate the not so great aspects of the book in question.
3. *Locate the fields of study and relevant literatures of this book.* Ideally, you are familiar not just with the book at hand, but with the scholarship of which that book is a part of. Make sure that you read the book through the framework the author(s) provide; it is OK if you critique the material for missing some important scholarship, but do not simply erase the groundwork in which the book is based on.
4. *Prepare a rough draft and put it aside.* Book reviews have to be revised, and ideas do not often simply flow as we read/react to reading material. Because you are authoring a book review, it is important that you make a sound assessment of the book. It is OK to state that you liked or disliked the book, but as important, you will need to state your position clearly for the reader. Suggested audiences that can benefit from this book is also an aspect book review editors appreciate, so think of that as you write your drafts.