

Oxford College of Emory University

WGS 200 GENDER, RACE, CLASS AND SEXUALITY (8980)

FALL 2014 1:40-3:20 pm Seney 209

WGS 200 is a TPSL course and fulfills the sophomore writing requirement

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Office hours: Please make an appointment by email or in person to see me before or after class for a Tues or Thurs appointment

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Roy, Jenna and Michelle will run sessions at night and they are available for individual appointments to work with you on the assignments and class requirements. It is important to make contact with them if you want a good grade in the class. I will also require you to meet with them for a special tutoring session, if necessary.

Course Description

This women's studies course is an interdisciplinary and a cross-cultural examination of the social issues of gender, race, class and sexuality as they contribute to shaping the lives and the identity formation of diverse women in the U.S. Particular attention will be paid to contemporary concerns in the lives of first generation U.S. women and special issues dealing with bicultural identity unique to these women. This course is a study of existing power relations, not only between men and women, but also arising from differences among women themselves. Reading feminist writers representing both theoretical and applied perspectives, students will gain conceptual grounding in the basic social concepts of race, class, gender, and sexuality and learn to analyze systems of power and oppression. Key outcomes of this course are to develop essential skills of reading and thinking critically, self-expression through writing and discussion, and self-reflection. In addition, in providing service to the local community of Newton County through the TPSL, students will use their work experience as a laboratory to understand the principles of hierarchy and to evaluate the consequences of social stratification on people's lives.

For the TPSL requirement, students will work for 9 weeks in their assigned location and for a total of 18 hours, 2 hours per week. Your work must begin the week of Sept 22 and be completed by Dec 5.

MARK YOUR CALENDARS:

APRIL 10, 2015 EIGHTH ANNUAL WOMEN'S STUDIES STUDENT RESEARCH SYMPOSIUM

Location: TV room (Akins) in the Student Center- 12:45 pm to 6 pm. Please come. And some of you will be invited to present your research paper from this class at the symposium. This is an Oxford Studies event.

Required Readings –articles identified below in numbers 3 through 13 are on eReserves or in Documents on Blackboard

1. Rothenberg, Paula S. *Race, Class and Gender in the United States*, Ninth Edition, Worth Publishers, 2014.
2. Davis, Angela Y. *Women, Race & Class*, Vintage Books, 1983.
3. Readings below from: Margaret Andersen and Patricia Hill Collins *Race, Class & Gender, An Anthology*, Sixth Edition, Thomson Wadsworth, 2007
 - a) Cornel West: Black Sexuality: the Taboo Subject, Chap 30-pp.247-252.
 - b) Donna Langston: Tired of Playing Monopoly, Chap 13-pp.118-127.
4. Diamond, Lisa M. *Sexuality Fluidity: Understanding Women's Love and Desire*, Harvard University Press, 2008: Chapters 1, 2 and 3.
 - a) Will the Real Lesbians Please Stand Up? Chap 1
 - b) Gender Differences in Same-Sex Sexuality Chap 2
 - c) Sexual Fluidity in Action Chap 3
5. American Anthropological Association's Statement on Race—See websites on course schedule
6. Koedt, Anne The myth of the vaginal orgasm in *Feminist Theory* 2nd edition Wendy Kolmar and Frances Bartkowski, Eds, 2005 McGraw Hill.
7. Rupp, L. A World of Difference: Love and Desire within the Constraints of Heterosexuality, in *Women's Voices Feminist Visions* 5th Ed. Susan Shaw and Janet Lee Eds, 2012 McGraw Hill, pp. 195-201
8. Fausto-Sterling, Anne, Ibid. The 5 Sexes pp. 121-125
9. Stiglitz, Joseph Inequality, *Vanity Fair* May 2011
<http://www.vanityfair.com/society/features/2011/05/top-one-percent-201105?printable=true#/ixzz1YkV9mknj>
10. Friedman, B. The Oligarchy in America Today, *NY Review of Books*, Oct 11, 2012.
<http://www.nybooks.com/articles/archives/2012/oct/11/oligarchy-america-today/>
11. Bernstein, Jaed The Shape of Inequality and its Impact on Growth
HuffPost Business Internet 7/29/2011
<http://jaredbernsteinblog.com/the-shape-of-inequality-and-its-impact-on-growth/>
12. Prashad, Vijay *The Karma of Brown Folk*, Univ of Minnesota Press, 2000, Preface and pp. 1-9.
13. ncai.org The National Congress of American Indian
14. Intersexed: Basic Definitions
15. History of Asian Americans in the US
16. When Poor people make bad decisions
17. Black hair---- http://www.huffingtonpost.com/ama-yawson/why-do-black-women-in-the-military_b_5132251.html

18. Virginia Woolf, *A Room of One's Own*, 1929, Harcourt.

<http://www.siskiyous.edu/class/engl1c/fernandez/An%20Excerpt%20from%20Virginia%20Woolf.htm>

Excerpt Chapter 3.

Course Goals: Each of us in this class is expected:

- To participate actively in class discussions and in Blackboard conversations on a regular basis and in a thoughtful manner
- To connect the theory we study in the readings, films, and discussions to our daily lives and the lives of those we interact with in our TPSL work-site
- To understand the ways in which girls and women have been discriminated against, marginalized, and often treated as invisible in virtually every culture for which we have empirical research
- To evaluate specific ways in which class, ethnicity, sexual orientation and age intersect with gender in defining your own lives
- To appreciate the gains made by the feminist movement and acknowledge the work that still remains
- To learn the tools of feminist analyses and critical thinking

Requirements of the course and percentage contribution toward your grade:
TO RECEIVE FULL CREDIT FOR ASSIGNMENTS WITH MULTIPLE PAGES
ALL PAPERS MUST BE PRINTED ON BOTH SIDES

1. **Quotation and Talking Points (QTP) (30%)** – The QTPs are only one page in length and require your analysis of the readings for that day. They will not be accepted if they are turned in late. They are due at the beginning of class. For most of the class periods a set of readings is assigned (see attached schedule). You are required to read these selections prior to the class designated for discussion of the readings and on QTP days to submit a one-page, typed response to the readings of that day at the beginning of the class period. If you are absent from class on a day that a QTP is due, to receive credit for it you must email it to me before noon on the day it is due. In the QTP you should do two things:

- (1) Identify a quotation from the reading that you found particularly interesting or one that made you stop and think for a minute. The quote should be written in single-spaced at the top of the page. Please identify the author of the quote, not the textbook author, the page number of the quote and the name of the text. Then, **YOU MUST EXPLAIN THE REASON THE QUOTE WAS SIGNIFICANT TO YOU BY ANALYZING THE AUTHOR'S MEANING.** Identifying the quote and your explanation of the quote is done in **single-spaced**. Your analysis of the quote is what will be graded and your choice of a quote that reflects the important content of the readings is essential for earning good grade.
- (2) In the second part of the QTP you must identify 3 ideas, preferably from the other readings and develop your ideas as talking points in 3 separate short

paragraphs. You should analyze 3 different concepts in the readings in 3 separate paragraphs. This part must be **double-spaced**. You will be graded on your identification of the most important aspects of the readings and your reference to more than one reading, if there are multiple readings assigned. Use a heading in bold for each paragraph in which you identify the talking point for that paragraph.

QTP SUMMARY:

The entire QTP must not exceed 1 page. I will not read the second page. The QTP should consist of a quote and a statement as to why this statement is important to you. This is **single-spaced**. Then 3 short paragraphs with 3 separate and key ideas from readings. Your goal is to show me that you have comprehended the main points of the readings and that you can analyze the content. Do not ask questions. Create questions in your head and then answer them in the QTP. I want you to learn some tools of analysis that are useful to understand the content of the readings.

You can redo any QTP and I will average your new grade with your previous grade. The resubmission must be a new attempt at thinking and analysis of the topic and not just an addition of my corrections to the original submission.

2.Attendance (5), Class Participation (10), and Blackboard Entries (10) Total = 25%

1) Attendance- 5 points

Attendance is essential for this class. Since your individual voice is considered significant to all of our learning, you should attend every class and actively participate in class discussion. Those of you who are never absent will receive the full 5 points toward your final grade. If you are absent once you will receive 4 points; if you are absent 2 times you will receive 3 points; and if you are absent 3 times you will receive 2 points. If you are absent 4 or more times you will lose all of the 5 points toward your final grade.

(2) Blackboard discussion entries - 10 points. Each student will make at least 10 Blackboard discussion entries during the course of the semester. Each entry should be a response or personal reaction to a concept presented in class, or in the discussions/readings, in a film, by another student, in the world at large, and should be approximately 3-4 sentences in length. It is hoped that these entries will serve as a type of conversation among students in the class. Please respond thoughtfully and respectfully to one another and demonstrate careful reflection and analysis. I am interested in whether you are able to incorporate ideas from the class, articulate them in your postings and RESPOND to the ideas of your colleagues in the class. You are building your intellectual self, so think before you enter a posting. A regular consistent series of entries is expected, not all posted at the end of the semester and not all on one day or all at the end of the semester. And only one posting per day will be counted. In fact, you will be penalized for starting your entries later in the semester since each month is worth 25% of your grade (10 points). Thus, you will earn 2.5 points for each month (Sept, Oct, Nov, Dec) that you post . The last day to post is the last day of class at noon.

(3) Class participation-10 points You will be evaluated by the level of participation in which you are engaged during class discussions. In addition, each student will serve as a discussion leader for at least one class and, in that role, be responsible for leading the discussion of the readings with the class. It will be incumbent on the facilitators to

develop a list of discussion questions that they will use to lead the discussion. A list of discussion leaders for each class will be identified in the first classes, but every student will have the opportunity before the semester ends, possibly, more than once. You will usually work in pairs as facilitators of the discussion.

Your responsibilities when leading the class discussion :

As individuals or in pairs, your goal is to get the class to comprehend the author's ideas. Thus, your goal is to focus on comprehension not opinion or agreement or disagreement. You will accomplish this by developing questions that will promote class discussion.

To develop the questions for class discussion:

1. Identify the topics and concepts that you believe are essential
2. Develop questions intended to elicit responses from the class; the goal of these questions is to facilitate understanding (comprehension) of the concepts and ideas in the readings as presented by the author(s)
3. Do not ask opinion questions – whether your colleagues agree or disagree
4. Do not ask whether they liked it or not
5. Your goal is getting the class to UNDERSTAND the authors' meaning. You may compare and contrast ideas in your readings with other readings. Comparison and contrasting is a kind of analysis that contributes to critical thinking skills.

3.TPSL Participation and 5 minute presentation in class (15%)

You are required to attend the location to which you are assigned and complete 18 hours during 9 weeks of the semester within the dates specified only. You cannot make up any hours after the last date. You will lose points from these 15 points if you do not complete the full 18 hours in the specified time frame at the location to which you were assigned.

This project is an intellectual and reflective experience that requires you to integrate the class readings to your work experiences at your TPSL work site. On the OPEN FORUM date listed on the class schedule you will present based on the work experiences in your TPSL. This a chance for you to share the integration of class readings with your work experience. You must integrate at least 3 class readings into your presentation that relate to your particular work site. Please use formal writing language. The readings selected should help you to pose questions that will enable you to understand your work environment.

WHAT WILL YOUR EYES BE LOOKING FOR? Think about what you will be looking for in your work site and how you can use the readings to understand the experiences you will have at work. And how does the work site help you understand what the readings have presented? This is an integrative intellectual experience in which you will use 3 class readings to build a framework for analysis (relating readings to work experiences). Early on in the semester you should share with me what questions your work site prompts you to think about.

For the 5 minute class presentation describe your work environment—people you work with, age, sex, race, ethnicity and what your responsibilities were at your site. Identify the funding of this site, how do they get revenue, and the scope of their work.

How are people selected to get into this site? Which readings did you select and why? How did the real life situations you encountered help you to understand and analyze the readings? How did the readings you selected help you to understand your work site?

4. Final research paper and presentation to class (30%) Paper due 12/2

Paper- 5 pages and Presentation- 10 minutes – Prezi or powerpoint

Thesis statement and title due 10/4

Revision of thesis statement, outline and 10 sources due 10/21

Final project to be presented to the class.in addition to completing a research paper. Each student will have 10 minutes to present a feminist analysis and evaluation of a topic (using power point) showing the class that you have learned the tools of analysis used in the field of women's studies. All final projects must be approved by me and will be evaluated as follows: 10 points for deep and extensive feminist analysis of your topic; 5 points for effort; 10 points for a thorough understanding of the topic; and 5 points for the quality of your presentation.

For the paper--First you will submit to me for approval a title and thesis statement. You will identify a position you are going to support through your research. Second, you must submit the approved thesis statement and title, WITH an outline of your intended final project, including 10 sources from books and articles. You must limit internet sources. Do not use internet sources unless they are also printed. Go to the reference librarian and ask how to find books and articles on your topic. Use style guidelines of MLA or APA for appropriate citations.

The Student Honor Code of Oxford College applies to every member of the class. Please review this code carefully giving special attention to plagiarism. Remember that plagiarism occurs when one uses the words or ideas of another person without quotations and without adequate referencing. Please note also that the use of former students' papers may not be used in any form; to do so is to violate the Honor Code. Should you have any questions about what constitutes plagiarism, please consult with me. Downloading is not original thinking. The purpose of your undergraduate education is to improve your mind and your ability to articulate your ideas. Not only is plagiarism a question of ethics but it is depriving you of learning to analyze and think critically, thus improving your writing and discussion skills.

COURSE SCHEDULE

NOTE: Your TPSL must be done at your assigned location beginning week of Sept 22 until the last day of Dec 5 for 2 hours per week for a total of 18 hours. No make up hours can be done after the last day, Dec 5.

8/28 Introduction to the academic field of women's studies

Bic pens for females-- <http://www.upworthy.com/boom-roasted-heres-why-you-dont-ask-a-feminist-to-hawk-your-sexist-product>

Class expectations, requirements and goals

9/2 The Social Construction of Gender

Go to: http://www.huffingtonpost.com/2014/04/16/gender-facts-traditional-roles_n_5115265.html?page_version=legacy&view=print&comm_ref=false
Social construction of gender role expression within specific time periods is the topic of the above article.

Frye in Rothenberg pp. 149-153 –Oppression

Film: Wrestling with Manhood (60 minutes)

9/4 Visitor: Crystal McLaughlin will discuss the TPSL placement options for the service learning requirement of this class and you will choose the site in which you want to work.
Required readings

Film: **Documentary film: Straightlaced: How Gender's Got Us All Tied Up (67 minutes)**

This is a film about the extreme pressure placed on teenagers for normative gender performance and how homophobia controls gender role behavior. For the girls a big issue is body image and for boys it is adopting behaviors that do not mark one as gay. The consequences of not fitting in are disastrous and may lead to violence.

9/9 Masculinity and Femininity

Lorber in Rothenberg pp. 54-65 Social Construction of Gender

Thompson in Rothenberg pp. 665-671- A New Vision of Masculinity

Kimmel in Rothenberg pp. 82-93 Masculinity as Homophobia: Fear, Shame and Silence

Film: Professor Michael Kimmel – On Gender (54 minutes)

**9/11 Gender as Performative: Masculinity and Femininity-----QTP #1
REQUIRED READINGS:**

<http://www.nytimes.com/2014/04/07/opinion/neither-female-nor-male.html>

Neither female nor male

Kareem Abdul Jabbar: Misogyny in sports-<http://time.com/2853780/kareem-abdul-jabbar-we-need-to-stamp-out-misogyny-in-sports/>

Rothenberg, pp. 7-12 The Social Construction of Difference

Johnson in Rothenberg-153-162 Patriarchy

Virginia Woolf – Shakespeare’s sister :

<http://www.siskiyous.edu/class/engl1c/fernandez/An%20Excerpt%20from%20Virginia%20Woolf.htm>

Excerpt Chapter 3 *A Room of One’s Own*

Visitor Crystal McLaughlin distributes site locations for TPSL

9/16 How We Learn to Become a Woman: Objectification of the Female Body

Film: Still Killing us Softly #4 (45 minutes)

Film: Film: 50 Nude Women (10 minutes)

Jean Baker Miller in Rothenberg pp.110-116 Domination and Subordination

Rothenberg pp. 595-610 Am I thin enough yet? And Advertising at the edge of the

Apocalypse

Davis, Angela pp. 3-45 The legacy of slavery and Black womanhood

TPSL starts next week

9/18 Feminism and Feminist Activism QTP #2

bell hooks in Rothenberg pp. 657-664 Feminism: a Transformational Politic

Davis, Angela pp. 87-109 What is emancipation according to Black women?

Go to Anita Sarkeesian TedxWomen Talk---- <http://www.feministfrequency.com/>

Violence against women in gaming

No Body Talk Summer Camps –

<http://www.nytimes.com/2014/06/19/fashion/no-body-talk-summer-camps.html?emc=eta1>

9/23 A. Women as Reproductive Bodies

Angela Davis pp. 202-221 Racism, Birth Control and Reproductive Rights

B. Gender Defined as Bodies-Transgender and Intersex Issues

From gender identity disorder to gender dysphoria (DSM 5-2013)

Rupp, L. The World of Difference #7 on reading list

Fausto-Sterling, A. The 5 Sexes #8 on readings list

Intersexed: Basic Definitions #14

9/25 Constructing Racism QTP #3

Wu in Rothenberg pp. 422-425 Yellow

Angela Davis pp. 172-201 Myth of the Black Rapist

Cornel West 3a. Black Sexuality: the Taboo Subject

Black hair is against the Rules:

<http://www.nytimes.com/2014/05/01/opinion/when-black-hair-is-against-the->

[rules.html?action=click&module=Search®ion=searchResults&mabReward=relbias%3As&url=http%3A%2F%2Fquery.nytimes.com%2Fsearch%2Fsite%2F%3Faction%3Dclick%26region%3DMasthead%26pgtype%3DHomepage%26module%3DSearchSubmit%26contentCollection%3DHomepage%26t%3Dqry901%23%2Fayana+byrd+when+black+hair](http://www.nytimes.com/2014/05/01/opinion/when-black-hair-is-against-the-rules.html?action=click&module=Search®ion=searchResults&mabReward=relbias%3As&url=http%3A%2F%2Fquery.nytimes.com%2Fsearch%2Fsite%2F%3Faction%3Dclick%26region%3DMasthead%26pgtype%3DHomepage%26module%3DSearchSubmit%26contentCollection%3DHomepage%26t%3Dqry901%23%2Fayana+byrd+when+black+hair)

9/30 What is Racial Identity? What is Racism?**QTP #4**

Omi and Winant in Rothenberg pp. 13-22 Racial Formations

Tatum in Rothenberg pp. 125-132 Defining racism

Lumumba-Kasongo in Rothenberg pp. 302-303 My black skin makes my white coat vanish

History of Asian Americans in the US #15

Skin Tone Stratification and Colorism – Go to - <http://www.oxfordpresents.com/ms/golash/colorism/>

Film: Black is ...Black ain't (87 min)

Come in with ideas for research paper

10/2 Race and Racism continued

Rothenberg pp. 119-123 Understanding Racism, Sexism, Heterosexism, and Class Privilege

Rothenberg pp. 501-505 Indian Tribes: A Continuing Quest for Survival

Go to National Congress on American Indian NCAI.org

Click on “About Tribes” on top and then click on “Introduction to Tribal Governments” then scroll down to “Want to learn more.” And finally READ: Introduction to the Indian Nations in the US.

Film: The Color of Fear (87 minutes)

Ideas as you plan your presentation on your TPSL due on Nov 20

Where are you assigned? Who are the participants? What are your responsibilities? How is the program funded? What questions do you have from the class readings? Identify 3 readings to use to analyze your experiences at your site.

10/4 Ethnicity and Immigration QTP #5

Rothenberg pp. 211-214 Race in the 21st century

Jernegan in Rothenberg pp. 217-223 Immigration in the US

Shah in Rothenberg pp. 245-247 Asian-American?

Thrupkaew in Rothenberg pp. 248-254 The Myth of the Model Minority

Rashad, The Karma of Brown Folk, pp. 1-9 and Preface

YouTube: What kind of Asian are you?

Research Paper --TITLE and THESIS STATEMENT due today

10/9 Midterm exam**10/15 NO CLASS Mid semester break**

10/15 Midterm deficiencies due

Oct 17 Last day to drop a class without penalty

10/16 Creating Whiteness; White Privilege

Buck in Rothenberg pp. 33-38 Creating White Privilege

Macintosh in Rothenberg pp. 175-179 White Privilege: the invisible knapsack

Brodkin in Rothenberg pp. 39-53 How Jews became white folks

Film: The Pathology of White Privilege: Racism, White Denial and the Cost of Inequality-Tim Wise 58 min

10/21 Race as a Social Construct: The Intentional Construction of Race for Economic Benefit - Who benefits from constructing a racist ideology?

Required readings and sites to go to below. Read through everything that is identified below before class

1) American Anthropological Association –Statement on “Race” 1998. This is on eReserves or you can go to <http://www.aaanet.org/stmts/racepp.htm> BRING THIS TO CLASS

2) Go to: <http://www.understandingrace.org/humvar/index.html> Go to the link on top called “About the Project” Read – Are We so Different?

3) Click on “Human Variation” on top and then click on “The Human Spectrum” and read through

4) Then click on “Home” and then “Lived Experiences” and then “A Girl Like Me” and read through

5) Go to www.aaanet.org/resources/A-Public-Education-Program.cfm

There are two things you need to read and understand on this page and they are below:

a) View Film Clip on bottom of page

b) Then click on RACE Project Website (interactive website about race) on the right side top of page and listen to this.

Film to be shown in class: Edward Said: On Orientalism (40 min) Islamophobia in the US
Revised thesis statement, outline and 10 sources due TODAY

10/23 Sexuality; the Invention of Heterosexuality QTP #6

Katz in Rothenberg pp.70-81 The Invention of Heterosexuality

Hubbard in Rothenberg pp. 66-69 The Social Construction of Sexuality

Koedt, The Myth of the Vaginal Orgasm # 6 in list of readings

10/28 Homophobia as Social Control of Gendered Behavior

in Rothenberg pp.163-172 Homophobia as a weapon of sexism

Hirshman in Rothenberg pp. 568-573 Victory: The Triumphant Gay Revolution

Film: Both of my moms are named Judy

10/30 Sexual Fluidity QTP # 7

Diamond- Chap 1 Will the Real Lesbians Stand Up?

11/4 Gender Differences in Sexual Fluidity

Diamond- Chap 2 Gender Differences in Same-Sex Sexuality

11/6 Economics of Race, Class and Gender: Basic Concept: Education, Taxation and Health QTP #8

Rothenberg pp. 321-323

Sklar in Rothenberg pp. 324-334 Imagine a Country
Feldman in Rothenberg pp. 385-388 -Savage Inequalities” Revisited
Reuss in Rothenberg pp. 389-393 Cause of Death: Inequality
Collins, Gail, Lilly’s big day: Rothenberg pp. 383-384
Coniff in Rothenberg pp. 380-382
Women’s Health in Georgia:
<http://www.healthstatus2020.com/PDF/FactSheetsv3/Georgia.pdf>
Film: People Like Us- Social Class in America

11/11 Intersection of Gender, Race and Class

Davis pp. 222-244 Housework-A Working Class Perspective
Porter in Rothenberg, pp. 401-405, Inequality Undermines Democracy
Film: Born Rich (81 minutes)

11/13 Overcoming the Invisibility of Class QTP # 9

Donna Langston 3b. on reading list
Why Poor People’s Bad Decisions Make Perfect Sense
http://www.huffingtonpost.com/linda-tirado/why-poor-peoples-bad-decisions-make-perfect-sense_b_4326233.html
Tax wealth not income:
file:///Users/patdelrey/Desktop/Class%20use/To%20Reduce%20Inequality,%20Tax%20Wealth,%20Not%20Income%20-%20NYTimes.com.webarchive
Davis in Rothenberg pp. 641-645 Masked Racism: Prison Industrial Complex (The New Slavery)
Film: Inequality for All

11/14 Last day to petition for one time course withdrawal for freshman

11/18 Perspective on contemporary US economic divisions QTP #10

http://www.newyorker.com/talk/financial/2014/03/03/140303ta_talk_surowiecki

Above: The Mobility Myth in US
Mantsios in Rothenberg pp. 189-209 Class in America 2012
Stiglitz, J. Inequality # 9 in list of readings
Bernstein, J. The Shape of Inequality and its Impact on Growth #11 in list of readings
Friedman, B. The Oligarchy in America Today #10

11/20 OPEN FORUM –Reflective presentations due today ---Presentation is 5 minutes in duration and will be made by those students at the same location as a group

11/ 25 No class for TPSL participation

12/2, 12/4 and 12/9 Research papers due - In class presentations of research project – 10 minutes--- and review of course