

This syllabus is a replacement for the original. Although the dates are different, the readings and graded assignments are identical.

Oxford College of Emory University

GENDER, RACE, CLASS AND SEXUALITY

WS 200 WS 200 is a writing-intensive and a TPSL course

Fall 2009- Class meets in Seney 215

Professor: Dr. Pat Del Rey

Email: pdelrey@uga.edu or pdelrey@learnlink.emory.edu

Phone: 404 933 3053

Office hours: Tues and Thurs before and after class – please make an appointment

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 US. Particular attention will be paid to contemporary concerns in the lives of first generation US 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, students will use their work experience as a laboratory to understand the principles of hierarchy and to evaluate the consequences of social stratification. Students will work for 9 weeks for a total of 18 hours, 2 hours per week beginning the week of Sept. 21.

MARK YOUR CALENDARS:

APRIL 9, 2010 THIRD ANNUAL WOMEN'S STUDIES STUDENT RESEARCH SYMPOSIUM

Location: TV room in the Student Center- Noon to 6 pm.

Required Readings

1. Rothenberg, Paula S. *Race, Class and Gender in the United States*, Seventh Edition, Worth Publishers, 2007.
2. Davis, Angela Y. *Women, Race & Class*, Vintage Books, 1983.
3. Smith, Chip *The Cost of Privilege*, Camino Press, 2007.
4. Readings below from: Margaret Andersen and Patricia Hill Collins *Race, Class & Gender, An Anthology*, Sixth Edition, Thomson Wadsworth, 2007
 - a) Andersen and Hill – Collins Chap 1-Why race, class gender still matter?
 - b) Cornel West: Black Sexuality: the Taboo Subject, Chap 30-pp.247-252.
 - c) Donna Langston: Tired of Playing Monopoly, Chap 13-pp.118-127.
 - d) Robert B. Moore: Racist Stereotyping in the English Language Chap 42-pp. 365-376.

5. Diamond, Lisa M. *Sexuality Fluidity: Understanding Women's Love and Desire*, Harvard University Press, 2008: Chapters 1, 2 and 8.
- a) Will the Real Lesbians Please Stand Up?
 - b) Gender Differences in Same-Sex Sexuality
 - c) Implications of female sexual fluidity
6. bell hooks *Ain't I a Woman: Black Women and Feminism*, South End Press, 1981, pp.51-86 –Continued Devaluation of Black Womanhood.
7. *Feminist Frontiers* Chap 31 Rupp (Toward a Global History of Same-Sex Sexuality)
8. Dennis, Wendy When girls want to be boys and boys want to be girls. *Toronto Life*, August 2009.

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

- To participate actively in class discussions and in LearnLink conversations on a regular basis and in a thoughtful manner.
- To connect the theory of the readings, films, and lectures to our daily lives and the lives of girls and women throughout the world.
- To understand the ways in which all 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 and the experiences of girls and women
- To appreciate the gains made by the feminist movement and acknowledge the work that still remains for the liberation of all women throughout the world
- To learn the tools of feminist analyses and critical thinking
- To apply the theoretical knowledge discussed in the classroom to your service learning.

Requirements of the course and percentage contribution toward your grade:

1. **Quotation and Talking Points (QTP) (25%)** – Due at the beginning of each 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 to submit a one-page, typed response to these readings. This response paper will consist of two parts: (1) a quotation from the reading that you found particularly meaningful and why. For this, please identify the author of the quote, page number and name of the text. **YOU MUST EXPLAIN THE REASON THE QUOTE WAS SIGNIFICANT TO YOU.** This part of the QTP can be single spaced. (2) three ideas prompted by the readings that you can use as talking points in class discussion. Please refer to the ideas with the author of the article that gave you the idea. This part does not need to be a quote. This part should be double spaced. The entire QTP must not exceed 1 page. 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 (5), and Learn Link Entries (10) Total = 20%

– Since your individual voice is considered very significant to all of our learning, you should attend every class and actively participate in discussion. Excessive absences are not acceptable. Your grade will suffer after 3 absences and those of you who are never absent will be rewarded.

Each student is required to make at least 10 LearnLink entries during the course of the semester. Each entry should be a response or personal reaction to a concept presented in the lecture/readings, in a film, by another student, events that occur in your work experience, in the world at large, and these entries should be approximately 3-4 sentences in length (at least!). 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 on this and demonstrate careful reflection as opposed to an “off the cuff” reaction. I am interested in whether you are able to incorporate ideas from the class and then articulate them in your postings on LearnLink. A regular consistent series of entries is expected, not all posted at the end of the semester. In fact, you will be penalized for starting your entries later in the semester since each month is worth 25% of your grade.

In addition, each student in the class will be responsible for leading the discussion of the readings for one or more class sessions. It will be incumbent on the facilitators to submit to me a list of discussion questions that they will use to lead the discussion of the readings. This should occur the class prior to your actual discussion. Discussion leaders will be identified on the first days of the class.

Open Forum presentations are part of the participation grade, too.

3. Reflective essays (30%) due Oct 1 and Nov 19 and

OPEN FORUM dates. This is a chance for you to talk and write about the integration of class readings with your work experience for the TPSL.

On Oct. 1 (10%) please submit to me a two page thoughtful reflective essay integrating the readings and class discussion with your work experiences for the TPSL and you will have 5 minutes to discuss this in class. On Nov 19 (20%) you will do the same but hand in a 3-4 page final reflective essay.

On Oct 1 please reflect on your initial experiences with the work you have been assigned and how you can relate the readings to your specific work site. 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? On Oct 1, please build a framework for analysis (relating readings to work experiences) for the final essay due on Nov 19.

4. Final project and final exam (25%)

Final project to be presented to the class on the last days of class . Each student will have 10 minutes to present a feminist analysis and evaluation of a newspaper article, magazine ad or film 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: 15 points for deep and extensive feminist analysis of your topic;

points for effort; and 5 points for a thorough understanding of the topic. You must submit to me an outline of your intended final project for approval on 10/27 or earlier.

COURSE SCHEDULE

8/27

PLEASE READ THE SYLLABUS BEFORE THE NEXT CLASS AND BE PREPARED TO ANSWER QUESTIONS about the syllabus.

REQUIRED READING FOR THE NEXT CLASS IS:

Smith pp.174-233

Andersen and Hill-Collins *Race, Class & Gender* Chap. 1 Why race, class and gender still matter?

9/1 Introduction to the academic field of women's studies

What is the history of this academic field?

Interdisciplinary and multicultural-why study race, class, gender and sexuality?

Deconstructing what is considered to be "natural"

Understanding patriarchy (power relations and hierarchies); feminism (several perspectives that place women at the center of the analysis; all perspectives seek to understand women's oppression); the social construction of gender (learning to be a woman; woman as object; masculinity and femininity); the social construction of race; white privilege; homophobia as social control of gendered behavior

9/3 Theoretical perspectives and dominant ideas: Invisibility of gender; patriarchy; masculinity and femininity QTP

Visitor: Crystal McLaughlin TPSL

Rothenberg, pp. 7-12

Johnson (Patriarchy) in Rothenberg-158-168

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

Jean Baker Miller (Domination and Subordination) in Rothenberg pp.108-115

9/8 Intersection of race, ethnicity and gender QTP

Davis pp. 3-69

9/10 The social construction of gender

Visitor: Crystal McLaughlin TPSL

Davis pp. 70-98

Frye in Rothenberg pp. 154-158

Kimmel in Rothenberg pp. 80-92

Thompson in Rothenberg pp. 717-723

9/15 How we learn to become a woman QTP

Film: The Strength to Resist: Media's Impact on Women and Girls

Gerhart in Rothenberg pp. 480-484

Chung in Rothenberg pp. 485-486

Davis pp. 98-136

9/17 Gender-based violence against women; gender and the law QTP

Shange in Rothenberg pp. 464-466

Smith in Rothenberg pp. 673-683

Rothenberg pp. 519-526

Davis pp. 172-221

9/22 A. Black Women and Feminism

bell hooks 6.

B. Biological Contributions to gender identity-Transgender issues

Dennis 8

9/24 What is race?

Smith pp.1-47

Wu in Rothenberg pp. 415-418

9/29 Social Construction of Race and Development of Racism QTP

Omi and Winant in Rothenberg pp. 13-22

Ching in Rothenberg pp. 246-250

Tatum in Rothenberg pp. 123-131

Cornel West 4a

10/1 OPEN FORUM

10/6 Constructing Race: Environmental Racism; US Law

Buck in Rothenberg pp. 32-37

Lumumba-Kasongo in Rothenberg pp. 294-295

Rothenberg pp. 314-316

Moore 4c.

Rothenberg pp. 532-547 laws 567-568, 573-577

10/8 Ethnicity and Immigration QTP

Rothenberg pp. 199-202

Sethi in Rothenberg pp. 143-154

Jernigan in Rothenberg pp. 205-212

Shah in Rothenberg pp. 221-224

Thrupkaew in Rothenberg pp. 224-230

10/13 NO CLASS Mid semester break

10/15 Film: Ethnic Notions

Osajima in Rothenberg pp. 138-143

Macintosh in Rothenberg pp. 177-182

Rothenberg pp. 117-121

10/20 White Privilege
Smith pp. 233-295

10/22 What is the anthropological perspective on race?
Dr. Aaron Stutz, Professor of anthropology
Readings to be handed out-
American Anthropological Association
Statement on Race May 1998

10/27 Sexuality QTP
Katz in Rothenberg pp.68-80
Hubbard in Rothenberg pp. 65-68
Pharr in Rothenberg pp.168-177
Ettelbrick in R. pp. 586-592

10/29 Sexuality: Sexual Fluidity
Rupp 7--- Toward a Global History of Same-Sex Sexuality
Diamond- Chap 1

11/3 Gender Differences in Sexual Fluidity QTP
Diamond- Chap 2

11/5 Implications of Female sexual fluidity
chapter 8 Diamond

11/10 Economics of Race, Class and Gender QTP
Davis pp. 222-244
Rothenberg pp. 329-343
Reuss in Rothenberg pp. 386-397

11/12 Economics continued
Rothenberg pp. 347-379
Smith pp. 112-151

11/17 Developing a Class Perspective: Overcoming the Invisibility of Class QTP
Donna Langston 4b
Davis in Rothenberg pp. 683-688

11/19 OPEN FORUM

11/24 Working against sexism, heterosexism, racism and classism
Smith pp. 321-340, 371-402, 410-420

12/1 In class presentations

12/3 In-class presentations

12/ 8 In class presentations and Review of course

Final Exam-- This is a required class meeting.

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.