

**Oxford College of Emory University**

**WS 200 GENDER, RACE, CLASS AND SEXUALITY (5355)**

**FALL 2013 Class meets in East Village Alpha 157 1:40-3:20 pm**

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

**Professor:** Dr. Patricia Del Rey

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**Phone:** 404.933.3053

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

Student Instructor: Bailey Gage is at [bailey.gage@emory.edu](mailto:bailey.gage@emory.edu) or 870-335-8172

Bailey will run sessions at night and is available for individual appointments to work with you on the assignments and class requirements. It is important to make contact with Bailey if you want a good grade in the class.

### **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 23 and be completed by Dec 6, and no make-ups will be allowed after Dec 6.**

### **MARK YOUR CALENDARS:**

***APRIL 4, 2014 SEVENTH ANNUAL WOMEN'S STUDIES STUDENT RESEARCH SYMPOSIUM***

**Location:** TV room in the Student Center- 1pm to 6 pm. Please come. And some of you will 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 10 are on eReserves**

1. Rothenberg, Paula S. *Race, Class and Gender in the United States*, Eighth Edition, Worth Publishers, 2010.
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* 2<sup>nd</sup> 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* 5<sup>th</sup> 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
10. Bernstein, Jaed The Shape of Inequality and its Impact on Growth  
*HuffPost Business* Internet August 18, 2011
11. Prashad, Vijay The Karma of Brown Folk, Univ of Minnesota Press, 2000, pp. 1—45
12. ncai.org The National Congress of American Indians

**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 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 these readings 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 reading.

(2) In the second part of the QTP you must identify 3 ideas 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.

**QTP SUMMARY:**

The entire QTP must not exceed 1 page. I will not read the second page. To summarize, 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 Learn Link 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) Learnlink entries - 10 points.** Each student will 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 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 and then articulate them in your postings on Learnlink. 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. In fact, you will be penalized for starting your learnlink entries later in the semester since each month is worth 25% of your learnlink grade (10 points). Thus each month of the 4 months of the semester that you post you will earn 2.5 points toward the 10 points for these entries. The last day to post is the last day of class.

**(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 and 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 and for your essay describe your work environment—people you work with, age, sex, race, ethnicity and your responsibilities at the site. Identify the funding of this site 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- 5 pages and Presentation- 10 minutes – Prezi or powerpoint**

**Thesis statement and title due 10/10**

**Revision of thesis statement, outline and 10 sources due 10/22**

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: 5 points for deep and extensive feminist analysis of your topic; 5 points for effort; 5 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 23 until the last day of Dec 6 to include 2 hours per week for a total of 18 hours. No make up hours can be done after the last day, Dec 6.**

**8/29 Introduction to the academic field of women's studies  
Class expectations, requirements and goals**

**9/3 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.

**9/5 Documentary film: Straightlaced: How Gender's Got Us All Tied Up (67 minutes) QTP #1**

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 as it does in this documentary.

**9/10 Visitor Crystal McLaughlin distributes site locations for TPSL**

### **9/12 The Social Construction of Gender: Masculinity and Femininity**

Frye in Rothenberg pp. 149-153 -Oppression

Thompson in Rothenberg pp. 677-683- A New Vision of Masculinity

Kimmel in Rothenberg pp. 80-92 Masculinity as Homophobia: Fear, Shame and Silence

Beckman in Rothenberg p.429 How to sell Humvees to Men

Film: Wrestling with Manhood (60 minutes)

### **9/17 Masculinity and Femininity continued-----QTP #2**

#### **REQUIRED READINGS:**

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

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

Johnson in Rothenberg-153-162 Patriarchy

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

### **9/19 How We Learn to Become a Woman: Objectification of the Female Body**

Film: Still Killing us Softly #4 (45 minutes) **QTP #3**

Film: Film: 50 Nude Women (10 minutes)

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

Rothenberg pp.587-603 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

### **9/24 Feminism and Feminist Activism**

bell hooks in Rothenberg pp. 670-677 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

### **9/26 A. Women as Bodies**

#### **QTP#4**

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

Williams in Rothenberg pp. 448-450 Infertility as a Tragedy

#### **B. Gender Defined as Bodies-Transgender and Intersex Issues**

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

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

### **10/1 Constructing Racism**

Wu in Rothenberg pp. 389-392 Yellow

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

Cornel West 3a. Black Sexuality: the Taboo Subject

### **10/3 What is Race? What is Racism?**

#### **QTP #5**

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

Tatum in Rothenberg pp. 123-130 Defining racism

Lumumba-Kasongo in Rothenberg pp. 279-280 My black skin makes my white coat vanish

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

**10/8 Race and Racism continued**

Rothenberg pp. 117-123 Understanding Racism, Sexism, Heterosexism, and Class Privilege

Rothenberg pp. 499-503 Indian Tribes: A Continuing Quest for Survival

Go to National Congress on American Indian NCAI.org

Go to Home and 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 21*

*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.*

**10/10 Ethnicity and Immigration**

Rothenberg pp. 195-198 Race in the 21<sup>st</sup> century

Jernigan in Rothenberg pp. 201-207 Immigration in the US

Shah in Rothenberg pp. 217-219 Asian-American?

Thrupkaew in Rothenberg pp. 220-226 The Myth of the Model Minority

Rashad, The Karma of Brown Folk, pp. 1-45

**Research Paper --TITLE and THESIS STATEMENT due today**

**10/15 NO CLASS Mid semester break**

**10/16 Midterm deficiencies due**

**Oct 18 Last day to drop a class without penalty**

**10/17 Creating Whiteness; White Privilege**

Buck in Rothenberg pp. 32-38 Creating White Privilege

Macintosh in Rothenberg pp. 172-177 White Privilege: the invisible knapsack

Brodkin in Rothenberg pp. 38-53 How Jews became white folks

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



**10/22 Race as a Social Construct: Why was race created? Who benefits from constructing a racist ideology? QTP # 6**

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](http://www.aaanet.org/resources/A-Public-Education-Program.cfm)

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) Islamaphobia in the US  
**Revised thesis statement, outline and 10 sources due TODAY**

**10/24 Sexuality; the Invention of Heterosexuality**

Katz in Rothenberg pp.68-80

Hubbard in Rothenberg pp. 65-68 The Social Construction of Sexuality

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

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

**10/29 Homophobia as Social Control of Gendered Behavior  
Marriage as Key Support to Patricarchy**

**QTP #7**

Pharr in Rothenberg pp.162-172 Homophobia as a weapon of sexism

Ettelbrick in Rothenberg pp. 558-566 Activism for gay and lesbian civil rights

Film: Both of my moms are named Judy

**10/31 Sexual Fluidity**

Diamond- Chap 1 Will the Real Lesbians Stand Up?

**11/5 Gender Differences in Sexual Fluidity QTP #8**

Diamond- Chap 2 Gender Differences in Same-Sex Sexuality

Go to: you tube— and listen and take notes:

WOMEN’S SAME SEX SEXUALITY OVER THE LIFE COURSE

<http://youtube.com/watch?v=T4JA-9CRdZl>

**11/ 7 Sexual Fluidity in Action**

Diamond-Chapter 3

**11/12 Economics of Race, Class and Gender: Health and Education**

Rothenberg pp. 303-305

Sklar in Rothenberg pp. 307-316 Imagine a Country

Feldman in Rothenberg pp. 357-360 -Savage Inequalities” Revisited

Reuss in Rothenberg pp. 360-365 Cause of Death: Inequality

Film: People Like Us- Social Class in America

**11/14 Intersection of Gender, Race and Class QTP #9**

Davis pp. 222-244 Housework-A Working Class Perspective

Krugman in Rothenberg pp. 352-353 The Sons also Rise: Development of patriarchy and wealth

Film: Born Rich (81 minutes)

**11/19 Overcoming the Invisibility of Class**

Donna Langston 3b. on reading list

Davis in Rothenberg pp. 643-647 Masked Racism: Prison Industrial Complex (The New Slavery)

**11/21 OPEN FORUM –Reflective essay due today ---Presentation is 5 minutes in duration****11/ 26 Perspective on contemporary US economic divisions**

Mantsios in Rothenberg pp. 177-193 Class in America 2009

Rothenberg pp. 346-351 The Wage Gap and its Costs

Stiglitz, J. Inequality # 9 in list of readings

Bernstein, J. The Shape of Inequality and its Impact on Growth #10 in list of readings

Friedman, B. The Oligarchy in America Today

**12/3 In class presentations of research project -10 minute****12/5 In-class presentations****12/ 10 In class presentations and review of course**