

GWS310: RACE, CLASS, & SEXUALITY

University of Rhode Island | Winter J Term | 2023

ONLINE/FULLY ASYNCRONOUS

Instructor Information

Instructor: Emma C. Baughman

Contact: emma_baughman@uri.edu

Office Hours: via Zoom by appt.

Virtual Office: <http://uri-edu.zoom.us/j/9677078271s>

Course Information

Course Number: GWS310 - 0001

Course Name: Race, Class, and Sexuality

Catalog Description: (3 crs.) Interconnections among race, ethnicity, class, and sexuality and the impact of sexism, racism, classism, and heterosexism are investigated. Alliance building is explored. (Lec. 3/Online)

Prerequisites: GWS150 or HPR110 or GWS315 or permission of instructor

Course Overview and Goals

GWS310 focuses on aspects of human sexuality and the ways that other social statuses might influence how that sexuality is expressed and interpreted. In this discussion course, we will read novels and explore articles and theories by prominent contemporary thinkers to learn how the categories of race, class, gender, and sexuality influence politics, power struggles, and human rights. Students will investigate how and why race, class, gender, and sexuality overlap as categories, and explore how an intersectional approach is central to understand and combat the oppression created by racist, classist, sexist, and heteronormative ideologies.

In GWS310 students will learn to:

- Learn to read, write, think, and communicate effectively and critically about sexuality and its intersection with race, class, and gender
- Identify and examine the consequences of racial, gender, and class inequalities
- Recognize how inequalities are maintained in our society and how they impact our lives and the lives of others
- Explore the possible approaches to scholarship on the intersections of race, gender, class, sexuality, and other dimensions of inequality and the implications of a commitment to attention to these intersections

Course Requirements

The course is divided into units, which you will progress through sequentially. Deep reading of the texts will be a major component of the learning experience. All course materials will be accessed electronically through Brightspace. Completing the readings, listening to the lectures, and participating in the discussion forums will be your main source of information and interaction. There will also be a short quiz at the end of every unit. Links to the discussion forums and all assignments are built right into the unit and all due dates are listed on the schedule.

For each unit you will progress sequentially through the following steps:

1. Read all assigned readings and listen to/view the accompanying lecture & handout
2. Access the Discussion forum and view directions for completing your initial post and peer responses in the weekly thread
3. Complete the corresponding Unit Quiz at the end each unit

Attendance/Participation

Completion of all assigned readings and lectures and participation in discussion forums are of the utmost importance for success in this course. Take notes as you complete the readings.

Quizzes

Unit quizzes **will open** at the beginning of each week and must be completed by **11:59 pm each Friday**. Each quiz will consist of 5-10 short answer questions.

Discussion Forums

I cannot emphasize enough how important participation in the weekly online discussion forums is to the successful completion of this course.

Each week, you will be required to submit **(1)** original reading response and **(3)** responses to the posts of your peers.

Original Reading Responses must be completed by **Fridays** each week by **11:59 pm**. Peer Responses will be due **Sundays** each week by **11:59 pm**.

***Please note that for the last week of JTERM, there will be no peer responses required due to the tight turn-around time for JTERM grade submission and the beginning of Spring semester.**

Each original posting should be roughly 500 words and relate to one or more of the readings that we have discussed that week. You may also want to use some of your post to ask any questions that you have about the readings and concepts. I will monitor posts and respond to questions as they arise, but I also encourage you to answer each other's questions.

Your response **should not** be a summary of the readings, but rather your own thoughts about the readings, connections you make between the topic/readings and "real life"/the outside world/popular culture/etc. Include personal experience if you feel it is appropriate for the topic. You should also consider how the week's readings connect with or relate to other topics and readings that we have covered as the semester progresses.

Tips for a great Reading Response:

- Have informative subject headers (Do not title a writing "Unit X.")
- Make sure your statements about readings and authors are accurate.
- If you don't know the meaning of a word in a reading, look it up
- Write about the assigned readings
- Relate information in one reading to other readings, including from prior weeks

- Engage with other participants in the course. At a minimum, you should engage with 3 other students' posts per week. Your responses to your peers should be more than "I agree" or "Nice post"
- Ask other people questions about their posts
- Use standard English spelling, grammar, and sentence structure.

Grade Distribution

- Quizzes 50%
- Discussion Forums 50%

Grade Scale

A 93-100	B 84-86	C 74-76	D 60-66
A- 90-92	B- 80-83	C- 70-73	F 0-59
B+ 87-89	C+ 77-79	D+ 67-69	

Course Materials

Texts:

All texts can be found within each unit on our course Brightspace site.

Technology:

To successfully complete this course, you will need access to a computer with reliable, high-speed Internet access and appropriate system and software to support the Brightspace learning platform.

Resources:

Access Course Site by Logging into <https://brightspace.uri.edu>

Getting Started with Brightspace

<https://web.uri.edu/brightspace/gettingstarted/>

URI Online Student Resources:

<https://web.uri.edu/online/student-resources/>

Online Learning Strategies: <https://web.uri.edu/aec/study-your-way-to-success/online-and-remote-learning/>

Course Policies

Classroom Protocol

For this online course, Brightspace is our “classroom.” Please refer to [the Brightspace YouTube Video Tutorials](#) before you get started and refer back to them as a resource as needed while you complete this course.

In the online learning environment, “attendance” is measured by your PRESENCE on the site as well as your contributions to the site. The importance of regular log-ins and active participation cannot be overstated.

Commitment To a Safe and Inclusive Classroom

Education is transformative, and open intellectual inquiry is the foundation of a university education and a democratic society. In the spirit of shared humanity and concern for our community and world, this course celebrates diversity as central to its mission, and I (as your instructor) affirm my solidarity with those individuals and groups most at risk. In line with the goals of this course, I will not tolerate racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others. I hope to inspire empathy, social and environmental justice, and an ethical framework for our actions. I advocate for a diverse campus, community, and nation inclusive of racial minorities, women, immigrants, the LGBTQ+ community, and people of all religious faiths.

Academic Honesty

All work for this course must be original and composed by the student. You must cite all sources. MLA and APA are both acceptable. If you have questions about how to cite please ask or consult the [Purdue Owl Online](#).

Accommodation For Disabilities

Any student with a documented disability should contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 401-874-2098 (<https://web.uri.edu/disability/>) or the Academic Skills Center, 239 Shepard Building, Alan Shawn Feinstein Providence Campus, 401-277-5221 (<https://web.uri.edu/ceps/academic-skills-center/>).

Student Advocacy, Personal Safety, and Support:

Title IX (of the Education Amendments of 1972) is a federal civil rights law that prohibits discrimination in education. It makes violence and harassment based on sex and gender a federal civil rights violation. Universities are required to take immediate action to ensure that victims of these violations can continue their education free of ongoing discrimination, sexual harassment or sexual violence. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: Violence Prevention and Advocacy Services, [401-874-9131](tel:401-874-9131); URI Campus Police: [401-874-2121](tel:401-874-2121); URI Counseling Center: [401-874-2288](tel:401-874-2288); URI Women's Center: [401-874-2097](tel:401-874-2097); Title IX Coordinator, Roxanne Gomes: [401-874-2442](tel:401-874-2442); Dean of Students: 874-2098; The Women's Center website: <https://web.uri.edu/womenscenter/know-your-title-ix/>

Schedule of Assignments

Readings and assignments are due on the dates listed. Course material and due dates are subject to change but not without advance notice.

UNIT 0 | Introductions

Complete:

- Read through syllabus thoroughly
 - Complete Introductory Post no later than Tuesday January 3
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UNIT 1 | Histories & Theories of Sexuality | January 2nd – January 8th

Read:

- Unit 1 Handout
- “The Invention of Sexuality” by Jeffrey Weeks
- Introduction” to Sigmund Freud’s *Three Essays on the Theory of Sexuality* by Steven Marcus
- “We Other Victorians” from *The History of Sexuality* Vol. I by Michel Foucault
- “The Invention of Heterosexuality” by Jonathan Ned Katz

Listen: Unit 1 Lecture

HW:

- Original Discussion post due Friday 1/6 by 11:59 pm
 - Complete Unit 1 Quiz by Friday 1/6 at 11:59 pm
 - 3 Peer Responses to Discussion Posts due Sunday 1/8 by 11:59 pm
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UNIT 2 | Managing Population: Neoliberalism & Biopower | January 9th – January 15th

Read:

- Unit 2 Handout
- “Right of Death and Power Over Life” from *The History of Sexuality* Vol. I by Michel Foucault
- “Managing Evolution: Race Betterment, Race Purification, and the American Eugenics Movement” by Ladelle McWhorter
- “From Norplant to the Contraceptive Vaccine: The New Frontier of Population Control” by Dorothy Roberts
- “Producing (Potentially) Pregnant Teen Bodies: Biopower and Adolescent Pregnancy in the USA” by Christie A. Barcelos
- “Incoherent Assemblages: Transgender Conflicts in US Security” by Nicholas L. Clarkson

Listen: Unit 2 Lecture

Complete:

- Original Discussion post due Friday 1/13 by 11:59 pm
 - Complete Unit 2 Quiz by Friday 1/13 at 11:59 pm
 - 3 Peer Responses to Discussion Posts due Sunday 1/15 by 11:59 pm
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UNIT 3 | Sexual Economies | January 16th – January 20th

Read:

- Unit 3 Handout
- “Service Work, Sex Work, and the ‘Prostitute Imaginary’” by Annie McClanahan
- “Economies of Desire: Sexuality and the Sex Industry in the 21st Century” by Catherine Hakim
- “Queer Economies: Possibilities of Queer Desires and Economic Bodies” by Evangeline Heiliger
- “Women of Color and the Global Sex Trade” by Kamala Kempadoo
- “Moderating the ‘Worst of Humanity’: Sexuality, Witnessing, and the Digital Life of Coloniality” by Jacob Breslow

Listen: Unit 3 Lecture

Complete:

- Original Discussion post due Friday 1/20 by 11:59 pm
 - Complete Unit 3 Quiz by Friday 1/20 at 11:59 pm
 - No Peer Responses due
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