

**WMST 3110 Gender, Race, Class, and Sexuality**  
The University of Georgia  
May Semester 2007

**Professor:** J. Maria Bermúdez, Ph.D.

Office: House A- McPhaul Center

Office Hours: Monday – Friday, after class; other times by appointment

E-mail: mbermude@uga.edu Telephone: 542-3296

**Class time:** Monday – Friday, 12:30 – Benson Building 3:15 p.m., room 103

**Course Description:**

WMST 3110. Gender, Race, Class, Sexuality (3 hours)

Oasis Title: GNDR RACE CLASS SEX.

Prerequisite: WMST 1110-1110D or WMST 2010 or permission of department and or instructor.

Interdisciplinary examination of social issues of race, class, ethnicity, and sexuality as they contribute to the lives and identity formation of diverse women in the United States. Special attention paid to African American, Asian American, Latin American, and Native American women as well as in-depth self-reflection about personal and interpersonal intersections of race, class, gender, and sexuality.

**Required Materials:**

David Newman (2007). *Identities and Inequalities: Exploring the intersections of race, class, gender and sexuality*. New York: McGraw-Hill Companies.

Additional Readings

**Catalog Description:**

This course is designed to expose students to various cultures that comprise the United States, and the methods, values, and beliefs that organize family life and child development. Emphasis will be placed on the student's growth in understanding how race, ethnicity and culture shape and affect children and families.

Americans With Disabilities Act (ADA): "Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. Students should present appropriate verification from Disabled Student Services, Dean of Students Office. No requirements exists that accommodation be made prior to completion of this approved University process."

**IMPORTANT! Although you will sometimes receive information in a lecture format, this is an experiential course. This means that you will be expected to talk and actively participate (not just listen and take notes like in a large lecture course). The purpose of the class is for you to self-explore, be exposed to other viewpoints, and expand your awareness and understanding of racial, cultural, ethnic, sexual and class issues related to individual, relationships and society. Particular emphasis will be placed on racial and ethnic identity development in women from a social constructionist and feminist lens.**

**The nature of the topics covered may sometimes be sensitive, controversial, embarrassing, disturbing, and politically incorrect. If you cannot or will not, for whatever reason, express your ideas, opinions,**

**and beliefs about the material covered, you should reconsider taking the this course with me and register for another section.**

## COURSE REQUIREMENTS

**1. Attendance / Participation :** Attendance and class participation is expected! Quizzes will be given at the beginning of each class period to test you on the required reading for that day. The only way to obtain information about these is to be present in class. Quizzes CAN NOT be taken at an other time.

To receive participation credit, you must arrive ON TIME and remain until the end of the class, unless you have made prior arrangements with the professor.

If you need to miss class and/or be late or leave early PLEASE talk to me before the class starts. You may miss one class without it affecting your grade, regardless of the excuse. If you miss class it will result in the missed 5 points for the quiz given that day.

\* After four absences, a note will be sent to the Dean's office recommending that the student be dropped from the course. If you are unable to attend class then you may consider dropping the course yourself.

**2. Reading Assignments:** All reading assignments **MUST be completed before coming to class**. Students are to read the ENTIRE reading assignment before class. Each class member will be expected to make regular contributions to class discussions, demonstrating that the reading assignments have been completed. Students will be expected to introduce relevant issues into class discussion. Your participation grade will depend on how well you discuss what you have read for each class day.

**3. Daily Quizzes:** Quizzes will be given at the **beginning of each class period** to test you on the required reading for that day. You will have 10 minutes to do the quiz so if you are late you will have less time to do the quiz. The material on quizzes include information from the readings, lectures (not in the book), class discussions, guest speakers, and videos. The only way to obtain information about these is to be present in class. The purpose is to help you prepare for the class discussion and to assure me that you are doing the readings.

The format for quizzes may include multiple choice, true/false, and fill in the blank questions, as well as short essay answers or reflection papers. They will be worth 5 points each. Quizzes CAN NOT be made up if missed.

**4. Reflection Papers:** Ten in-class reflection papers and assignments will be given throughout the semester. They will be assigned DURING CLASS TIME and CAN NOT BE DONE AT ANOTHER TIME! Please do not ask me if you can make up an assignment. The reflection papers are designed for you to be reflexive about your thoughts, feelings, and reactions to the material being covered in class. The papers will be at least one full page in length, handwritten, and worth 5 points each. The 10 reflection papers count as much as 1 exam.

**4. Culturally Diverse Visits and Report:** For the three weeks that you will be in this class you will be expected to take ethnographic type "field trips" to various locations that will expose you to a culturally diverse experience and knowledge. You are expected to visit at least 5 places and write a at least a one page report for each experience. The topic MUST relate to mult-cultural issues, race, class, gender, sexuality, women's lives, religion, etc. I strongly encourage you to go OUT of your comfort zone! For example, if you are Anglo, I encourage you to attend a church service that is predominantly African American, Latino or Asian. If you are heterosexual, attend an establishment that is mostly Gay or Lesbian. A list of ideas will be discussed in class, but you are expected to be resourceful and find the locations and then write a summary of your experience.

**5. Class discussion items:** In relation to class participation and discussion, you are encourage to bring in music, video clips, articles, your observations and reactions to a particular event or experience related to the course material. The more participation we have, the richer your experience will be in class. Each day we will devote time to sharing our race, class, gender, and sexuality observations.

**5. Cultural Genogram, Paper, Presentation, and show and tell:** This assignment will help the student to explore hers/his own personal intersections of race, class, gender, sexuality, ethnic and cultural roots. Instructions will be provided in class.

Write a 5-7 page paper about YOUR family. Questions to consider in the paper and in your genogram:

- Who consists of your family? Include first and last names, birth, death, and wedding dates.
- What are their sociodemographic characteristics (race, ethnicity, SES, religion, place of birth and death, occupation, physical or mental abilities, sexual orientation, marriage history, etc.)?
- How did your great grand parents and grandparents and parents, siblings, extended family, and others influence who you are today? What values, morals, beliefs, and characteristics have been passed down transgenerationally? What were the dominant intersections of identity for them and for you today

The purpose is to convey a picture of the important aspects of your family that have influenced who you are and how you view the world. You **MUST** provide a cover page, use 1" margins, double space, use 12", and Times New Roman font. **NO EXCEPTIONS.**

A **genogram** is a "family map" of a family's relationship system. You should be able to see your family history, and everything important about your family by looking at the genogram. The genogram should reflect your family's cultural context, as well as names and dates. It must present at least 4 generations, including your own, starting with your great grand parents (and their siblings). I encourage you to go back further in your family history if you are able. Interviewing family members is essential for this task! You may provide a key, color code your information, draw by hand or use a computer program to draw your genogram. If you do the genogram by hand, you **MUST** use a ruler and it must be very neat.

\*\* Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are prohibited from using cellular phones or beepers, making offensive remarks, reading unrelated materials, engaging in unrelated conversation with classmates, sleeping, or engaging in any other form of distraction. More importantly, you are expected to be respectful of each other and the opinions expressed in class.

**GRADING SYSTEM**

<u>GRADE ASSIGNMENT</u>	<u>POINTS</u>	
1. Quizzes	100	10 points each
2. Reflection Papers	50	10 points each
3. Class Participation	50	
4. 5 Culturally Diverse Visits and Reports	100	20 points each
5. Cultural Genogram	50	
6. Family History Paper	50	
<u>Total possible points earned for class</u>	=	<u>400</u>

**Grading Scale:**

<b>Points</b>	<b>Letter Grade</b>
380-400	A 95-100%
360-379	A- 90-94%
348-359	B+ 87-89%
336-347	B 84-86%
320-335	B- 80-83%
308-319	C+ 77-79%
296-307	C 74-76%
280-295	C- 70-73%
260-279	D 65-69%
<259	F below 65%

**PLEASE RECORD YOUR GRADES! Do not ask me what your grade is in the class.**

Quizzes	Reflection Papers	Class Participation	Cultural Visits-Reports	Genogram	Family History Paper	
1.	1.	1.	1.			
2.	2.	2.	2.			
3.	3.	3.	3.			
4.	4.	4.	4.			
5.	5.	5.	5.			
6.	6.	6.				
7.	7.	7.				
8.	8.	8.				
9.	9.	9.				
10.	10.	10.				
11.		11.				
12.		12.				
		13.				
		14.				
		15.				
<b>Total</b>	<b>Total</b>	<b>active participation</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>	<b>Grand Total</b>

### Tentative Class and Reading Schedule

01	Tue.	5/15/07	Introduction to Course <u>Differences and Similarities</u>	Ch. 1
02	Wed.	5/16/07	<u>Differences and Similarities Continued</u> 1. <i>Age, race, Class, and Sex: Women Redefining Difference</i> (A. Lourde) 2. <i>The Complexity of Identity</i> (B.D. Tatum)	
03	Thur.	5/17/07	<u>The Social Construction of Race, Class, Gender, and Sexuality</u> 3. <i>Racial Formations</i> (M. Omi & H. Winant) 4. <i>Defining Racism: "Can we Talk?"</i> (B. Tatum) 5. <i>Constructing Race, Creating White Privilege</i> (P. D. Buck)	Ch. 2
04	Fri.	5/18/07	<u>Gender and Sexuality</u> 6. <i>The Social Construction of Gender</i> (J. Lorber) 7. <i>The Social Construction of Sexuality</i> (R. Hubbard) 8. <i>The Invention of Heterosexuality</i> (J. N. Katz) 9. <i>The Five Sexes: Why Male and Female are Not Enough</i> (A. Gausto-Sterling) 10. <i>Note on the Conflation of Sex, Gender, and Sexual Orientation</i> (F. Valdes)	
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05	Mon.	5/21/07	<u>Socioeconomic Status</u> 11. <i>Class in America- 2006</i> (G. Mantios) 12. <i>Growing Gulf Between Rich and Rest of Us</i> (H. Sklar) 13. <i>Tired of Playing Monopoly?</i> (D. Langston) 14. <i>Shhh, Don't say "poverty"</i> (B. Herbert)	
06	Tue.	5/22/07	<u>Portraying Difference in the Media</u> 15. <i>You Talking to Me?</i> (J. Kilbourne) 16. <i>Racist Stereotyping in the English Language</i> (R. B. Moore)	Ch. 3
07	Wed.	5/23/07	<u>Families, Schools, and Socialization</u> 17. <i>Our Mothers Grief: Racial-Ethnic Women and Families</i> (Dill) 18. <i>Can Education Eliminate Race, Class, and Gender Inequality?</i> (Mickelson et al) * Constructing Genograms (class discussion)	Ch. 4
08	Thur.	5/24/07	<u>Identity and Multiplicity of Being</u> 19. <i>Identities and Social Locations: Who am I? Who are my People</i> (Kirk et al) 20. <i>Crossing the Border Without Losing your Past</i> (O. Casares) 21. <i>The Event of Becoming</i> (J. L. Gomez) 22. <i>Masculinity as Homophobia</i> (M. S. Kimmel) 23. <i>A new Vision of Masculinity</i> (C. Thompson)	
09	Fri.	5/25/07	<u>Expressing Pressing Prejudice and Discrimination</u> 24. <i>Where English Only Falls Short</i> (S. A. Teicher)	Ch.5
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## Tentative Class and Reading Schedule Continued

10	Mon.	5/28/07	<u>Intersectionality and Intimate Relationships</u> 25. <i>Relationships, Families, and Households</i> (Kirk et al) 26. <i>Should Same Sex Couples be Able to Marry?</i> (White, Kurdek & Sprigg) 27. <i>Strait is to Gay as Family is to No Family</i> (K. Weston)	
11	Tue.	5/29/07	<u>Intersectionality and Health and Illness</u> 28. <i>Women's Health</i> (Kirk & Okazawa-Rey) 29. <i>Just Choices: Women of Color, Reproductive Health, and Human Rights</i> (Ross)	Ch.6
12	Wed.	5/30/07	<u>Laws, the Legal System, and Justice</u> 30. <i>Policing the National Body: Sex, Race, and Criminalization</i> (J. Silliman) 31. <i>Rape, Racism, and the Law</i> (J. Wriggins)	Ch. 7
13	Thur.	5/31/07	<u>Intersectionality and Economics and Work</u> 32. <i>Welfare Reform, Family Hardship, and Women of Color</i> (L. Burnham) 33. <i>Aid to Dependent Corporations: Federal Handouts to the Wealthy</i> (C. Collins) 34. <i>Women's Pay: Why the Gap Remains a Chasm</i> (A. Bernstein) 35. <i>Wealth Gap between Races Widens</i> (G. C. Armas)	Ch. 8
14	Fri.	6/01/07	<u>Creating Change</u> 36. <i>Creating Change: Theory, Vision, and Action</i> (Kirk & Okazawa-Rey) 37. <i>Feminism: A Transformation Politic</i> (b. hooks) 38. <i>Confronting Anti-Gay Violence</i> (M. Bronski)	Ch. 9
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15	Mon.	6/04/07	Last Day of Class Present Genogram and Family History Paper	
	Tue.	6/05/07	No Final Exam	

## Reading List

1. Age, race, Class, and Sex: Women Redefining Difference (A. Lourde)
2. The Complexity of Identity (B.D. Tatum)
3. Racial Formations (M. Omi & H. Winant)
4. Defining Racism: "Can we Talk?" (B. Tatum)
5. Constructing Race, Creating White Privilege (P. D. Buck)
6. The Social Construction of Gender (J. Lorber)
7. The Social Construction of Sexuality (R. Hubbard)
8. The Invention of Heterosexuality (J. N. Katz)
9. The Five Sexes: Why Male and Female are Not Enough (A. Gausto-Sterling)
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23. A new Vision of Masculinity (C. Thompson)
24. Where English Only Falls Short (S. A. Teicher)
25. Relationships, Families, and Households (Kirk et al)
26. Should Same Sex Couples be Able to Marry? (White, Kurdek & Sprigg)
27. Strait is to Gay as Family is to No Family (K. Weston)
28. Women's Health (Kirk & Okazawa-Rey)
29. Just Choices: Women of Color, Reproductive Health, and Human Rights (Ross)
30. Policing the National Body: Sex, Race, and Criminalization (J. Silliman)
31. Rape, Racism, and the Law (J. Wriggins)
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