**WMST 412/INTS 475/SOCI 395:**

**Race, Class, and LGBTQ Communities**

Instructor: Dr. David Powers Corwin

Room: Horizon Hall 3014

Time: Tuesdays and Thursdays 1:30pm-2:45pm

Office: Enterprise Hall 441

Office hours: Tuesdays 5pm-6:30pm or Thursdays 12pm-1pm. I’m also available by appointment via Zoom or in person.

**Women and Gender Studies**

**Commitment to Diversity Statement**

 *Women and Gender Studies seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own*.

 **School of Integrative Studies Commitment to Diversity Statement**

 The School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age and disability.

* We value our diverse student body and desire to increase the diversity of our faculty and staff.
* We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
* We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
* We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
* We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, aware of their biases and how they affect their interactions with others and the world.

**Course Description:**

This course explores the other systemic oppressions that exist within the LGBTQ community such as racism, classism, and others through historical and contemporary debates and texts.

After this course, students will

* Understand the importance and explain queer of color critique, orientalist, and class critiques of LGBTQ identities, issues, and movements.
* Apply intersectional frameworks in both scholarship and activist frameworks in LGBTQ communities.
* Apply the theoretical frameworks of the course in multiple disciplinary texts, research projects, and public arenas.

 This course is meant to be an introductory course to race, class, and LGBTQ communities, while still being a 400 level course in the program. We are certainly not even digging into a substantial amount of the scholarship and issues surrounding these identities. We will do as much as we can while we are together in class, but this course is meant to begin a conversation that you continue to have in other venues moving forward. If we do not discuss something in class that you want to always feel free to bring it up.

**Course Policies**

1. **Required Texts and Course Content**
	1. *Tell Me How Long The Train’s Been Gone*-James Baldwin
	2. *The Book of Salt*-Monique Truong
	3. *Queering the Countryside: New Frontiers in Rural Queer Studies*-Editors Mary L. Gray, Colin R. Johnson and Brian J. Gilley
	4. Access to Blackboard for other readings and some films on online platforms (all in the course schedule)
2. **A note on the course text choices for class**: I choose the texts I choose based on my expertise and what I feel are important thinkers in the field in this area. I also feel that it is important to discuss the voices at the margins that may not be seen as “canonical,” which we will unpack what I mean in class. While I am always open to suggestions for things to read on my own time, I have made the choices I have made for this semester for a variety of reasons and do not welcome conversations about making changes to the texts or workload mid semester. The syllabus and all it encompasses stands from Day 1. You don’t have to love every text that we read to learn something from it; I certainly did not love everything I read for the 25 years I was in school. 😊
3. **Communication:** I prefer communication via email at dcorwin@gmu.edu. Due to university policy, I am required to communicate with you through your Mason outlook email. Please me emails through this account and check your email regularly (at least once a day) for class notifications. I am also happy to meet with you in person during office hours. If those times do not work for you, I can set up a separate appointment. To brainstorm research topics or to discuss grades, we require in-person/Zoom communication. I will not discuss grades via email or without a scheduled appointment. I will respond within 36 hours of receiving an email Monday-Thursdays. Emails sent Friday-Sunday will be responded to by Monday evening as this is the time that I am doing my own work/research.
4. **Technology Policy:**  Laptops, Ipad, etc, should only be out in class when we have readings on Blackboard or in small groups. Otherwise, they are not to be out for any reason.
5. **Online Class Policy:** Due to COVID-19, we may have folks who contract the virus. Under those circumstances, you can join class online via Blackboard Collaborate or if you don’t want to out yourself, we can come up with an alternate assignment. **These are the only reasons you are allowed to join the course online; no exceptions.**
6. **Cell phone policy:** Cell phones will not be needed in this course for any reason. If you need to make a call or send a text, I am happy to make accommodations; however, you must discuss this with me AHEAD of time. If I see that you are using your cell phone during class, I will first give you a warning. After that, I will not say any more and will deduct three points off your final grade for every time moving forward that I see you using it.
7. **Instructions via email and Blackboard are the same as instructions in the syllabus.**
8. **Paper Policy:** All papers are to be written in MLA or APA Style. Papers will be assessed on cohesion of the argument, critical analysis of texts, syntax and sentence structure, grammar construction, and use of scholarly sources. A letter grade will be deducted for each page less than the minimum requirement. If the assignment is four pages, and three are turned in, I will begin the grade at a B+. You MUST turn in an acceptable final research paper in order to pass the course. **All papers should be submitted as a doc. or docx. Pdfs, pages, or other formats will not be accepted.**
	1. I don’t have a late policy for the course, which means I don’t accept late work without prior approval. However, in most circumstances, I am happy to provide an extension on most assignments when consulted BEFORE the deadline.
	2. See the last page of the syllabus for the University’s policy on **academic integrity.** All written assignments for this course must be in MLA or APA format. If you are unsure about a citation, ASK! Plagiarism is much more than submitting a paper you found online. If you do not include a works cited or fail to follow MLA or APA correctly in your papers, you will not receive a passing grade for the assignment and I am obligated as an instructor to report your case to the Honor Committee. Please see the University Catalog for a full description of the code and the honor committee process or visit oai.gmu.edu, the Office of Academic Integrity’s website.
		1. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form.
		2. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions.
9. **Policy on Incompletes:** I rarely give incompletes. The only circumstances that I will give one is a death/illness of a close loved one at the end of the semester or a severe illness or injury where a doctor says that due to these issues you cannot complete the course on time. You have to have at least 75% of the coursework completed as well in order to qualify for an incomplete. No exceptions to this policy.

**How to Be Successful in This Course (in addition to following directions and meeting course requirements)**

1. **My expectations for course preparation**: This course is a discussion-based course with some lectures from time to time. I rarely speak for the entire (or even half of) the class. I expect everyone to have read the texts, watched the films, and come with specific comments and questions for me, but more importantly for your peers. My classes do not operate as a relinquishing of information from me to you. We ALL have to generate class conversation and questions. If you can’t commit to this type of environment, please see me after the first day of class.
* Some specific examples of excellent class preparation:
* You should come to class with specific observations rather than “I found this text interesting.”
* “I don’t understand this particular concept, does anyone have anything they can add” rather than “I don’t understand any of this text” or remaining silent
* “What can I say in class that would be helpful to me and my peers?” rather than “I don’t have anything to say in class or I usually don’t participate”
* “How can my instructor and peers help me with the course load and concepts? Rather than “This class is too much work.”
* Note taking is going to be really helpful when watching media texts for your in-class participation, but also your assignments.
* Come to class with connections AMONG texts ACROSS THE SEMESTER. Think outside of the day we are in class. You will be asked to make these connections both through in class and outside of class writing assignments. I will also ask you to make connections between our class conversations and what is going on in the world as we speak.
* ANALYZE don’t summarize. We all know what the text says, but we don’t know what YOU have to say about the text.
1. **Class Climate Rules:**
* Open, frank discussion without referring to groups in a derogatory manner, that is, the use of terms that are or have been used to describe groups of people in a demeaning way will NOT be used in class. Confront ideas, concepts, theories.  Do NOT confront/attack individuals. Emotion is great, but so is cognition.
* To make this course work we’ll all need to:
* Afford each other mutual respect
* Confidentiality with regard to discussions in class
* Agree to disagree, agreeably!
* Examine self/explore
* Be honest with self and others
* Show humility and keep an open mind
* Use appropriate humor
* Listen constructively
* Question and participate
1. **A Note on When Life Happens….**
	1. As someone that strives for social justice, identifies as a feminist, and whose research is on trauma rhetoric, I understand that life gets out of our control more often than not. Since we are discussing emotionally charged issues, there may be discussions or readings that trigger particular past experiences that you or someone else has had. Please consult with me if you find yourself in this situation and we can figure out how to best support you through a reconfiguration of your engagement with that text and/or on campus resources. Any text in this course has the potential to be triggering to some folks.
	2. Many of you have competing responsibilities in addition to school and I want to be supportive of those. While I hold high standards and all work has to be completed in the course, I am happy on a case-by-case basis to make adjustments to due dates when needed. I just ask for at least 24 hours’ notice and for a meeting to discuss how to best move forward if you regularly find that you can’t meet requirements/due dates in the course. I do not, however, change the workload mid semester and won’t make adjustments after a due date.
2. **Asking For Help:** Asking for help is really hard and most college students struggle with it. We are told that we need to socially “do it all well” with no guidance, so when we struggle, we often become angry with ourselves and others. Please ask for help when you don’t understand an assignment, or you are struggling to come up with a topic. Also, please reach out if you receive a grade that doesn’t meet your expectations and you want to know how to do better. Most folks who ask for help and integrate feedback achieve so much better in both their academic and professional experiences and most students who get frustrated never asked once for help or even engaged with the instructor once outside of class. It’s hard for us to know what to do to help if you don’t communicate to me you are struggling. When you don’t ask for help, you do set yourself up for frustration. Please let’s work on this issue together this semester. We’re here to help. ☺
3. **See the attachment in Blackboard for my teaching values and my “when working with me statement.**”
4. **Tips for Reading Literature**
	1. Allow enough time! Some of the texts are long and will need a large chunk of time to complete.
	2. Reread scenes from literature and re-watch particular scenes from media texts that you feel are important.
	3. Highlight and write in the margins. This practice will help you for class discussion and final research papers.
	4. Put aside your love for a particular work and be able to analyze a text. You can still have strong ties to a text but understand its problematic representation. ☺

**Grade Breakdown**

**Participation** (Reading, in-class writing, discussion, attendance, evidence of having read the text): **40%**

* Due to the substantial amount of reading for the class, 40% of your grade is participation and engaging with the texts.
* Participation is NOT just attending class, but it is difficult to participate without attending class. It is engaging with the text through class discussion and showing evidence of having read the text. Also, showing proof that you are paying attention to your classmates and the instructor contributes to my assessment of participation.
* Frequent tardiness will result in a reduction of your participation grade.
* Occasionally, I may ask a question in class and ask you to go home and write a few paragraphs in response to that. Also, I may ask for the same in class and build the discussion around your responses. I have some of these scheduled at the end of the semester to encourage continued reading; however, I may give these unannounced. These assignments cannot be made up without a doctor’s note.
* If I see that the class as a whole is falling behind in the readings, I will give reading quizzes. These quizzes will count toward your participation grade. These cannot be made up without a doctor’s excuse.
* I will calculate a grade out of 20 points for your participation grade after the midterm and another one at the end of the semester.

**Research Paper 35% of Final Grade (25% Paper; 5% Proposal; 5 % Draft and Conference)**

**Queer of Color, Orientalist, or Class Critique of a Pride Related Event/Current Issue (25% of Final Grade)**

**\*Assignment Sheets are on Blackboard**

**Course Schedule:**

**8/23:** Introductions

The Power of Disidentification:

**Read:** Esteban Muñoz-“Performing Disidentity: Disidentification as a Practice of Freedom” (Blackboard)

**8/25:**

What are Queer of Color, and Orientalist Critiques?

**Read:** Ferguson-“Queer of Color Critique, Historical Materialism, and Canonical Sociology”

Said-“From *Orientalism*”

(Both on Blackboard)

**8/30:**

**Read:** Brimm-*Poor Queer Studies* Introduction and Chapter 3 (Blackboard)

Gray et. Al Chapter 11

**9/1:**

Queer Black Studies

Bisexual People of Color Narratives

**Read:**

Johnson and Henderson “Queering Black Studies/Quaring Black Studies”

The Combahee River Collective-“A Black Feminist Statement”

“Bisexuals of Color, Edited by Jacq Applebee”(All on Blackboard)

**9/6:**

**Read:** *Tell Me How Long The Train’s Been Gone*-Baldwin (Book 1)

**9/8:**

**Read:** *Tell Me How Long The Train’s Been Gone*-Baldwin (Book 2)

**9/13**:

**Read:** *Tell Me How Long The Train’s Been Gone*-Baldwin (Book 2)

**9/15**:

**Read:** *Tell Me How Long The Train’s Been Gone*-Baldwin (Book 3)

**9/20**

**Read:** *Tell Me How Long The Train’s Been Gone*-Baldwin (Book 3)

Lakhani “Queer of Color Critique” (Blackboard)

**9/22:**

**Read:** *The Book of Salt*-Truong (Chapters 1-6)

**9/27:**

**Read:** *The Book of Salt*-Truong (Chapters 7-14)

**9/29:**

**Read:** *The Book of Salt*-Truong (Chapters 7-14)

**10/4:**

**Finish-***The Book of Salt*

**10/6:**

Queer of Color Critique in Art

Read: Esteban Munoz-“Latina Performance and Queer Worldmaking; or, *Chusmeria* at the End of the Twentieth Century” and “Famous and Dandy like B. ‘n’ Andy: Race, Pop, and Basquiat” (Blackboard)

**10/11:**

No Class

**10/13:**

Orientalist Critiques

Queer Middle Eastern Issues

**Read:** Puar: *Terrorist Assemblages: Homonationalism in Queer Times* Chapters 1 and 2.

**Research Paper Proposal Due by 11:59pm**

**Midterm Participation Grades Uploaded After Class**

**10/18:**

Orientalist Critiques

Queer Middle Eastern Issues

**Read:** Najmabadi:*Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran* Chapters 1 and 6 (Blackboard)

**10/20**:

Queer Latinx Issues

**Read**: Quintanales-“I Paid Very Hard for my Immigrant Ignorance” (Blackboard)

**Watch**: *Mucho Mucho Amor: The Legend of Walter Mercado* (Netflix)

**10/25**

Queer Rural Issues

**Read:** Gray et al Chapters 3, 9, and 10

**10/27**

Queer Rural Issues

**Read:** Gray et al Chapters 5, 6, and 7

**11/1**

Queer Rural Issues

**Read:** Gray et. Al Chapters 8, 12, and 13

**11/3:**

Queer Rural Issues

Gray *Out in the Country* (Chapters 4, 5, and 6 all on Blackboard)

**Paper Draft Due by Friday at 11:59pm**

**11/8:**

No Class-Election Day

**11/10**

Queer Appalachian Issues

**Read:** Hayes-“a Letter to Appalachia”

Banks-“Trans Appalachian: An Interdisciplinary Exploration”

Allen-“Your Own Country: Finding Queer History in Johnson City, Tennessee”

**11/15:**

Queer Appalachian Issues

**Read:** M.AMA “For Black Appalachians, Southerners, and Rural Folks”

Guest-“Rainbow Aging: Negotiating Queer Identities among Aging Central Appalachians”

Hernandez “Lessons For the Long Term: One Story of the Queer Appalachia Platform”

Cloe- “Myths and Electricity The Queer Appalachia Project and Queer Archives”

**11/17:**

Queer Issues and Socioeconomic status

Herring *Another Country: On Queer AntiUrbanism* (ebook through library)

Introduction and Chapter 1

**Final Research Paper Due by Friday at 11:59pm**

**11/22:**

Queer Issues and Socioeconomic status

Herring *Another Country: On Queer AntiUrbanism* (ebook through library)

Chapters 4 and 5

Watch: *Uncoupled* Episodes 1 and 5 (Netflix)

**11/24:**

No Class

Thanksgiving Break

**11/29:**

Queer Issues and Gentrification

Read: Schulman Part 1 Chapter 2 “The Gentrification of AIDS” from *The* *Gentrification* *of* *the* *Mind:* *Witness* *to* *a* *Lost* *Imagination* (available through the library)

# Sullivan “The 'gaytrification' effect: why gay neighbourhoods are being priced out”

<https://www.theguardian.com/cities/2016/jan/13/end-of-gaytrification-cities-lgbt-communities-gentrification-gay-villages>

**12/1:**

Queer Issues and Gentrification

Read**:** McChesney “Cultural Displacement: Is the GLBT Community Gentrifying African American Neighborhoods in Washington, D.C.?” http://digitalcommons.wcl.american.edu/cgi/viewcontent.cgi?article=1126&context=tma

[*Safe Space: Gay Neighborhood History and the Politics of Violence*](https://www.powells.com/book/-9780822354703),Chapters 3 and 5 (On Blackboard)

**Final Participation Grades Uploaded After Class**

**Pride Event/Current Issue Project Due by Sunday 12/11 at 11:59pm**

**Campus Resources and Policies:**

**Sexual Misconduct and Interpersonal Violence**

George Mason University is committed to providing a learning, living and working environment that is free from discrimination, and we are committed to a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. [University Policy 1202 Sexual Harassment and Misconduct](http://universitypolicy.gmu.edu/policies/sexual-harassment-policy/?_ga=2.94227165.1364438867.1499346356-1286492189.1460059294)(<http://universitypolicy.gmu.edu/policies/sexual-harassment-policy/>) speaks to the specifics of our process, our resources, and the options available to you.

Confidential student resources are available on campus at the Student Support and Advocacy Center (<http://ssac.gmu.edu/>), Counseling and Psychological Services (<http://caps.gmu.edu/>), and Student Health Services (<http://shs.gmu.edu/>).

All other members of the University community (including faculty, except those noted above) are **not** considered confidential resources and are **required** to report incidents of sexual misconduct to the University Title IX Coordinator.  For a full list of resources, support opportunities, and reporting options, contact the Title IX Coordinator, at <http://diversity.gmu.edu/title-ix>, at 703-993-8730, or in the Diversity, Equity, and Inclusion office in the Aquia Building, Suite 373.

**Student and Faculty Names and Pronouns**

Having a *name and pronouns statement* helps foster a community of learners of all genders and gender expressions. It promotes gender inclusivity and supports an understanding of a student’s name and pronouns that originates with the learner. In addition, it discourages incorrect assumptions and harmful misgendering, encourages dialogue as befits the learner’s comfort, demonstrates respect, and fosters an LGBTQIA+ inclusive environment at Mason. This statement also benefits folks who have experienced traumatic pasts or in general go by a name that is different than the one that is listed in Patriot Web. This name and pronouns statement was co-authored in 2014 by students in TQ Mason (Mason’s trans-inclusive student support / action group) and Film and Video Studies faculty (and edited by faculty teams since then). We will take time to introduce our pronouns and names in the course, but if you’re more comfortable discussing this with me 1:1, please see the language below and/or set up a time to meet with me.

*Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use they/them for myself and you may address me as “David”* “*Dr. David”* or *“Dr. Powers Corwin” in email and verbally. I do prefer to be addressed by my first name, but I know that is hard for some folks until they get to know me a bit more.*

**OFFICE OF DISABILITY SERVICES**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474.

All academic accommodations must be arranged through the ODS. [http://ods.gmu.edu](http://ods.gmu.edu/)

**WRITING CENTER**: Johnson Center Room 227E; (703) 993-1200; [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu/)

The University Writing Center provides free tutorial sessions for all students needing help with any writing project from freshman essays to scholarly publications  It is best to make an appointment; walk-ins are accepted if there are openings at that time. Assistance is also offered online.  You are highly encouraged to take advantage of this free service!

**UNIVERSITY LIBRARIES** “Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

**COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS**): (703) 993-2380; [http://caps.gmu.edu](http://caps.gmu.edu/)

**WOMEN AND GENDER STUDIES CENTER; JC 240K**(703) 993-2986; <http://wmst.gmu.edu/center/>

The Women and Gender Studies Center sponsors programs and events that are relevant to this course.  It has a library of material that may be checked out.  We support several student organizations and provide internship opportunities. We also offer free printing to all of our enrolled students and minors.  Hours: Mondays-Thursdays 9-6 and Fridays from 9-2.

**Lesbian, Gay, Bisexual, Queer, and Questioning (LGBTQ+) Resources Center**:

SUB I, Room 2200 703-993-2702    lgbtq.gmu.edu

**Center for Culture, Equity, and Empowerment (CCEE)**

SUB I, Room 2400 703-993-2700 ccee.gmu.edu

**Student Support and Advocacy Center**

SUB I, Room 3200 703-993-3686 ssac.gmu.edu

24 hr Sexual and Interpersonal Violence Crisis Line: 703-380-1434