

University of Western Ontario
Department of Gender, Sexuality & Women's Studies
Fall 2022 (PRELIMINARY)

WS2263F Intersections: Race, Class & Sexuality ©

We are located on the traditional land of Anishinaabeg, Haudenosaunee, Lenape and Attawapiskat peoples and we complicate the meaning of this location in our course.

Instructor:	Dr. Kate Korycki
Email:	kate.korycki@uwo.ca
Class Meeting & Location:	Tuesday 10:30-1:30 & TBD
Office hours & Location:	Tuesday 1:45-2:45 & TBD
Class Website:	https://owl.uwo.ca/portal
Prerequisite:	GSWS1020E, or 1.0 of GSWS1021F/G, 1022F/G, 1023F/G and 1024F/G

Course Description and Learning Objectives:

What does queer-core artist Stu McCabe mean when he proclaims to be “too poor to be gay”? Or what does Barbara Smith of the Combahee River Collective mean when she says, echoing Audre Lorde, “until black women are free, none of us will be free”? This course explores the people & movements who name the interwoven structures of class, race and sexuality which shape them, and who respond and/or resist them through solidarity. In other words, the course explores identity as collective, political and created. And it explores how it intersects with politics of class.

The course devotes half of its time to theory, exploring the meaning of intersecting categories like gender, race, class, sexuality & ethnicity; and it devotes half of its time to the examination of how they were historically produced, conflicted and entwined. Attention to theory and to cases deepens students’ understanding of structures of social stratification and resistance; and it gives us an opportunity to challenge and transform commonsensical understandings of identity categories.

It is my hope that in this class the students will: gain/deepen their knowledge about the interlocking systems that shape our lives; challenge and transform commonsensical understandings of identity and solidarity; reflect on their own experience and question it; summarize and critically analyze complex reading material; write with clarity and precision; explore ideas by listening and sharing; ask analytically significant questions and practice research to answer the questions; practice time- and grade-management as well as collective decision-making.

Readings:

Students will read most or all of the following 4 books: a) *Women, Race and Class* by Angela Davis (1981), b) *Yours in Struggle: Three Feminist perspectives on anti-semitism and racism* by Elly Burkin, Minnie Bruce Pratt, and Barbara Smith (1984), c) *How we get free* by Keeanga-Yamahtta Taylor (2018), as well as d) the novel *The End of Eddy* by Eduard Louis (2019). The books may be accessed via the Library (except *How We Get Free*) or bought inexpensively.

All other readings are available online through OWL link. Students are encouraged to find out the library's policies on e-access.

Assignments and Expectations:

In this course, curiosity about the material, working through problems, struggling to understand, transforming the ways in which we see the world, analyzing and grappling with complexity are encouraged, nurtured and rewarded. This means that getting things right is less important than thinking deeply about them! Further, the students are expected to have read and thought about the assigned readings; they are expected to write about them weekly during class; and they are expected to talk/clarify their understandings in our weekly class.

Note: It is NOT possible to pass/do well in this course without reading, thinking, writing and/or talking in each class! Also, the classes build on one another, so, if a student misses a class, it is imperative that s/he/they reads the assigned material and asks a colleague to share notes from the class meeting (it is not appropriate to ask the professor for this).

Assignments will involve weekly **in-class writing & talking** based on weekly readings (20% of class grade each), a **2500-word research paper** submitted for review in two stages (25% of the grade each), and an **optional open book quiz**, for those wanting to rise their grades (10%).

Deadlines: all in-class work is done during class time; if you miss a class, you can submit a detailed but brief (no longer than 500 words) summary of all the weekly readings by Wednesday. Paper question has to be cleared with me by October 11; the first version of the paper is due any time before October 21; final version is due on November 25. Optional quiz will take place in the final class on December 6. Detailed guidance and requirements on written assignments writing will be posed on OWL by second week of the course and discussed in class.

All assignments are **due** on or before 11:55pm on the dates specified above. They can be submitted earlier, and will be accepted until 11:55pm of the Sunday following the due date. No assignment will be accepted after the due date and built-in acceptance date. If any additional extensions are needed, they will be decided collectively by the whole class (privacy and all documented accommodations will of course be respected).

Course Structure and Policies:

Weekly class meeting will happen on Tuesday between 10:30-1:30. In most classes, we will discuss important learning issues: ‘what is a university,’ ‘what is a thesis,’ ‘what is academic integrity,’ ‘what is causality,’ ‘how do we uncover meaning,’ ‘how to formulate a ‘why’ question,’ ‘how to write precisely.’ In each class, we will address what you find unclear in the readings. Come ready with questions.

In **each class**, we will test your comprehension of the readings, and we will practice writing. Low-stakes writing may happen more than once in a class. The point is to sharpen your thinking and understanding, and also to practice writing with clarity. Each class will also involve small-group and/or whole class conversations.

In **each class**, there will be a short lecture, clarifying the readings, and/or a movie.

Our weekly classes **are not recorded** (even if they happen on zoom) & posted to OWL. Furthermore, **no materials generated in this class may be recorded or copied** without permission, or posted to commercial sites. They may be used, with attribution, in students’ learning and writing.

Discussion Etiquette: In assessing class participation, I look at a) the quantity, and b) the quality of remarks, as well as c) *listening and respect* for the views of others, and d) a spirit of discovery. Our class conversations are explorations, not a competition.

Absenteeism: The structure of this course discourages absenteeism and inattentiveness (40% of your grade rides on what you do in class!). This is reinforced by departmental policy at Gender, Sexualities and Women’s Studies - persistent absenteeism of two or more lectures may be grounds for failure in the course.

Contesting a Grade: If you have questions concerning points received on one of your Research Essays, you are welcome to visit me during office hours.

If, after our conversation, you wish to contest received points, you should submit a one-page single-spaced, typed request, within two weeks of the returned assignment. The request has to outline the reason why you think you deserve higher points (“needing” a higher grade is NEVER an acceptable reason for grade appeal - as per departmental policy!). Specific reference should be made to the instructions and guidelines for that assignment. The request should include the graded assignment. Students should note that points could go up or down as a result of an appeal. Requests for appeals outside of the two-week window will not be considered.

There are no appeals on the small writing assignments: in-class writing, make-up essay, or quiz.

Communication with the Professor: I strongly encourage and invite talking to each other and me - as opposed to writing. Thus, all students can bring their questions to class or office hours. Email is the most discouraged form of communicating and I take 48 hours to respond. Also,

there are many emails to which I don't respond individually – either your question is brilliant, in which case I'll answer it via a class announcement, or in class; or the answer is in the syllabus, which you are strongly encouraged to read. ANY and ALL grade related questions have to be asked in person, not email!

Weekly Topics (Required Materials TBD)

1. Introduction to each other and the course – do not miss this class!
2. Framework: structure, category, identity, experience & relationality – do not miss this class!
3. Framework: recognition-redistribution – do not miss this class!
4. Ethnicity
5. Culture
6. Race
7. Gender & sexuality
8. Class
9. Race & class
10. Gender, race & class
11. Gender, sexuality & class
12. Review and/or quiz

Western University & Arts and Humanities' General Policies

Our work in this course is guided by the **University's Scholastic Discipline** document, as well as the **Student Code of Conduct**. The Accommodations Policies and Considerations are described below.

Accommodation Policies: Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Please note: under the new **Gender-based and Sexual Violence** Policy instructors are required to refer any and all incidents of sexual violence disclosed in class. The student will then be contacted by the GBSV Survivor Support Case Manager and can receive and decline assistance of that office.