Voyage: Summer 2014  
Discipline: Media Studies  
SEMS 3500-107: Race and Sexuality  
Division: Upper Division  
Faculty Name: Amber Johnson  
Credit Hours: 3; Contact Hours: 38

Pre-requisites:

COURSE DESCRIPTION
Race and Sexuality is an advanced undergraduate seminar that explores race and gender concomitantly. Historically within the fields of Ethnic Studies and Women’s and Gender studies, issues pertaining to gender, sexuality, and race are generally looked at separately. Instead of extracting issues of gender and sexuality, this course positions them alongside race and other systems of power by critically examining intersectional identity. Intersectionality scholarship illuminates the ways in which gender, sexuality, and race intersect. In this course, our goals are to (1) understand these intersections, (2) learn about how they create difference and inequity, and (3) investigate the ways in which they are constructed through media, communication, performance, and everyday ways of living.

COURSE OBJECTIVES
- Learn and apply theories of intersectionality.
- Learn to understand public policy and the ways in which they shape our understandings of race, class, gender, and sexuality.
- Increase awareness of varying sexualities.
- Understand their own processes of identity negotiation when it comes to race, gender, sex, and sexuality.
- Recognize the importance of social construction in our culture.
- Learn how new social media and technologies have changed understandings of race, class, gender, and sexuality.
- Learn and apply principles of critical thinking.
- Learn how to be sensitive to cultural difference, particularly in intragroup settings.
- Learn the importance and relevance of civil discourse in sexuality studies.

REQUIRED TEXTBOOKS
AUTHOR: Margaret L. Andersen & Patricia Hill Collins  
TITLE: Race, Class, & Gender: An Anthology  
PUBLISHER: Wadsworth Publishing  
ISBN #: 0495006890  

AUTHOR: Gail Dines & Jean M Humez  
TITLE: Gender, Race and Class in Media: A Critical Reader  
PUBLISHER: Sage Publications  
ISBN #: 0978-1412974417  
DATE/EDITION: 2010, 3rd Edition
TOPOCAL OUTLINE OF COURSE

June 16: Depart Southampton

June 17: Orientation

C1-June 18:
  Topic: Introduction
  Questions: What does identity mean to you? How do we communicate certain facets of our identity to others? What do we expect to gain from this class, this voyage, and this experience over the next 60 days? How can we accomplish those goals together?

C2- June 19:
  Topic: Keywords: Race, Culture, Ethnicity, & Communication.
  Questions: What are race, culture, and ethnicity? How do we communicate those things? What does media portray about those things?
  Assignments: Map your identities. Who are you? Show me visually who you are. Anything goes.

C3- June 20:
  Topic: Sex, Sexuality, Femininity, Masculinity, Gender, and sometimes Class….
  Questions: What is sexuality, what is gender, what sex? How do we learn masculinity and femininity? How does media affect our perception of gender and sexuality? What have you noticed aboard the ship thus far that reifies and/or challenges your perception of gender and sexuality? When we introduce class, how does that complicate things?
  Reading: A&C Chapter 17 & 44

June 21-24: Lisbon

C4- June 25:
  Topic: Media Culture?
  Questions: Why study Media? Why study culture?
  Reading: D&H Chapter 1 & 4
  Assignments: Chart your consumption. What media do you consume? What does that consumption teach you and tell you about yourself? Create a visual representation of your usage and write a short journal entry about your observations.

C5- June 26:
  Topic: Mediated Messages about Identity: From Language to Images and Back Again
  Questions: How does media portray, challenge, reify stereotypes concerning race, class, sexuality, and gender, among other identities?
  Reading: A&C Chapter 42 & 46

June 27-30: Bilbao

C6- July 1:
Topic: Women and Television
Questions: How do mediated outlets portray women from mothers to victims?
Reading: D&H Chapters 14, 15, & 16
Assignments: Describe your idea of a mother in a journal entry? Where do these ideas come from? How are they portrayed and advertised via media? How does race change your perception of mothering?

C7 - July 2:
Topic: Television and Sex/uality
Questions: Sex sells right? How do media sell sex to us? What do we learn about sex and sexuality from various mediated outlets?
Reading: D&H Chapter 18, 19, & 20
Assignments: Movie: Watch “Killing us Softly” and write a journal entry. What was your experience watching the film like? Were you angry, saddened, hurt? Does it challenge or support classroom material?

C8 - July 3:
Topic: Advertising
Questions: How does advertising package our bodies and identity intersections?
Reading: D&H Chapters 22, 24, & 25 A&C Chapter 27
Assignments: Pay attention to advertising in Glasgow. Capture pictures and video footage of what you see. Write a journal entry depicting your thoughts about advertising and identity.

July 4-7: Glasgow

C9 - July 8:
Topic: Advertising Continued…
Questions: How does advertising package our bodies and identity intersections?
Reading: D&H Chapters 23, 26 & 27

C10 - July 9:
Topic: Advertising Continued…
Questions: How does advertising package our bodies and identity intersections?
Reading: D&H Chapters 37 & 38 A&C Chapters 30 & 31

July 10-13: Dublin (July 10, Field Lab)

C11 - July 14:
Topic: Representations of Sexuality
Questions: How do media represent our bodies at the intersections?
Reading: D&H Chapters 30, 31, & 32
Assignments: Movie: Watch “Dreamworld” clips and “Elliot Roger’s Manifesto” Write a journal entry about your thoughts and experiences while watching the films. What emotions did you experience? What do we do about our world? How are these two directly related? How does media challenge how we view these two experiences.

C12 - July 15:
Topic: Representations of Sexuality continued…
Questions: How do media represent our bodies at the intersections?
Reading: D&H Chapters 33, 34 & 35
**Assignment:** Watch “Pariah”  How does this film challenge the things we were taught about media? Are we moving in the right direction?

**C13- July 16:**  
**Topic:** Contemporary Media  
**Questions:** How do contemporary forms of media challenge representation? What are children watching? Does the cycle continue?  
**Reading:** D&H Chapters 39, 40 & 45  
**Assignments:** how do you feel about censorship? Should kids watch these things? What harm does it do? How much responsibility falls on parents and guardians? Teachers?

July 17-20: Bergen and Oslo

**C14- July 21:**  
**Topic:** Contemporary Media continued…  
**Questions:** How do contemporary forms of media challenge representation? What are children watching? Does the cycle continue?  
**Reading:** D&H Chapters 41, 42 & 43

**C15- July 23:**  
**Topic:** Contemporary Media  
**Questions:** How do contemporary forms of media challenge representation? What are children watching? Does the cycle continue?  
**Reading:** D&H Chapters 44, 47, & 48

July 24-28: St. Petersburg

**C16- July 29:**  
**Topic:** Reality TV?  
**Questions:** Is reality TV real? How does the concept of reality alter our perceptions and consumption of such programming? If we were to create a reality TV version of Semester at Sea, what would it look like?  
**Reading:** D&H Chapters 50, 51 & 52

**C17- July 30:**  
**Topic:** Reality TV? Continued….  
**Questions:** Is reality TV real? How does the concept of reality alter our perceptions and consumption of such programming? If we were to create a reality TV version of Semester at Sea, what would it look like?  
**Reading:** D&H Chapters 53, 54 & 55  
**Assignment:** What is real about reality TV? What are your favorite shoes? Why? How much do you consume? How will you be more critical in the future about reality TV?

July 31 - August 3: Stockholm

**C18- August 4**  
**Topic:** Reality TV Continued….  
**Questions:** Is reality TV real? How does the concept of reality alter our perceptions and consumption of such programming? If we were to create a reality TV version of Semester at Sea, what would it look like?  
**Reading:** D&H Chapters 56, 57 & 58
C19- August 5
Topic: Virtual Media
Questions: How do newer forms of interactive gaming challenge representation?
Reading: D&H Chapters 59, 60 & 61

August 6-9: Helsinki

C20- August 10
Topic: Virtual Media continued…
Questions: How do newer forms of interactive gaming challenge representation?
Reading: D&H Chapters 62, 63 & 64

C21- August 11
Topic: New Media = More Stories
Questions: How do newer forms of media challenge representation?
Reading: Antoine Dodson and the (Mis)Appropriation of the Homo Coon: An Intersectional Approach to the Performative Possibilities of Social Media. Critical Studies in Media and Communication,
Assignments: Watch: “The Dangers of a Single Story” and record your thoughts in a journal entry.

August 12-15: Gdansk

C22- August 16
Final Presentations

C23- August 17
Final Presentations

C24- August 19: Final Exams
Final Presentations

FIELD LAB
Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

Field Lab:
- Title A Day of Service and Reflection: Sexuality in the News
- Port Dublin
- Date July 10
- Destination:
  - The Front Lounge
  - Gay Community News (Magazine)
  - Gay Men’s Health Services (Volunteer Opportunity)

III. Academic Objectives:
1. To interrogate everyday intersections of race, nationality, gender and sexuality in various spaces (mediated and live)
2. Engage in self-reflexivity exercises to discover the way language impedes our understandings of sexuality.

IV. Field Lab Description:
Our goals for this field lab are to interrogate everyday intersections of race, nationality, gender and sexuality in various spaces (mediated and live). Students will engage in self-reflexivity exercises to discover the way language impedes our understandings of sexuality, and how media and everyday storytelling help us re-imagine sexuality.

In the morning, students will depart the ship and head to the Front Lounge, which is a gay restaurant and bar located next to Gay Community News, a magazine dedicated to social justice and community issues centered on sexuality. Here, students will watch promotional videos produced by Gay Community News titled “What if Gay and Straight were Switched?” and have a discussion about it alongside the Gay Community News Staff over lunch. Following lunch, we will walk to the News Station to take a tour of the facility. We will talk to media officials about sexuality in Dublin and other countries, and what it is like to stand up for social justice. Students will have a chance to learn the inner workings of mediated sexuality, and what it is like to host a space for talking about sexuality and activism.

Following Gay Community News, we will visit Gay Men’s Health Services to discuss media campaign regarding health, sexuality, and race. Students will engage in a volunteer experience, and learn the importance of critical listening and self-disclosure when it comes to matters of sexuality. Students will witness first person what it is like to deal with several health issues.

Together, both places will afford students an opportunity to understand their roles as listeners and critical viewers in a sexualized and racialized world.

- See more at: http://www.semesteratsea.org/field-labs/field-lab-for-race-sexuality-and-media/#sthash.AVTnBu3y.dpuf

V. Associated Assignments:

Once students complete both activities, they will write a 3-5 page paper detailing their experiences and using concepts from the textbook and in class materials. You will be evaluated on your participation and your ability to incorporate and apply class materials to your experiences. The experience and project together is worth 20% of your grade, or 20 points.

METHODS OF EVALUATION / GRADING RUBRIC

1. Journal Entries (50%) – written assignments based on questions presented in class material and syllabus

2. Field Program (20%): students will be graded on their participation and essay.

3. Final Project & Presentation (30%)

2. Final Project (30%) For your final project, you must choose 1 of the following assignments. Your grade will be determined on your ability to incorporate class material and experience critically in a cohesive and reflexive way (20%) and your ability to present your project to the class (10%):

   Installment: Incorporate your classmates in the construction of a tangible structure or entity that allows us to experience your experiences with race, class, sexuality, and gender aboard Semester at Sea. You can work with one partner on this project.

   Portfolio: Keep a journal that includes video footage, voice memos, journal entries, pictures, and other elements during our voyage. At the end of the semester, you can put these things together into a comprehensible story that displays your thought processes, growth, etc. All class assignments and experiences should be included in the portfolio. You cannot work with a partner on this project.
Final Performance: Create a performance that highlights important aspects of your own identity as it relate to materials we have covered in class. Who are you as a person and how has this class informed, changed, or reified your opinion of the “self?” What makes you unique, different, strange, weird, normal? How have those opinions of the self changed. Whatever you decide to create, you will present to the class. Your performance should directly relate to class materials and be critical. There are not a lot of guidelines to this final assignment because I want you to be creative and produce something that is meaningful to you. Remember, keep it within the context of our classroom discussion and identity. You can work with one partner on this assignment.

Paper: You can choose to write a 20 page critical analysis of race and sexuality in media. Choose a full length film, television show, complete album, piece of art, or advertisement campaign and talk about the intersections of race, class, gender, and sexuality. You can work with one partner on this assignment.

Grading Matrix

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<th>Assignments</th>
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<td>Field Program</td>
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**ELECTRONIC COURSE MATERIALS**


**ADDITIONAL RESOURCES**

Students will be required to watch films, news clippings, and documentaries. I will provide these items for the students, or they will be displayed aboard the ship’s television.

**HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”