



GEORGETOWN UNIVERSITY
School of Continuing Studies

INTRODUCTION TO SEXUALITY STUDIES - WGST 141-130

Dates: June 6 - July 29

Location: This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Professor: Michelle Ohnona

Professor Contact Information: Michelle.Ohnona@Georgetown.edu

Virtual Office Hours: By appointment

COURSE DESCRIPTION

This course provides an introduction to the vibrant and interdisciplinary field of sexuality studies. Sexuality studies examines the social construction of sexual desires, practices, and identities, and investigates the ways in which sexuality is connected to power and inequality. We will begin the course by exploring some key theories and concepts within the field, and situate them alongside the history of LGBTQ activism in the United States and elsewhere. We will then consider how these concepts can be applied to a variety of contemporary issues such as sexual identity and the state, same-sex marriage, representations of sexuality in popular culture and the media, transnational sexualities and sexual identities and consumerism. Throughout the

course, we will examine how sexuality intersects with other social categories such as gender, race, class, nationality, age and ability/disability.

COURSE LEARNING OBJECTIVES

1. Differentiate between the concepts of sex, gender and sexuality as socially produced, historically contingent phenomena;
2. Identify areas of overlap and discord between sexuality studies and feminist theory;
3. Analyze the legal, religious, social and economic frameworks in which these phenomena are produced;
4. Apply the concepts learned in class in the analysis of representations of sexual categories in popular culture;
5. Demonstrate analytical thinking skills in the preparation of an oral presentation and facilitation of a class discussion on an assigned reading;
6. Participate in debate and discussion on the assigned reading materials for the course;
7. Collaborate with colleagues on group assignments requiring the formulation of a critique of assigned reading;
8. Prepare a final research paper involving the conducting of independent research, the articulation of a research question and the application of concepts learned in class.

COURSE READINGS

Textbook

There is no required textbook for the course. All required readings will be available through the course Canvas site.

Films

All films will be available to stream through the course Canvas site.

After Stonewall. Dir. John Scagliotti. First Run Features, 1999.

Fire. Dir. Deepa Mehta. Zeitgeist Films, 1996.

Paris is Burning. Dir. Jennie Livingston. Miramax, 1990.

Out in the Night. Dir. Blair Dorosh-Walther. The Fire This Time, 2015.

Articles and Chapters

Butler, Judith. "Imitation and Gender Insubordination." *Inside/Out: Lesbian Theories, Gay Theories*. New York: Routledge, 1991. 13-31.

Chateauvert, Melanie. "The Revolution is Finally Here!". *Sex Workers Unite: A History of the Movement From Stonewall to SlutWalk*. Boston: Beacon Press, 2013. 8-21.

D'Emilio, John. "Homosexuality and American Society: An Overview." *Sexual Politics, Sexual Communities*. Chicago: University of Chicago Press, 1983. 9-22.

Dow, Bonnie. "Ellen, Television and the Politics of Gay and Lesbian Visibility." *Critical Studies in Media Communications* 18.2 (2001): 123-140.

Duggan, Lisa. "Censorship in the Name of Feminism." *Feminism and Censorship*. Eds. Gail Chester and Julianne Dickey. Dorset, UK: Prism Press, 1988. 76-86.

Ford, Chandra L. "Black Sexuality, Social Construction, and Research Targeting 'The Down Low' ('The DL')." *The Annals of Epidemiology* 17.3 (2007): 209-216.

Foucault, Michel. "We 'Other Victorians'." *The History of Sexuality*. New York: Vintage, 1990. 1-14.

Gopinath, Gayatri. "Local Sites, Global Contexts: The Transnational Trajectories of Deepa Mehta's *Fire*." *Queer Globalizations: Citizenship, Sexualities and the Afterlife of Colonialism*. Eds. Arnaldo Cruz Malave and Martin Manalansan. New York: New York University Press, 2002. 149-161.

Halberstam, J. "An Introduction to Female Masculinity: Masculinity without Men." *Female Masculinity*. Durham: Duke University Press, 1998. 1-44.

Ingraham, Chrys. "McBride Meets McDreamy: Television, the Internet, and Popular Film." *White Weddings: Romancing Heterosexuality in Popular Culture*. New York: Routledge, 2008. 169-218.

Jackson, Stevi. "Heterosexuality, Power and Pleasure." *Feminism and Sexuality: A Reader*. Eds. Stevi Jackson and Sue Scott. New York: Columbia University Press, 1996. 175-181.

Kessler, Susan J. "The Medical Construction of Gender." *Lessons from the Intersexed*. Piscataway N.J.: Rutgers University Press, 1998. 12-32.

Kimmel, Michael S. "Masculinity as Homophobia." *Theorizing Masculinities*. Eds. Harry Brod and Michael Kaufmann. Thousand Oaks, CA: Sage Publications, 1994. 119-141.

Lorde, Audre. "Age, Race, Class and Sex: Women Redefining Difference." *Sister Outsider: Essays and Speeches by Audre Lorde*. New York: Crossing Press, 1984. 114-123.

Rich, Adrienne. "Compulsory Heterosexuality and Lesbian Existence." *Feminism and Sexuality: A Reader*. Eds. Stevi Jackson and Sue Scott. New York: Columbia University Press, 1996. 130-143.

Ross, Marlon B. "Beyond the Closet as a Raceless Paradigm." *Black Queer Studies: A Critical Anthology*. Eds. E. Patrick Johnson and Mae G. Henderson. Durham: Duke University Press, 2005. 161-189.

Sedgwick, Eve Kosofsky. "Queer and Now." *Tendencies*. Durham: Duke University Press, 1-20.

Seidman, Steven. "The Social Construction of Sexuality: An Interview with Jeffrey Weeks." *Introducing the New Sexuality Studies*. Eds. Steven Seidman, et al. New York: Routledge, 2011. 14-20.

Seidman, Steven. "Transsexual, Transgender and Queer: Interview with Viviane Namaste." *Introducing the New Sexuality Studies*. Eds. Steven Seidman, et al. New York: Routledge, 2011. 180-187.

Smith, Barbara. "Homophobia, Why Bring it Up?" *The Lesbian and Gay Studies Reader*. Eds. Henry Abelove et al. New York: Routledge, 1993. 99-102.

Wittig, Monique. "One is Not Born a Woman." *The Lesbian and Gay Studies Reader*. Eds. Henry Abelove et al. New York: Routledge, 1993. 103-109.

Yep, Gust A. "From Homophobia and Heterosexism to Heteronormativity: Toward the Development of a Model of Queer Interventions in the University Classroom." *Journal of Lesbian Studies* 6.3/4 (2002): 163-176.

COURSE ASSIGNMENTS AND GRADING CRITERIA

Reading Questions and Discussion Board

Each module contains two reading questions to be answered in essay format. Responses should be 200-300 words in length. Students are also required to post a minimum of **two times** to the discussion board during the course of each module. Each post should be between 200-300 words in length. The first post should be made by Thursday of each week, and the second post, which should be a response to a classmate's post, should be completed by Saturday of each week.

Mid-term Assignment

The mid-term assignment consists of two essay questions whose responses should be between 450-600 words in length. It is due July 1.

Final Paper Outline and Annotated Bibliography

An outline for the final research paper and an annotated bibliography of four scholarly sources is due July 16.

Final Paper

A final research paper of 6-8 double-spaced pages is due July 30.

Grading Scheme

93 - 100 % = A
90 - 92 % = A-
87 - 89 % = B+
83 - 86 % = B
80 - 82 % = B-
77 - 79 % = C+
73 - 76 % = C
70 - 72 % = C
67 - 69 % = D+
60 - 66 % = D
Below 60 % = F

COURSE SCHEDULE

This course begins with an Orientation and is divided into 8 modules. Below is an outline for the Orientation and each module. Each Module will be released on a weekly basis every Sunday at 11:59 pm (ET). Students are required to move through each module in sequential order.

ORIENTATION: Opens May 28

The orientation provides an overview of the course and introduces you to your instructor and peers. You will also learn about the technology requirements and where to get support.

MODULE 1: June 6 - June 12

MODULE 2: June 13 - June 19

MODULE 3: June 2 - June 26

MODULE 4: June 27 - July 3

MODULE 5: July 4 - July 10

MODULE 6: July 11 - July 17

MODULE 7: July 18 - July 24

MODULE 8: July 25 - July 29

INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate with your professor and classmates regularly via email, discussion boards, and other platforms.
2. Navigate the internet using a web browser (note that certain tools may require a specific browser).
3. Use office applications such as Microsoft Office or Google Docs to create documents..
4. Submit assignments in Canvas.
5. Upload and download saved files (including text, audio, and video).
6. Stream films via the Canvas site.
7. Attend office hours via Zoom, as needed.

Computer Requirements

- You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.
- *You will also need an internal or external microphone and camera to complete this course.* While you can use any browser to access Canvas please note that some tools only work with certain browsers (e.g., Proctorio only works with Chrome).

The minimum requirements needed to use Canvas can be found in this [Canvas guide](#).

COURSE POLICIES AND EXPECTATIONS

Student Expectations

This course consists of 8 modules. You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. Students are expected to actively participate in discussions with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted. In order to get full credit for participation, you will have to complete all of your module assignments and assignments on time.

Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately 10-12 hours per week on course work, including completing readings, watching lectures, engaging in discussion with peers and preparing for assignments.

Communication Expectations

Communication with Peers

You will be expected to engage with your peers via the discussion board on a regular basis.

Communication with Professor

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

ACCOMMODATIONS

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge.

Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; to live out a commitment to integrity in all my words and actions; to be honest in every academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All

students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](#).

SUPPORT SERVICES

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](#) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- [Academic Resource Center](#)
202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
(202) 687-4798

Sexual Misconduct

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking. Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault.

Please also note that University policy also requires faculty to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

- Jen Schweer, MA, LPC
Associate Director of Health Education Services for Sexual Assault Response and Prevention
(202) 687-0323 | jls242@georgetown.edu
- Erica Shirley
Trauma Specialist

Counseling and Psychiatric Services (CAPS)
(202) 687-6985 | els54@georgetown.edu

More information about campus resources and reporting sexual misconduct are available on [this](#) website.

Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the [Title IX website](#).

Georgetown Library

If you have a question for a librarian you can go to their [“Ask Us”](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

Learning Resources

Georgetown offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- [The Writing Center](#) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.

- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).

For technical assistance with other tools used in this course, click on links below:

- [TurnItIn](#)
- [Zoom](#)
- [Google Apps](#)