PHIL 1362: Race, Sexuality, and Class
Dr. Cory Wimberly
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Fall 2017
Office Hours: Thursday 12:15-2:15pm, ELABS 363;
Tuesday electronically, time TBA

Textbook and/or Resource Material
All readings and assignments will be available online.

Course Description and Prerequisites
This course looks at how race, sexuality, and class shape society and human lives. Our primary focus will be on their appearance as racism, sexism, homophobia, and classism. Some of the questions we will ask will be:
• What are race, sexuality, and class?
• What factors lead to the appearance of racial, sexual, and class differences?
• How do race, sexuality, and class interact to shape individuals and society?
• What are racism, sexism, and classism?
• What can be done to mitigate the ill effects of racism, sexism, and classism?

One of the real strengths of this class is that it deals with the social sciences as a whole and not just from the perspective of a particular discipline. We will use readings from all most all the disciplines of the social sciences and we will stand back and ask what makes social scientific research ‘social scientific’ in a collective sense: what are the methodological presuppositions that unite and connect the social sciences? Students will have the chance to be introduced to many of the disciplines and discuss what links them together around the key concepts of race, sexuality, and class. As such, this course will be an excellent introduction to the social sciences research and methodology. We will also seek to answer these questions about social scientific research, specifically as it pertains to race, class, and gender:
• What are the main elements of social scientific research?
• What is quantitative research?
• What is qualitative research?
• How can we judge the quality of the research?

What You Will Learn in this Course:
When you are finished with this course, you should be able to:
• Define race, sexuality, and class as well as racism, sexism, and classism.
• Cite basic facts about how race, sexuality, and class impact lives both historically and today.
• Explain how race, sexuality, and class have contributed to who you are and where you are at in life.
• Explain how race, sexuality, and class have impacted your community.
• Critically evaluate statements made by politicians, the mass media, friends, and family for racist, sexist, and classist bias.
• Define the main components of social scientific research.
• Evaluate social scientific research for its quality.
• Be able to translate your learning into concrete action in the community to improve it.

Core Curriculum Requirements
This course satisfies the 080 Social and Behavioral Sciences core requirement.

Grading Policies
Grades will be assigned as follows: A 100-90, B 89.99-80, C 79.99-70, D 69.99-60, F 59.99-0.
The following items will make up the final grade:
Weekly Reading Quizzes 20%
Weekly Lecture Quizzes 20%
Controversy Essay 20%
Service Learning Project Presentation 20%
Office Hours
Office hours will be held in person and online. Normal in person office hours will be held Thursdays 12:30-2:15pm. Tuesdays, I will be available online for 1 hour, time TBA based on when the most students are available. You can click on the link on your Blackboard course page, ‘Online txt Office Hours’ for text/chat based help during this time. You can also reach me during office hours at Google Hangouts. There we can text chat or do video chat. Simply invite professorwimberly@gmail.com to text or video chat. Further instruction will be given in class.

Attendance
Students are allowed three absences. Each absence beyond three will result in the loss of 10% of the final grade. Tardiness, at the instructor’s judgement, can be counted as absences. Normally, the only absences that will be excused are these: officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence for approval. Students should contact the professor if they believe their case merits special consideration (e.g. long term hospitalization). Otherwise, students should plan wisely with the three absences they are granted for sickness, family emergencies, and car problems.

Electronic Devices
No electronic devices will be permitted in this class. This includes not only the use of electronic devices but also the visible, audible, or implied existence of them. Any evidence (including audible or visible) of electronic devices will result in a marked absence from the course. Remember that any absence over 3 will result in the loss of 10% of the final grade.

UTRGV Policy Statements

STUDENTS WITH DISABILITIES:
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:
Fall 2017 Module 1 Oct. 5 – Oct. 11
Fall 2017 Module 2 Nov. 29 – Dec. 5
Fall 2017 (full semester) Nov. 15 – Dec. 6

SCHOLASTIC INTEGRITY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly
enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:**
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.