

**Blackness, Sex, & Power**  
AFR 345F (31240) / ANTH 324L 48 (32170) / WGS 340 52 (45605)

**Course Description:**

This multi-disciplinary course examines sexuality, blackness, and power through lectures and readings from and about people of African descent in the Caribbean, Latin America, Africa, and the United States. We will use Black Feminist, Queer, and Afro-Diasporic theories, to analyze and understand the place of blackness in processes of sexuality and power in contemporary popular cultural images/events/videos. The focus of the course will be contestations of power through discipline and resistance with regard to sexuality understood from various theoretical and methodological angles across black geographies. (For details see learning goals for each class day)

**Learning Objectives:**

Students will be able to analyze current popular media and visual culture using theories about power and sexuality in the African diaspora and apply this knowledge by demonstrating what they have learned in their multimedia presentation, quizzes, class discussion, and final essay.

**Assignments:**

**Participation:** your participation will be scored based on an amalgamation of your participation during class discussions and your attendance. This is a discussion-based course and you are expected to do the readings, watch the audio-visual materials presented, listen to lecture, and to discuss the ideas presented during class. You are expected to contribute informed opinions based on a close reading of the course materials and engagement with the themes of the course. Sharing your personal opinions, while important, should not constitute the bulk of informed discussion in the class.

**Attendance:** Each student is required to attend *every* class session and give their undivided attention. Students should attend every class session ready to interact with the professor and your classmates. More than four unexcused absences during the term will result in a reduction of one

grading unit from the overall course grade for each class missed (A -> A-, B+ -> B, etc.).

**Students who acquire seven or more unexcused absences will receive a failing grade.**

**Excessive tardiness will be counted as an absence. Leaving class early, without first informing the professor, will also be counted as an absence.** Attendance will be taken for each class by way of a sign-in sheet.

**Quizzes:** There will be two quizzes throughout the semester that will assess you on the content, arguments, and theories in the reading as well as information from the lecture. These quizzes will be a general assessment of the readings and lectures.

**Leading discussion:** Each student will be given one day to lead class discussions. This involves introducing the reading, providing a short summary of the reading, the main theoretical implications, some examples that possibly refute or support these theories/ideas/arguments either from your own experience or in the mass media/history. You should create analytically complex thought-provoking questions based off each reading that week that help to create class discussion. These sessions will be assigned. Students may exchange dates, but must inform the professor of this change at least one week prior to the facilitation. You **DO NOT NEED** to make a power point presentation to facilitate the class discussion but having one is encouraged. Students will receive a grade for these facilitations. Each review day I will go over the readings from that week and go over anything that might have been missed or needed to be repeated.

**Two-part final assignment: is 1) a final presentation and 2) a final essay. The final essay builds on the work done in the presentation.**

**Short power point Presentation:** I will give more information in class here is a baseline:

- Students will **explore the role that race, gender, sex/sexuality, and power play in one** current or historical event/image/video of their choice (the event/image/video **cannot be one used in class**).
  - The current or historical event/image/video can be from anywhere in the world.
  - The event/image/video does not necessarily have to be directly or obviously be about sex/sexuality or blackness but your analysis should be able to explain why or how it can be related to blackness, sex/sexuality, gender, and power. (You will have had a lot of practice throughout the semester so you should have a good idea of how to do this by the end of the semester.)
  - You should pick **one or two** theories that allow you to make a strong argument or analysis about the role of sex/sexuality, blackness, gender, and power.
- The presentation will be presented to the class in the last 5 days of class.

- Structure of Presentation: Presentations should be at least 5 **minutes long** and no longer than 7 minutes.
  - Content of the presentation: A title slide, a theory slide where you introduce the theories/ideas/arguments you are using and the authors, a slide that explains each theory, a slide that presents the image/video/event, and an analysis slide that details how these one or two theories/ways of knowing/arguments/ideas explain the role of race, gender, sexuality, and power in the event/image/video.

**Final essay:** Write a minimum **double spaced 5-page** paper (12 font Times New Roman) that explores at least 3 three different current or historical events/images/videos to make an overall argument about the way that power, blackness, gender, and sex/sexuality play a role. The goal of this essay is to get students to make one cohesive formal argument throughout a paper using different events/images/videos. This means that students can also use these events/images/videos to disagree and/or reflect on the theory they are engaging in responsible and provocative ways.

- One of your images/videos/current or historical events can be from the short presentation.
- These events can be drawn from anywhere in the world. You should use at least one theory from reputable journals, articles, and books to make this argument.
- You cannot use an image/video/current event already used and explored in the class.
- **You can use only one theory from course readings BUT if you want an excellent paper pull two or more theories together to make a more complex argument. If you use more than one theory/argument/idea, one has to come from course readings.**
- The three current or historical events/images/videos that you choose do not have to be related but your overall argument should be applied to all three. For example, if you are trying to show how country music relies on stereotypes of black male hypersexuality to sell songs. Then you would use three different events/images/videos that demonstrate that and explain how those three events/images/videos show proof that country music is commodifying the trope of the black hypersexual male.

## REQUIRED TEXTS

All required readings, films and other texts can be accessed through the syllabus by clicking on the URL under each reading.

***\*Please note for all assignments:***

***\* Late quizzes, presentations, and final papers will be penalized for every day they are late*** (i.e. A -> A- if one day late, A -> B+ if two days late, etc.). Students are required to ***proofread*** their material prior to submission (ideally, someone else will also read the material for grammatical/spelling/flow errors your eyes might miss). Materials that show evidence of not having been proofread will be returned and marked late. Extensions may be considered only under extenuating circumstances and in emergency situations. When possible, advance notice is encouraged and documentation will be required.

\* For assistance with cultivating your ideas, outlining your written work and tips on proofreading/editing your writing, please make an appointment at the *University Writing Center*: [www.uwc.utexas.edu](http://www.uwc.utexas.edu)

\* Students are expected to comply with the University of Texas **Honor Code** and its standards of academic integrity:

<https://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

<https://deanofstudents.utexas.edu/conduct/academicintegrity.php>

It is each student's responsibility to become familiar with this code and these university- wide standards; ignorance will be unacceptable as an excuse for violations. All written assignments may be scanned for plagiarism.

\* Students with disabilities may request appropriate academic accommodations from the University. To determine if you qualify, please contact the coordinating office at (512) 471-6259 (voice), [access@austin.utexas.edu](mailto:access@austin.utexas.edu) or <https://diversity.utexas.edu/disability/>

**Students registered in this course as a PASS/FAIL must complete all required assignments.**

### **Course Grade Percentages**

Participation	20 %
(2) Quizzes	20 %
Discussion facilitation	20 %
Part 1 of final - Presentation	15 %
Part 2 of final - Essay ( <b>due 5/1</b> )	25 %
TOTAL	100 %

*Points to letter grades for final grade:*

A = 94-100 pts.	A- = 90-93 pts.	B+ = 87-89 pts
B = 84-86 pts.	B- = 80-83 pts.	C+ = 77-79 pts.
C = 74-76 pts.	C- = 70-73 pts.	D+ = 67-69 pts.
D = 64-66 pts.	D- = 60-63 pts.	F = 0-59 pts.

Please note that this is an upper-level undergraduate course and your success in this course depends on close reading and engagement with the texts (readings, films, audio recordings, and videoclips posted to Canvas), as well as active participation in class discussions. You will be responsible for checking the Canvas course site regularly for class work, additional texts, updates to the syllabus and announcements.

### **Email**


Please allow two business days for a response to emails sent to the professor. Your email communication with me should be kept professional. Therefore indicate your course name (Requesting help with Sex and Power in the African Diaspora) in the subject heading and use a formal salutation, i.e. Dr. Gordon-Garth, rather than “Hey” or nothing at all.

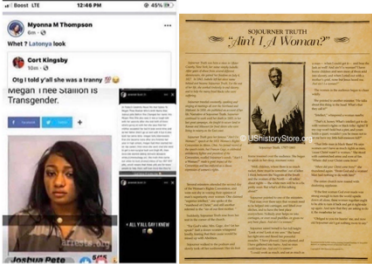
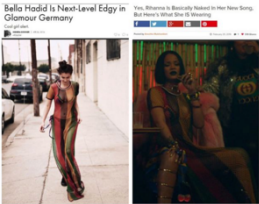

### **Grading Policy**



Papers must be submitted to canvas. Your papers must be typed, double-spaced in 12- point font (Times New Roman). Follow a style guide for citations and your bibliography. Please keep copies of your papers. Late assignments will be subject to a per day late penalty and will not be accepted three weeks after the due date. Extensions will be granted only in exceptional circumstances.

**PLEASE NOTE:** If you feel that there is a problem with your grade on one of the assignments, you must write one paragraph and send it to me by email explaining the error. Then come to my office hours to meet with me for grade reconsideration. You must allow at least one week for grade reconsideration. Re-grading can only be done by this method. Grade changes cannot be discussed over email. Please do not approach me during class time to discuss grade changes.



### **Class schedule - Schedule of Lectures, Readings, and Activities**


Date & Learning goal	Readings/activities/videos	Due /learning goal
	<b><u>INTRODUCTION</u></b>	
January 17 <sup>th</sup> Wednesday  Goal = Go over syllabus	Introduction to the class, rundown of class topics, review of the Syllabus, decisions made on how to implement review and discussion classes	
January 19 <sup>th</sup> Friday	<p>-Students will get assigned dates to facilitate discussion</p> <p>- No required reading. We will cover the main ideas of these two texts:</p> <p>(Suggested Reading) 1. Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things by Ann Stoler:  <a href="https://patriciolepe.files.wordpress.com/2012/05/ann-laura-stoler-race-and-the-education-of-desire-foucault-s-history-of-sexuality-and-the-colonial-order-of-things-1995.pdf">https://patriciolepe.files.wordpress.com/2012/05/ann-laura-stoler-race-and-the-education-of-desire-foucault-s-history-of-sexuality-and-the-colonial-order-of-things-1995.pdf</a></p> <p>Foucault the History of Sexuality:  <a href="https://suplaney.files.wordpress.com/2010/09/foucault-the-history-of-sexuality-volume-1.pdf">https://suplaney.files.wordpress.com/2010/09/foucault-the-history-of-sexuality-volume-1.pdf</a></p>	<p><b>Learning goal:</b></p> <p>Power as a social process from a <u>Foucauldian</u> perspective and its intersection with sexuality.</p>
	<b><u><i>Black Women, Sexuality, Gender, and the Plantation</i></u></b>	
<p>January 22<sup>nd</sup> Monday</p> <p>Image set 1:</p> 	<p>*7 pgs</p> <p>The Belly of the World: A Note on Black Women's Labors Saidiya Hartman</p> <ul style="list-style-type: none"> <li><a href="https://uwethicsofcare.gws.wisc.edu/wp-content/uploads/2019/11/Hartman_The-Belly-of-the-World-A-Note-on-Black-Women-s-Labors.pdf">https://uwethicsofcare.gws.wisc.edu/wp-content/uploads/2019/11/Hartman_The-Belly-of-the-World-A-Note-on-Black-Women-s-Labors.pdf</a></li> </ul>	<p><b>Learning Goal:</b></p> <p>Students will understand how the rape of black women sits at the center of racial capitalism.</p>



<p><b>January 24<sup>th</sup></b> Wednesday - Image set 2:</p> 	<p>*18 pgs</p> <p>Spillers, H.J., 2022. Mama's baby, papa's maybe: An American grammar book. In <i>The transgender studies reader remix</i> (pp. 93-104). Routledge.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.jstor.org/stable/464747?seq=12">https://www.jstor.org/stable/464747?seq=12</a></li> </ul>	<p><b>Learning goal:</b> Students will explore the contemporary and historical manifestation of the ungendering of black people during slavery and its effect on black people's sexuality.</p>
<p><b>Jan 26<sup>th</sup></b> Friday</p>	<p>Reading and Discussion</p>	
	<p><b><u>The Stereotype and Commodification of Black Women's Hypersexuality</u></b></p>	
<p><b>Jan 29<sup>th</sup></b> Monday</p> 	<p>*21 pgs</p> <p>Rahier, J.M., 2012. Hypersexual Black Women in the Ecuadorian 'Common Sense' An Examination of Visual and Other Representations. <i>Civilisations</i>, 60(1), pp.59-80.</p> <ul style="list-style-type: none"> <li>• <a href="https://journals.openedition.org/civilisations/2743#text">https://journals.openedition.org/civilisations/2743#text</a></li> </ul>	<p><b>Learning goal:</b> Students will explore contemporary and historical manifestations of how stereotypes of black hypersexuality affect black people in the African diaspora.</p>
<p><b>Jan 31<sup>st</sup></b> Wednesday Image set 3:</p> 	<p>*14 pgs</p> <p>Alexandra Sastre (2014) Hottentot in the age of reality TV: sexuality, race, and Kim Kardashian's visible body, <i>Celebrity Studies</i>, 5:1-2, 123-137</p> <ul style="list-style-type: none"> <li>• <a href="https://www-tandfonline-com.ezproxy.lib.utexas.edu/doi/full/10.1080/19392397.2013.810838">https://www-tandfonline-com.ezproxy.lib.utexas.edu/doi/full/10.1080/19392397.2013.810838</a></li> </ul>	<p><b>Learning goal:</b> How stereotypes of black women's hypersexuality have been commodified by whites for profit in the United States contemporarily.</p>
<p><b>Feb 2<sup>nd</sup></b> Friday</p>	<p>Review and Discussion</p>	
<p><b>Feb 5<sup>th</sup></b> Monday  Image set 4:</p>	<p>* 11 pgs</p> <p>"Labor Stratification in Desire Industries: Colorism, Citizenship, and Erotic Capital" in Brooks, S., 2010. <i>Unequal desires: Race and erotic capital in the stripping industry</i>. Suny Press. P 87- 98.</p>	<p><b>Learning goal:</b> Students will understand how race and colorism effect black women's erotic</p>


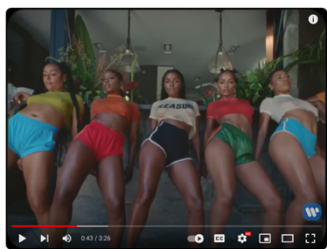

<p>IGGY AZALEA CLAPS BACK AT "BLACKFISHING" CLAIMS AFTER SHE DROPS NEW MUSIC VIDEO, 'I AM THE STRIP CLUB'</p> 	<ul style="list-style-type: none"> <li><a href="https://ebookcentral.proquest.com/lib/utx/reader.action?docID=3407237&amp;ppg=5&amp;pq-origsite=primo">https://ebookcentral.proquest.com/lib/utx/reader.action?docID=3407237&amp;ppg=5&amp;pq-origsite=primo</a></li> </ul>	<p>capital and the ways that contemporary white women have profited off this difference.</p>
	<p><b><u>Blackness, BDSM, and the Porn industry</u></b></p>	
<p>Feb 7<sup>th</sup> Wednesday</p>	<p>*37 pgs</p> <p><u>Ho Theory: Black Female Sexuality at the Convergence of Hip Hop and Pornography</u></p> <p>in A taste for brown sugar by Miller-Young . Pg 142-179</p> <ul style="list-style-type: none"> <li><a href="https://ebookcentral.proquest.com/lib/utx/reader.action?docID=1813586">https://ebookcentral.proquest.com/lib/utx/reader.action?docID=1813586</a></li> </ul>	<p><b>Learning goal:</b> Students will learn about the porn industry and rap culture's role in the creation of the image of black women as "hoes."</p>
<p>Feb 9<sup>th</sup> Friday</p> <p>Video set 5:</p> 	<p>The Fetish Revisited: Objects, Hierarchies, and BDSM with J. Lorand Matory [transcript]</p> <ul style="list-style-type: none"> <li><a href="https://www.religiousstudiesproject.com/transcript/the-fetish-revisited-objects-hierarchies-and-bdsm-with-j-lorand-matory-transcript/">https://www.religiousstudiesproject.com/transcript/the-fetish-revisited-objects-hierarchies-and-bdsm-with-j-lorand-matory-transcript/</a></li> </ul>	<p><b>Learning goal:</b> Students will learn about BDSM, its historical roots in chattel slavery, the fetishization of hierarchies, and contemporary ways that the music industry has popularized these.</p>
	<p><b><u>Black Men, Sexuality, and Hip Hop Culture</u></b></p>	
<p>Feb 12<sup>th</sup> Monday</p> <p>Video set 6:</p>	<p>8 pgs</p> <p>Baldwin, D., 2008. Pimps Up, Hoes Down?: The Amazing Misadventures of Blackface Masculinity. <i>AmeriQuests</i>, 6(1). 1-8</p> <ul style="list-style-type: none"> <li><a href="https://www.ameriquests.org/index.php/ameriquests/article/view/140/156">https://www.ameriquests.org/index.php/ameriquests/article/view/140/156</a></li> </ul>	<p><b>Learning goals:</b> How one form of black male masculinity relies on the domination of black women</p>





		<p>and the ways that popular culture popularizes this particular form of masculinity.</p>
<p>February 14<sup>th</sup> Wednesday</p>	<p>Homolateral Masculinity &amp; Hip Hop Culture by <i>Moya Bailey</i></p> <ul style="list-style-type: none"> <li>• <a href="https://www.researchgate.net/publication/263725911_Homolateral_Masculinity_Hip_Hop_Culture">https://www.researchgate.net/publication/263725911_Homolateral_Masculinity_Hip_Hop_Culture</a></li> </ul>	<p><b>Learning goal:</b> Students will learn about Homo-latent social relationships between men in contemporary hip-hop culture and its manifestations.</p>
<p>February 16<sup>th</sup> Friday</p>	<p><b>Review and Discuss</b></p>	
	<p><b><i><u>Black Women's Sexuality and Discipline (the family and the state)</u></i></b></p>	
<p>Feb 19<sup>th</sup> Monday</p>	<p>*40 pgs</p> <p>The Politics of "Being Too Fast": Policing Urban Black Adolescent Female Bodies, Sexual Agency, Desire, and Academic Resilience 2012 <i>Stevenson, Stephanie Y</i> pg 1 – 40</p> <ul style="list-style-type: none"> <li>• <a href="https://escholarship.org/uc/item/3n68t1b2">https://escholarship.org/uc/item/3n68t1b2</a></li> </ul>	<p><b>Learning goal:</b> Students will understand the state and family's discipline of young black women's sexuality in Jamaica and the United States and its popular culture manifestations.</p>
<p>Feb 21<sup>st</sup> Wednesday</p> <p>Image set 7:</p> 	<p>Thomas, D.A., 2006. Public bodies: virginity testing, redemption songs, and racial respect in Jamaica. <i>Journal of Latin American Anthropology</i>, 11(1), pp.1-31.</p> <ul style="list-style-type: none"> <li>• <a href="https://anthropology.sas.upenn.edu/sites/www.sas.upenn.edu/anthropology/files/page/Public%20Bodies.pdf">https://anthropology.sas.upenn.edu/sites/www.sas.upenn.edu/anthropology/files/page/Public%20Bodies.pdf</a></li> </ul>	<p><b>Learning goal:</b> The state and family's discipline of young black women's sexuality in Jamaica and the United States and contemporary popular culture manifestations</p>

Feb 23 <sup>rd</sup> Friday	<u>Review and Discussion</u>	
Feb 26 <sup>th</sup> Monday  Video set 8:  	<p style="text-align: center;">*pg 16</p> <p>Bhana, D., 2016. Virginity and virtue: African masculinities and femininities in the making of teenage sexual cultures. <i>Sexualities</i>, 19(4), pp.465-481.</p> <ul style="list-style-type: none"> <li>• <a href="https://journals-sagepub-com.ezproxy.lib.utexas.edu/doi/full/10.1177/1363460715613298">https://journals-sagepub-com.ezproxy.lib.utexas.edu/doi/full/10.1177/1363460715613298</a></li> </ul>	<p><b>Learning goal:</b></p> <p>The role of virginity in the development of young black women and men' sexual cultures in South Africa.</p>
Feb 28 <sup>th</sup> Wednesday	<p style="text-align: center;">*17 pgs</p> <p>Leath, S., Pittman, J.C., Grower, P. and Ward, L.M., 2020. Steeped in shame: An exploration of family sexual socialization among Black college women. <i>Psychology of women quarterly</i>, 44(4), pp.450-467.</p> <ul style="list-style-type: none"> <li>• <a href="https://journals.sagepub.com/doi/full/10.1177/0361684320948539?casa_token=YjvNLhMdbwAAAAA%3AS4KHBO_g-8f-KMrv0MIYxJJP1nMxZcYk2M6q0jvvcXnONis4hO7hlWOaONCBtujQoY41lWc1MXk">https://journals.sagepub.com/doi/full/10.1177/0361684320948539?casa_token=YjvNLhMdbwAAAAA%3AS4KHBO_g-8f-KMrv0MIYxJJP1nMxZcYk2M6q0jvvcXnONis4hO7hlWOaONCBtujQoY41lWc1MXk</a></li> </ul>	<p><b>Learning goal:</b></p> <p>Shame and its role in the discipline of young black women's sexuality in the United States</p>
March 1 <sup>st</sup> Friday	<u>Review and Discussion</u>	<b>Quiz #1 due by midnight</b>
	<u><b><i>Sexual Racism in Interracial Attraction</i></b></u>	
March 4 <sup>th</sup> Monday	<p style="text-align: center;">*20 pages</p> <p>Silvestrini, M., 2020. "It's not something I can shake": The effect of racial stereotypes, beauty standards, and sexual racism on interracial attraction. <i>Sexuality &amp; Culture</i>, 24(1), pp.305-325.</p>	<p><b>Learning goal:</b></p> <p>Students will explore contemporary and historical examples of how interracial relationships are affected by racial stereotypes and</p>

	<ul style="list-style-type: none"> <li>• <a href="https://www.proquest.com/docview/2278322600?sourcetype=Scholarly%20Journals">https://www.proquest.com/docview/2278322600?sourcetype=Scholarly%20Journals</a></li> </ul>	power differentials
<p>March 6<sup>th</sup> Wednesday</p> <p>Image set 9: Thomas Jefferson and Sally Hemings</p> 	<p>* 3 pgs</p> <p>Diamond, L.M., 2004. Emerging perspectives on distinctions between romantic love and sexual desire. <i>Current directions in psychological science</i>, 13(3), pp.116-119.</p> <ul style="list-style-type: none"> <li>• <a href="https://ezproxy.lib.utexas.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN=13030649&amp;site=ehost-live">https://ezproxy.lib.utexas.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN=13030649&amp;site=ehost-live</a></li> </ul>	<p><b>Learning goal:</b></p> <p>Students will explore contemporary and historical examples of how interracial relationships are affected by racial stereotypes and power differentials.</p>
March 8 <sup>th</sup> Friday	Review and Discussion	
	<b><u>Black Men and Stereotypes of Hypersexuality</u></b>	
<p>March 18<sup>th</sup> Monday</p> <p>Video set 10:</p> 	<p>*2 pgs</p> <p>1. The Ventriloquism of Blackness: A Critical Discourse Analysis of Digital Blackface and the Performance of Blackness on TikTok by Ladd, Aubra H (only page 12 – 14)</p> <ul style="list-style-type: none"> <li>• <a href="https://www.proquest.com/docview/2818556605?pq-origsite=gscholar&amp;fromopenview=true&amp;sourcetype=Dissertations%20&amp;%20Theses">https://www.proquest.com/docview/2818556605?pq-origsite=gscholar&amp;fromopenview=true&amp;sourcetype=Dissertations%20&amp;%20Theses</a></li> </ul> <p>*24 pgs</p> <p>2. pg 122 – 144 starting with the section entitled The Mechanics of Cinema and ending when the section called The Rebirth of a Nation begins</p> <ul style="list-style-type: none"> <li>• <a href="https://ueaeprints.uea.ac.uk/id/eprint/60782/1/What_Is_It_-_Full.pdf">https://ueaeprints.uea.ac.uk/id/eprint/60782/1/What_Is_It_-_Full.pdf</a></li> </ul>	<p><b>Learning goal:</b></p> <p>Historical and Contemporary Black face and Digital blackface in the United States and the Commodification of black male hypersexuality</p>
	<b><u>The Carnavalesque, Sexuality, and Blackness</u></b>	
March 20 <sup>th</sup> Wednesday		<b>Learning goal:</b>

<p>Video set 11:</p> 	<p>Passages from Chapter 5 Creole San Jerónimo: Respectability and Sexual Panic pg 148 - 178 in Gordon-Ugarte, I.E., 2022. “She Too ‘Omanish’”: Young Black Women’s Sexuality and Reproductive Justice in Bluefields, Nicaragua.</p> <ul style="list-style-type: none"> <li>• <a href="https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=5807&amp;context=gc_etds">https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=5807&amp;context=gc_etds</a></li> </ul>	<p>The carnivalesque “recreation” of the master’s domination of black women’s sexuality in Chattel slavery by contemporary black women in popular culture.</p>
<p>March 22<sup>nd</sup> Friday</p>	<p>Review and Discussion</p>	
	<p><u><i>Queer sexuality</i></u></p>	
<p>March 25<sup>th</sup> Monday</p> <p>Video set 12:</p>  <p>Janelle Monáe - Lipstick Lover [Official Music Video]</p>	<p>*27 pgs</p> <p>Introduction: Brown Jouissance and Inhabitations of the Pornotrope in <u>Sensual Excess: Queer Femininity and Brown Jouissance</u>, 2018, pp. 1-26 (27 pages)</p> <ul style="list-style-type: none"> <li>• <a href="https://www-jstor-org.ezproxy.lib.utexas.edu/stable/j.ctvwrn5ws.3">https://www-jstor-org.ezproxy.lib.utexas.edu/stable/j.ctvwrn5ws.3</a></li> </ul>	<p><b>Learning goal:</b></p> <p>New creations and resistance through the representation of black women’s queer sexuality in contemporary popular media.</p>
<p>March 27<sup>th</sup> Wednesday</p> <p>Video set 13:</p> 	<p>Review and discussion we will be Watching Boondocks episode “Pause” in class</p> <ul style="list-style-type: none"> <li>• <a href="https://youtu.be/gN0NebUQofY?si=jwsYWTlffQ_eNbxyresp">https://youtu.be/gN0NebUQofY?si=jwsYWTlffQ_eNbxyresp</a></li> </ul>	<p><b>Learning goals:</b></p> <p>Students will learn about the misrepresentation of black sexualities in the media.</p>
<p>March 29<sup>th</sup> Friday</p>	<p>Review and Discussion</p>	
<p>April 1<sup>st</sup> Monday</p> <p>Image set 14:</p>	<p>(Mis)Representing Black Sexualities: Madea Versus Madukes<sup>[SEP]</sup> Amber Johnson / <i>Prairie View A&amp;M University</i></p> <ul style="list-style-type: none"> <li>• <a href="https://www.flowjournal.org/2012/11/misrepresenting-black-sexualities/">https://www.flowjournal.org/2012/11/misrepresenting-black-sexualities/</a></li> </ul>	<p><b>Learning goals:</b></p> <p>Students will learn about the misrepresentation of black sexualities in the media.</p>

		
<p>April 3<sup>rd</sup> Wednesday</p>	<p>*15 pgs</p> <p>Ferguson, R.A., 2005. Race-ing homonormativity: Citizenship, sociology, and gay identity. <i>Black queer studies: A critical anthology</i>, pp.52-67.</p> <ul style="list-style-type: none"> <li>• <a href="https://ebookcentral.proquest.com/lib/utxa/reader.action?docID=1168384">https://ebookcentral.proquest.com/lib/utxa/reader.action?docID=1168384</a></li> </ul>	<p><b>Learning goals:</b></p> <p>Students will learn about the radicalization of heteronormativity and its contemporary manifestations.</p>
	<p><b><u>Sexuality, Respectability, and Politics</u></b></p>	
<p>April 5<sup>th</sup> Friday</p> <p>Image set 15:</p> 	<p>Suzanne LaFont's "Very Straight Sex: The Development of Sexual Morés in Jamaica"</p> <ul style="list-style-type: none"> <li>• <a href="https://muse-jhu-edu.ezproxy.lib.utexas.edu/pub/1/article/7405">https://muse-jhu-edu.ezproxy.lib.utexas.edu/pub/1/article/7405</a></li> </ul>	<p><b>Learning goals:</b></p> <p>Morality and its role in the discipline of young men and women's sexuality in Jamaica and contemporary examples of its manifestations in the United States.</p>
<p>April 8<sup>th</sup> Monday</p> <p>Image set 16:</p>	<p>Kitata, M., 2020. Sexualizing the performance, objectifying the performer: The twerk dance in Kenya. <i>Agenda</i>, 34(3), pp.11-21.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.tandfonline.com/doi/full/10.1080/10130950.2020.1773286?casa_token=su3oJczjn5MAAAA%3AyQlaBfYAjRHZxO5H5Icch3VPQCbpZ4YG4TLH6KChiOYsMLUXvSOHV Ez73_m0wnrsEeCr_06QHsg">https://www.tandfonline.com/doi/full/10.1080/10130950.2020.1773286?casa_token=su3oJczjn5MAAAA%3AyQlaBfYAjRHZxO5H5Icch3VPQCbpZ4YG4TLH6KChiOYsMLUXvSOHV Ez73_m0wnrsEeCr_06QHsg</a></li> </ul>	<p><b>Learning goal:</b></p> <p>The hypersexualization and racialization of twerking and its affect on black women's lives.</p>

<p>MISS PAPUA NEW GUINEA STRIPPED OF CROWN AFTER TWERKING FOR TIKTOK &amp; INSTAGRAM</p> 		
	<p><b><u>Sexuality, Tourism, and the Club in the African Diaspora</u></b></p>	
<p>April 10<sup>th</sup> Wednesday</p> <p>Image 17 set:</p> 	<p>The arrival of white women: Tourism and the reshaping of beach boys' masculinity in Zanzibar by <u>Altaïr Despres</u></p> <ul style="list-style-type: none"> <li>• <a href="https://journals.sagepub.com/doi/full/10.1177/14661381211002548?casa_token=ggdLQIofyWUAAAAA%3AXtF_6MZSpMmqdq40sEWun8ED2iAt3WF3JfC8grWS5RUPq4tN0QC8N3uk2QuVlbwxSU7W2IKMJ04">https://journals.sagepub.com/doi/full/10.1177/14661381211002548?casa_token=ggdLQIofyWUAAAAA%3AXtF_6MZSpMmqdq40sEWun8ED2iAt3WF3JfC8grWS5RUPq4tN0QC8N3uk2QuVlbwxSU7W2IKMJ04</a></li> </ul>	<p><b>Learning goals:</b> White women and the objectification of black men through sexual tourism in Africa and its contemporary commodification in the United States</p>
<p>April 12<sup>th</sup> Friday</p>	<p><b>Review and Discussion</b></p>	
	<p><b><u>Does Black Sexuality Exist?</u></b></p>	
<p>April 15<sup>th</sup> Monday</p>	<p>*16 pgs Improper Bodies: A Nihilistic Meditation on Sexuality, the Black Belly, and Sexual Difference by <u>Calvin Warren</u></p> <ul style="list-style-type: none"> <li>• <a href="https://muse.jhu.edu/article/754711">https://muse.jhu.edu/article/754711</a></li> </ul>	<p><b>Learning goals:</b> Students will learn about Anti-black theories and grapple with their grounding in black sexuality?</p>
<p>April 17<sup>th</sup> Wednesday</p>	<p><b>Class Day to work on final presentation and essay</b></p>	<p><b>Quiz #2 due by midnight</b></p>
	<p><b><u>Presentations</u></b></p>	

April 19 <sup>th</sup> Friday	<b>Final presentation</b>	<b>Due Final Presentations</b>
April 22 <sup>nd</sup> Monday	<b>Final presentation</b>	<b>Due Final Presentations</b>
April 24 <sup>th</sup> Wednesday	<b>Final presentation</b>	<b>Due Final Presentations</b>
April 26 <sup>th</sup> Friday	<b>Final Presentation</b>	<b>Due Final Presentations</b>
April 29 <sup>th</sup> Monday	<b>Final presentation</b>	<b>Due Final Presentations</b>
May 1st		<b>Final papers due</b>