Fall 2016
CES/SOC/WST 300.02
Intersections of Race, Class, Gender, & Sexuality
Wilson-Short 6
M, W, F 11:10 to 12:00 pm

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Office Hours: Tuesdays 10:45-11:45 am; Wednesdays 1:00 – 2:00 p.m., and by appointment
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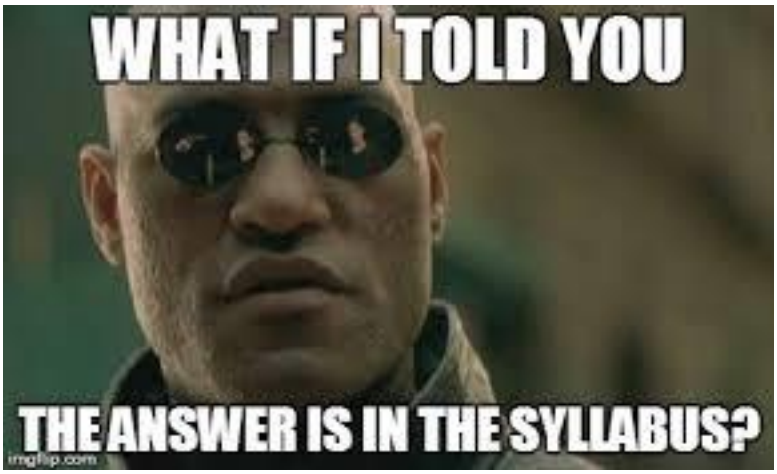

COURSE PREREQUISITE:

This course requires that you have already taken CES 101, SOC 101, or WST 200.

COURSE DESCRIPTION AND OBJECTIVES:

CES/SOC/WST 300 serves as an introduction to the concept of *intersectionality* which illustrates how relationships between systems of oppression surrounding race/ethnicity, gender, class, sexuality, and citizenship are interconnected and historically bound. Intersectionality translates as a theoretical framework for exploring the ways in which multiple axes of power and domination shape human experience and provides a model for how we can begin to conceive of *our own positionality* or *social location* within U.S society *and* global society. Investigating the interlocking nature of socio-historical structures of oppression and/or privilege in connection with these socially-constructed categories of difference, we will begin to see how social institutions construct and position subjects around difference in opposition to the dominant "norm." This course will consider interlocking systems of oppression of socially constructed categories from the prisms of *transnationalism* and *globalization* to uncover connections between meso, macro, and global structures of oppression, resistance, and agency. We will begin to see that "national" problems related to U.S. citizenship, undocumented immigration, and migrant [im]mobility take place within a normative division of the world into

territorially defined nation-states of "rightful" or "deserving" first-world citizens, and rightless or undeserving "aliens" from the third word. Finally, we will gain a historical understanding of the foundations for social, political, and economic inequalities. Because intersectionality highlights systems of oppression and subordination that affect each and every one of us and our everyday lives in myriad ways, we will be dealing with highly sensitive and controversial social issues. Therefore, this course demands that we set aside any preconceived notions or "educated" ideas we may hold for "knowing" "the way things are." This course expects that we will listen to others (whether in class or through the readings) and engage in open-minded dialogue. Ultimately, the goal of this class is that we strive for *empathy* and learn to use it as a blueprint for living to better understand others' lived experiences. We will rely on theoretical frameworks grounded in social constructionism and intersectionality theory, history, sociology, and ethnography.

LEARNING OUTCOMES:

By semesters end, students will

1. Have a basic understanding of the interlocking nature of socio-historical constructions of race, class, gender, and citizenship and how they work co-relationally to produce difference and social, political, and economic inequalities.
2. Gain a good understanding of the concepts of globalization and transnationalism.
3. Have a basic understanding of neoliberal economics and how neoliberalism has contributed to the gap of wealth between rich and poor worldwide.
4. Demonstrate a basic vocabulary and understanding of key concepts and terminology of intersectional analysis.
5. Demonstrate a good understanding of intersectionality in the employment of critical analysis, documented research, and advanced academic writing.
6. Gain an understanding of one's own positionality or social location based on a personal intersectional analysis of race, class, gender/sexuality, and citizenship.

REQUIRED TEXTS:

Course Reader: CES/WST/SOC 300.02 (Fowler). (**Available only at Cougar Copies**). You must bring your course packet to class every day and have it on the desk in front of you, ready to engage in the reading. **No Course reader, no participation points**. Readings are listed chronologically, according to the schedule. **You must have your reader by the 2nd week of class, or in time to complete the Waters reading, "Optional Ethnicities," due on September 2.**

Remember: The subject material of this class is sensitive and controversial. Strive to keep an open mind. I expect you to be vigilant in maintaining a respectful, tolerant attitude towards others. I will condone absolutely NO racist, homophobic, or sexist language or behavior. I encourage you to cultivate an atmosphere that is conducive to healthy dialogue and debate.

CLASSROOM POLICIES: (Note: not adhering to these policies could cost you participation points).

No student, under any circumstances, can videotape or otherwise record Dr. Fowler or her lectures and any other class content without her express written permission.

1. No Electronic Devices. No laptops, no phones, etc. (The only exception is that you may use one if you have a *documented* disability.)

All electronic devices (cell phones, beepers, pagers, watch alarms, etc.) are to be turned off, not set to vibrate, during class. No electronic devices should be visible during class. Surfing the net, chatting, emailing, text messaging, listening to music, playing computer games are inappropriate classroom behaviors and will not be tolerated.

2. Always bring your textbook to class and have it out and ready to use. Kindle Books are not permitted.

3. Do not schedule doctors' appointments or other engagements during class time.

4. Stay focused. Refrain from side discussions with other students.

5. Reading newspapers; doodling; and/or any blatant display of distraction will not be tolerated.

6. Stay engaged for the full period: No rustling of papers or putting away texts in readying for departure before the instructor has dismissed class.

7. Don't make a habit of getting up and leaving class with the pretext of "going to the bathroom" but in actuality, checking your IPhone. Such behavior will be interpreted as an unwillingness to focus, to learn, and to benefit from what the course has to teach you.

And Finally:

8. We will engage in a critical analysis of the different texts, striving to keep foremost in mind the author's/authors' argument or primary message. Having said, note that I will not entertain discussions that are not solidly grounded in textual evidence but are solely based on your personal "opinions" or preferences.

DISABILITY ACCOMODATION:

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

CAMPUS SAFETY PLAN/EMERGENCY INFORMATION:

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "*Alert, Assess, Act*" protocol for all types of emergencies and the *"Run, Hide, Fight"* response for an active shooter incident. Remain *ALERT* (through direct observation or emergency notification), *ASSESS* your specific situation, and *ACT* in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI's *Run, Hide, Fight* video and visit the WSU safety portal.

PLAGIARISM AND ACADEMIC DISHONESTY (STATEMENT OF ETHICS):

Plagiarism of papers (taking and passing off as one's own the writings or ideas of another) will get you an F grade on the assignment or for the semester. See the accompanying policy on plagiarism. Washington State University's Student Handbook on Academic Dishonesty provides specific definitions (WAC 504-26-010) of "dishonesty" "cheating," and "plagiarism" at www.conduct.wsu/edu. Plagiarism translates as "presenting the information, ideas, or phrasing of another person as the student's own work without proper acknowledgement of the source." The term 'plagiarism' therefore includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. This includes submitting writing responses, research projects, or any work at all done by someone else. As a condition of enrollment in this class it is assumed that you understand and agree to refrain from academic dishonesty.

ATTENDANCE POLICIES:

1. Absence Policy: You are permitted 3 absences without penalty. Thereafter, each absence will result in a deduction of ½ letter grade off of your final grade. Six absences results in an 'F' for the semester. It is your responsibility to keep track of your own absences.

2. Tardy Policy: The instructor finds it preferable that, rather than be tardy, you would excuse yourself from class for the day. Students who walk in late in the middle of discussions disrupt the flow of dynamic conversation and impede the transmission of important information and ideas. You are permitted ONE tardy without penalty. Thereafter, each tardy counts as an absence.

<u>I. Participation (200 points)</u>

Class discussion and interaction are important in this class, and most days you are encouraged to contribute to class discussion by sharing the impressions written in your journal, raising a question, or offering an insight. Willingness to engage in discussion results in participation points. Please know that attendance means nothing here. ***Participation* does.** You will want to

carefully prepare for class by not just having completed the readings, but also by have taken the time to reflect on key points, taking care to note connections across different readings. Note that participation points are awarded not so much on the quantity of your responses, but on the quality and/or relevance of your rhetorical contributions. Also note: opinions will not be entertained. Your critical ideas and reactions as informed by the scholarship reflected in class readings are always welcome.

NOTE: I recognize that there are some people who are not comfortable speaking up in front of large groups of people. For these students, participation points can still be made up by emailing me at least once a week to engage me about some aspect/s of the readings or stopping by my office to talk with me about your impressions one-on-one.

Participation Scores are posted twice a semester, or once after midterm (by 10/11) and again at the termination of the semester, or by 12/9.

II. Reading Analysis Journal (250 points)

Instructions: On *BlackBoard* you will keep a semester-long journal, worth up to 250 points depending on the quality of your entries. The journal will be due twice during the semester. First, at the beginning of class on October 6, and last, on November 17th. In your journal, you will write your responses to different articles on a daily basis. You should have a numbered entry for every corresponding readings and films assigned for a given week (examples provided below). *Every day, you must print out and bring your journal entry for that given day to class and have it on your desk in front of you along with the text for that day's assigned reading.* On any given day, I reserve the right to begin class by calling on you to share with me and the class your impressions.

Journal Instructions:

Your primary objective is to pick out the major implications of the author's argument and to make connections across readings and films. For your responses, you will want to examine any one (or more) of the following "course themes." Answer questions related to the following as written below:

1. Dehumanization. How are different groups dehumanized or rendered "other" than in contrast with the privileged norm in U.S. society? (privileged norm = white, heterosexual, male, cisgendered, middle – to upper class, first-world citizenship, able-bodied, Anglo-Protestant, etc.)

2. Power inheres in the ability to name, define, categorize, and/or legislate as "right" or "wrong," "normal" or "abnormal," "superior," and "inferior," "lawful" and "unlawful," etc. What gets constructed as norm and anomaly, as "natural" or "unnatural," as "inherent" and "biological," as "perverted" and "pathological"? Who gets to decide? Who benefits from the "validity" of these social constructions?

3. Who or what gets rendered invisible? Who or what knowledge systems get erased or invalidated?

4. Where and how does victim blaming show up? Who gets scapegoated and saddled with the burdens of society's ills? How does internalized oppression show up?

Other prompts you may follow include the following:

1. What are the different intersecting aspects of identity relating to race, gender, sexuality, class, religion, and/or citizenship?
2. What political institutions are being challenged and why? (the family, government, education, economy, religion, etc.)
3. What connections can you draw between other readings, films, and/or videos we have discussed this semester?
4. Why is the article important?

Guidelines to follow:

- Avoid uncritical language such as I liked/didn't like", "I was bored", "I found it interesting" or "I did not understand."
- Responses must be completed before the reading is discussed in class. For films, look for the film prompt questions on BlackBoard for that particular day, copy them down in your journal, and be prepared to answer them during or after watching the film.

- For a grading rubric, see the one offered under the final comparative paper.

  There will be 34 entries in all, one for every corresponding numbered assignment in the schedule below. Each of these entries is worth 5 points for a total of 170 points.

Entries will read as follows:

1) August 26, 2016
Robert Jensen, "White Privilege Shapes the U.S." and
2) Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack

Writing Prompt followed by 15 to 20 sentences.

3) August 29, 2016
Declaration of Sentiments and Resolutions, Seneca Falls, and
4) Combahee River Collective, "A Black Feminist Statement."

Etc.

No Entry Headings, No Points.

Five-Page Argumentative Paper (200 points total) Due

You will write one argumentative paper in preparation for the final paper project, which will also be an argumentative paper. Think of this first essay as a practice paper in preparation for the grand finale project that culminates in your writing a more expansive research paper on your topic. An argumentative paper takes a stand on an issue and provides key evidence that supports the argument throughout the paper. Your paper will take a stand on an issue related to two or more intersecting aspects of race, class, citizenship, gender/sex, and/or sexuality. (See https://owl.english.purdue.edu/owl/resource/685/05/ for more information on argumentative papers). As you do in your journal, your paper will also take up two or more of the following course themes or questions related to these themes. Throughout the semester, you will want to keep in mind these different questions as they relate to many of the different readings, writing projects, films, etc. Think of these different themes and questions as the template for this course for gaining a fuller understanding of intersectionality theory.

- Dehumanization. How are the various groups dehumanized or rendered subhuman or "other" in contrast with the dominant norm in U.S. society? (dominant norm = white, heterosexual, male, cisgendered, middle – to upper class, first-world citizenship, able-bodied, Anglo-Protestant, etc.)

- Power inheres in the ability to name, define, categorize, and/or legislate as "right" or "wrong," "normal" or "abnormal," "superior," and "inferior," "lawful" and "unlawful," etc. What gets constructed as norm and anomaly, as "natural" or "unnatural," as "inherent" and "biological," as "perverted" and "pathological"? Who gets to decide? Who benefits from the "validity" of these social constructions?

- What or who gets rendered invisible? Who or what knowledge systems get erased or invalidated?

- Where and how does victim blaming show up? Who gets scapegoated and saddled with the burdens of society's ills? Where does internalized oppression show up?

View this paper as a synthetic project that links key ideas, arguments, and conversations across three or more different class readings, films, and/or class lectures/discussions. You are thus required to draw thematic connections between three or more authors. This paper will be double-spaced, Times New Roman, 12-pt. font, one-inch margins all around, and will be no less than five pages in length. Your paper will include page numbers, and will also include a bibliography or works cited page. You may use Chicago, MLA, or APA style, depending on your preference and your discipline of study.

Chicago: https://owl.english.purdue.edu/owl/section/2/12/
MLA: https://owl.english.purdue.edu/owl/resource/747/01/
APA: https://owl.english.purdue.edu/owl/resource/560/01/

Grading Rubric for Papers

A – A-
Suggests that the quality of the student's work is outstanding to excellent. The student's writing demonstrates an engaged analytic comprehension with and thoughtful insight into the content. Further, the answers demonstrates a degree of critical thinking on the part of the student. Writing is well considered and is free of grammatical and spelling errors.

B+ - B-
Suggests that a student's writing is very good to good; the student's work reflects a very strong, engaged, and solid understanding of course material but doesn't go the extra step in critical analysis. However, the writing is mostly well considered and well-written.

C+ - C-
Suggests that the quality of the answers are adequate and reflects a fair, but essentially disengaged, grasp of the material and doesn't go very far in comprehension. The work ultimately reflects a lack of understanding of the issues represented in the material. Student's essay is essentially underconsidered and unclearly written.

D+ - F
Suggests that a student's answers shows some, but very little effort; the student's written answers does not reflect any comprehension with course material, is disengaged, or reveals a lack of reading or attention.

Ten-Page Argumentative Research Paper (Worth 300 points):

There will be one major research assignment for this course culminating in a 10-page page final research paper. This final paper will comprise an expansion of your first argumentative paper, *however, and WARNING, it will not amount to a regurgitation of what you've already written in the earlier project.* This final project will revise, amend, and expand on your first paper, incorporating thematic connections between *an additional two or more authors or films. Where feasible, you are expected to incorporate an additional aspect of intersectionality related to race, citizenship, class, gender/sex, sexuality, and/or religion.* You are expected to churn out a higher quality product on this final project. Again, your papers will be double-spaced, Times New Roman, 12-pt. font, one-inch margins all around, and *no less than nine and no more than eleven pages* in length. Your paper will include page numbers, and will also include a bibliography or works cited page. You may use Chicago, MLA, or APA style, depending on your preference and your discipline of study.

Presentation of Final Paper Abstract (50 points): At the end of the semester, you will write a 500-word abstract and a Bibliography for your final paper. You will present this abstract to the class (no longer than 5 minutes).

Grading Assessments

Your final grade will be determined by the level of competency you have achieved at the end of the semester. A point breakdown with a total of 1000 points follows:

1.	Participation /Discussion Points	200 points
2.	Five Page Argumentative paper	200 points
3.	Journal	250 points
4.	Abstract/Bibliography Presentation	50 points
5.	Final Paper	300 points
	Total `	(1000 points)

A Note on Good Attitude and Extra Effort: I am aware of and appreciate the courtesy shown me and your fellow students and also respect the amount of effort that a student puts into his or her work. Persistence and effort, in combination with a good attitude (and avoiding inappropriate behaviors as explicated by the syllabus) can therefore make the difference between an 'A' and an 'A-" or a 'C+' and a 'B-'. Note that this means you have strived to do all of the work, attended the extra credit events (where valid), and kept the terms of absence/tardy and class policies as stated in the syllabus.

FINAL GRADING SCALE

A	940 points and above		C+	770-799	(77-79%)
A-	900-939	(90-93%)	C	740-769	(74-76%)
B+	870-899	(87-89%)	C-	700-739	(70-73%)
B	840-869	(84-86%)	D+	670-699	(67-69%)
B-	800-839	(80-83%)	D	600-669	(60-63%)
			F	599 and below	

Fall 2016 Schedule

Note: ** This syllabus and the course schedule below are subject to change based on necessary adjustments made by the instructor; your continued enrollment in the course signifies your acceptance of the terms of the syllabus.

Week 1		Introduction to the Course
MON	AUG 22:	Introduction to the Course. Introductions and review of syllabus.
WED	AUG 24:	(1) PowerPoint Lecture: Introduction to the Social Construction of Race, citizenship, sex/gender, and sexuality. (2) Part One: *Race: The Power of an Illusion: The House that We Live In*
FRI	AUG 26:	Print out and read (3) "Cultural Deficiency and Education, Policy Implications," online at http://encyclopedia.jrank.org/articles/pages/6126/Cultural-Deficiency.html and (4) Conclusion: *Race: The Power of an Illusion: The House that We Live In*

Week 2		Rendering Visible Different Forms of Privilege
MON	AUG 29:	Print out and read (5) Robert Jensen, "White Privilege Shapes the U.S.," http://www.thenew.com/pdf/white_Privilege.pdf as well as (6) Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack, http://www.antiracistalliance.com/Unpacking.html#elusive
WED	AUG 31:	(7) YouTube: Tim Wise, *The Pathology of Privilege*
FRI	SEP 02:	(8) Mary C. Waters, "Optional Ethnicities: For Whites Only?" Census handouts.

Week 3		The Color of Fear: What does it mean to be "American"?
MON	SEP 05	Labor Day. No Class.
WED	SEP 07	(9) Film: *Color of Fear*, Part I.
FRI	SEP 09	(10) *Color of Fear*, Part II.

Week 4		Citizenship Privilege & the Feminization of Survival
MON	SEP 12	Read (11) Kathryn Choules, "Global Citizenship Privilege," (**CR).**
WED	SEP 14	Read (12) Barbara Ehrenreich and Arlie Russell Hochschild, "Global Woman: Nannies, Maids, and Sex Workers in the New Economy. **(CR)**
FRI	SEP 16	(13) Film: *When Mother Comes Homes for Christmas*
Week 5		
MON	SEP 19	Read (14) Ingrid Piller and Kimie Takahashi, "At the Intersection of Gender, Language, and Transnationalism." (**CR**)
WED	SEP 21	Read (15) Rebecca Fowler, "U.S. Biopolitical Geographies of U.S. Containment" (**CR**)
. FRI	SEP 23	(16) Desert Humanitarian Aid lecture (17) Video: Operation Streamline (18) Video: Culture of Cruelty
Week 6		Gender and Transgender
MON	SEP 26	Read (19) Judith Lorber, "The Social Construction of Gender," (**CR**) (20) YouTube: Sam Killerman on Gender
WED	SEP 28	Read (21) Holly Boswell, "The Transgender Paradigm Shift Toward Free Expression," (**CR)** and (22) print out and read Alex Quan- Pham, "I'm Gender Non-Conforming and I Need Everybody to Stop Pressuring me to Pass," available online at

http://everydayfeminism.com/2016/04/gnc-dont-want-pass-for-cis/

FRI	SEP 30	(21) Video Shorts & Discussion. No Reading Due. **Five-page argumentative paper due in hard copy in class.**
Week 7		Transgender and Intersexuality
MON	OCT 03	(22) Film: *You Don't Know Dick, Part One.*
WED	OCT 05	(23) Film: *You Don't Know Dick. Part Two.*

		Film Sheet Due.
FRI	OCT 07	(24) Read Cheryl Chase: "Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism." (**CR**)
Week 8		The Construction of Femininity and Masculinity
MON	OCT 10	(25) Emily Martin, "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles," online at web.stanford.edu/~eckhert/PDF/Martin1991.pdf
WED	OCT 12	(26) Susan Bordo, "The Body and the Reproduction of Femininity" (**CR**)
FRI	OCT 14	Excerpts from (27) *Killing Us Softly*
Week 9		The Construction of Masculinity & Men's Violence
MON	OCT 17	(28) Michael Kimmel, "Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity," (**CR**).
		(29) Tony Porter: The Man Box
WED	OCT 19	(30) Michael Kaufman, "The Construction of Masculinity and the Triad of Men's Violence" (**CR)**
		(31) Ted Talk: Jackson Katz. Film Sheet Due.
FRI	OCT 21	No Class.
Week 10		The Construction of Sexuality
MON	OCT 24	(32) Siobhan Sommerville, "Scientific Racism and the Invention of Homosexuality" available online at
WED	SEP 22	(33) No Reading: Lecture
FRI	SEP 24	(34) Paula C. Rust, "Neutralizing the Threat of the Marginal Woman: Lesbians' Beliefs about Bisexual Women." (**CR)**

Week 11		
MON	OCT 31	Read (35) Steven W. Bender, "From Slavery to the New Jim Crow of Mass Incarceration: The Ongoing Dehumanization of African Americans." (**CR)**
WED	NOV 02	(36) Read Tanya Golash-Boza, "Who Benefits from Immigration Detention? (**CR)**
FRI	NOV 04	(37) Film Excerpt: Michelle Alexander and the New Jim Crow

Week 12		
MON	NOV 07	(38) *Precious Knowledge: Part One*
WED	NOV 09	(39) *Precious Knowledge: Part One* Film Sheet Due
FRI	NOV 11	Veterans' Day. No Class.

Week 13		
MON	NOV 14	(40) Read Gregory Mantsios, "Media Magic: Making Class Invisible." Available online at http://web.stcloudstate.edu/teore/SocialProblems/MediaMagic.pdf **You must print out and bring to class.**
WED	NOV 16	(50) Read Rick Wolff, "Capitalism Hits the Fan." (**CR**) Neoliberal Economics Lecture
FRI	NOV 18	No Class

Week 14	NOV 21 – 25: Thanksgiving Holiday

Week 15	A Vision for Promoting Social Justice	
MON	NOV 28	Abstract Presentations
WED	NOV 30	Abstract Presentations
FRI	DEC 02	Abstract Presentations

Week 16

MON	DEC 05	Abstract Presentations
WED	DEC 07	Abstract Presentations
FRI	DEC 09	Course Evaluations, concluding observations.

Week 16

No Final Exam. Final Paper Due in my mailbox by noon, Monday, December 12, Wilson-Short 111.