

SOC 264: INTERSECTIONS OF INEQUALITY AND IDENTITY

Spring 2015; 9:30-10:20 Daily in R110-A&B

Instructor: Dr. Croix Saffin

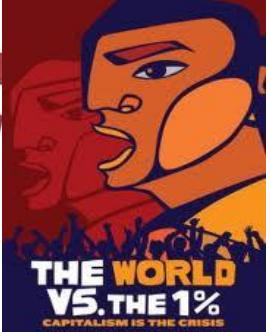
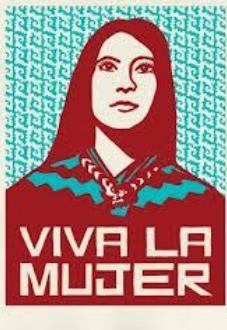
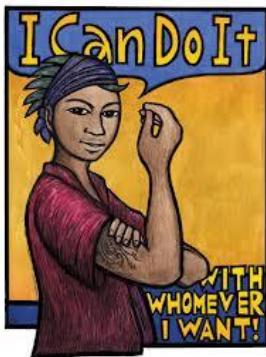
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or by appointment

Office Location: A-100E



COURSE INTRODUCTION

We live in a society that – for better or for worse – organizes people according to their race, class, gender, sexuality, and (dis)ability. No identity category exists in a bubble – meaning, race cannot be separated from social class; social class cannot be separated from gender; gender cannot be separated from sexuality; sexuality cannot be separated from (dis)ability, and yet we often treat these identities as if they can. In this course, we will study race, class, gender, sexuality, and (dis)ability not as separate entities, but as entities that intersect and interact with one another. We will examine the relationships, interconnections, tensions, and harmonies of race, class, gender, sexuality, and (dis)ability as systems of privilege and oppression. We will explore how a given person can be advantaged and disadvantaged *simultaneously*. This approach is called “intersectionality” and it is at the forefront of a modern and more-complex way of thinking about society and identity. This will be the central focus of this course.

We will begin the quarter by conceptualizing this intersectional approach to race, class, gender, sexuality, and (dis)ability. Then, we'll turn our attention to a handful of our major social institutions – families, the mass media, and the economy – and examine how race, class, gender, sexuality, and (dis)ability play out in these places. Towards the end of the quarter, we will study how different people and groups have resisted oppression and fought inequalities. Throughout, we will try to understand the experiences of diverse groups from their own perspectives – thus, the readings draw from a wide range of authors and viewpoints. When we are exposed to the perspectives of previously excluded groups, our horizons broaden, encouraging us to think more complexly and inclusively. By the end of this quarter, you should see yourself and the world around you in a new way. You may even find yourself relating to others in a new way as well. So, welcome to our class!

REQUIRED TEXTS

1. Margaret Andersen and Patricia Hill Collins. **Race, Class, and Gender: An Anthology.** 8th edition. Cengage Learning, 2013.

A copy of this text is also on reserve in the library. Note the first week's readings will be on our Canvas site for those who are waiting for online sellers (so no excuses for not reading!)

LEARNING ATMOSPHERE

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process.

A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative material in class. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in sociology and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used throughout this course - so please be advised. If you have any questions or concerns about course content or climate, don't hesitate to let me know.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours per day (before and after my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about this classroom environment: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

COURSE LEARNING OUTCOMES

After completing the course, the successful student will be able to:

- Provide examples that illustrate the complexity of identity and how individuals can access systems of power differently depending on various facets of identity
- Explore social issues from both a dominant and marginalized perspective to better understand how systems of power function in society
- Analyze how the systems of racism, sexism, heterosexism, classism, and ableism intersect



GENERAL COURSE RULES AND EXPECTATIONS

- **Attendance:** Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than three unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- **Assignments:** All assignments are due at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated on the attached Course Calendar. Please see the writing guidelines for the format of submitting all written assignments.
- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work will be accepted** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Contribution:** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, ipads, iphones, laptops, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*
- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic

record. Do not do it! If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when you are asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms or phrases. Do not copy and paste material from Wikipedia or any other website into your assignments, as this is a severe form of cheating (that is very easy to catch, by the way). In this class your assignments should be grounded in the textbook rather than web resources, which are often wrong. If you have any hesitation or if you are in doubt about one of these issues, feel free to ask me.

Bellevue College's Rules and Regulations:

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F."
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

Students with Disabilities:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125.

www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

<http://bellevuecollege.edu/about/goals/inclusion.asp>

Title IX

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C. F. R. Part 106 (Title IX)

In accordance with the requirements of the Title IX Education Amendments of 1972 BC's designated Title IX Coordinator, Rachel Wellman and Deputy Coordinator, Aaron Hilliard, VP of Human Resources shall be responsible for coordinating the College's effort to comply with and carry out its responsibilities under Title IX.

The Writing Lab – D204-d

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently.

<http://bellevuecollege.edu/asc/writing>

Monday – Thursday 8 a.m. – 8 p.m.
Friday 8 a.m. – 3:30 p.m.
Saturday and Sunday 11 a.m. – 4 p.m.

Public Safety and Emergencies

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency

Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at <http://www.bellevuecollege.edu/alerts/?ref=footer>

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these two rules:

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

Please do not hesitate to call Public Safety if you feel safety questions or concerns at any time.

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - <http://www.bellevuecollege.edu/enrollment/deadlines/> . On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://www.bellevuecollege.edu/enrollment/holidays/> This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. *Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: <https://www.bellevuecollege.edu/netid/>.*

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the <http://depts.bellevuecollege.edu/helpdesk/students/http://ac.bcc.ctc.edu/LabsInfo/ComputerLabs.aspx>

SOCIOLOGY DROP-IN TUTORING

Drop-in tutoring is an option for ALL students enrolled in classes at BC to seek assistance regardless of your current grade.

Maybe you have a question about a sociological concept or would like to have someone who specializes in Sociology look at your paper before you submit it. Our Sociology tutor is available to help you!

This quarter, our tutor will be available in the Academic Success Center (D204):

Mondays from 9-12 and Tuesdays from 11-2

GRADING:

Grades are based on six factors. (1) Participation and Discussion, (2) Daily Notecards, (3) In-Class Activities, (4) Exams, (5) Film Analysis Group Work; and (6) Current Events. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Daily Notecards (10 at 10 points/each)	100 points
In-Class activities (10 at 10 points/each)	100 points
Exams (2 at 100 points/each)	200 points
Film Analysis Group Work (5 at 20 points/each)	100 points
Current Events (2 at 25 points/each)	50 points
TOTAL	600 points

Please also note that your grades will be available 24/7 on *Canvas*. **Make sure you log on and check in frequently, so you know exactly where you stand throughout the quarter. I will not respond to students who log on (for the first time) at the very end of the quarter to discuss a previous grade, absences, or other issues that should have been addressed early on. Be proactive!**

DESCRIPTION OF THE 6 GRADING COMPONENTS:

1. **Class Participation/Discussion (50/600 points):** Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. More than three unexcused absences or late attendances will lower your grade. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. See the *General Course Rules and Expectations* for details about what is considered disruptive behavior. Do not take this portion of your grade lightly!

2. **Daily Notecards on the Readings: (100/600 points; 10 points each)**

For each day that a reading is assigned, you will need to submit a notecard about the readings for that day. If there are multiple readings, you must write on all readings assigned on a given day. At the beginning of each class period, I will collect your **3x5 or 4x6 notecard**. Notecards must be turned in at the start of class at 9:30 – late notecards will not be accepted and I will not accept notecards submitted at the end of the class period. The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance, although they won't always be graded. So if you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that day. Eleven times during the quarter, however, I will announce at the beginning of class that "your notecards will be graded today." For those graded notecards, you will receive a score of between 0 and 10. Notecards must follow a particular format, as described below, and must include your name, date, title of the article and author, a minimum of 5-6 sentences providing the thesis (or main ideas) of the article, and any definitions or key terms that is discussed in the reading. **You can use your notecards (and only your notecards) on your exams** - so spending some time now defining key terms, identifying major themes, and providing examples for yourself will help you when the exam comes. Your lowest notecard grade will be dropped. The guidelines for submitting your notecards are as follows:

NAME	DATE
TITLE OF READING (pg. #s) & AUTHOR	
<p>THESIS or Main Ideas presented in the reading- a minimum of 5-6 sentences or bullet points describing the main arguments of the article</p> <p>List/Define any Key terms discussed in reading</p>	

3. In-Class Activities and Homework Assignments: (100/600 points; 10 points each)
 Over the course of the quarter, you will be asked a total of 11 times to submit work that you have completed during the class session. These in-class activities most often occur in groups. **They will be randomly delivered and cannot be made up.** Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings. Your lowest activity grade will be dropped.

4. Exams (200/600 points; 100 points each): The purpose of these exams is to hold students responsible for the readings; therefore, exams will consist primarily of short answer and essay questions that are based on the readings, major concepts, and ideas/theories that are discussed throughout the course. Students will need to bring blue books for answering essay questions.

5. Film Analysis Group Work (100/600 points; 20 points each)
 Throughout the quarter, we will watch 5 films which we will read as “texts” for the class. For each of these films, you will be an expert sociology movie critic writing a review of the film. On a given Film Analysis day, each individual group member must come to class with the following on a TYPED paper to turn in at the end of class:

- A) What messages was this film trying to convey? Was it successful? Why or why not?
- B) Who is the audience for this film?
- C) What sociological issues was the film raising? Was it intersectional? Why or why not? How is race, class, gender, sexuality, (dis)ability, power or privilege depicted in this film? Provide specific examples.
- D) What aspects of this film did you like? Why? What aspects of this film did you not like? Why?

During class, your group is tasked with reviewing the film from the lens of a sociology movie critic. You group must rate the film on a scale of 1 star (poor) to 5 stars (excellent) and must provide a rationale for your ranking of this film (why are you rating it the way that you did? Provide evidence.) You ratings should be based on the questions that you answered above. Your Film Analysis grade will depend on the material that you submit individually (quality and thoroughness) as well as your contribution to the group rationale. I will be walking around to check contribution and ensuring that discussion is conducted in a meaningful way. What this means is that not all group members automatically receive the same grade.

6. Current Events (50/600 points; 25 points each) – Early in the quarter, students will be assigned to a current event group. Twice this quarter, you will engage in a seminar on current events during a given class period. For these days, you will need to do sociological research and find a current event that pertains to what we have been discussing in class. In order to receive the full 25 points, each individual student must find a news story from a reliable source that pertains to the readings and/or discussion from class. A reliable source could be from a local or national newspaper, online news agency, or alternative news source. You will need to write a $\frac{1}{2}$ page paper briefly summarizing what the article is about. Each individual will then present their current event to their group. The group will collectively decide upon 1-2 current events and will complete the following:

- A) Directly connect the current event to readings and major concepts in class and provide a write-up of those connections as a group
 - B) Present their current event and connections to the readings to the larger class.
- The goal of this assignment is for us to connect what is going on in the social world around us today in 2015 to what we are reading about.

GENERAL GUIDELINES FOR ALL WRITTEN WORK

All papers or written work should be typed, in Times New Roman, 12 point font, double-spaced with 1" margins on all sides, and stapled. Assignments are due at the beginning of class – promptly at 9:30 a.m. – no late work will be accepted. Late papers or assignments will receive a zero. No emailed assignments will be accepted. Your work must be cited in MLA style and you must always give proper credit to the texts from which you draw and formulate your ideas. Title pages and bibliographies are not counted toward the minimum page requirements. Student information (name, assignment title, class) is single-spaced, at the top left-hand side of the page. Do not put extra spaces between paragraphs and paragraphs contain no less than four sentences. Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are “in quotation marks.” Quotes inside of a quotation use ‘single quotation marks.’ Papers should be written from an academic perspective – so no colloquial language please!

INSTRUCTOR NOTES:

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem.

PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, CONSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE 24 HOURS TO REEXAMINE THE ANSWERS OR THE WRITING THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME.

SYLLABUS:

You should be looking at your syllabus **on a daily basis** so you know what is expected of you in class.

Also, you are expected to have read the readings assigned for the current day by the time you arrive in class, meaning that what is listed on a given day should be done **prior to you coming to class** because that is what we will be talking about that day.

**Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. **

WEEK 1

Monday, April 6th: Introduction to the Course

Go over the syllabus and begin discussing intersectionality

Tuesday, April 7th: Intersectionality and the Matrix of Domination

Readings: "Why Race, Class, and Gender Still Matter," pp. 1-15



Wednesday, April 8th: Diverse Histories and Societal Experiences

Readings: "A Different Mirror," pp. 37-46

"Missing People and Others," pp. 16-20

Thursday, April 9th: Stereotypes and Dominant Narratives

Readings: "Label Us Angry," pp. 34-36

"From a Native Daughter," pp. 27-33

"Chappals and Gym Shorts," pp. 21-26

Friday, April 10th: Privilege and Relationality

Readings: "White Privilege," pp. 49-53

"Race, Poverty, and Disability," pp. 54-60

WEEK 2

Monday, April 13th: Systems of Power and Inequality – Race and Racism

Readings: "Systems of Power and Inequality," pp. 61-83

"Seeing More than Black and White," pp. 85-90



Tuesday, April 14th: Systems of Power and Inequality – Race and Racism

Readings: "Color-Blind Privilege," pp. 91-94

"What White Supremacists Taught a Jewish Scholar," pp. 96-99

Wednesday, April 15th: Systems of Power and Inequality – Race and Racism

Readings: "The Contested Meanings of Asian American," pp. 100-108

"Race as Class," pp. 110-116

Thursday, April 16th: Beasts of the Southern Wild (2012; 93 minutes)

Friday, April 17th: Beasts of the Southern Wild (2012; 93 minutes)

"There is no hierarchy of oppressions"
- audre lorde

WEEK 3

Monday, April 20th: Film Analysis Group #1



Tuesday, April 21st: Systems of Power – Class Inequality

Readings: “Shadowy Lines that Still Divide,” pp. 117-124
“Is Capitalism Gendered and Racialized,” pp. 125-131



Wednesday, April 22nd: Systems of Power – Class Inequality

Readings: “Health and Wealth,” pp. 134-137
“Sub-Prime as a Black Catastrophe,” pp. 138-142
“Lifting as We Climb,” pp. 143-148



Thursday, April 23rd: Systems of Power – Gender and Sexism

Readings: “Sex and Gender through the Prism of Difference,” pp. 151-157
“The Myth of the Latin Woman,” pp. 160-164
“Becoming Entrepreneurs,” pp. 165-174

Friday, April 24th: Systems of Power – Gender and Sexism

Readings: “The Well-Coiffed Man,” pp. 176-185
“The Culture of Black Femininity and School Success,” pp. 187-193

WEEK 4

Monday, April 27th: Systems of Power – Ethnicity and Nationality

Readings: “The First Americans,” pp. 194-200
“Is This a White Country or What,” pp. 201-208



Tuesday, April 28th: Systems of Power – Ethnicity and Nationality

Readings: “Optional Ethnicities,” pp. 209-216
“A Dream Deferred,” pp. 218-223
Begin *My Name is Khan* – last 15 minutes of class

Wednesday, April 29th: *My Name is Khan* (2010; 161 minutes)

Thursday, April 30th: *My Name is Khan* (2010; 161 minutes)

Friday, May 1st: *My Name is Khan* (2010; 161 minutes)

WEEK 5

Monday, May 4th: Film Analysis Group #2

Tuesday, May 5th: Systems of Power – Sexuality and Heterosexism

Readings: “Prisons for Our Bodies,” pp. 224-230
“The Invention of Heterosexuality,” pp. 231-240



Wednesday, May 6th: Systems of Power – Sexuality and Heterosexism

Readings: “An Intersectional Analysis,” pp. 243-250
“Darker Shades of Queer,” pp. 251-257

Thursday, May 7th: Systems of Power – Sexuality and Heterosexism

Readings: “Selling Sex for Visas,” pp. 258-263

Friday, May 8th: Current Events #1



WEEK 6

Monday, May 11th: Exam #1 – Part 1

Tuesday, May 12th: Exam #1 – Part 2

Wednesday, May 13th: Capitalism and Inequality

Readings: "Race, Class, Gender and Women's Works," pp. 277-285
"Racism in Toyland," pp. 293-299

Thursday, May 14th: Capitalism and Inequality

Readings: "Are Emily and Greg More Employable," pp. 300-304
"Gender Matters. So Do Race and Class," pp. 305-312

Friday, May 15th: Inequality and Families

Readings: "Our Mother's Grief," pp. 314-325
"Rethinking Families and Community," pp. 327-331



WEEK 7

Monday, May 18th: Inequality and Families

Readings: "Straight is to Gay," pp. 335-339
"Navigating Interracial Borders," pp. 340-347

Tuesday, May 19th: Inequality and Families

Readings: "Families on the Frontier," pp. 348-354

Wednesday, May 20th: All of Us (2008; 82 minutes)

Thursday, May 21st: All of Us (2008; 82 minutes)

Friday, May 22nd: Film Analysis #3



WEEK 8

Monday, May 25th: No Class – Holiday

Tuesday, May 26th: Educational Inequality

Readings: "Historic Reversals," pp. 399-407
"I Hate it when People Treat Me Like a Fxxx Up," pp. 408-415



Wednesday, May 27th: Educational Inequality

Readings: "Across the Great Divide," pp. 416-421
"How a Scholarship Girl Becomes a Soldier," pp. 423-432
Begin *Waiting for Superman* last 10 minutes of class

Thursday, May 28th: Waiting for Superman (2010; 111 minutes)

Friday, May 29th: Waiting for Superman (2010; 111 minutes)



WEEK 9

Monday, June 1st: Film Analysis #4

Tuesday, June 2nd: State Sanctioned Violence

Readings: "Policing the National Body," pp. 434-441
"The Color of Justice," pp. 443-447

Wednesday, June 3rd: Prison Industrial Complex

No Readings!



Thursday, June 4th: Crime and Punishment

Readings: "Rape, Racism, and the Law," pp. 448-454

Friday, June 5th: State Sanctioned Violence

Readings: "Interpreting and Experiencing Anti-Queer Violence," pp. 456-465

WEEK 10

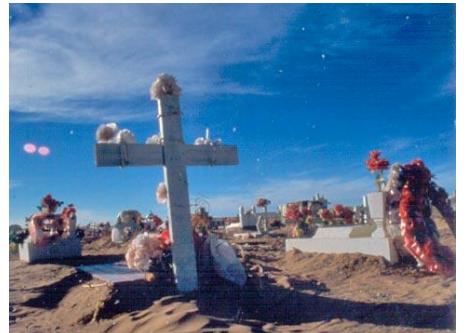
Monday, June 8th: *Senorita Extraviada* (2001; 74 minutes)

Tuesday, June 9th: *Senorita Extraviada* (2001; 74 minutes)

Wednesday, June 10th: Film Analysis #5

Thursday, June 11th: Activism and Social Change

Readings: "We Are Not Ophelia," pp. 471-476
"Tapping Our Strength," pp. 477-483



Friday, June 12th: Activism and Social Change

Readings: "Whosoever is Welcome Here," pp. 484-492
"Sustainable Food and Privilege," pp. 493-494

WEEK 11

Monday, June 15th: Activism and Social Change

Readings: "How the New Working Class Can Transform," pp. 495-502
"Women's Rights as Human Rights," pp. 503-508

Tuesday, June 16th: Current Event #2

Friday, June 19th: Final Exam 9:30-11:20

