

INTERSECTIONS OF IDENTITY AND INEQUALITY

SOC 264 -HYA; Spring 2019

11:30-12:20 M-TH; A-206

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Course Introduction:

We live in a society that – for better or for worse – organizes people according to their race, class, gender, sexuality, and ability. No identity category exists in a bubble and yet we often treat these identities as if they do. In this course, we will study race, class, gender, sexuality, and 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 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 more-complex way of thinking about society and identity. Throughout, we will try to understand the experiences of diverse groups from their perspectives and experiences – thus, drawing 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. So, welcome to our class!

Required Texts:

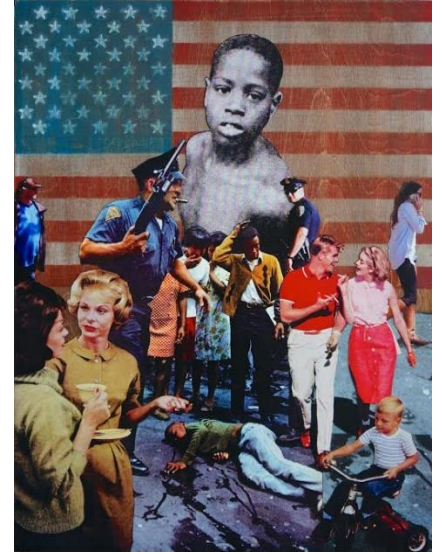
There is no textbook required. All articles and readings can be found on Canvas under “Files.” Titles are listed alphabetically. The only “texts” you will need to purchase for this class are film streams.

Structure and Learning Atmosphere of this Class:

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 will be expected to observe the world, read, reflect on how the course material relates to your own life, write, share with others, 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.

You should know that class time will *NOT* be spent regurgitating the reading material. You will be expected to do readings, watch videos, and complete assignments outside of class time. During class, we will be doing interactive things – having discussions, doing activities, watching short film clips, engaging in small groups, and applying what we have learned from the readings and videos. In order to make the structure of this class successful, you need to come prepared physically and mentally to class. If you don’t, not only will you be lost, but this is a disservice to the class because we do not get to benefit from your insights!

A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative, heated, political, or controversial material in class. These topics can often make us uncomfortable, angry, or offended. Please be advised that when we explore controversial topics they will always be framed in an academic context. What is essential for our class to be successful is that we approach one another with respect, an open mind, and allow for difference, even if it conflicts with our personal values. No one, including myself, is



asking you to endorse or adopt a viewpoint; rather, we need to be open to the free-flow and exchange of information and perspectives, so that we can all learn and grow from one another. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. 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.

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 an inclusive classroom environment and confidentiality: 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. Furthermore, it is important that, as a community of learners, we build trust in one another. With that in mind, it is important to respect your classmates. Part of respecting them involves confidentiality. *What is said in this classroom is to remain in this classroom.*

Learning and Course Outcomes:

After participating, discussing, and completing this course, a successful student will demonstrate:

- Provide examples that illustrate the complexity of identity and how individuals can access systems of power differently depending on various facets of one's 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.

Course Expectations:

In order for us to have a successful, respectful, open, engaging, and cooperative learning environment, we all need to be conscious of our own behavior, recognize the impacts that we can have on others, and have a common understanding of what positively contributes to our overall class dynamics and what hinders and hurts it. The following are some of the basic expectations that serve as the foundation of our class culture.

Preparation. In order for this class to be successful, we all need to come prepared to class each day.

Me: My goal is for you to learn and succeed in this class. I will spend time preparing, structuring, organizing, devising activities/assignments, lecturing, and answering questions in the most transparent and engaging way I can.

You: You need to come to class having done the assigned work and you should always bring the proper supplies with you. You should be looking at what is due on a daily basis and planning your workload accordingly. You should be checking Canvas regularly.

Promptness. In order for this class to be successful, we all need to be timely and respectful of each other's time.

Me: I will be to class on time and I commit to returning your work to you in a timely, reasonable fashion (my rule is you will get all work returned in 7 business days, although the vast majority of work is returned sooner than that). I will respond to your questions and emails promptly as well (usually within 24 hours).

You: You need to come to class on time as well. When you arrive late, it hurts not only yourself (you are missing information) but also your classmates (it is disruptive). I certainly understand that sometimes "life happens" but repetitive, habitual lateness or leaving class early is a sign of disrespect to our class and it will affect the participation portion of your course grade (3 late arrivals or leaving early = one absence).

You also need to turn your work in on time. Due dates for all assignments are noted on the Course Calendar (beginning on page 8) in this syllabus as well as on Canvas. Any assignments that I ask you to submit in class are due at the **beginning of the class period**. In terms of late work, you will receive 2 laminated "passes" that grant you an additional 24-hours to get work in (if the assignment is due on Thursday at 11:30 am, this means it needs to be submitted by Friday at 11:30 am). You still have to do the work – the pass gives you a time extension, not free points. **Please note that you cannot use a late pass on exams or quizzes.** If you want to use your late pass, hand in your pass at the beginning of class and I will record it.

Attendance and Class Engagement. In order for this class to be successful, we all need to consistently come to class and be mentally prepared to engage.

Me: I will be in class every day unless there is an illness or emergency, in which case I will email you prior to class via Canvas to let you know that class will be cancelled and inform you of any adjustments to the schedule or assignments due. In class, when you are speaking, you'll have my full attention. I will also be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern, and I encourage you to advocate for your own needs. If my office hours are not convenient for you, we can schedule an appointment that fits both of our schedules. Just email me and we can set something up.

You: You need to be in class every day (physically present) and actively engaged (mentally present). You need to be participating and involved as much as you possibly can in class as this positively contributes to our overall classroom culture. Because your presence is so important to our class, your attendance and class engagement is part of your final grade in this course. Please see the "Description of Grading Components" (on page 6) to understand what goes into calculation of your attendance and participation grade. You need to get the contact information of a couple of classmates so that if you are absent you can get the information you missed.

If you know you are going to be absent: You are still responsible for getting your work in on time. You can work ahead and turn work in early. You should connect with a classmate to get notes we went over in class and ask them to get any handouts for you. You should also see if this classmate can message you to let you know if there was any additional assignments, videos, or other things not noted on the syllabus that you should complete. If you are absent because of a doctor's appointment, surgery, a scheduled, college-approved event (ex: if you are a student athlete and traveling for a game), or work-related issues, provide me with documentation prior to the absence and I can excuse this absence. Religious observances will be excused – just let me know.

If something comes up/family emergency/illness and you are going to be absent: You should email me before the start of class to let me know that you will not be in class and then contact a classmate to let them know that they need to get notes for you. You can use your late pass to get any work that you did not get done on time in. If you are ill and miss more than three days, provide me with a doctor's note so that I can excuse your absences.

Please note that **in-class activities can only be made up for excused absences**. Vacations, going to a wedding or visiting a friend, transportation issues (car won't start or missed the bus), alarm malfunctions or not hearing your alarm, etc. are not excused!

Furthermore, while you are in class, I would like you to focus on our class. This means that all electronic devices should be put away, unless I prompt you to use them. If you need a laptop to take notes, or if you need technology for any other reason, I would like for you to talk to me about it. Texting, excessive talking, or other disruptive behavior is disrespectful to our class, so your participation grade will be affected by these types of behaviors. Please just use common sense and be respectful of our class.

Quality Work. In order for this class to be successful, we need to have high expectations of each other.

Me: I want you to succeed in this class (as well as in school in general!) I will have high expectations for you and know that will the right support and help (if it is needed) that you can and will succeed. I will do my best to provide you with that support. I also will work very hard to make this class as successful as possible by choosing course materials and assignments that are interesting and engaging and striving to bring my best to class every day.

You: I expect you to bring your best self as well. When reading, completing assignments, or making comments, I want you to do your personal best by showing that you have read, displaying thoughtfulness, asking pertinent questions, and making a strong effort to understand the material. When you throw an assignment together at the last possible minute, simply skim (or write down definitions in the back of the chapter to "show" that you have read), and generally do not put in your best effort, it hurts not only yourself (often through lower grades) but also hurts the overall class by lowering the standards for each other.

Honesty and Integrity. In order for this class to be successful, we need to be credible, honest, and integrous.

Me: I will present information that is grounded in social-science research and will do my best to answer questions based on my understanding of that research and information. If there is something that I do not know, I will let you know that I do not know it. If there is something that is my own personal opinion about something, I will let you know that this is *my* perspective and what *I* think about the matter.

You: Your work should be your own, except when asked to work with other students. You are required to acknowledge if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Please do not copy and paste material from websites - this is a severe form of cheating that will receive a zero grade. ***In this class, your assignments should be grounded in the lectures, activities, and readings (rather than web resources, which are often not sociological!).*** If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

Respect and Inclusion. In order for this class to be successful, we need to be open to listening to difference and learning about and respecting diverse experiences and perspectives.

Me: I believe everyone in our class has the right to feel welcome and safe from personal attack and thus I will listen to you and be constructive and thoughtful in my comments.

You: You need to be constructive in your comments as well. You may certainly disagree and debate, but you can express your viewpoint in an open, respectful manner. Please think of other people's feelings before speaking. I cannot allow students to insult or belittle an entire group of people (such as women, men, people of Color, queer people, poor people, Christians, Jews, Muslims, people with disabilities, veterans, conservatives, liberals, and so on). You are entitled to your beliefs, but you are not entitled to make attacks or victimize others. If you are unable to express your beliefs in a non-insulting manner, please keep them to yourself. I think you'll find, however, that with a little practice, you can express your viewpoint in an open, respectful manner. If you have any doubts, feel free to check with me and I'd be more than happy to help you express yourself responsibly.

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 the DRC 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

Other Resources:

SOCIOLOGY DROP-IN TUTORING

Do you need help with an assignment? Understanding a concept in class? Brainstorming paper ideas? Would you like someone to review your work before you submit it? Drop-in tutoring is available to help you!

Our tutor is a student who has taken many classes in Sociology so they have a lot of knowledge and expertise. They are available to help you on:

Tuesday's and Wednesday's from 1-2 pm in MCS (B234)!

SOCIOLOGY WEBSITE

Visit our Program's website – there are lots of tips there for students about how to get the most out of your experience at BC, in addition to information about Sociology as a major. <http://www.bellevuecollege.edu/sociology/>

Grading:

Final grades are based on **seven factors**. (1) Attendance and Participation, (2) In-class activities, group work, or homework assignments distributed in class, (3) Notes on the Readings, (4) Film responses, (5) Exams, (6) Discussion Board on 13th, and (7) Syllabus quiz. Each of these elements is awarded a specific number of points:

Attendance/Participation	50 points
In-class activities (10 at 10 points/each)	100 points
Notes on Readings (25 at 10 points/each)	250 points
Film Responses (6 at 25 points/each)	150 points
Exams (2 at 100 points/each)	200 points
Discussion Board on 13 th	30 points
Syllabus quiz	20 points
TOTAL	800 points

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 740 - 800 points	C+	= 620 - 635 points
A-	= 716 - 739 points	C	= 580 - 619 points
B+	= 700 - 715 points	C-	= 556 - 579 points
B	= 660 - 699 points	D+	= 540 - 555 points
B-	= 636 - 659 points	D	= 476 - 539 points
		F	= 0 - 475 points

Description of the Grading Components:

1. Attendance and Participation: (50/800 points – 6% of final grade)

Attendance and participation are essential to the format of this class and will therefore contribute toward your final grade. Your success in this class depends on your active attendance, engagement and participation. Please see the “Attendance and Class Engagement” and “Promptness” sections of syllabus to better understand the rationale for these policies. Do not take this portion of your grade lightly! Here is what goes into this portion of your grade:

- You are expected to be in class every day. At the beginning of each class period, I will put up a unique QR code for you to scan to record your attendance (so you will need to bring your phone and have a QR Code Reader downloaded). It is your responsibility to get to class on time to have your attendance recorded.
- Because we only meet Monday – Thursday, three unexcused absences will be permitted without impact to your overall grade. If you miss more than three classes, your attendance and participation grade will drop by 3 points for each day missed. In order for your absences to be excused, you need to discuss it with me or email me prior to your absence (unless, of course, it is an emergency). For example, if you are sick, you need to email me before class to let me know that you are ill and contact a classmate to make sure you get any information that you missed.
- You are also expected to be get to class on time. If you are repeatedly late or leave class early, your attendance and participation grade will be lowered. If you arrive late or leave early 3 times, this = 1 absence.
- You are also expected to be actively engaged in the class, which includes larger class discussions, small group work, taking notes, asking questions, and any individual tasks that may be asked of you. Excessive talking, texting, or other disrespectful and disruptive behavior will lower your attendance and participation grade.

2. In-class Activities: (100/800 points; 10 pts each – 12% of final grade)

Over the course of the quarter, you will be asked a total of 10 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 without approval of an excused absence*.** 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.

3. Notes on the Readings: (250/800 points; 10 points each – 31% of final grade)

For most assigned readings, you will need to submit notes about that reading. Doing notes on the readings are crucial for success in this class (and in college in general). The purpose of these notes is to:

- help you keep up with the readings (reinforcing good study habits/skills)
- help you to learn how to identify key points and themes from readings and put them in your own words
- help you to synthesize and process the information you are taking in to better learn the material
- help us to have a more informed discussion in class

You will submit your notes on Canvas either in a Word document or if you prefer to hand write them, you can take a photo and upload. Due dates for all notes are stated on the Calendar as well as in Canvas. **You can use your notes on your exams**, so it is in your best interest to do an outstanding job defining key terms, identifying major themes, and providing examples for yourself.

These notes are for you, to help you. Writing down the information you are reading helps you retain it. Notes can be as thorough as *you want*. You know how you learn best (better than I do), so if you are a student who needs to write more details, please take the time on these and do so. There is a minimum requirement but there is no maximum. The minimum guidelines are as follows and notes might follow this format:

YOUR NAME	TITLE OF ARTICLE/CHAPTER & AUTHOR	DATE
<ul style="list-style-type: none">• A minimum of 4 main ideas or important points that are discussed in the reading. These must be IN YOUR OWN WORDS (copying and pasting is not acceptable). Show me that you have read the article in its entirety!• List and define any key terms IN YOUR OWN WORDS.		

4. Film Responses: (150/800 points; 25 points each – 19% of final grade):

Over the course of the quarter, you will watch 6 films outside of class. It will be your responsibility to sign up for streaming services to access the films. The chosen films bring together many ideas discussed in the readings and in class. For each of these films, you will need to reflect upon intersectionality, main themes addressed in the film, your thoughts on the film, and how it connects to course content. Film responses should be at least 2 pages in length, typed and double-spaced and they will be submitted on Canvas. I will provide you with some guiding questions for each of the films.

5. Exams: (200/800 points; 100 points each – 25% of final grade)

Over the course of the quarter, you will take two exams that integrate the courses' in-class activities (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and written response questions. Please note that you cannot make up missed exams. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. I will provide you with a review sheet/study guide for both exams a minimum of one week in advance.

6. Discussion Board on 13th: (30/800 points – 4% of final grade)

You will see in week 9, I will be gone for a conference and thus we will not be holding class. You will be watching the film 13th that week and I will be opening up a discussion board for us to have virtual discussions about the film like we would in class. I will place students into groups and you will be required to post one initial/original question and then respond to at least 2 of your group mates.

7. Syllabus quiz: (20/800 points – 3% of final grade)

There will be a group quiz over the contents of this syllabus during the first week of classes (see the Calendar). Come prepared!

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!

Course Calendar

You should be looking at this **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: Introduction to the Class

Wednesday, April 3rd: Introduction to the Course

Thursday, April 4th: Getting to Know Your Peers

Go over syllabus; class introductions;

Syllabus Quiz!

There is no such thing as a single-issue struggle because we do not live single-issue lives.

Audre Lorde



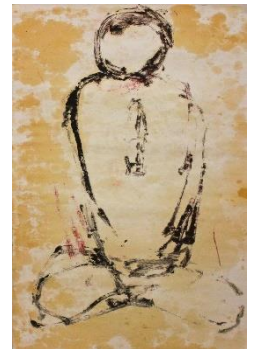
Week 2: Seeing -and Refusing to See - Privilege

Monday, April 8th: Notes on “Checking My Privilege” due on Canvas by 11:30 am - make sure you have reviewed what is expected in your notes and how notes are graded in order to get full credit!

Tuesday, April 9th: Notes on “White, Male, Ability Privilege” due on Canvas by 11:30 am

Wednesday, April 10th: Notes on “Admission Decisions” due on Canvas by 11:30 am

Thursday, April 11th: In Class Activity – No Reading!



Week 3: Intersectionality and the Matrix of Oppression

Monday, April 15th: Notes on “Privilege, Power, Difference, and US” due on Canvas by 11:30 am

Tuesday, April 16th: Notes on “Becoming 100% Straight” due on Canvas by 11:30 am

Wednesday, April 17th: Notes on “Becoming Ever More Monstrous” due on Canvas by 11:30 am

Thursday, April 18th: Notes on “Class” due on Canvas by 11:30 am



Week 4: Intersectionality and the Matrix of Oppression

Monday, April 22nd: Notes on “Asian American Women and Racialized Femininities” due by 11:30 am

Tuesday, April 23rd: *The Hate U Give* (2018; 133 minutes)– Film Response Due

Film available on Youtube, Amazon Prime, Vudu, Google Play (\$5.99)

Wednesday, April 24th: Continue discussions of *The Hate U Give*

Thursday, April 25th: No School



Week 5: Intersectionality and the Matrix of Oppression

Monday, April 29th: Notes on “Good Girls” due on Canvas by 11:30 am

Tuesday, April 30th: Notes on “Seeing Privilege Where It Isn’t” due on Canvas by 11:30 am

Wednesday, May 1st: Notes on “How Gay Stays White” due on Canvas by 11:30 am

Thursday, May 2nd: *Free CeCe!* (2018; 100 minutes)– Film Response Due
Film available on Youtube, Google Play (\$3.99); Free – Amazon Prime



Week 6: Privilege Institutionalized: Jobs and the Workplace

Monday, May 6th: Optional Review Day for Exam #1

Tuesday, May 7th: **No School - Exam #1 due by 11:59 pm on Canvas**

Wednesday, May 8th: Notes on “Working Class Growing Pains” due on Canvas by 11:30 am

Thursday, May 9th: Notes on “Are Emily and Greg...” due on Canvas by 11:30 am



Week 7: Privilege Institutionalized: Jobs/Workplace & Education

Monday, May 13th: Notes on “Gender Matters” due on Canvas by 11:30 am

Tuesday, May 14th: *Inequality for All* (2013; 89 minutes) – Film Response Due
Film available on Youtube, Amazon Prime, Vudu, Google Play, Netflix (\$2.99)

Wednesday, May 15th: Notes on “Historic Reversals” due on Canvas by 11:30 am

Thursday, May 16th: Notes on “I Hate it When People....” due on Canvas by 11:30 am



Week 8: Privilege Institutionalized: Education

Monday, May 20th: Notes on “Academic Resilience” due on Canvas by 11:30 am

Tuesday, May 21st: Notes on “Michael’s Story” due on Canvas by 11:30 am

Wednesday, May 22nd: *Teach Us All* (2017; 80 minutes)– Film Response Due
Film available on Netflix

Thursday, May 23rd: *Teach Us All* – discussions continued



Week 9: Privilege Institutionalized: Criminalization

Monday, May 27th: **No School**

Tuesday, May 28th: **No Class – I will be at a conference**
Notes on “Pliced, Punished, Dehumanized” due on Canvas by 11:30 am



Wednesday, May 29th: **No Class – I will be at a conference**
13th (2016; 100 minutes) – Film Response Due
Film available on Netflix

Thursday, May 30th: **No Class – I will be at a conference**
Discussion Board on 13th Due

Week 10: Privilege Institutionalized: Criminalization

Monday, June 3rd: Notes on “Myth of Immigrant Criminality” due on Canvas by 11:30 am

Tuesday, June 4th: Notes on “Refugees, Race, and Gender” due on Canvas by 11:30 am

Wednesday, June 5th: Notes on “Talking Back to Controlling Images” due by 11:30 am

Thursday, June 6th: Notes on “Immigrant Rights are Civil Rights” due by 11:30 am

Week 11: Privilege Institutionalized: Activism

Monday, June 10th: *Beyond Borders: Undocumented Mexican Americans* (2016; 57 minutes) Film Response Due
Free stream: <https://vimeo.com/181639061>

Tuesday, June 11th: Notes on “Intersectional Mobilization” due by 11:30 am

Wednesday, June 12th: Notes on “(Re)Imagining Intersectional Democracy” due on Canvas by 11:30 am

Thursday, June 13th: Wrap up for the quarter

Week 12

Monday, June 17th: **Optional Review for Final Exam**

Your final exam will be taken on Canvas. It will open after class on June 13th and must be completed by 11:59 pm on Tuesday, June 18th

Tuesday, June 18th: **Final Exam Due on Canvas by 11:59 pm**

TIME IS



MONEY

