

INTERSECTIONS OF RACE, CLASS, GENDER and SEXUALITY

SOC 264; Spring 2011

M&W 12:30-2:40; L-124

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COURSE INTRODUCTION

We live in a society that – for better or for worse – organizes people according to race, class, and gender. Until the 1990s, most sociologists talked about inequality along just one variable or identity – such as race or gender. But in recent years, scholars have attempted to understand the *relationship* between multiple identities.

Thus, in this course we will study race, class, and gender not as separate entities, but as entities that intersect and interact with one another. We will examine the intersections, interconnections, tensions, and harmonies of race, class, gender and sexuality as systems of privilege and oppression. We will explore how a given human being can be advantaged and disadvantaged *simultaneously*. This “intersectional” approach is relatively new, and it is at the forefront of a modern and more-complex way of thinking about society.

We will begin the quarter by conceptualizing this intersectional approach to race, class, and gender. 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, and gender 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. Paula S. Rothenberg, Race, Class, and Gender in the United States. 8th Edition. Worth Publishers (2010).
2. Additional articles and/or handouts are posted on the course website (My BC – Shared Documents) or distributed in class.

Please note due to recent budget cuts, students will be expected to print out their own handouts, syllabus, and other agenda items to bring to class.

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.

COURSE LEARNING OUTCOMES

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

- Think creatively and critically about the social world;
- Explain the concepts of race, class, and gender from a sociological perspective;
- Describe the theoretical application of “intersectionality”;
- Explore how race, class, and gender intersect to shape our lives – our identities and our life chances;
- Discuss the role of power and privilege in maintaining dominance and oppression;
- Understand the fundamental social experiences that make us “different” from one another;
- Describe how racism, classism, and sexism are embedded in the social structure;
- Explain how he or she is a member of a complex social system; and
- Suggest ideas and strategies for challenging inequality in society.

GENERAL EDUCATION OUTCOMES:

This course's General Education ratings are: 3 in Critical Thinking, 2 in Reading, 2 in Ethics, 2 in Historical and Intellectual Perspectives, and 3 in Cultural Diversity.

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, blackberries, 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 with 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:

All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with the Disability Resource Center at (425)564-2498. You will need to obtain the appropriate documentation from the DRC in room B132. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements. You will need to make arrangements with the DRC in advance for test-taking or other accommodations.

GRADING:

Grades are based on four factors. (1) Participation and Discussion, (2) Weekly Seminar Papers, (3) Exams, and (4) Film Analysis Papers. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Weekly Seminar Papers (10 at 10 points/each)	100 points
Film Analysis Papers (5 at 50 points/each)	250 points
Exams	300 points
TOTAL	700 points

DESCRIPTION OF THE 4 GRADING COMPONENTS:

- 1. Class Participation/Discussion (50 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. Please note that since this class meets only twice per week, if you miss six or more classes, which is roughly $\frac{1}{4}$ of the quarter, you will fail the course. 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. Weekly Seminar Papers (100 points – 10 points each):** Since this is a discussion-based course, 10 times over the course of the quarter (roughly one per week), you will need to submit a 1 page typed seminar paper. Please note hand-written papers and late papers will not be accepted and will receive a 0 grade. The purpose of these brief papers is for you to make connections between the various readings and for me to make sure you are reading. These papers will also help to make out conversations more lively and informed. Each 1-page seminar paper should include the following: a reflection on the main theses, ideas, or key concepts of the articles read that week, 3-4 central questions that you have about the articles that you would like to talk about with your classmates (the questions should be thought-provoking, not “What did you think about the article?” and “What is the author saying?”), and most importantly, connections that you are seeing between the articles. Seminar papers will be collected at the end of class as they can be used for reference or group work within the class period. Furthermore, I will allow students to use these seminar papers on the exams. I will hold on to all seminar papers until the day of the test, whereby papers will be redistributed.
- 3. Exams (300 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. Exams will be held during the first part of the class (roughly 1 hour). Students will need to bring blue books for answering essay questions.

4. Film Questions/Handouts (50 points each/250 points total)

Throughout the quarter, we will watch 5 films which we will read as “texts” for the class. For each of these films, you will write an analysis for each film that is informed by the readings. The purpose of these analytical papers is for you to apply the concepts of intersectionality to various films. Each paper should be 3-4 pages in length and should be a critical analysis (not a summary!) These analytical papers should be formal in tone, well-thought out, grammatically impeccable, and should integrate core concepts and ideas discussed throughout that week. You should have a bibliography page showing what readings you are integrating into each paper. See the general guidelines below for formatting details.

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 12:30 p.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!

GENERAL GRADING GUIDELINES FOR WRITTEN WORK:

A Paper - An A paper shows me you’re engaged with the readings, the media, and the lectures in class. It’s a paper free from grammar and spelling errors, and a paper that demonstrated your command not only of the English language, but of the form and flow of a solid piece of written work. Your arguments are solid and backed up with intellectual ammunition. You’ve demonstrated a strong understanding of our readings and the in-class materials and how they intersect with one another.

B Paper – The B tells me you’re doing very good work. You may have a few grammar issues, but your paper is still tidy and the writing is still strong. You have a relatively firm grasp on the themes in the course but you may not be as well versed in the readings or materials as you could be. Your understandings of some of the course materials are stronger than others, but I would like to see you challenge yourself a bit more with the course issues and themes.

C Paper – The C paper means that you’re not as invested in the class as I’d like to see. Your writing is relatively weaker than it could be and you’re not thinking as critically as I’d like you to. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

D Paper – A D paper is not proofread and it does not deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is no integration of material or questions raised in class. The course materials are not presented clearly, or at all. I will work closely with each of you as much as time allows. Please note: a D paper or below may be resubmitted once during the quarter for a better grade.

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, COSIDERATIONS, 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 are expected to have read the readings assigned for the current day by the time you arrive in class!

****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 4TH: Introduction to the course

Go over the syllabus and begin discussing race, class, gender, sexuality and intersectionality

WEDNESDAY, APRIL 6TH: Social Construction of Difference: Race and Ethnicity

Readings: "Racial Formations," pp. 13-22
"The Ethics of Living Jim Crow," pp. 23-32
"Constructing Race, Creating White Privilege," pp. 32-38
"How Jews Became White Folks," pp. 38-53
Weekly Seminar Paper #1 Due



WEEK 2

MONDAY, APRIL 11TH: Social Construction of Difference: Gender and Sexuality

Readings: "Night to His Day," pp. 54-65
"The Social Construction of Sexuality," pp. 65-68
"The Invention of Heterosexuality," pp. 68-80
"Masculinity as Homophobia," pp. 80-92
Weekly Seminar Paper Due #2

WEDNESDAY, APRIL 13TH: Social Construction of Difference: Class and Disability

Readings: "Disability and the Justification of Inequality," pp. 92-102
"Deconstructing the Underclass," pp. 102-108
"Domination and Subordination," pp. 108-114

WEEK 3

MONDAY, APRIL 18TH: Systems of Power and Privilege:

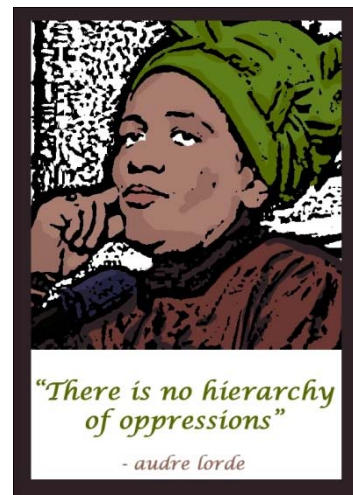
Understanding the Intersections of Oppression

Readings: "Defining Racism," pp. 123-130
"Color-Blind Racism" pp. 131-138
"White Like Me," pp. 138-141
"Smells Like Racism," pp. 141-149
"White Privilege," pp. 172-177

Weekly Seminar Paper Due #3

WEDNESDAY, APRIL 20TH: Understanding the Intersections of Oppression

Readings: "Oppression," pp. 149-153
"Patriarchy," pp. 153-162
"Homophobia as a Weapon of Sexism," pp. 162-172
"Class in America: 2009," pp. 172-177



WEEK 4

MONDAY, APRIL 25TH: Applying an Intersectional Analysis of Oppression

Film: *All of Us* (2008 - 82 minutes)

WEDNESDAY, APRIL 27th: Exam #1 (first hour of class)

Readings: "The Problem of Discrimination," pp. 243-253

"Ambercrombie Settles," pp. 253-255

"Apparel Factory Workers Were Cheated," pp. 255-258

"Refusal to Fire Unattractive Saleswoman," pp. 258-260

"Where English-Only Falls Short," pp. 260-263

"Women in the State Police," pp. 263-266

"Blacks vs. Latinos at Work," pp. 266-269

"Manhattan Store Owner," pp. 269-271

Analytical Paper on All of Us Due



WEEK 5

MONDAY, MAY 2nd: Discrimination in Everyday Life

Film: *My Name is Khan* (2010 - 160 minutes) – begin film

Readings: "Muslim-American Running Back off the Team," pp. 271-273

"Tennessee Mothers," pp. 273-275

"Goodbye to Pat Morita," pp. 275-277

"Arsonist Sentenced," pp. 277-279

"My Black Skin," pp. 279-281

"Closing Doors," pp. 281-283

"The Segregated Classroom," pp. 283-286

"Race and Family Income," pp. 286-287

"College Choices are Limited," pp. 287-288

"Wealthy Often Win," pp. 288-290

"A Death in Patchogue," pp. 209-291

"On LI Raids," pp. 291-294

"More Blacks Live with Pollution," pp. 294-297

"Lesbian Sues School District," pp. 297-299

"Director Accuses Police Complaint Board," pp. 299-301

Weekly Seminar Paper #4 Due



WEDNESDAY, MAY 4TH: Finish Discussion of Intersections of Everyday Discriminations

Film: *My Name is Khan* (finish) and in class discussion

WEEK 6

MONDAY, MAY 9TH: Economics of Race, Class, and Gender

Readings: "Imagine a Country," pp. 307-315

"Income Gap is Widening," pp. 317-319

"Meet the Wealth Gap," pp. 319-321

"Billionaires R Us," pp. 321-322

"Shhh, Don't Say Poverty," pp. 232-324

"Race and Extreme Inequality," pp. 325-326

"Post-Racial," pp. 326-327

"Forty Acres and a Gap in Wealth," pp. 328-330



"The Economic Reality of Being Latino/a," pp. 330-333

Analytical Paper on My Name is Khan Due

WEDNESDAY, MAY 11TH:

Film: *When the Levees Broke* (2006 – part 2; 60 minutes)

Readings: "The Economic Reality of Being Asian American," pp. 334-342

"Women Losing Ground," pp. 342-344

"Lilly's Big Day," pp. 344-346

"The Wage Gap and Its Costs," pp. 346-352

"The Sons Also Rise," pp. 352-354

"The Education of Jessica Rivera," pp. 354-357

"Savage Inequalities," pp. 357-360

"Cause of Death," pp. 360-365

"Immigration's Aftermath," pp. 365-370

Weekly Seminar Paper #5 Due



WEEK 7

MONDAY, MAY 16TH: Exam #2 (first hour of class)

Readings: "Civilize Them with a Stick," pp. 377-381

"Then Came War," pp. 381-389

"Yellow," pp. 389-392

"The Myth of the Latin Woman," pp. 392-397

"The Arab Woman and I," pp. 397-399

Analytical Paper on When the Levees Broke Due

WEDNESDAY, MAY 18TH: Expressions of Self-Identity

Readings: "The Beach Blanket Baja," pp. 399-402

"Crossing the Border," pp. 402-404

"The Event of Becoming," pp. 404-409

"This Person Doesn't Sound White," pp. 409-413

"Family Ties," pp. 413-416

"What I Learned about Jews," pp. 416-423

"Pigskin, Patriarchy and Pain," pp. 423-426

"The Slave Side of Sunday," pp. 426-429

"How to Sell Humvees to Men," pp. 429

Weekly Seminar Paper #6 Due



WEEK 8

MONDAY, MAY 23rd: Expressions of Self-Identity

Film: *Two Spirits* (2009 – 54 minutes)

Readings: "He Defies You Still," pp. 430-436

"With No Immediate Cause," pp. 436-438

"Requiem for the Champ," pp. 438-441

"Gay Marriage is a Question of Love," pp. 441-446

"Eight is Enough," pp. 448-451

"Out of the Closet," pp. 451-455

Weekly Seminar Paper #7 Due



WEDNESDAY, MAY 25TH: Expressions of Self-Identity

Readings: "For You, My Lovely," pp. 455-459
"Before Spring Break," pp. 459-463
"My First Time," pp. 463-468
"The Case of Sharon and Karen," pp. 468-477
"Lame," pp. 477-479
"CP Ellis," pp. 479-489

Analytical Paper on Two Spirits Due



WEEK 9

MONDAY, MAY 30TH: NO CLASS

WEDNESDAY, JUNE 1st: Reproducing Reality

Readings: "Self-Fulfilling Stereotypes," pp. 571-577
"Anti-Gay Stereotype," pp. 577-584
"White Lies," pp. 584-587
"Am I Thin Enough Yet," pp. 587-595
"Advertising at the Edge," pp. 595-603

Weekly Seminar Paper #8 Due



WEEK 10

MONDAY, JUNE 6th: Reproducing Reality

Readings: "The Plutocratic Culture," pp. 603-610
"Media Magic," pp. 610-618
"Still Separate, Still Unequal," pp. 618-633

Weekly Seminar Paper #9 Due

WEDNESDAY, JUNE 8th: Reproducing Reality

Film: *Senorita Extraviada* (2001- 74 minutes)

Readings: "Sex and Race," pp. 633-643
"Masked Racism," pp. 643-648
"Blaming the Victim," pp. 648-658



WEEK 11

MONDAY, JUNE 13TH: Sites for Social Change

Readings: "Age, Race, Class and Sex," pp. 663-670
"Feminism," pp. 670-677
"A New Vision of Masculinity," pp. 677-684
"Interrupting the Cycle of Oppression," pp. 684-690

Analytical Paper on Senorita Extraviada Due

WEDNESDAY, JUNE 15th: Sites for Social Change

Readings: "Organizing in the Fields," pp. 690-694
"Solidarity at the Liquor Store," pp. 694-695
"Upload Real Change," pp. 695-700
"Rethinking Volunteerism in America," pp. 700-703
"Here. Now. Do. Something." pp. 703-706

Weekly Seminar Paper #10 Due

Exam #3 (last hour of class)

