

G205: American Whiteness: Gender, Race, and Privilege



Whiteness – a supposedly fixed, unchanging, ahistorical, and biological (non)racial embodied reality. This course will provide an engagement with the interlocking systems of classism, white supremacy, heterosexism, and

nationalism from an interdisciplinary perspective. It will interrogate the alleged “post-racial” and “colorblind” systems, policies and institutions that populate the world around us. At its core, this course asks how the critical study of

Fall 2015:

Time: TR 2:30- 3:45 PM

Location: Woodburn Hall 007

Instructor: Jocelyne Scott

Course # 8870, 3 credits

Social and Historical (S&H) Credit

whiteness specifically contributes to anti-racist politics and activism and mobilizes awareness of structural racism.

G205:
Total Frat Move: Gender and Greek Life

How will you use Gender Studies in the future and apply what you've learned?

I am now a gender [studies] major because I find the effect [sic] that gender has on people very fascinating. The world looks very different when you look at it through the lens of gender." (student reflection)

Feedback on Instructor

"Thank you for being a really great professor. You were awesome!" (from reflection)

"She is able to hold great discussions. Everything was great."

"[Jocelyne is] easy to talk to and has [our] best interests at heart."

"Thank you for everything this semester. I think you did a great job in getting us to understand a deeper meaning about gender studies." (student e-mail)

"Jocelyne had a good handle on all of the topics, was very passionate and was very successful at teaching. It was a pleasure to take the course."

"She was passionate. She engages us and allows people to state their opinion without [being] criticized."

"The understanding and non-judgmental environment created was the most valuable part of the course along with the discussion-based classes and her [Jocelyne's] laid-back but firm nature and ability to relate to her students."

"I thought you did an awesome job of really making us think and participate." (from reflection)

"She is always very energetic and willing to listen to what students have to say."

"She cared about the subject and made it easy to participate."

"She definitely does not ever belittle a student's opinion in class, and discussions are always very welcoming to a wide range of views."

"Jocelyne has the rare ability to truly relate her material in class to our lives as young people."

"The class discussions were fun and engaging. I felt comfortable saying whatever came to mind in front of her."

"The instructor introduced new ideas that were challenging and thought-provoking."

"[I] worship professor Scott. She kills it."

"Overall the instructor is passionate, witty, and flexible."

"She is always positive and energetic and explains things clearly."

"She explains so everyone understands and can engage in conversation."

"The instructor was able to bring up views that we hadn't come up with and help facilitate an open discussion environment."

"The instructor is exceptional at guiding discussions and making material relevant."

"She is very knowledgeable and enthusiastic. It always seems like she wants to be here."

"Jocelyne was great. I loved that she was down to earth and willing to help."

Now having taken this course, I am really interested in others' opinions about feminism, racism, sexism, popular culture, class, and LGBT people. I am enrolled in a [GS] course for next semester and I'm really excited." (student reflection)

It was interesting applying what I learned to my daily life and seeing that what we talk about is true.” (student reflection)
I have decided to take more Gender Studies courses throughout college!” (student reflection)
This course has shown me that gender studies class goes beyond just gender studies and combines real life experiences into a class [where] one can learn to recognize injustices and make a difference.” (student reflection)
I would love to show my feminist support in some type of way that was important to me. I plan to take more GS classes because I found it to be very interesting and unique.” (student reflection)
I have become more active in feminist causes (i.e. Slut Walk) and feel strongly about changing the world to a more equality-friendly place.” (student reflection)
The event attendance was valuable in that it demonstrated what we learned in real life, and we were able to see it for ourselves.”
This course made me very aware of the problems related to gender in our society and gave me a mindset that makes me want to fix what I can.”

<div> Evidence of Teaching Effectiveness and Course Objectives Feedback from Student Reflections </div>
Before this course, I didn’t understand – or think about – the concept of intersectionality and how everyone experiences things in a different way depending on their race, gender, sexual orientation, or other such factors.”
This course has enabled me to think about things like class, race, sex, and gender in a more dynamic way.”
This course has changed my thinking regarding institutionalized oppression by giving me real life, modern examples of inequalities.”
This course has changed my views on oppression because it made me realize how much discrimination we still have in our society.”
This course brought positive awareness to the GS field. It is an important and impactful field that should have more attention brought to it.”
Before taking this course, I was not aware that women still suffered from systemic discrimination on the basis of gender.”
This course has enlightened me and stimulated my thinking on sexism, racism, and classism through the readings and most importantly through in-class conversations.”
My thinking of feminism and feminists has in fact changed, since I now have more respect for their cause and understand the significance of what feminists are fighting for.”
I thought the discussions were valuable in expanding my horizons and making me much more aware of social problems.”

Spring 2016:

Time: TR 9:30-10:45 AM

Location: Sycamore Hall 210

Instructor: Jocelyne Scott

3 credits, S&H Credit



What do fraternities and sororities do to exposing and/or encouraging gender and sexual expectations? What do pejorative and inflammatory representations of Greek culture mean both to Greek and non-Greek individuals? This course will critically engage the systems and structures of Greek societies. It will interrogate normative conceptions of racialized and classed masculinity and femininity, heteronormativity, and the sexual behaviors and practices of college-aged men and women. We will broaden our scope to include popular culture and social media sites.

Please direct any questions to Jocelyne Scott at jocscott@indiana.edu.