

**Oxford College of Emory University**

**WGS 200 GENDER, RACE, CLASS AND SEXUALITY (5757)**

**Spring 2016 11:50-1:30 pm Elizer Hall 157**

WGS 200 is a TPSL course and fulfills the sophomore writing requirement

**Professor:** Dr. Patricia Del Rey

**Email:** [pdelrey@emory.edu](mailto:pdelrey@emory.edu)

**Phone:** 404.933.3053

**Office hours:** Please make an appointment by email or in person to see me before or after class for a Tues or Thurs appointment at 11:15 or 1:30

Student Instructors:

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For help on your research paper and presentation, you must all make an appointment with either:

Jeanna Schrimsher [jeanna.schrimsher@emory.edu](mailto:jeanna.schrimsher@emory.edu) 706 263 1135 jschrim

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Jordan Chapman [jordan.taylor.chapman@emory.edu](mailto:jordan.taylor.chapman@emory.edu) 678 613 5648 jtchapm

Emily and Ash will run sessions at night and they are available for individual appointments to work with you on the assignments and class requirements. It is important to make contact with the SI that is assigned to you, if you want a good grade in the class. I will also require you to meet with them for a special tutoring session, if necessary.

**Course Description**

This women's studies course is an interdisciplinary and a cross-cultural examination of the social issues of gender, race, class and sexuality as they contribute to shaping the lives and the identity formation of diverse women in the U.S. Particular attention will be paid to contemporary concerns in the lives of first generation U.S. women and special issues dealing with bicultural identity unique to these women. This course is a study of existing power relations, not only between men and women, but also arising from differences among women themselves. Reading feminist writers representing both theoretical and applied perspectives, students will gain conceptual grounding in the basic social concepts of race, class, gender, and sexuality and learn to analyze systems of power and oppression. Key outcomes of this course are to develop essential skills of reading and thinking critically, self-expression through writing and discussion, and self-reflection. In addition, in providing service to the local community of Newton County through the TPSL, students will use their work experience as a laboratory to understand the principles of hierarchy and to evaluate the consequences of social stratification on people's lives.

**For the TPSL requirement, students will work for 9 weeks in their assigned location and for a total of 18 hours, 2 hours per week. Your work must begin the week of Feb. 1 and be completed by Friday, April 22.**

**REQUIRED ATTENDANCE--MARK YOUR CALENDARS- PUT IT IN YOUR PHONE CALENDAR from 12:45-6 pm**

***APRIL 8, 2016 OXFORD COLLEGE NINTH ANNUAL WOMEN'S STUDIES STUDENT RESEARCH SYMPOSIUM***

**Location: Student Center TV room (Aikin) - 12:45 pm to 6 pm. Required attendance -- And some of you will be invited to present your research paper from this class at the symposium. This is an Oxford Studies event. Also, keep the Friday before clear, April 3, to come to practice your paper, if it is accepted to present.**

**Required Readings –articles identified below are on eReserves or in Documents on Blackboard and/or in Library Reserves**

1. Rothenberg, Paula S. *Race, Class and Gender in the United States*, Ninth Edition, Worth Publishers, 2014.
2. Davis, Angela Y. *Women, Race & Class*, Vintage Books, 1983.
3. Readings below from: Margaret Andersen and Patricia Hill Collins *Race, Class & Gender, An Anthology*, Sixth Edition, Thomson Wadsworth, 2007
  - a) Cornel West: Black Sexuality: the Taboo Subject, Chap 30-pp.247-252.
  - b) Donna Langston: Tired of Playing Monopoly, Chap 13-pp.118-127.
4. Diamond, Lisa M. *Sexuality Fluidity: Understanding Women's Love and Desire*, Harvard University Press, 2008: Chapters 1, 2 and 3.
  - a) Will the Real Lesbians Please Stand Up? Chap 1
  - b) Gender Differences in Same-Sex Sexuality Chap 2
  - c) Sexual Fluidity in Action Chap 3 (optional)
5. American Anthropological Association's Statement on Race—See websites on course schedule
6. Koedt, Anne The myth of the vaginal orgasm in *Feminist Theory* 2<sup>nd</sup> edition Wendy Kolmar and Frances Bartkowski, Eds, 2005 McGraw Hill.  
<http://www.cwluherstory.org/myth-of-the-vaginal-orgasm.html>
7. Rupp, L. A World of Difference: Love and Desire within the Constraints of Heterosexuality, in *Women's Voices Feminist Visions* 5<sup>th</sup> Ed. Susan Shaw and Janet Lee Eds, 2012 McGraw Hill, pp. 195-201
8. Fausto-Sterling, Anne, Ibid. The 5 Sexes pp. 121-125
9. Stiglitz, Joseph Inequality, *Vanity Fair* May 2011  
<http://www.vanityfair.com/news/2011/05/top-one-percent-201105?printable=true>
10. Friedman, B. The Oligarchy in America Today, NY Review of Books, Oct 11, 2012.  
<http://www.nybooks.com/articles/archives/2012/oct/11/oligarchy-america-today/>
11. Bernstein, Jared The Shape of Inequality and its Impact on Growth  
*HuffPost Business* Internet 7/29/2011  
<http://jaredbernsteinblog.com/the-shape-of-inequality-and-its-impact-on-growth/>

12. Prashad, Vijay *The Karma of Brown Folk*, Univ of Minnesota Press, 2000, Preface and pp. 1-9.
13. ncai.org The National Congress of American Indian
14. Intersexed: Basic Definitions
15. History of Asian Americans in the US
16. When Poor people make bad decisions  
[http://www.huffingtonpost.com/linda-tirado/why-poor-peoples-bad-decisions-make-perfect-sense\\_b\\_4326233.html](http://www.huffingtonpost.com/linda-tirado/why-poor-peoples-bad-decisions-make-perfect-sense_b_4326233.html)
17. Black hair---- [http://www.huffingtonpost.com/ama-yawson/why-do-black-women-in-the-military\\_b\\_5132251.html](http://www.huffingtonpost.com/ama-yawson/why-do-black-women-in-the-military_b_5132251.html)
18. Virginia Woolf, *A Room of One's Own*, 1929, Harcourt.  
<http://www.siskiyous.edu/class/engl1c/fernandez/An%20Excerpt%20from%20Virginia%20Woolf.htm>  
Excerpt Chapter 3.
19. When Americans lynched Mexicans  
[http://www.nytimes.com/2015/02/20/opinion/when-americans-lynched-mexicans.html?\\_r=0](http://www.nytimes.com/2015/02/20/opinion/when-americans-lynched-mexicans.html?_r=0)
20. The Prison System- Bryan Stevenson  
[http://www.ted.com/talks/bryan\\_stevenson\\_we\\_need\\_to\\_talk\\_about\\_an\\_injustice?language=en](http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en)
- ADD21. The State of Women of Color in the US  
<https://www.americanprogress.org/issues/race/report/2013/10/24/77546/the-state-of-women-of-color-in-the-united-states-2/>
21. Porter, Eduardo NY Times A Relentless Widening of the Disparity in Wealth  
[http://www.nytimes.com/2014/03/12/business/economy/a-relentless-rise-in-unequal-wealth.html?\\_r=0](http://www.nytimes.com/2014/03/12/business/economy/a-relentless-rise-in-unequal-wealth.html?_r=0)
22. Go to the following and watch the first 10 min – Income Inequality – John Oliver  
<https://www.youtube.com/watch?v=LfgSEwjAeno>
23. Judith Butler- <http://opinionator.blogs.nytimes.com/2015/01/12/whats-wrong-with-all-lives-matter/?mwrsm=Email>
24. Mass Incarceration: the Silence of the Judges- NY Review of Books  
<http://www.nybooks.com/articles/archives/2015/may/21/mass-incarceration-silence-judges/?pagination=false&printpage=true>
25. Combahee River Collective Statement 1977 – beginning of the concept intersectionality  
<http://circuitous.org/scraps/combahee.html>
26. Krugman, Paul, Prisons, Privatization, Patronage NY Times June 21, 2012  
<http://www.nytimes.com/2012/06/22/opinion/krugman-prisons-privatization-patronage.html>
27. The pipeline from schools to prisons: look at figure

<http://www.pbs.org/wnet/tavisismiley/tsr/education-under-arrest/school-to-prison-pipeline-fact-sheet/>

**Course Goals:** Each of us in this class is expected:

- To participate actively in class discussions and in Blackboard conversations on a regular basis and in a thoughtful manner
- To connect the theory we study in the readings, films, and discussions to our daily lives and the lives of those we interact with in our TPSL work-site
- To understand the ways in which girls and women have been discriminated against, marginalized, and often treated as invisible in virtually every culture for which we have empirical research
- To evaluate specific ways in which class, ethnicity, sexual orientation and age intersect with gender in defining your own lives
- To appreciate the gains made by the feminist movement and acknowledge the work that still remains
- To learn the tools of feminist analyses and critical thinking

**Requirements of the course and percentage contribution toward your grade:**  
**TO RECEIVE FULL CREDIT FOR ASSIGNMENTS WITH MULTIPLE PAGES**  
**ALL PAPERS MUST BE PRINTED ON BOTH SIDES AND DOUBLE-SPACED**

1. **Quotation and Talking Points (QTP) (30%)** – The QTPs are only one page in length and require your analysis of the readings for that day. They will not be accepted if they are turned in late. They are due at the beginning of class. For most of the class periods a set of readings is assigned (see attached schedule). You are required to read these selections prior to the class designated for discussion of the readings and on QTP days to submit a one-page, typed response and analysis of the readings of that day at the beginning of the class period. If you are absent from class on a day that a QTP is due, to receive credit for it you must email it to me before eleven on the day it is due. In the QTP you should do two things:

(1) Identify a quotation from one of the readings that you found particularly interesting or one that made you stop and think for a minute. The quote should be written in single-spaced at the top of the page. Please identify the author of the quote, not the textbook author, the page number of the quote and the name of the text. Then, **YOU MUST EXPLAIN THE REASON THE QUOTE WAS SIGNIFICANT TO YOU BY ANALYZING THE AUTHOR'S MEANING.** Identifying the quote and your explanation of the quote is done in **single-spaced**. Your analysis of the quote is what will be graded and your choice of a quote that reflects the important content of the readings is essential for earning a good grade.

(2) In the second part of the QTP you must identify 3 ideas, preferably from the other readings and develop your ideas as talking points in 3 separate short paragraphs. In bold at the head of the paragraph identify the talking point you are about to analyze. You should analyze 3 different concepts in the readings in 3 separate paragraphs. This part must be **double-spaced**. You will be graded on your identification of the most important aspects of the readings and your

reference to more than one reading, if there are multiple readings assigned. Use a heading in bold for each paragraph in which you identify the talking point for that paragraph.

#### QTP SUMMARY:

The entire QTP must not exceed 1 page. I will not read the second page. The QTP should consist of a quote and a statement as to why this statement is important to you. This is **single-spaced**. Then 3 short paragraphs with 3 separate and key ideas from readings. Your goal is to show me that you have comprehended the main points of the readings and that you can analyze the content. Do not ask questions. Create questions in your head and then answer them in the QTP. I want you to learn some tools of analysis that are useful to understand the content of the readings.

You can redo any QTP and I will average your new grade with your previous grade. The resubmission must be a new attempt at thinking and analysis of the topic and not just an addition of my corrections to the original submission. You must hand in the original with the redo.

#### **2.Attendance (5), Class Participation (5), and Blackboard Entries (10) Total = 20%**

##### **1) Attendance- 5 points**

Attendance is essential for this class. Since your individual voice is considered significant to all of our learning, you should attend every class and actively participate in class discussion. Those of you who are never absent will receive the full 5 points toward your final grade. If you are absent once, you will receive 4 points; if you are absent 2 times you will receive 3 points; and if you are absent 3 times you will receive 2 points. If you are absent 4 or more times you will lose all of the 5 points toward your final grade.

**(2) Blackboard discussion entries - 10 points.** Each student will make at least 10 Blackboard discussion entries during the course of the semester. Each entry should be a response or personal reaction to a concept presented in class, or in the discussions/readings, in a film, by another student, in the world at large, and should be approximately 3-4 sentences in length. It is hoped that these entries will serve as a type of conversation among students in the class. Please respond thoughtfully and respectfully to one another and demonstrate careful reflection and analysis. I am interested in whether you are able to incorporate ideas from the class, articulate them in your postings and **RESPOND** to the ideas of your colleagues in the class. You are building your intellectual self, so think before you enter a posting. A regular consistent series of entries is expected, not all posted at the end of the semester and not all on one day or all at the end of the semester. And only one posting per day will be counted. In fact, you will be penalized for starting your entries later in the semester since each month is worth 25% of your grade (10 points). Thus, you will earn 2.5 points for each month ( Sept, Oct, Nov, Dec) that you post . The last day to post is the last day of class at noon.

**(3) Class participation-5 points** You will be evaluated by the level of participation in which you are engaged during class discussions. In addition, each student will serve as a

discussion leader for at least one class and, in that role, be responsible for leading the discussion of the readings with the class. It will be incumbent on the facilitators to develop a list of discussion questions that they will use to lead the discussion. A list of discussion leaders for each class will be identified in the first classes, but every student will have the opportunity before the semester ends, possibly, more than once. You will usually work in pairs as facilitators of the discussion. This means that you must meet with your partner and plan the way you will discuss the readings with the class.

### **Your responsibilities when leading the class discussion :**

As individuals or in pairs, your goal is to get the class to comprehend the author's ideas. Thus, your goal is to focus on comprehension not opinion or agreement or disagreement. You will accomplish this by developing questions that will promote class discussion. Comprehension is the first step in developing critical thinking skills. Analyzing the title or the subheadings can help with an understanding of the author's meaning.

To develop the questions for class discussion:

1. Identify the topics and concepts that you believe the author has defined as important and essential. Ask the class what the author meant by a particular or an important concept.
2. Develop questions intended to elicit responses from the class; the goal of these questions is to facilitate understanding (comprehension) of the concepts and ideas in the readings as presented by the author(s)
3. Do not ask opinion questions – whether your colleagues agree or disagree
4. Do not ask whether they liked it or not
5. Your goal is getting the class to UNDERSTAND the authors' meaning. You may compare and contrast ideas in your readings with other readings. Comparison and contrasting is a kind of analysis that contributes to critical thinking skills. Remember, COMPREHENSION of the author's meaning is paramount.

### **3.TPSL 15%**

#### **Participation (5%) and presentation in class (10%)**

**You are required to attend the location to which you are assigned and complete 18 hours during 9 weeks of the semester within the dates specified only. You cannot make up any hours after the last date. If you do not complete 18 hours you will lose points on your final grade.**

The presentation is an intellectual and reflective experience that requires you to integrate 3 class readings to your work experiences at your TPSL work site. On the OPEN FORUM date listed on the class schedule you will present based on the work experiences in your TPSL. This a chance for you to share the integration of class readings with your work experience. Please use formal writing language. The readings selected should help you to pose questions that will enable you to understand your work environment.

**WHAT WILL YOUR EYES BE LOOKING FOR AT YOUR SITE?** Think about what you will be looking for in your work site and how you can use the readings to understand the experiences you will have at work. And how does the work site help you understand

what the readings have presented? This is an integrative intellectual experience in which you will use 3 class readings to build a framework for analysis (relating readings to work experiences). Early on in the semester you should share with me what questions your work site prompts you to think about.

For the class presentation describe your work environment—people you work with, age, sex, race, ethnicity and what your responsibilities were at your site. Identify the funding of this site, how do they get revenue, and the scope of their work. How are people selected to get into this site? Which readings did you select and why? How did the real life situations you encountered help you to understand and analyze the readings? How did the readings you selected help you to understand your work site?

#### **4. Final research paper and presentation to class (20%) Paper due 3/22**

**Paper- 5 pages (15%) and Presentation (5%) - 10 minutes**

**Use Prezi or powerpoint**

**Thesis statement, 10 sources and title due 2/11**

**Revision of thesis statement, title and 10 sources due 2/18**

Final project to be presented to the class.in addition to completing a review of research paper. Use the following sections in your paper, Introduction, Review of Literature and Conclusion. They will be your headings for the whole paper and within the Review of Lit you should create subheadings that relate to your paper. Each student will have 10 minutes to present a feminist analysis and evaluation of a topic (using power point) showing the class that you have learned the tools of analysis used in the field of women's studies. All final projects must be approved by me and will be evaluated as follows: 10 points for deep and extensive feminist analysis of your topic; 5 points for a thorough understanding of the topic; and 5 points for the quality of your presentation.

For the paper--First you will submit to me for approval a title and thesis statement. You will identify a position you are going to support through your research. Second, you must submit the approved thesis statement and title, including 10 sources from books and articles. You must limit internet sources. Do not use internet sources unless they are also printed. Go to the reference librarian and ask how to find books and articles on your topic. Use style guidelines of MLA or APA for appropriate citations.

**5) Three quizzes (15%) Each exam contributes 5% to your final grade. Each exam will cover the material of that day and all material that has preceded it.**

The Student Honor Code of Oxford College applies to every member of the class. Please review this code carefully giving special attention to plagiarism. Remember that plagiarism occurs when one uses the words or ideas of another person without quotations and without adequate referencing. Please note also that the use of former students' papers may not be used in any form; to do so is to violate the Honor Code. Should you have any questions about what constitutes plagiarism, please consult with me. Downloading is not original thinking. The purpose of your undergraduate education is to improve your mind and your ability to articulate your ideas. Not only is plagiarism a question of ethics but it

is depriving you of learning to analyze and think critically, thus improving your writing and discussion skills.

## **COURSE SCHEDULE**

**NOTE: Your TPSL must be done at your assigned location beginning week of Feb 1 until the last day April 22 for 2 hours per week for a total of 18 hours. No make up hours can be done after the last day April 22.**

### **1/12 Introduction to the academic field of women's studies**

**Bic pens for females--** <http://www.upworthy.com/boom-roasted-heres-why-you-dont-ask-a-feminist-to-hawk-your-sexist-product>

**Class expectations, requirements and goals**

**VISITOR: 12:30 Chi Nwokah, Assistant Director of Student Involvement and Leadership, Candler Hall 213- to talk about the TPSL placements**

### **1/14 The Social Construction of Gender: A Regulated System of Producing Knowledge that changes over time**

Frye in Rothenberg pp. 149-153 –Oppression

Go to: [http://www.huffingtonpost.com/2014/04/16/gender-facts-traditional-roles\\_n\\_5115265.html?page\\_version=legacy&view=print&comm\\_ref=false](http://www.huffingtonpost.com/2014/04/16/gender-facts-traditional-roles_n_5115265.html?page_version=legacy&view=print&comm_ref=false)

Social construction of gender role expression has varied within specific time periods is the topic of the above article.

Film: Professor Michael Kimmel- On Gender (54 minutes)

### **1/19 The social construction of difference through all societal institutions: what is the patriarchy?**

Rothenberg, pp. 7-12 The Social Construction of Difference

Johnson in Rothenberg-153-162 Patriarchy

**Film: Documentary film: Straightlaced: How Gender's Got Us All Tied Up (67 minutes)**

Straightlaced is a film about the extreme pressure placed on teenagers for normative gender performance and how homophobia controls gender role behavior. For the girls a big issue is body image and for boys it is adopting behaviors that do not mark one as gay. The consequences of not fitting in are disastrous and may lead to violence.

### **1/21 Gender as a Social Construction: Oppression and Privilege**

#### **REQUIRED READINGS:**

Virginia Woolf – Shakespeare's sister: Excerpt Chapter 3 *A Room of One's Own*

Go to:

<http://www.siskiyous.edu/class/engl1c/fernandez/An%20Excerpt%20from%20Virginia%20Woolf.htm>

Five Faces of Oppression Iris Young Go to:

<https://mrdevin.files.wordpress.com/2009/06/five-faces-of-oppression.pdf>

**Beginning discussion of your research paper**



## **1/26 Violence, homophobia and misogyny as Social Control of Masculinity**

### **Required readings:**

Thompson in Rothenberg pp. 665-671- A New Vision of Masculinity

Kimmel in Rothenberg pp. 82-93 Masculinity as Homophobia: Fear, Shame and Silence

Film: Wrestling with Manhood (60 minutes)

Film: Dreamworlds 3 (2007) Porn-rock connection: History of Music Videos

## **1/28 Learning Domination and Subordination: Objectification of the Female Body**

### **QTP # 1**

Jean Baker Miller in Rothenberg pp.110-116 Domination and Subordination

Rothenberg pp. 595-610 Am I thin enough yet? And Advertising at the edge of the Apocalypse

Kareem Abdul Jabbar: Misogyny in sports-<http://time.com/2853780/kareem-abdul-jabbar-we-need-to-stamp-out-misogyny-in-sports/>

Film: Still Killing us Softly #4 (45 minutes)

Film: Film: 50 Nude Women (10 minutes)

## **2/2 Feminism and Feminist Activism**

bell hooks in Rothenberg pp. 657-664 Feminism: a Transformational Politic

Davis, Angela pp. 87-109 What is emancipation according to Black women?: Education and Liberation from Domestic Work

Davis, Angela pp. 3-45 The Legacy of Slavery and Black Womanhood; the Anti-Slavery Movement; The Birth of Women's Rights

## **2/4 Gender Identity as a bipolar interdependent system**

### **-Transgender and Intersex Issues QTP #2**

#### **From gender identity disorder to gender dysphoria (DSM 5-2013)**

Rupp, L. The World of Difference #7 on reading list

Fausto-Sterling, A. The 5 Sexes #8 on readings list

<http://www.nytimes.com/2014/04/07/opinion/neither-female-nor-male.html>

#### **Above URL is: Neither female nor male**

A mother and her transgender daughter-

[http://www.huffingtonpost.com/2014/05/11/mother-transgender-daughter\\_n\\_5282866.html](http://www.huffingtonpost.com/2014/05/11/mother-transgender-daughter_n_5282866.html)

What Makes a Woman? NY Times

<http://www.nytimes.com/2015/06/07/opinion/sunday/what-makes-a-woman.html?ref=opinionhttp://www.nytimes.com/2015/06/07/opinion/sunday/what-makes-a-woman.html?ref=opinion>

Intersexed: Basic Definitions #14

## **2/9 Constructing Racism**

### **Identification, hatred, concentration, destruction**

Wu in Rothenberg pp. 422-425 Yellow

Angela Davis pp. 172-201 Myth of the Black Rapist

When Americans Lynched Mexicans #19

[http://www.nytimes.com/2015/02/20/opinion/when-americans-lynched-mexicans.html?\\_r=0](http://www.nytimes.com/2015/02/20/opinion/when-americans-lynched-mexicans.html?_r=0)

Read- Cornel West 3a. Black Sexuality: the Taboo Subject

Prince Ea----- I am NOT a label—

<https://princeea.bandcamp.com/track/i-am-not-a-label>

Black hair is against the Rules:

[http://www.nytimes.com/2014/05/01/opinion/when-black-hair-is-against-the-](http://www.nytimes.com/2014/05/01/opinion/when-black-hair-is-against-the-rules.html?action=click&module=Search&region=searchResults&mabReward=relbias%3As&url=http%3A%2F%2Fquery.nytimes.com%2Fsearch%2Fsite%2F%3Faction%3Dclick%26region%3DMasthead%26pgtype%3DHomepage%26module%3DSearchSubmit%26contentCollection%3DHomepage%26t%3Dqry901%23%2Fayana+byrd+when+black+hair)

[rules.html?action=click&module=Search&region=searchResults&mabReward=relbias%3As&url=http%3A%2F%2Fquery.nytimes.com%2Fsearch%2Fsite%2F%3Faction%3Dclick%26region%3DMasthead%26pgtype%3DHomepage%26module%3DSearchSubmit%26contentCollection%3DHomepage%26t%3Dqry901%23%2Fayana+byrd+when+black+hair](http://www.nytimes.com/2014/05/01/opinion/when-black-hair-is-against-the-rules.html?action=click&module=Search&region=searchResults&mabReward=relbias%3As&url=http%3A%2F%2Fquery.nytimes.com%2Fsearch%2Fsite%2F%3Faction%3Dclick%26region%3DMasthead%26pgtype%3DHomepage%26module%3DSearchSubmit%26contentCollection%3DHomepage%26t%3Dqry901%23%2Fayana+byrd+when+black+hair)

### **Discussion of your research paper**

Film: Slavery by Another Name-

### **2/11 What is Racial Identity? What is Racism?**

**TITLE-THESIS STATEMENT - DUE TODAY**

### **QUIZ 1**

Omi and Winant in Rothenberg pp. 13-22 Racial Formations

Tatum in Rothenberg pp. 125-132 Defining racism

Lumumba-Kasongo in Rothenberg pp. 302-303 My black skin makes my white coat vanish

History of Asian Americans in the US

Skin Tone Stratification and Colorism – Go to - <http://www.oxfordpresents.com/ms/golash/colorism/>

Jim Crow Museum, Blackening Up- Go to:

<http://www.youtube.com/watch?v=8SZRbrUKz0g>

Judith Butler- What's wrong with all lives matter?

<http://opinionator.blogs.nytimes.com/2015/01/12/whats-wrong-with-all-lives-matter/?mwrsm=Email>

Film: Black is ...Black ain't (87 min)

Film: The Abolitionists (120 minutes)

### **2/16 Ethnicity and Immigration QTP #3**

Thrupkaew in Rothenberg pp. 248-254 The Myth of the Model Minority

Rashad, The Karma of Brown Folk, pp. 1-9 and Preface

Shah in Rothenberg pp. 245-247 Asian-American?

Go to: YouTube: Ken Tanaka presents-What kind of Asian are you?

[www.youtube.com/watch?v=DWynJkN5HbQ](http://www.youtube.com/watch?v=DWynJkN5HbQ)

Go to: youTube Reza Aslan on CNN

<https://www.youtube.com/watch?v=G1QfgDkFR5E>

(optional) American Born Chinese, Gene Luch Yang, Square Fish (Macmillan)

Publishing, New York, 2006.

Film: The Color of Fear (87 minutes)

Film: Freedom Summer – based on struggle for racial justice in Mississippi in 1964, especially voting rights for Black Mississippians (120 minutes)

## **2/18 Latinos are shaping the future of the US**

The state of Women of Color in the US- read full report

<https://www.americanprogress.org/issues/race/report/2013/10/24/77546/the-state-of-women-of-color-in-the-united-states-2/>

Latinos are shaping the future of US – Read full report

<https://www.americanprogress.org/issues/security/report/2015/11/30/126178/latinos-are-shaping-the-future-of-the-united-states/#.VI-BziUcj4o.mailto>

Film: No Mas Bebés (79 minutes)

**Film: Latino Americans: the 500 year Legacy that Shaped a Nation**

**REVISED THESIS STATEMENT, 10 sources, outline and title due TODAY**

## **2/23 Race as a Social and Political Construct: The Intentional Construction of Race for Economic Benefit - QTP #4**

**Who benefits from constructing race as a social category?**

**(Identification, hatred, concentration, destruction)**

Required readings and sites to go to below. Read through everything that is identified below before class

1) American Anthropological Association –Statement on “Race” May, 1998.

YOU CAN FIND IT ALSO AT Go to: <http://www.aaanet.org/stmts/racepp.htm>

2) Go to: <http://www.understandingrace.org/humvar/index.html> Go to the link on top called “About the Project” Read – Are We so Different? Reads this.

3) Then click on “Human Variation” on top and then click on a) “The Human Spectrum”

b) “Only Skin Deep,” c) “Race and the Human Variation.” and read through these 3.

4) Then click on “Home” and then “Lived Experiences” and then read through a) “A Girl Like Me” and b) “Global Census.” and read through these last two .

5) Finally, Go to [www.aaanet.org/resources/A-Public-Education-Program.cfm](http://www.aaanet.org/resources/A-Public-Education-Program.cfm)

a) View Clip from Race DVD on bottom of page

b) Then click on RACE Project Website (award-winning interactive website about race) on the right side top of page and listen to this.

Read: number 25 Combahee River Collective Statement

Film: Edward Said: On Orientalism (40 min) Islamophobia in the US

## **2/25 Creating Whiteness; White Privilege QTP #5**

Macintosh in Rothenberg pp. 175-179 White Privilege: the invisible knapsack

Wright in Rothenberg pp. 23-32

Film: The Pathology of White Privilege: Racism, White Denial and the Cost of Inequality-Tim Wise 58 min

## **3/1 Homophobia as Social Control of Gendered Behavior**

Pharr in Rothenberg pp.163-172 Homophobia as a weapon of sexism  
Hirshman in Rothenberg pp. 568-573 Victory: The Triumphant Gay Revolution  
Film: Both of my moms are named Judy

### **3/3 Midterm deficiencies due**

#### **3/3 Sexual Fluidity QTP # 6 Quiz #2**

Koedt, The Myth of the Vaginal Orgasm # 6 in list of readings

Go to: <http://www.cwluherstory.org/myth-of-the-vaginal-orgasm.html>

Diamond- Chap 1, pp. 1-16 Will the Real Lesbians Stand Up?

Find Diamond on Blackboard and eReserves and library reserve

#### **3/4 Last day to drop a course without academic penalty**

### **3/15 NO CLASS FOR TPSL**

#### **3/17 Economics and Health Consequences of Race, Class and Gender Inequality**

##### **QTP #7**

Rothenberg pp. 321-323

Sklar in Rothenberg pp. 324-334 Imagine a Country

Feldman in Rothenberg pp. 385-388 "Savage Inequalities" Revisited

Reuss in Rothenberg pp. 389-393 Cause of Death: Inequality

Collins, Gail, Lilly's big day: Rothenberg pp. 383-384

Film: People Like Us- Social Class in America

#### **3/22 ALL RESEARCH PAPERS DUE TODAY**

**10 minute Presentations 3/22, 3/24 and 3/29**

#### **3/31 Focus on Socioeconomic class: The Prison System – Effective for what Purpose?**

**Is the War on Drugs really about Drugs? QUIZ 3 QTP # 8**

**Mandatory minimums-crack cocaine vs. powder cocaine (100 grams to 1 grams ratio) 1986 Anti-Drug Abuse Act**

**Obama signed the Fair Sentencing Act of 2010 which changed the ratio to 18 to 1.**

Davis in Rothenberg pp. 641-645 Masked Racism: Prison Industrial Complex (The New Slavery

Bryan Stevenson #20 TED Talk – Just Mercy

[http://www.ted.com/talks/bryan\\_stevenson\\_we\\_need\\_to\\_talk\\_about\\_an\\_injustice?language=en](http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en)

Racism and the Criminal Justice System – Excerpt

From Golash-Boza, *Race and Racisms: A Critical Approach*, Oxford University Press, 2014

Go to:

<http://www.oxfordpresents.com/ms/golash/criminal-justice-system/>

Film: The House I Live In (1 hour and 50 min ) (get from Netflix)

Film will be shown in class and the final part will be shown in the SI session

#### **4/5 Overcoming the Invisibility of Class: focus on wealth and wage gap QTP # 9**

Davis pp. 222-244 Housework-A Working Class Perspective

Donna Langston 3b. on reading list

Why Poor People's Bad Decisions Make Perfect Sense

[http://www.huffingtonpost.com/linda-tirado/why-poor-peoples-bad-decisions-make-perfect-sense\\_b\\_4326233.html](http://www.huffingtonpost.com/linda-tirado/why-poor-peoples-bad-decisions-make-perfect-sense_b_4326233.html)

Tax wealth not income:

[http://www.nytimes.com/2012/11/19/opinion/to-reduce-inequality-tax-wealth-not-income.html?\\_r=0](http://www.nytimes.com/2012/11/19/opinion/to-reduce-inequality-tax-wealth-not-income.html?_r=0)

A Relentless Widening of Disparity in Wealth – Eduardo Porter NY Times

[http://www.nytimes.com/2014/03/12/business/economy/a-relentless-rise-in-unequal-wealth.html?\\_r=0](http://www.nytimes.com/2014/03/12/business/economy/a-relentless-rise-in-unequal-wealth.html?_r=0)

Film: Inequality for All – Robert Reich Part I

Film will be shown in class and the final part will be shown in the SI session

#### **4/7 NO CLASS – for Symposium**

#### **4/12 Perspective on the mobility myth, income inequality expansion over time QTP #10**

[http://www.newyorker.com/talk/financial/2014/03/03/140303ta\\_talk\\_surowiecki](http://www.newyorker.com/talk/financial/2014/03/03/140303ta_talk_surowiecki)

Above: The Mobility Myth in US

Mantsios in Rothenberg pp. 189-209 Class in America 2012

Bernstein, J. The Shape of Inequality and its Impact on Growth #11 in list of readings

Stiglitz, Joseph Inequality, *Vanity Fair* May 2011

<http://www.vanityfair.com/news/2011/05/top-one-percent-201105?printable=true>

Free Stuff for Everyone- Bryce Covert in the NY Times Oct 9, 2015

<http://www.nytimes.com/2015/10/08/opinion/we-all-get-free-stuff-from-the-government.html>

Go to the following and watch the first 10 min – Income Inequality – John Oliver

<https://www.youtube.com/watch?v=LfgSEwjAeno>

#### **4/14, 4/19 and 4/21 OPEN FORUM –Reflective presentation on your TPSL experience ---Presentation is 10 minutes in duration**

**Evaluation of course 4/21**

**Note: April 22- last day for TPSL make-ups**