Oxford College of Emory University
WGS 202 GENDER, RACE, CLASS AND SEXUALITY (3865)
Fall 2018  11:30 am- 12:45 pm  Seney 208
WGS 202 is a TPSL course and fulfills the sophomore writing requirement
Professor: Dr. Patricia Del Rey
Email: 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 12:45

Student Instructors:
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Alyson, Suzanne and Rachel will run weekly 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. Also, I will also require you to meet with them for a special tutoring session, if necessary. For your review of research paper and especially, for your PowerPoint presentation, I strongly advise you to make appointments with them.

Please note: MARK YOUR CALENDARS: APRIL 19, 2019 The Eleventh Annual Oxford College Women’s Studies Student Research Symposium-noon-6pm in the Student Center (Candler Hall), Hossain-Kabir Room – you are invited to attend. This is an Oxford Studies event.

Course Description
This women’s studies course is an interdisciplinary and a cross-cultural examination of the social identities of gender, race, class and sexuality as they contribute to shaping the lives and the identity formation of diverse women and men in the U.S. 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 identity, specifically, the key identities of race, class, gender, and sexuality. The goal is to learn to analyze current and historical systems of power and oppression within these identities. 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 for a total of 18 hours, 2 hours per week. Your work must begin the week of Sept 17 and be completed by Dec 7.

Required Readings—articles identified below are on eReserves or in Documents on Canvas and/or in Library Reserves

Buy the first 2 books


The readings below are on eReserves or use the url to get them on the internet.
   a) Will the Real Lesbians Please Stand Up? Chap 1
   b) Gender Differences in Same-Sex Sexuality Chap 2
   c) Sexual Fluid in Action Chap 3 (optional)
5. American Anthropological Association’s Statement on Race—See websites on course schedule
8. Fausto-Sterling, Anne, Ibid. The 5 Sexes pp. 121-125
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.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
20. The Prison System– Bryan Stevenson
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
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
22. Go to the following and watch the first 10 min – Income Inequality – John Oliver
https://www.youtube.com/watch?v=LfgSEwiAeno
http://www.nybooks.com/articles/archives/2015/may/21/mass-incarceration-silence-judges/?pagination=false&printpage=true
http://circuitous.org/scraps/combahee.html
27. The pipeline from schools to prisons: look at figure
28. Jesse Williams at BET awards
   http://time.com/4383516/jesse-williams-bet-speech-transcript/
29. Our Awful Prisons: How They Can Be Changed | by Adam Hochschild ...
   www.nybooks.com/articles/2016/05/.../our-awful-prisons-how-they-can-be-changed/
30. Teen’s White Boy’s Privilege
31. Minimum Wage Laws in the US
   https://www.dol.gov/whd/minwage/america.htm
32. Children Raised without gender: Go to
   http://www.youtube.com/watch?v=4sPj8HhbwHs
   http://www.nybooks.com/articles/2017/07/13/presumption-of-guilt/
34. Crenshaw on intersectionality TedTalk
   https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality#t-770276
35. bell hooks, Feminism is for Everybody: Passionate Politics, Chap 17 To Love Again, The Heart of Feminism pp. 100-104.
   http://theweek.com/articles/749978/female-price-male-pleasure
47. Hanks, Angela et. al, Systematic Inequality, Center for American Progress, How Structural Racism created the Black/White Wealth Gap, 2/21/18.
   https://www.americanprogress.org/issues/race/reports/2018/02/21/447051/systematic-inequality/
49. The Unequal Toll of Toxic Stress, Judith Warner, Nov 17, 2017  Center for American Progress 
Boston Review  http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism
51. Land taken from Native Americans from 1776-1887 - 1.5 billion acres
52. The Politics of Pockets, Sexist and Political by Chelsea Summers, Sept 19, 2016, in Racked.  Google Racked and title of article
53. Ending the War on Drugs by B.Pearl and M. Perez, Center for American Progress, June 27, 2018  Google title and Center for American Progress
54. Mass Incarceration, Stress and Black Infant Mortality  Center for American Progress  Google title and Center for American Progress
55. Oregon was founded as a Racist Utopia by Matt Novak on GIZMODO.  
Google GIZMODO and title
56. Who Makes Up the Working Class? by Rowell- Center for American Progress  July 6, 2018

Course Goals:  Each of us in this class is expected:
-To participate actively in class discussions and in CANVAS 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 gender, 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 remain
-To learn the tools of feminist analyses and critical thinking and to apply this perspective to all your other classes

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 10 am on the day it is due. Thus, I must receive the email with the QTP before class begins to receive credit.

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 from the readings and a statement by you as to why this quote was selected and is important to you. This is single-spaced. Then 3 short paragraphs with 3 separate and key ideas from readings. This is double-spaced. 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 in your QTP. Create questions in your head and then answer them in the QTP. I want you to learn some of the tools of analysis that are useful to understand the content of the readings.

You may redo any QTP and I will average the first grade with the one redone. You must hand in your original QTP with the corrections I made, along with the new one you are submitting. Do not just make the corrections I suggested. You must redo the entire QTP.

2. Attendance (5), Class Participation (5), and CANVAS discussion 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) **Canvas discussion entries - 10 points.** Each student will make at least 10 CANVAS 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, or 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. 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 (total of 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 11:00 am.

(3) **Class participation - 5 points** You will be evaluated by the level of participation in which you are engaged during all class discussions. This illustrates to me that you are engaged in the content of the class and have done the readings. In addition, each student will serve as a discussion leader, or a facilitator, for at least one class with a partner 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:**

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 and comparison to previous readings is the beginning of developing your intellectual skills.

3. TPSL 15%
Participation (5%) and presentation in class (10%) 10 minutes -Due 12/4
IF YOU ARE NOT ACTIVELY ENGAGED AT YOUR SITE TELL ME RIGHT AWAY. IF THEY DO NOT HAVE ENOUGH FOR YOU TO DO, YOU WILL NOT BE ABLE TO FULFILL THIS REQUIREMENT.

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 worksite. On the 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 presentation language. The readings selected should help you pose questions to yourself 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 your class presentation include answers to the following:
1) Describe your work environment, i.e., the people you work with, including, age, gender, race, ethnicity and
2) What your responsibilities were at your site
3) Identify the funding of this site, i.e., how do they get revenue, and what is the scope of their work.
4) How are the people selected who are participants at this site?
5) Which readings did you select and why?
6) How did the real life situations you encountered help you to understand and analyze the readings?
7) How did the readings you selected help you to understand your work site?
4. Final review of research paper and presentation to class (20%)  11/8  Paper due
   Paper- 5 pages (15%) and Presentation (5%) - 10 minutes
   Use Prezi or PowerPoint
   Thesis statement, 10 sources and title due 10/11
   Revision of thesis statement, title, outline and 10 sources due 10/18

In the overall paper you will use the 3 sections that will organize your paper and appear as headings in the paper: INTRO, REVIEW OF LIT and CONCLUSION
Use the following sections in your final paper: Introduction, Review of Literature and Conclusion. The Introduction introduces the topic of consideration and identifies what three points you will analyze in your Review of Lit. Within the Review of Lit you should create subheadings (the three points you identified in the Intro) that build your paper. In each of the 3 subheading sections of the Review, please identify why each point is important for the structure of your paper. Then finally, in the Conclusions, say what all this means that you have identified in the Review. Here is where you can ANALYZE USING FEMINIST ANALYSES of this topic.

Use your thesis statement as the first part of your introduction. It can be the first sentences of your intro. The required outline you submit to me on 10/18 is the actual identification of the 2-3 points that you will talk about in the Review of Literature. You should use subheadings in the Review of Lit identifying your 3 points of analysis.

For your presentation- Remember, a PowerPoint is a visual presentation so don’t put too much on a slide. If you use a graph in your paper or presentation it must have a title. What is the graph displaying?

Each student will have 10 minutes to present their feminist analysis and review of research of their topic (using power point or Prezi). Please see your SI for how to do the PowerPoint or Prezi presentation. Each slide should have very few words on it. It is a VISUAL presentation.
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 (Elliot) and ask how to find books and articles on your topic. Use style guidelines of MLA or APA for appropriate citations. You must number your pages in the paper.

5) Three quizzes (15%) Each exam contributes 5% to your final grade. Each exam will cover the material of the day of the quiz and all material that has preceded it since the last quiz.
   The 3 quizzes are scheduled for 9/18, 10/18, 11/29
Oxford College Student Code of Honor
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 or copying 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, so critical to improving your writing and discussion skills.

COURSE SCHEDULE
NOTE: Your TPSL must be done at your assigned location beginning week of Sept 17 until the last day Dec 7 for 2 hours per week for a total of 18 hours. You can make up hours until only Dec 11.

8/30 Introduction to the academic field of women’s studies
Class expectations, requirements and goals
Course overview, course requirements, class expectations and goals
Introduction to the academic field of women’s studies
Interdisciplinary and multicultural-What is the history of the field?
Deconstructing what is considered to be “natural”
Understanding patriarchy (power relations and hierarchies); feminism (several perspectives that place women at the center of the analysis; all perspectives seek to understand women’s oppression); the social construction of gender (learning to be a woman; woman as object; masculinity and femininity); gender identity; gender expression; masculinity, fear, and homophobia; the social construction of race; white privilege; homophobia as social control of gender role expression.

We should all be feminists | Chimamanda Ngozi Adichie | TED TALK 30 min
https://www.youtube.com/watch?v=hg3umXU_qWc
Film: Sacrifice – an example of the world-wide phenomenon of son preference and women as objects
9/4 Gender: A Regulated System of Knowledge that Colonizes Consciousness

*Representation of the world, like the world itself, is the work of men; they describe it from their own point of view, which they confuse with the absolute truth.*

From Simone de Beauvoir 1970 *The Second Sex*

Frye in Rothenberg pp. 130-133 –Oppression

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


Go to TED.com and listen to Justin Baldoni, Why I’m done trying to be “man enough.” (18 min)

How to Raise a Feminist Son, NY Times, June 1, 2017.


Facebook 58 gender classifications:

Search for *List of 58 Gender Options for Facebook Users* - ABC News

VISITOR: Rhiannon Hubert Assistant Dean for Campus Life, Director of Student Involvement and Leadership. To discuss the requirements for your TPSL

**Sunday Sept 9 - Deadline to complete TPSL placement form. Form available Fri Sept 7 at 8 am.**

9/6 The legal concept of intersectionality and its origins QTP #1

Combahee River Collective Statement: number 25

TedTalk with Crenshaw - go to site below

[https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality#t-770276](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality#t-770276)

OPTIONAL: Rothenberg pp. 171-175 Crenshaw – Intersectionality

Film: Documentary film: Straightlaced: How Gender’s Got Us All Tied Up (67 minutes) 2009

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.

**9/11 What is Oppression and What is Privilege?**

REQUIRED READINGS:

Advertisements on eReserves

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

Go to:

[http://www.siskiyous.edu/class/eng11e/fernandez/An%20Excerpt%20from%20Virginia%20Woolf.htm](http://www.siskiyous.edu/class/eng11e/fernandez/An%20Excerpt%20from%20Virginia%20Woolf.htm)
Five Faces of Oppression  Iris Young  Go to: 

Why I’m sick of Manologues – How to Explain Mansplaining 

White Boy Privilege slam poetry 14 yr old- 8th grader in Atlanta 
Go to: YouTube and seek “Royce Mann, Age 14, White Boy Privilege, Slam Poem” 4 min 13sec. Look for the one with this length not the shorter one

OPTIONAL: Interview with him and his mother: 

OPTIONAL: # 52 The Politics of Pockets: The history of pockets isn’t just sexist, it’s political. On Racked- Google RACKED with title of article and it will come up.

Film: Professor Michael Kimmel- On Gender (54 minutes) 2008

Film: Seeing Allred- Feminist lawyer supports the #MeToo Movement- about Gloria Allred, feminist extraordinaire, 1 hr 35 min (2018) available on Netflix

**9/13 Violence, homophobia and misogyny as Social Control of Masculinity  QTP #2**

Required readings:
Go to Tony Porter: A Call to Men-  [http://www.youtube.com/watch?v=td1PbsV6B80](http://www.youtube.com/watch?v=td1PbsV6B80) (12 min)

Judith Butler - Gender as Performative--3 minute presentation-listen to Part one
[https://www.youtube.com/watch?v=Bo7o2LYATDc](https://www.youtube.com/watch?v=Bo7o2LYATDc)

Solnit, The Longest War #41
Thompson  in Rothenberg pp. 623-628- A New Vision of Masculinity
Pharr in Rothenberg pp.134-143 Homophobia as a weapon of sexism

OPTIONAL:Kimmel in Rothenberg pp. 59-70 Masculinity as Homophobia: Fear, Shame and Silence

Film: The Mask You Live In --- Netflix
Film: The Hunting Ground – sexual assault on college campuses- 1 hour 42 min- Netflix
Film: Tough Guise
Film: Wrestling with Manhood (60 minutes)

**TPSL BEGINS week of Sept 17**

**9/18 Learning Domination and Subordination: Objectification of the Female Body; Colonizing Consciousness and the Male Gaze  QUIZ # 1**

Jean Baker Miller in Rothenberg pp. 91-97 Domination and Subordination
The F word – read #36 on reading list

Go to: Kate Makkai –Slam Poetry - Not to be Pretty 3 min 28 sec
[http://www.youtube.com/watch?v=M6wJl37N9C0](http://www.youtube.com/watch?v=M6wJl37N9C0)

Go to: Lily Myers, “Shrinking Woman.”” watch video- slam poetry 3.33 min

BBC skit on man getting robbed


Film: Still Killing us Softly #4 (45 minutes)
Film: 50 Nude Women (10 minutes)

9/20 Gender Identity as a bipolar interdependent system QTP # 3
-Transgender and Intersex Issues

Transgender:
From gender identity disorder (DSM IV 1994) to gender dysphoria (DSM 5-2013)
Rothenberg pp. 71-77 Susan Stryker, Transgender Feminism
A mother and her transgender daughter- watch the video in the article- 8 min
http://www.huffingtonpost.com/2014/05/11/mother-transgender-daughter_n_5282866.html

Children raised without gender- Go to reading list number 32 on YouTube- 29 min

Gender Identity continued-

Intersexed:
Intersexed: Basic Definitions #14
What it’s like to be intersex- 3 min 25 sec
Watch: https://www.youtube.com/watch?v=cAUDKEI4QKI

Read Neither female nor male- genderqueer

Optional: Fausto-Sterling, A. The 5 Sexes #8 on readings list
Optional: What Makes a Woman? NY Times

Film: Diagnosing Difference (64 min)
Film: Trans List (HBO) Show in SI session

9/25 Romantic Industrial Complex: Romantic love as social control (especially of females)
What is the purpose of romance?

Mukhopadhyya, #37 and #38
Illouz, # 39 Why Love Hurts- read pp. 1-7 and last 2 pages
Kipnis # 40 Against Love
bell hooks # 35 To Love Again: The Heart of Feminism
Film: Mickey Mouse Monopoly (53 min) emory.kanopystreaming.com
9/27  Feminism and Feminist Activism  QTP # 4
Davis, Angela pp. 3-45 The Legacy of Slavery and Black Womanhood; the Anti-Slavery Movement; The Birth of Women’s Rights
The Solitude of Self by Elizabeth Cady Stanton 1892  # 22
http://historymatters.gmu.edu/d/5315/
Nebraska Men’s Organization against Women’s Suffrage 1914  # 23
The Danger of a Single Story Chimamanda Ngozi Adichie | TED Talks 19 min
https://www.youtube.com/watch?v=D9lhs241zeg
OPTIONAL: bell hooks in Rothenberg pp. 616-622 Feminism: a Transformational Politic
Film: She’s Beautiful when she’s Angry (Netflix)

10/2 Constructing Racism
Identification, hatred, concentration, destruction
Angela Davis  pp. 172-201 Myth of the Black Rapist
Davis, Angela pp. 87-98 What is emancipation according to Black women?: Education and Liberation from Domestic Work
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
Sesame Street –I love my hair- find on YouTube
Oregon was founded as a Racist Utopia
Google GIZMODO and title of article
OPTIONAL: Ending the War on Drugs by Betsy Pearl and Mariza Perez, June 27, 2018
Center for American Progress
Google title and Center for American Progress
Film: Ethnic Notions
Film: Skin (Netflix) South African

DISCUSSION OF YOUR RESEARCH PAPER

10/4 Constructing a Racial Hierarchy: People of color as Bodies ---
Identification, hatred, concentration, destruction  QTP #5
When Americans Lynched Mexicans #19
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 Black You are NOT White (categories created assigned to each of us)
For the above go to YouTube and search.
Black hair is against the Rules: Go to the site below
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%2Fsitesearch%2F%3Faction%3Dclick%26region%3DMasthead%26pgtype%3DHomepage%26module%3DSearchSubmit%26contentCollection%3DHomepage%26t%3Dqry901%23%2Fayana+byrd+when+black+hair


When NBA Basketball was Jewish, in The Jewish Week, Dec 16, 2014
(I’ll bring to you)


OPTIONAL: Jesse Williams acceptance speech at BET awards 2016-Read transcript
http://time.com/4383516/jesse-williams-bet-speech-transcript/
Film: Slavery by Another Name- (108 min)

10/11 Race as a Social and Political Construct: The Intentional Construction of Whiteness and Race for Economic Benefit -
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
YOU CAN FIND IT ALSO AT: http://www.aaanet.org/stmts/racepp.htm
2) Go to: http://www.understandingrace.org/humvar/index.html Look at all 6 windows.
3) Click on HOME at top left. Click on all three lenses and read contents. HISTORY, HUMAN VARIATION AND LIVED EXPERIENCE.
4) Under LIVED EXPERIENCE look at SPORTS QUIZ, WHO IS WHITE, A GIRL LIKE ME

The Atlantic Slave Trade in 2 minutes

Telling the Story of Slavery- Go to: http://video.newyorker.com/watch/notes-from-all-over-telling-the-story-of-slavery WATCH VIDEO 12 Min

Go to: understandslavery.com (cut and paste) Click on Trade and Commerce and read this

Film: Edward Said: On Orientalism (40 min) Islamaphobia in the US
Film: National Geographic: Guns, Germs and Steel (Disc 2) Colonization of African Continent -----Netflix

THESIS STATEMENT DUE WITH TITLE AND 10 SOURCES

10/16 What is Racial Identity? The Concept of Racial Capitalism (Cedric Robinson)
QTP #6
Rothenberg pp. 421-424 Ta-Nehisi Coates, Between the World and Me
Tatum in Rothenberg pp. 105-111 Defining racism
Lumumba-Kasongo in Rothenberg pp. 288-289 My black skin makes my white coat vanish
Skin Tone Stratification and Colorism – Go to - http://www.oxfordpresents.com/ms/golash/colorism/
Go to - ncai.org
The National Congress on American Indian
Click on “About Tribes” on top and then click on and read the one page summary “Introduction to Tribal Nations in the US.” Then click on POLICY ISSUES on left and pull down TRIBAL GOVERNANCE. Read the one page there.
Loss of Indian Land- Look at interactive map -1.5 billion acres were taken from 1776-1887.

OPTIONAL: Race in Vogue (the magazine) – Fashion Studies Journal
Film: American Revolutionary: The Evolution of Grace Lee Boggs (82 min)
Film: Mankiller, Activist, Feminist and Cherokee Chief (57 min) Oxford Library

10/18 Ethnicity and Immigration QUIZ #2
History of Asian Americans in the US # 15 on reading list
Go to YouTube below: Absence of Asians in US films-
https://www.youtube.com/watch?v=zB0lrSebyng 3.54 min
Yellowfacing in Hollywood – Go to YouTube below:
https://www.youtube.com/watch?v=zB0IrSebyng

Go below to: YouTube: Ken Tanaka presents - What kind of Asian are you? 2 min
www.youtube.com/watch?v=DWynJkJN5HbQ

Go below to: YouTube Reza Aslan on CNN- Does Islam promote violent? 9 min
https://www.youtube.com/watch?v=G1QfjDkFR5EEE

Minute on Indian Education 1835- from the Norton Anthology on English Literature (on eReserves)
The Tyranny of Language, Aug 6, 2018 NY Review of Books

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)

**DUE TODAY: Revised thesis statement and outline of paper due today (with title and 10 sources)**

Midterm deficiencies due

**10/23 Latinos are shaping the future of the US**
The state of Women of Color in the US READ FULL REPORT - CLICK ON THE FIRST SYMBOL AND DOWNLOAD AND READ FULL REPORT - 29 PAGES.

Latinos are shaping the future of US How the US and Mexico are growing together–
Read full report –CLICK ON THE FIRST SYMBOL AND DOWNLOAD AND READ THE FULL REPORT- 23 PAGES

Alternatives to Detention and the For-Profit Immigration System, Center for American Progress

Why People are using the term Latinx
Go to: https://www.huffingtonpost.com/entry/why-people-are-using-the-term-latinx_us_57753328e4b0cc0fa136a159?ncid=engmodushpmg00000006

Film: No Mas Bebes (79 minutes) Show in SI session, if can’t see in class.
Film: Southwest of Salem (2016) 1.5 hours on Hulu

Last day to drop without penalty

**10/25 White Privilege and Maintaining Racial Hierarchy  QTP #7**
Mclntosh in Rothenberg pp. 176-180 White Privilege: the invisible knapsack
Rothenberg pp. 501-502 - 13th, 14th, and 15th amendments (Just read amendments, not sections)
W.E.B. DuBois in Rothenberg pp. 503-510 Black Codes (Jim Crow)
Rothenberg, The Chinese Exclusion Act, pp. 511-513
What I told my white friend when he asked for my Black opinion on white privilege- also be sure to listen to video on bottom of screen
http://m.huffpost.com/us/entry/us_578c0770e4b0b107a2415b89
When Government drew the color line, Jason DeParle, NY Review of Books, 2/22/18
Go to:
Film: The Pathology of White Privilege: Racism, White Denial and the Cost of Inequality-Tim Wise 58 min

10/30 What is sex? What is sexual identity? Marriage Equality
Absence of studies on male sexuality
Rupp, L. Toward a Global History of Same sex Sexuality #7 on reading list- on eReserves

OPTIONAL: This Takes the Cake by David Cole, NY Review of Books- # 57
http://www.nybooks.com/articles/2018/07/19/civil-rights-this-takes-the-cake/?sub_key=5b5cc41ea4ad4
Film: Both of my moms are named Judy

11/1 Sexual Fluidity, Female Sexuality QTP #8
Koedt, The Myth of the Vaginal Orgasm # 6 in list of readings
Go to: http://www.feministezine.com/feminist/modern/The-Myth-ofthe-Vaginal-Orgasm.html
The Clitoris- https://www.youtube.com/watch?v=J_3OA_VZVkJ
For: Cliteracy 101: The Truth about the Clitoris Artist Sophia Wallace wants you to know the truth about the clitoris
Go to: http://www.huffingtonpost.com/2013/08/28/cliteracy_n_3823983.html
Diamond-Chap 1, pp. 1-16 Will the Real Lesbians Stand Up?
Find Diamond on Canvas and eReserves and library reserve
http://theweek.com/articles/749978/female-price-male-pleasure
Film: Passion and Power: The Technology of Orgasm 2007 (74 min)

11/6 Economics and Health Consequences of Race, Class and Gender Inequality
Rothenberg pp. 327-328
Sklar in Rothenberg pp. 329-339 Imagine a Country
Reuss in Rothenberg pp. 393-397 Cause of Death: Inequality
Yes, America can afford to dramatically reduce poverty – go to

Film: People Like Us- Social Class in America
Show film THE DIVIDE in SI session (US and UK documentary)

11/8 Review of Research Papers due TODAY and PRESENTATIONS begin - 10 minutes in duration
11/13 and 11/15 Review of Research paper presentations continued

Nov 16 LAST DAY FOR ONE-TIME FIRST YEAR STUDENT WITHDRAWAL

11/27 Focus on Socioeconomic class: The Prison System – Effective for what Purpose? QTP #9
Is the War on Drugs really about Drugs?
Mandatory minimums-crack cocaine vs. powder cocaine (100 grams to 1 gram ratio) 1986 Anti-Drug Abuse Act
Obama signed the Fair Sentencing Act of 2010 which changed the ratio to 18 to 1.
Bryan Stevenson #20 TED Talk We need to talk about an Injustice 23 min
http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en

Below is from: Golash-Boza, Race and Racisms: A Critical Approach, Oxford University Press
Go to: http://www.oxfordpresents.com/ms/golash/criminal-justice-system/
The Pipeline from Schools to Prisons: look at figure

Davis in Rothenberg pp. 584-588 Masked Racism: Prison Industrial Complex (The New Slavery)
Michelle Alexander in Rothenberg pp. 258-265, The New Jim Crow

http://www.nybooks.com/articles/2017/07/13/presumption-of-guilt/

Look at Short video: Alone by Garrett Bradley – NY Times Video (12 min)
https://www.google.com/search?q=alone+by+garrett+bradley&ie=UTF-8&oe=UTF-8&hl=en-us&client=safari

When Bail feels less like freedom, more like extortion NY Times March 31, 2018.
OPTIONAL: Our awful Prisons: How can they be changed
www.nybooks.com/articles/2016/05/.../our-awful-prisons-how-they-can-be-changed/

OPTIONAL: Bryan Stevenon, the Legacy of Lynching, on Death Row
(cut and paste)
https://www.newyorker.com/magazine/2016/08/22/bryanstevenson-and-the-legacy-of-lynching

http://www.nybooks.com/articles/archives/2015/may/21/mass-incarceration-silence-judges/?pagination=false&printpage=true

Film: The House I Live In (1 hour and 50 min ) Netflix
Film will be shown in class and the final part will be shown in the SI session

11/29  Overcoming the Invisibility of Class: Focus on wealth and wage gap

QUIZ #3
Davis pp. 222-244 Housework-A Working Class Perspective
Donna Langston  3b. on reading list
Why Poor People’s Bad Decisions Make Perfect Sense
Tax wealth not income:
http://www.nytimes.com/2012/11/19/opinion/to-reduce-inequality-tax-wealth-not-income.html?_r=0
The Problem Isn’t Food Stamps, it’s Poverty, NY Times May 26, 201, Opinion Pages.
https://nyti.ms/2r7T6U  (cut and paste)
Who Makes up the Working Class? Center for American Progress July 6, 2018 by Alex Rowell. Google title and Center for American Progress
Optional: Minimum Wage Laws in the US
https://www.dol.gov/whd/minwage/america.htm
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

12/4  QTP #10 DUE TODAY and Presentation of Reflective essay about your TPSL experience
Presentation is 10 minutes in duration and a PowerPoint is not necessary
– For your last QTP write a self-reflective one-page essay that identifies the 3 most important things you have learned in this class that matter to you- just 3 talking points. What 3 points have changed your way of thinking? Explain this well. It is not about the readings. It is your chance to articulate knowledge that you have learned in the class.

12/6 and 12/11  Continuation of TPSL Presentations --.
And Review of Course – If there is time- I will show in class this final YouTube:
https://youtu.be/GXoZLPSw8U