INTERSECTIONS OF RACE, CLASS, GENDER, AND SEXUALITY
Comparative Ethnic Studies/Sociology/Women’s Studies 300, Section 02
Fall 2013, 3 Credit Hours, Fulfills S and M
TuTh 1:25-2:40, Todd Hall 204

Instructor: Marian Sciachitano
Office: Wilson-Short Hall, Rm 10J
Mailbox: Wilson-Short Hall, Rm 111
Phone: 335-5372
E-mail: sciach@wsu.edu
Office Hrs: TuTh 12-1, or by appointment

Grad. Teaching Assistant: Leigh Gaskin
Office: Wilson-Short Hall, Rm 12
Mailbox: Wilson-Short, Rm 111
Phone: 335-7268
E-mail: shirleigh.gaskin@wsu.edu

Required Texts: (Purchase/Rent at the WSU Bookie, Crimson & Gray, or on-line)
P  Michael S. Kimmel and Abby L. Ferber, Eds. Privilege: A Reader. Second or

Course Description:
This course is primarily designed for students who have already taken CES 101 or W ST
200. If you have not yet taken either course, you must get my approval to remain in this
class. It serves as a core course for the Humanities, Social Sciences, General Studies, or
Women's Studies major. It fulfills the S (social sciences) and M (writing in the major)
requirement. The goal of this course is to provide you with a critical understanding of the
ways in which the categories of race, class, gender, and sexuality are socially constructed
within the U.S. context, and how they are central to comprehending how socioeconomic
and political inequalities are perpetuated through macro and micro intersecting systems.

Learning Outcomes:
• To develop an understanding of the intersections between race, class, gender, and
  sexuality at macro and micro levels.
• To demonstrate a basic vocabulary and understanding of key concepts and terms for
  intersectional analysis.
• To understand the ways in which these intersecting social categories are historically
  & geographically constructed, experienced, resisted, and transformed.
• To recognize and understand how these categories are connected to larger social
  institutions and structures which continue to perpetuate many domains of
  oppression as well as domains of privilege and power.
• To demonstrate an intersectional understanding of race, class, gender, and sexuality
  supported by clearly documented research, thoughtful critical analysis, and
  well-developed academic writing skills.

Grading and Assignments: Your grade will be averaged as follows: Quizzes (20%), a
Midterm Paper (30%), and a Final Research Paper Assignment (50%).
Course Requirements:
This course will require you to demonstrate your thoughtful understanding of these intersections and structures on quizzes, a take-home midterm assignment and a research paper. The research paper assignment will involve 4 major requirements. First, you will need to develop a Research Question and a Prospectus. Second, you will start doing research and demonstrate this by composing an Annotated Bibliography of your sources for the paper. Fourth, you will write Rough Drafts of an informed and thoughtful research paper applying your understanding of intersectional analyses and structural inequalities. Last of all, you will submit a Revised Final Research Paper including a Reference and/or Works Cited page. For additional research writing support, I highly recommend taking UCOLL 302 (1 credit) along with this course. There is also the Undergraduate Writing Center (located in CUE 403) where tutors will work with you on a walk-in basis, online, or in a small group.

Quiz Cards
We will periodically give you quizzes at the beginning of class that will in turn help you to prepare for the mid-term assignment. The quizzes will focus on the class readings assigned for that day and/or week. You'll need to buy some 4x6 index cards. If you miss a quiz, it is your responsibility to make that quiz up in a timely manner (preferably before the next class meeting or within 1 week from the date given—otherwise you will forfeit the make-up opportunity). Quizzes count 20% of your grade.

Mid-Term Paper Assignment
The mid-term will be a take-home writing assignment. It will count 30% of your grade.

Research Paper Assignment
There will be one major research assignment for this course culminating into a 10-15 page Final Research Paper. To facilitate this process, the research paper assignment will be divided into several tasks due throughout the semester: 1) a one paragraph Research Question, 2) a one-to two page Prospectus, 3) an Annotated Bibliography of a minimum of 5-8 sources, 4) a first draft of roughly 5-8 pages, and 5) a final draft of 10-15 pages. The purposes of this assignment are: 1) to familiarize you with academic resources, 2) to give you an opportunity to research a topic related to the world of sports, and 3) to demonstrate an understanding of race, gender, class, and sexuality in the context of your research paper topic. There will be class handouts for each research task that will explain the specific requirements and grading criteria for this major writing assignment. This research paper counts 50% of your final grade.

Extra Credit Opportunities
Instructor and TA approved extra credits options will be announced (4 event limit) throughout the semester. Each one-to-two page write-up may earn up to 25 points, but will be weighted 10% of your final grade. Turning in unapproved write-ups for random campus or current events will not be graded. On October 24th there will an opportunity to attend a lecture by Professor Mark Anthony Neal (details forthcoming). Check out his blog at http://newblackman.blogspot.com
**Course Policies:**

**Attendance & Absences**
Since this class only meets twice a week, your attendance will be expected. At each class meeting, an attendance sign-in sheet will be passed around and it is your responsibility to make sure you sign it before leaving for the day. If you know you will have to miss class for some reason, contact one of us beforehand to see whether arrangements can be made to turn in work earlier or to possibly make up any work that will be missed. Even if you have not finished a reading assignment, attend class anyway to avoid missing further assignments, in-class discussions, group exercises, or in-class writing workshops. Only approved excuses will be accepted (for serious illness, a personal/family emergency, or university-sponsored activity), this means a phone call or an e-mail **before class. If you have greater than 3 unexcused absences, your grade will be lowered 1 point for every absence over the 3.**

**Academic Etiquette**
Class will begin promptly every TTh at 1:25 and end at 2:40. Arriving late or leaving early is unacceptable; if you have a job, childcare concerns, parking issues, lab, practice, upcoming travel plans, or other time conflicts, please make arrangements now. If you decide to make it a habit of arriving late or leaving early without informing us of your reasons, we will be counting you absent for that class. **Please make sure your phone or other e-devices are turned off when class starts.** Receiving personal calls, text messaging, checking e-mails, or randomly surfing the web during class time is unacceptable. Finally, but most importantly, showing respect for your classmates’ experiences, beliefs, opinions, and feelings is essential. Harrassment or personal attacks are unacceptable. We will expect every member of this class to treat each other and the instructors with respect. If we observe you engaging in any of the above, we will penalize you 1 point per occurrence.

**Disability Accommodations**
Reasonable accommodations are available for all WSU students who have a documented disability. Please notify us during the first two weeks of class for any accommodations needed for the course. All accommodations must be approved through the Access Center (stop by the Washington Bldg, Rm 217 – same bldg. as Health and Wellness or call 335-3417 to set up an appointment with an Access Advisor). For more information, visit their website [http://accesscenter.wsu.edu](http://accesscenter.wsu.edu) or e-mail your question to [Access.Center@wsu.edu](mailto:Access.Center@wsu.edu)

**Academic Integrity**
Plagiarism or Cheating of any kind on any assignment will not be tolerated and may result in a failing grade for the course [see Standards for Student Conduct WAC 504-26-010 for definitions]. To learn more about Academic Integrity and especially how to avoid plagiarism, go to [http://conduct.wsu.edu/academic-integrity-policies-and-resources](http://conduct.wsu.edu/academic-integrity-policies-and-resources). In all instances, you must do your own work and arrive at your own ideas. Submitting the same assignment for two classes is also considered a breach of academic integrity without both instructors approval. Should there be any suspicion of plagiarism, cheating, or other forms of academic dishonesty, we will discuss the situation with you before penalties are enforced and reported to the Office of Student Standards and Accountability (see website: [http://conduct.wsu.edu](http://conduct.wsu.edu)).
Campus Safety & University Emergency Plans
In the event of campus safety concerns or university emergencies, you can check out plans, the alert notification system, and procedures at the following WSU websites: http://safetyplan.wsu.edu, http://alert.wsu.edu, and http://oem.wsu.edu/emergencies.

FALL 2013 SYLLABUS (may be subject to changes)
INTERSECTIONS OF RACE, CLASS, GENDER, and SEXUALITY
CES/ SOC/ W ST 300, Section 02
Professor Marian Sciachitano ~ Graduate Teaching Assistant Leigh Gaskin
Meets Tu, Th ~1:25-2:40~ in Todd Hall 204

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<th>Week One:</th>
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<tr>
<td>Tu, Aug 20:</td>
<td><strong>Introduction to Course</strong></td>
<td>Required Texts, Course Requirements, &amp; Course Policies.</td>
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<td>Th, Aug 22:</td>
<td><strong>Recognizing Social Locations &amp; Social Systems</strong></td>
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<th>Week Two:</th>
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<td>Tu, Aug 27:</td>
<td><strong>Why Intersectionality?</strong></td>
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<td>W</td>
<td>Finish Introduction (12-19)</td>
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<td><strong>Quiz #1 (Bring 4x6 index card)—covers all of the Introduction</strong></td>
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<td>Discuss Social Location assignment &amp; Intersectionality</td>
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<td>Th, Aug 29:</td>
<td><strong>Developing a Framework for Intersectional Analysis</strong></td>
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<td>W</td>
<td>Read Section 1 “Laying the Foundation” (21)</td>
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<td>Begin Chapter 1 “Defining Contested Concepts” (23-33)</td>
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<td>Homework Assignment</td>
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<th>Week Three:</th>
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<td>Tu, Sept 3:</td>
<td><strong>Understanding Social Locations &amp; Cultural Ideologies</strong></td>
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<td>W</td>
<td>Bring Homework Assignment to Class!</td>
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<td>Begin reading Chapter 1, if you haven’t already</td>
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<td>Th, Sept 5:</td>
<td><strong>Social Domains, Social Institutions, &amp; Structural Inequalities</strong></td>
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<td>W</td>
<td>Finish Chapter 1 (33-43)</td>
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<td><strong>Quiz #2 —covers Chapter 1</strong></td>
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<td>Possible film excerpt from Naomi Klein’s <em>No Logo</em></td>
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<th>Week Four:</th>
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<td>Tu, Sept 10:</td>
<td><strong>Recognizing a Legacy of Social Inequality in Education</strong></td>
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<td>W</td>
<td>Read Chapter 2 (49-55)</td>
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<td>Read Chapter 8 (157-160)</td>
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<td><strong>Handout Research Paper Assignment: Research Questions</strong></td>
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<td>Possible film excerpt on <em>Brown v. Board of Education of Topeka</em></td>
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Th, Sept 12: Social and Historical Constructions of Inequality in Education
W Finish Chapter 8 (160-182)
Possible excerpt: In Debt We Trust or Default: Student Loan Doc

Week Five: Tu, Sept 17: Historical Social & Economic Inequalities in Housing
W Read G.I. Bill of Rights (1944) & The Fair Housing Act (1968) on Historical Timeline (50; 67) and Polity/U.S. Citizenship (55-56)
Quiz #3—on Chpt 2 (44-69) View: Race: The Power of the Illusion

Th, Sept 19: Contemporary Social & Economic Inequalities
W Read section on Indicators of Economic Inequality (69-73)
Research Questions Due.

Week Six: Tu, Sept 24: The Social Construction of Gender & Economic Inequalities
W Read section on Marriage/Reproduction and Summary (73-77)
Read Chapter 4 sections on Gender (97-99; 103-105)
Read “The Story of Margaret Welch: A Case Study” (81-92)
Quiz #4 (covers all of today’s readings)

Th, Sept 26: Recognizing Privilege, Power, & Difference: What’s at Stake?
Prospectus Assignment Handout
P Read Intro (by Michael Kimmel) and Chapter 7 (by Allan Johnson)
Possibly view excerpt of Tough Guise

Week Seven: Tu, Oct 1: Making Privileges Visible: Race, Gender, & Ability
P Read Chapters 1, 2, 3 (by Jessica Shea), Chapter 8 (Brodkin Sacks or Foner), & Chapter 10 (Doane or Wise)

Th, Oct 3: People Like Us: Social Class and Culture in the U.S.
P Read Chpt 3 Larew or Chpt 4 Kahlenberg, Chpt 11 Kendall
Quiz #5—covers Intro, Chapters 1-4; 7, 8, 10, 11
Possibly view excerpt from Poverty Outlaw

Week Eight: Tu, Oct 8: Examining Intersections of Privilege
P Read Chpts 13-14 in 2nd Edition or Chpts 13, 14 & 15 in 3rd Edition

Th, Oct 10: Heterosexual Privilege and Homophobia
P Read Chpts 5 or 6 (by Rochlin) & Chpt 9 (by Messner or Kimmel)
1-2 page Prospectus on Research Paper Due

Take Home Mid-Term Assignment Handout—One week to complete
**Week Nine:**
Tu, Oct 15:  
**Understanding Macro and Micro Levels Simultaneously**  
Read Chapter 5 (115-134) & Chapter 6 “A Case Study: Theo Wilson and Lynn Johnson” (135-144). Chapter 7 is Optional.  
**Quiz #6—covers Chapters 5 & 6**  
*Annotated Bibliography Assignment Handout*  
*View: Race, Power & American Sports or Not Just a Game*

Th, Oct 17:  
**Dave Zirin’s Game Over**  
Read Foreword and Pre-Game  
Finish film & discuss

Reminder Note: **Mid-term Due in class or in my mailbox located in Wilson-Short Hall, Room 111 (1st floor) by 4:30 p.m. Friday, October 18**

Penalty of 5 pts off daily starting Monday, October 21

**Week Ten:**
T, Oct 22:  
**Dave Zirin’s Game Over**  
Read Chapter 1  
**Quiz #7—covers Foreword, Pre-Game, & Chapter 1**

Th, Oct 24:  
**Dave Zirin’s Game Over**  
Read Chapters 2 & 3  
Extra Credit Option: Professor of Black Popular Culture Mark Anthony Neal (time & place TBA)

**Week Eleven:**
T, Oct 29:  
**Dave Zirin’s Game Over**  
Read Chapters 4-6  
**Quiz #8**

Th, Oct 31:  
No Class. Happy Halloween.

**Week Twelve:**
T, Nov 5:  
**Dave Zirin’s Game Over**  
Read Chapters 6-9 and Post-Game  
*Annotated Bibliography Due*

Th, Nov 7:  
Research Writing Workshop #1  
Bring Copies of *First Rough Draft (5-7 pages)*

**Week Thirteen:**
T, Nov 12:  
**Understanding Macro and Micro Level Power Relations**  
Read Chapter 9 (183-210)  
**Quiz #9—over Chapter 9**
Th, Nov 14:  
*Research Writing Workshop #2—Bring Copies of Draft of Research Paper for Peer Feedback.* Final Draft Due in 3 weeks!

**Week Fourteen:**
T, Nov 19:  
*Envisioning Social Justice –Making New Connections*
W  
Read Chapter 10

Th, Nov 21:  
*Moving Forward*
P  
Read Chpt 16 or 19 by Patricia Hill Collins  
Optional readings: Chpts 15 by Thompson, 17 & 18 by Ferber, and Chpt 20 by Warren in 3rd Edition  
*Last Quiz #10*

**Week Fifteen:**

**Week Sixteen:**
T, Dec 3:  
*Research Writing Workshop #3—Bring Copies of Draft for Peer Feedback.*

Th, Dec 5:  
*Last Day of Class. Course Evaluation. Congrats to 2013 Grads!*  
Final Paper Due today or by 4:30 p.m., Monday, December 9th -located in Wilson-Short Hall, Rm 111.

Dec 9-13:  
*No CES/SOC/WST 300. 02 Final Exam scheduled. Hard copies of your final paper must be dropped off in my mailbox by 4:30 p.m. on Friday, December 13th in Wilson-Short Hall, Rm 111 (Dept. of Critical Culture, Gender and Race Studies).*  
Congrats to December Grads on Saturday, Dec 7th 2013!

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**Keeping Track of Your Grade**

Quizzes (100 points): ___________ x .20= _______
Mid-term assignment (100 points): ___________ x .30= _______
Research Paper Assignment (100 points):
   1) Research Question (10 points) ___________
   2) Prospectus (10 points) ___________
   3) Annotated Bibliography (10 points) ___________
   4) First Rough Draft (10 points) ___________
   5) Final Research Paper (60 points) ___________
   Subtotal: ___________ x .50= _______
Total Points: _______

For every unexcused class absence over 3, subtract 1 point: _______
For every recorded violation of academic etiquette, subtract 2 points= _______
Extra Credit (25 pts each, 4 event limit): ___________ x .10= _______
Final Points: _______

**Letter Grade Equivalencies**
95-100 points = A  
76-79 points = C+  
60-63 points = D-
90-94 points = A-  
74-75 points = C  
59>points = F
86-89 points = B+  
73-70 points = C-
84-85 points = B   66-69 points = D+
80-83 points = B-   64-65 points = D