Overview

CES/SOC/WST 300 explores the complex, intertwined dynamics between identities, ideologies, and institutions. It examines how historical construction of difference – particularly of gender, race, sexuality and social class – intersect, inform and interrupt the perceptions and realities of US democracy, (in)equality and human rights. It emphasizes the dialectics between agency and structure to better situate ongoing struggles towards dismantling global systems of oppression, dehumanization and state-induced violence.

Learning Objectives

Students will be invited, encouraged, and guided to:

1 - become attentive to the substance and range of intersectionality;

2 - comprehend identities as socially constructed and fundamentally intersectional;

3 - grapple with the ways race, gender, social class, and sexuality reproduce social identities, cultural ideologies, and institutional arrangements;

4 - situate themselves within an unequal social order;

5 - explain the fundamental social forces, political arrangements, and historical conditions shaping the interactions of race, gender, social class, and sexuality;

6 - critically identify, reflect and think about a wide range of sources; approach primary/secondary materials from the historical contexts that informed them;

7 - collect, synthesize and use data (primary, secondary materials) to produce a research paper with an original argument, supportive evidence, and critical analysis.
Key Expectations

On Time Commitment

- As an upper-division writing intensive course, expect a fast-paced, rigorous reading workload. Plan to spend ample time carefully reading, reflecting on, and writing about the assigned texts and class lectures.

- A lack of time commitment to keep up with the assignments, and to remain tuned in during class discussions and lectures, will inevitably limit the learning curve. I highly encourage you to assess if this is a timely semester for continued enrollment.

On Terminology

In both your written and verbal engagement in this course, it is **NOT** permissible to use either of the following terms. Any use of either of these terms will result in point deduction, of either written assignment or participation points. The ONLY exception to the terminology expectation is when you are using or referring to a DIRECT QUOTE from an author, in which case the quote should be properly cited to determine its origin.

- **Colored person/people/man/woman, etc.** – Things are colored. For example, my purple bag; that yellow chair. People, however, are **of color**, or alternatively, African American, Latino, Asian American, Native American, and so forth. Colored people is an archaic term that was meant to linguistically create an inferiority about non-white peoples, and **DOES NOT** mean the same thing as people of color. Given its derogatory and offensive implications, expunge it from your everyday conversations.

- **The white man** – There is no ONE, singular white man on which racism and inequality can be blamed, so the term has no critical meaning. The use of the term demonstrates a relatively unsophisticated, uncritical understanding of the historical systems of race domestically and globally. At this point, in an upper-division course on social inequality, you should try to articulate a much more complex understanding of racial systems. A number of permissible alternatives include: empire; colonization; possessive investments in whiteness; capitalism; or racialization. Alternatives like these are specific and avoid gross generalizations.

Required Texts

- Course reader (Available at Cougar Copies)
  - Assigned readings must be completed *prior* to attending class.

- Additional readings will be made available online and/or in handouts.
Policies

- **Read prior to class.** Attend class with an open-mind, prepared to critically engage.
- Go beyond common assumptions and stereotypes. Be critical.
- **Tune in. Be here.** Ensure cellphones/IPods/etc. set to silent mode before arrival.
- Bring your reader/assigned text to class with you at all times.
- **No laptops.** Invest in a composition notebook for any/all note taking.
- Be on time. Refrain from excusing yourself during and/or leaving class early.
- **Submission of Assignments:** Unless otherwise noted, all work must be hard copy.
- Unnecessary chitchat among classmates is unwelcomed and will be checked.
- **Netiquette¹:** On Monday-Fridays, 10a-5p, I will be checking and responding to my email fairly regularly. Emails received after 5p and/or on weekends should expect a delayed response of no > than 24 hrs. In all emails, adhere to the following:
  - **Identify yourself:** Use a salutation (e.g. Hi Jorge; Dear Jorge; etc.) and end with your name (e.g. Sincerely, YOUR NAME; Thank you, YOUR NAME; etc.)
  - **Include a subject line:** Provide a descriptive phrase in the subject line that informs me of the topic of your message (e.g. 300.3: Question on Due Paper)
  - **Be concise:** Use appropriate language. Emails are not texts, tweets, or YikYak.
    - **Note 1:** Email me to raise a question or concern related to course topics; to inquire about class standing; to share a news article, etc.
    - **Note 2:** DO NOT email me inquiring about an item that can be found on the syllabus. (e.g. did I miss anything in class?)
    - **Note 3:** Emails that do not adhere to these guidelines will be immediately discarded. Double check before hitting that send button!
- **Extra Credit (E.C.):** Any opportunities for E.C. will be announced at the start of class. Documentation for E.C. will consist of 1-2 page critical synopsis of an event, a lecture, or a film. Responses must be typed and doubled-spaced. E.C. must draw connections to course material. **Students are allowed up to 2 extra credit assignments.** Each extra credit assignment will be worth a maximum of 5 points.

Guidelines for Class Discussion

➢ Be respectful of others. Know when to ‘step up’ and when to ‘step down.’

➢ **Reflect on social location** and work to understand the self in relation to systems of privilege, oppression, and power.

➢ Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.

➢ **Recognize** we are all systematically taught misinformation about our own group and members of other groups; this is true for both privileged and oppressed groups.

➢ Read in a critical manner, recognizing the ideology and politics rooted in every text.

➢ **Read and listen** with recognition of other people’s subject position and ideologies.

➢ Be aware of your own subject position, ideologies, privileges and prejudices. Rather than proclaiming, “This article sucks,” or “You are wrong,” you can get more specific about the basis and origins of your reactions. For example, rather than engaging in a discussion about homosexuality with statements of disgust and contempt, it might be better to state: “From my position as a white male, who was raised with the teachings of the Bible, I find homosexuality a bit troubling, especially in the context of arguments made by _________ on page ____.”

➢ **Reflect on your choice of language** (verbal and body) in and outside of class.

➢ Take Risks, while reflecting on the ways you engage others with your own statements and how you react (with words, body language) to their statements.

➢ **Create a safe atmosphere for open, critical, and productive discussion.**

➢ Read and dialogue in a politically engaged way.

➢ **Go beyond an either/or dichotomy;** instead, incorporate a both/and approach.

➢ Speak with evidence and “facts” on your side. Reflect on your own answers and the basis of your conclusions.

➢ **Recognize the knowledge base of your peers.** Its ok—recommended and great, in fact—to respond to a counterpoint with “hey, I’ve never thought of it that way,” or “well, you do make a good point—I’ll have to think about that for a while.” Discussion in this class isn’t about proving, embarrassing, showing off, winning, losing, convincing, holding one’s argument to the bitter end; its about dialogue, debate and self-reflections.
**Requirements & Assignments**

**Free Writing (10%)**
Each class meeting will begin with a free write. Students will respond to a question, quote, word, meme, clip, or phrase. Free writes are designed to spark connections, assess understanding, and shift focus on the day’s given topic and/or assigned reading. **Note: Free writes cannot be made up under any circumstance. If you arrived late for the free write, it is your responsibility to ensure you are not marked absent for the day.**

**Participation (15%)**
Foregoing the banking model of education\(^2\), or the idea that only through repetition of PPT lectures does one learn, this class will instead be a semester long journey with “engaged pedagogy.” Engaged pedagogy “begins with the assumption that we learn best when there is an interactive relationship between student and teacher.” This class will employ engaged pedagogy as a guiding tool where active learning can take place, ideally creating an environment where verbal interaction between student and instructor, and student to student, fosters productive dialogue and critical thinking. In short, students will see active participation and critical thinking as steps towards a mutual learning process, one that “makes us better learners because it asks us to embrace and explore the practice of knowing together, to see intelligence as a resource that can strengthen our common good.”\(^3\)

Since most, if not all, of our course topics deal with complex, highly sensitive material, it is crucial students come prepared to participate in an engaged, respectable, and professional manner. So, rather than seeing this part of your grade as tantamount to *how* many times you speak, instead, consider *what* you are saying. Ask yourself this: am I contributing to the group discussion in an informed manner; do I understand the key arguments of the reading and/or my peer’s knowledge; is this a conversation I can contribute to? **Note: Students who rarely participate vocally, but remain active listeners are welcomed; students who are simply *not willing* to tune-in, listen, read, and/or contribute are not.**

**Position Paper (25%)**
This critical, self-reflective paper challenges students to work through their social location. In the process, student will reflect on how their respective subject positionality, as a way of seeing and being in the world, shapes the ways in which they think and act. Exploring what sociologist Tracy O’Re explains as ones “standpoint,” students will give special attention to the impact and importance of race/ethnicity, social class, gender, sexuality, and their intersections. They will anchor themselves in contexts, marked by history, power, privilege, and violence. Papers must engage with three or more readings, employ Chicago style citations, and conform to the following stylistic conventions: 4 pages in length, typed, double-spaced, with one-inch margins + bibliography (not part of 4-page requirement).

**Research Paper (50%)**
The final outcome of this writing intensive course will be an 11-12 paged research study.

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Throughout the semester, students will make incremental progress on this project by completing a succession of mini-assignments. Students will receive a separate packet with detailed objectives, expectations, and requirements for each of the following. All papers must adapt to these stylistic conventions: Chicago style citations, typed, double-spaced, 1-inch margins, Cambria or Times New Roman typeface, and 12-size font.

1) Research question and topic: Due - Thursday, Sept. 24th
2) Critical Popular/News Media Reflection: Due - Thursday, Oct. 22
3) Rough Draft Paper: Due – Tuesday, Nov. 10th
4) Peer-Review Edits: Due – Thursday, Nov. 19th
5) Panel Presentation: See schedule below
6) Final Research Paper: Due – Tuesday, Dec. 15th

Grading

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<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>% Of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Free writes</td>
<td>100</td>
<td>10%</td>
<td>Everyday</td>
</tr>
<tr>
<td>Participation</td>
<td>150</td>
<td>15%</td>
<td>Everyday</td>
</tr>
<tr>
<td>Position Paper</td>
<td>250</td>
<td>25%</td>
<td>Tuesday, Oct. 13th</td>
</tr>
<tr>
<td>Research Paper Packet</td>
<td>500</td>
<td>50%</td>
<td>See above</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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Grading Scale (rounded to nearest half point)

A   100 – 93
A –  92 - 90

Student’s work reflects a great understanding of the course material. The student delivers outstanding to excellent work. Student shows attentive engagement with the course. Participates in class discussion and is always prepared.

B +  89 – 87
B    86 - 83
B –  82 - 80

Student’s work reflects good understanding of the course material. Does not go the extra step in critical analysis, but writing is well constructed.

C +  79 – 77
C    76 - 73
C –  72 - 70

Student’s work reflects adequate understanding of the course material. The work needs more comprehension and/or the student may not fully understand the material. Writing is unclear and difficult to understand at times. Attendance may also be an issue.

D +  69 – 67
D    66 - 63
D –  62 – 60

Student’s work reflects some, but little effort, in understanding of the material. Student is not engaged in class, and/or is disruptive in class, and/or reveals a lack of reading preparation. Student has a poor attendance record.

Below 60%

Student’s reflects no understanding of the material, and/or is not engaged in class, and/or is disruptive in class, and/or is not prepared for class discussions. Student has a very poor attendance record.
On Academic Dishonesty & University Resources

Cheating
DON'T DO IT! Plagiarism is the intentional decision to take ideas, words, or essays without giving proper citation to the original author and claiming their work as your own. This can be done by lack of proper citation for work including information on websites, books, blogs, or by copying work from your fellow and/or previous students. Students who violate WSU's policies on plagiarism and academic dishonesty will be subject to disciplinary action including but not limited to: failure of the assignment and/or the class. If you are at any time unclear about what constitutes plagiarism, check in with me; for more information, please consult the WSU Plagiarism Information Site or WSU Academic Integrity Education.

Accommodations
Reasonable accommodations are available for students with a documented disability. If you require some kind of accommodation to fully partake in this class, please visit the Access Center (http://accesscenter.wsu.edu) or call 509-335-3417 to meet with specialist. Note: Notify me of any requirement by week 2.

Campus safety plan/emergency information
In the interest of campus safety and emergency procedures, please become familiar with the information available on the following WSU-provided websites:
- http://safetyplan.wsu.edu (Campus Safety Plan);
- http://oem.wsu.edu (Emergency Management Website); and

Course Outline & Reading Schedule
* Indicates optional reading ** Indicates Deadline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>25 Aug</td>
<td>Intro’s &amp; Expectations</td>
<td>Syllabus</td>
</tr>
<tr>
<td>27 Aug</td>
<td>On Being &amp; Knowing</td>
<td>David Takacs – How Does Your Positionality Bias your Epistemology?</td>
</tr>
<tr>
<td>1 Sept</td>
<td>Intersectionality</td>
<td>Patricia Hill Collins – Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection</td>
</tr>
<tr>
<td>3 Sept</td>
<td>Popular Culture</td>
<td>Marci B. Littlefield – The Media as a System of Racialization</td>
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| 8 Sept | Colonization & Structural Violence | Andy Smith – Sexual Violence & American Indian Genocide  
*Heteropatriarchy & the Three Pillars of White Supremacy* |
| 10 Sept| Sex, Gender, & Patriarchy     | Judith Lorber – The Social Construction of Gender                      
Allan Johnson – Patriarchy, the system |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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| 15 Sept | Race, Racialization & Racial Social Systems                          | Howard Winant & Michael Omi – Racial Formation Theory  
Eduardo Bonilla Silva – Racialized Social Systems |
| 17 Sept | Heteronormativity                                                    | Jonathan Ned Katz – The Invention of Heterosexuality                             |
| 22 Sept | On Cis and Transsexuality                                            | Julia Serano – Trans Woman Manifesto & Dismantling Cissexual Privilege (access via WSU e-book online) |
| 24 Sept | In-Class Film (TBA)                                                  | **Research Question & Topic Due**                                               |
Tim Wise – White Pride, Reverse Racism, & Other Delusions  
Andrea Smith – *The Problem w/ Privilege* |
| 1 Oct   | Privilege pt. II: in praxis – colorblindness, cultural appropriation, & identity politics revisited | Rebecca John – Why Postracial Worldviews are really Racism in Disguise  
Audre Lorde – Age, Race, Class, and Sex: Women Redefining Difference & The Master's Tools Will Never Dismantle the Master's House  
Meredith Talusan – There is no comparison between transgender people and Rachel Dolezal |
| 6 Oct   | Capitalism                                                           | Allan Johnson – Capitalism, Class, and the Matrix of Domination  
[What is Your Slave Footprint?](http://example.com) |
| 8 Oct   | Social Mobility & The American Dream                                 | George Lipsitz – The Possessive Investment in Whiteness  
*Ta-Nehisi Coates – [The Case for Reparations](http://example.com)* |
| 13 Oct  | In-Class Film (TBA)                                                  | **Position Paper Due**                                                          |
*Kendrick Lamar* – Institutionalized & Alright & Mortal Man |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity/Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Oct</td>
<td>Guided Library Workshop</td>
<td>Mandatory Class Activity <strong>Critical Popular/News Media Essay Due</strong></td>
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<tr>
<td>29 Oct</td>
<td>Racialized Borders, Gender, &amp; Global Neoliberalism</td>
<td>Elvia R. Arriola – Accountability for Murder in the Maquiladoras: Linking Corporate Indifference to Gender Violence at the U.S. Mexico Border</td>
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<tr>
<td>3 Nov</td>
<td>In-Class Film (TBA)</td>
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<tr>
<td>5 Nov</td>
<td>Instructor at NASSS.</td>
<td>No Class. Work on Rough Drafts.</td>
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<tr>
<td>10 Nov</td>
<td>Fighting Back, Finding Solutions pt. I</td>
<td>Cristina Beltrán – DREAM Activism, New Social Media, &amp; the Queering of Immigrant Rights <strong>Rough Drafts Due</strong></td>
</tr>
<tr>
<td>17 Nov</td>
<td>Fighting Back, Finding Solutions pt. III</td>
<td>Allan Johnson – What Can We Do?</td>
</tr>
<tr>
<td>19 Nov</td>
<td>Peer Review Day</td>
<td><strong>Peer Review Assignment Due</strong></td>
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<tr>
<td>23 &amp; 27 Nov</td>
<td>Fall break</td>
<td>No class</td>
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<tr>
<td>1 Dec</td>
<td>Concluding Thoughts</td>
<td>TBD</td>
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<tr>
<td>3 8 10 Dec</td>
<td>Student Presentations</td>
<td><strong>Panel PPT Presentations Due</strong></td>
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<tr>
<td>15 Dec</td>
<td>Final Research Paper</td>
<td><strong>Completed Research Papers Due by 12pm</strong></td>
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<td>Submit in hard copy to Wilson-Short 107 OR place a time-stamped copy in instructors mailbox in Wilson-Short 111</td>
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Though I will remain as faithful as possible to this syllabus, I reserve the right to make changes. Your continued enrollment in CES/SOC/WST 300.3 acknowledges you understand and will abide by the rules and expectations expressed within this syllabus.