

## **CES/SOC/WST 300.4**

### **Intersections of Race, Class, Gender, and Sexuality [DIVR] [S] [M]**

Tuesday/Thursday  
09:10-10:25  
304 Todd Hall

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Office Hours: Tuesdays 10:30-12:00  
and by appointment

This class explores the complex interconnections among race, social class, gender, and sexuality, emphasizing the ways in which they alter, amplify, and impact one another. As such, it offers a deeper understanding of the social identities, cultural ideologies, and institutional arrangements. Throughout much of the course, our attention will be devoted to inequality and exclusion, as well as, dehumanization and disposability.

### **Learning Goals**

This course will enhance student capacities to

1. grasp and grapple with the scope and significance of intersectionality;
2. understand how race, class, gender, and sexuality reinforce and reproduce social identities, cultural ideologies, and institutional arrangements;
3. locate themselves within an unequal social world;
4. explain the fundamental social forces, political arrangements, and historical conditions shaping the interactions of race, class, gender, and sexuality;
5. interpret primary sources; make sense not only of ideas and arguments in texts, but also of the contexts in which they were produced and circulated;
6. identify and think critically about problems; synthesize ideas, evidence, arguments, and knowledge to innovatively produce original analysis, ideas, and solutions;
7. determine information needed, access information efficiently, and use information effectively in course assignments;
8. communicate concepts, arguments, and beliefs coherently.

## Required Readings

There are two required books in this class. They are available for purchase at the Bookie or Crimson and Grey; used copies may also be obtained online. As needed, I can place them on reserve as well.

Ferber, *White Man Falling* (Rowman & Littlefield).

King + Lugo-Lugo + Bloodsworth-Lugo, *Animating Difference* (Rowman & Littlefield).

In addition, supplemental readings will be available online or as handouts.

## Expectations and Policies

This course emphasizes active learning. It stresses discovery, analysis, and application through listening talking, reading, reflecting, and writing. It sets aside lecturing in favor of interaction and discussion. Given the subject of the class, our explorations demand respect and sensitivity; open and honest communication is essential to understanding. All participants are expected to come to class prepared, to be engaged and open once in class and to contribute to our ongoing discussions. A few points of etiquette warrant reiteration:

**Treat others with respect and courtesy.**

**Show up to class on time.** Students arriving late or leaving early disrupt the class and will be penalized in accordance with the frequency and impact.

**Do the readings and assignments.**

**Do not have private conversation in class.**

**Do not read the paper or work on assignments for other classes.**

**Turn your cell phones off. Stow your laptops.**

This is a reading intensive, discussion oriented class, thus I expect each student to carefully read and think critically about the assigned readings and come to class prepared to actively participate in class discussion, group activities, and individual writing assignments. Student participation will be evaluated on quality as well as quantity. If you remain quiet throughout the semester or rarely express yourself, you can expect to your participation grade to suffer accordingly. Of course, one cannot participate, if s/he does not attend class. Students are expected to attend every class and will be awarded points for each day that they do. Missing class for legitimate, documented reasons will be excused; oversleeping, job interview, work, dental visit and the like are important to be sure, but not legitimate reasons to miss class.

## **Office Hours**

I will hold regular office hours each week (Tuesdays 10:30-12:00). Come speak to me if you are intrigued by something you read about for class or that was said in class and would like to read more about it. Come see me if you are puzzled or troubled about something that was said in class. Come see me if you need help with the term project, writing assignments, or readings. Come see me to talk about your grade. Come see me if you have ideas about how to make the course better.

## **Email**

The best way to communicate with me is via email. I check it regularly and will do my best to respond within 24 hours (except for weekends, holidays, and when I am away from campus). If you cannot make my office hours or simply find it more convenient to use electronic mail, let me know via computer what is troubling, perplexing, and/or inspiring you.

## **Academic Integrity**

PLAGIARISM OR CHEATING OF ANY KIND ON ANY ASSIGNMENT WILL NOT BE TOLLERATED AND WILL RESULT IN A FAILING GRADE IN THE COURSE. (Consult the WSU Student Handbook for further details). I encourage students to collaborate, study together, and talk about ideas raised in class with their peers, but I expect each student to do her/his own work. If ideas or words belong to another give them credit. The WSU Libraries have a useful webpage, including helpful tutorials, here: <http://libraries.wsu.edu/library-instruction/plagiarism>.

## **Access and Accommodations**

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (<http://accesscenter.wsu.edu>). All accommodations MUST be approved through the Access Center. Please stop by (Washington Building, Room 217), call (509-335-3417) or send an email ([access.center@wsu.edu](mailto:access.center@wsu.edu)) to make an appointment with an Access Advisor.

## **Commitment to Campus Safety**

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors to the Pullman campus. As part of this commitment, the university has prepared this Campus Safety Plan, containing a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. See: <http://safetyplan.wsu.edu/> and <http://oem.wsu.edu/>.

## Requirements

### **In Class Work (30%)**

Three key components: (1) attendance, (2) participation, and (3) free writes.

Attendance is expected. Students will be allowed 3 free days. **Note: Students missing more than 50% of the classes will fail the course.**

Each class will open with a brief free write. These short reflections seek to encourage transition into the course material, focus students, prime discussion, assess understanding, and identify areas for clarification and follow up. These should not be understood as quizzes. **Note: Students who arrive after the brief writing has begun will not receive credit for it.**

The success or failure of this class (both in terms of pleasure and learning) derives from the active, thoughtful, and respectful involvement of everyone. Consequently, I will evaluate students daily for their contribution to class discussions. Participation is not simply about talking regularly in class (although this helps). Rather, I will take into consideration what is said, how it contributes to ongoing conversations, how it engages readings, films, ideas, and peers. A few suggestions: come to class prepared; take notes on films and readings; bring questions; anticipate differing opinions; listen; think. **Note: Students, who text, do homework, or otherwise distract and disrespect the class, will not receive credit for participation on that day.**

### **Position Paper (20%)**

This critical, self-reflective paper asks students to work through their social location or what might be dubbed their position. In the process, they will reflect on how their social location as way of seeing and being in the world, a complex assemblage that shapes the ways in which they think and act. Examining what some might term their “standpoint,” they will give special attention to the impact and importance of race/ethnicity, class, gender, sexuality, and their intersections. Students will complete this paper in two phases: an initial writing in response to the Ferber book and a revision, drawing on the subsequent readings.

### **Valentine’s Day Collaborative (10%)**

Ritual celebrations offer unique opportunities to see ideologies in action. Valentine’s Day, in particular, provides keen insights into current ideas about and intersections of race, class, gender, and sexuality. Working in small groups students will examine one set of texts (cards exchange by children, marketing of jewelry, etc), and provide examples in class to facilitate our collective examination. Specific guidelines will be distributed well in advance. In class, 16-18 February.

### **Final Project (40%)**

Student will research and write an intersectional analysis of a subject of their choice. Work will occur throughout the term, including a proposal, a rough draft, peer review, a presentation, and a final paper. Specific guidelines will be distributed well in advance. **Note: Students have to complete all components of the project to pass the class.**

## Some Guidelines

This is a class seeks to promote mutual growth and shared learning about challenging subjects. To achieve this ideal, we will have to work together, treat one another respect, and push ourselves to get beyond our comfort zones. We will encounter difficult topics and sensitive material that may at times disturb or offend. This is perhaps unavoidable given that the readings and discussions prompt us to take up themes often left silent in our society, particularly race, class, gender, and sexuality, and power, oppression, and struggle. With this in mind, the following guidelines are meant to encourage open, productive, and reflexive conversations.

**Create a safe environment for discussion.** Think about the language in which you choose to express yourself. Be aware that how you talk may impact others and their willingness to share. Avoid words that hurt, stigmatize, stereotype, or silence others.

**Be respectful.** Do not interrupt. Do not belittle. Listen to others. Treat others with the same dignity and compassion you would expect.

**Be engaged.** Commit yourself to the material, to getting at its political and personal implications.

**Be open** to others and their opinions.

**Actively participate.**

**Read critically.** Ask yourself: What is significant in this piece? What are the central arguments and what do they mean? What do they teach? How do they challenge? What feels or emotions do they evoke anger/sadness/laughter?

**Reflect on your position.** Recognize where you are at, that is, how your life, desires, and interpretations fit in a broader social context. Be willing to name your prejudices, ideologies, and privileges.

**Resist the temptation to dismiss positions before you take them seriously.**

**Ground your comments in evidence.**

**Appreciate the knowledge and experience of your peers.**

**Avoid blaming.**

**Agree to question accepted understandings and challenge myths and stereotypes.**

**Remember** class discussions should not be about embarrassing, showing off, winning, losing. Our meetings rather should be about dialogue, self-reflection, and learning.

**Turn off. Tune in. Be Here Now.** Before each class turn off your cellphone and other electronic devices. Stow your laptop. Failure to do so will result in a penalty (see above).

## Course Outline

Please note: This schedule may change in response to unforeseen circumstances.

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
12 Jan	Opening	
14 Jan	Reading Race and Gender	<i>White Man Falling</i> , 1-2
19 Jan	Understanding White Supremacy	<i>White Man Falling</i> , 3-4
21 Jan	Difference	<i>White Man Falling</i> , 5-6
26 Jan	Monsters	<i>White Man Falling</i> , 7-8
28 Jan	Boundaries	<i>White Man Falling</i> , 9-10
2 Feb	Privilege + Positionality	Packet to be distributed
4 Feb	Privilege + Positionality	Alan Johnson, <a href="#">What is a System of Privilege?</a> Alan Johnson, <a href="#">Who Me?</a> Peggy McIntosh, <a href="#">On Privilege*</a> Peggy McIntosh, <a href="#">Unpacking the Knapsack</a> Gina Crosley-Corcoran, <a href="#">Explaining Privilege</a>
9 Feb	Oppression	Iris Young, <a href="#">Five Faces of Oppression</a>
11 Feb	How many slaves work for You?	<a href="#">Determine your Slavery Footprint</a>
16 Feb	Valentine's Day	Collaborative Analysis
18 Feb	Valentine's Day	Collaborative Analysis
23 Feb	Animation Domination	<i>Animating Difference</i> , 1-2
25 Feb	Popular Pedagogy	<i>Animating Difference</i> , 3
1 March	Colonial Clichés	<i>Animating Difference</i> , 4
3 March	Citizenships	<i>Animating Difference</i> , 5-6
8 March	Resistance	<i>Animating Difference</i> , 8
10 March	Coming Attractions	<i>Animating Difference</i> , 9

15 March	Spring Break	No Class
17 March	Spring Break	No Class
22 March	King at Conference	No Class
24 March	King at Conference	No Class: Peer Reviews
29 March	King at Conference	No Class: Peer Reviews
31 March	King at Conference	No Class
5 April	Student Presentations	
7 April	Student Presentations	
12 April	Student Presentations	
14 April	Student Presentations	
19 April	Student Presentations	
21 April	Final Class	Evaluations
26 April	Dead Week	No Class
28 April	Dead Week	No Class