This interdisciplinary, reading- and writing-intensive course serves as an introduction to the concept of “intersectionality,” a theory that speaks to the ways in which structures of power and domination (such as racism and sexism) operate simultaneously and are deeply interconnected and mutually constitutive. As opposed to separately addressing various axes of power (race, class, gender, sexuality, disability, etc.), intersectional approaches to the study of American life – both past and present – grapple with the nebulous, constantly shifting space where these interlocking forms of oppression come together. In practice, intersectionality has long structured the lives of black women in the United States since they are all too often caught in an interstitial “in-between” position between white women and black men in ways that often render their multidimensional experiences virtually invisible. But in the late 1980s, in the wake of the Civil Rights and second wave feminist movements, legal scholar Kimberle Crenshaw first articulated intersectionality as a theoretical model, one that scholars have further developed into a sophisticated paradigm for exploring the ways in which multiple axes of oppression shape human experiences. This course adopts an interdisciplinary, historical perspective to engage some of the most compelling examples of this phenomenon in American history as case studies. While many of these directly involve African American women, they also intersect with and stand alongside other examples that involve white women, black men, working-class whites, and those with disabilities in ways that demonstrate the broad applicability of this complex theoretical framework. Therefore, students will engage blackness and whiteness, masculinity and femininity, etc. as well as examples that highlight classism, heterosexism, and ableism. In addition to engaging historical case studies, students will also be asked to employ intersectionality vis-à-vis representations of specific groups of people in popular culture and in relation to contemporary events and social justice issues.

OBJECTIVES
This course has three primary objectives. First, it seeks to build on students’ core understandings of socially-constructed categories like race and gender to demonstrate how they function in even more complex ways when considered simultaneously. Second, it challenges students to recognize, identify, and analyze this phenomenon both historically and in contemporary times. Finally, as a course designated “Writing in the Major,” it also aims to further develop students’ writing skills and hone their ability to convey essential points of original analysis to readers in a clear and concise manner.

POLICIES
Attendance/Participation: Because this is an intensive, four week summer course that is driven by engaged conversations, it is REQUIRED that you attend class regularly AND complete all of the readings, reflect on them, and prepare IN ADVANCE a list of major themes to discuss and/or
examples of how you connect the current readings to those engaged previously. In order to succeed
in this class and acquire full points for attendance and participation, then, students must be present
and prepared. Students can miss TWO classes without penalty (it is not necessary to contact your
professor about these first two absences if you cannot come). Each absence BEYOND the first two
will result in a 2% deduction from your attendance/participation score which can dramatically
impact your final grade for the course since it accounts for 10% of your total grade.

Late work: Written work and other assignments (with the exception of the final research paper) may
be turned in for up to one week after the due date, though I will automatically take 10 points off.

Plagiarism: According to WSU’s Student Standards of Conduct, plagiarism is defined as “Presenting
the information, ideas, or phrasing of another person as the student's own work without proper
acknowledgment of the source. This includes submitting a commercially prepared paper or research
project or submitting for academic credit any work done by someone else. The term ‘plagiarism’
includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or
unpublished work of another person without full and clear acknowledgement. It also includes the
unacknowledged use of materials prepared by another person or agency engaged in the selling of
term papers or academic materials” (http://conduct.wsu.edu/policies/standards-of-conduct/)
PLAGIARISM WILL NOT BE TOLERATED AND IMMEDIATE ACTION WILL BE
TAKEN AGAINST STUDENTS WHO CHOOSE TO PLAGIARIZE OR UNWITTINGLY DO
SO AS A RESULT OF APATHY. THIS CAN RESULT IN A ZERO FOR THE PARTICULAR
ASSIGNMENT THAT WAS PLAGIARIZED OR, IF THE PROBLEM PERSISTS, FAILURE
OF THE COURSE AND/OR MORE SEVERE ACTION. DO YOUR OWN WORK AND BE
MINDFUL OF PROPERLY CITING THE IDEAS AND WORDS OF OTHERS!

Students with Disabilities: Reasonable accommodations are available for students with a
documented disability. If you have a disability and need accommodations to fully participate in this
class, please speak with your professor immediately and either visit or call the Access Center
(Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All
accommodations MUST be approved through the Access Center.

REQUIRED TEXTS:
No texts required for purchase. All assigned readings are available on Blackboard or online, see
Course Schedule below.

Assignments and Evaluations:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>ATTENDANCE/PRESENTATION</td>
<td>25%</td>
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<tr>
<td>CRITICAL RESPONSE ESSAY (DUE MAY 16)</td>
<td>10%</td>
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<tr>
<td>CRITICAL FILM ANALYSIS (DUE MAY 27)</td>
<td>10%</td>
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<tr>
<td>ANNOTATED BIBLIOGRAPHY (DUE MAY 31)</td>
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<tr>
<td>RESEARCH PAPER (DUE JUNE 3)</td>
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Grading Scale:

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<td>83-85</td>
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<tr>
<td>C</td>
<td>73-75</td>
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<td>D</td>
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<td>C+</td>
<td>76-79</td>
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<tr>
<td>D+</td>
<td>66-69</td>
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Barclay, 2
CLASS SCHEDULE

WEEK ONE:
M May 9  Introduction to the course
          Defining Intersectionality
          Conducting Research

T May 10 In-class screening, Race: The Power of An Illusion, episode 1
Reading: Allen Johnson, Chapters 2 and 3 from Privilege, Power, and Difference [Bb]

W May 11 American Slavery through an Intersectional Lens, I

Th May 12 American Slavery through an Intersectional Lens, II
Reading: Select chapters from Harriet Jacobs, Incidents in the Life of a Slave Girl
Access online at: http://docsouth.unc.edu/fpn/jacobs/jacobs.html

F May 13 Deadly Intersections in ‘The Nadir”
Reading: Gail Bederman, “Civilization,’ the Decline of Middle-class Manliness, and Ida B. Wells’ Antilynching Campaign” (pp.407-32) in ‘We Specialize in the Wholly Impossible’ [Bb]

WEEK TWO
M May 16 Immigration and American National Identity, I

DUE: Reflection Paper 1

T May 17 Library meeting with Gabriella Reznowski, Terrell Library RM 20E

W May 18 American Eugenics

Th May 19 Immigration and American National Identity, II
In-class viewing “The Color of Fear”
F May 20  Civil Rights, Second Wave Feminism and Intersectionality
Reading: Vickie Crawford, “African American Women in the Mississippi Freedom Democratic Party” in *Sisters in the Struggle* [Bb]

**WEEK THREE**

M May 23  Library meeting with Gabriella Reznowski, Terrell Library RM 20E

T May 24  Discussion; in-class viewing, first 60 minutes of The Help
Jennifer Kowalski, Stereotypes of History: Reconstructing Truth and the Black Mammy:
http://www.albany.edu/womensstudies/journal/2009/kowalski/kowalski.html#top
Michelle Wallace-Sanders, “Preface: Gathering the Stories Behind this Book” from *Mammy: A Century of Race, Gender, and Southern Memory*:

W May 25  In-class viewing, finish The Help; Discussion

Th May 26  Intersectionality and the Criminal Justice System: Mass Incarceration

F May 27 Intersectionality and the Criminal Justice System, Policing

**DUE:** Film Analysis

**WEEK FOUR**

M May 30  No class, Happy Memorial Day!

T May 31  Writing Workshop
**DUE:** Annotated Bibliography

W June 1  Presentations

Th June 2  Presentations

F June 3  Submit papers during class hours (10a-noon) in Dr. Barclay’s office
**DUE:** Research papers
ASSIGNMENT INSTRUCTIONS

Presentations: In the final week of class, each student must give a 10-15 minute presentation on their research paper. This presentation should:

- include a visual component (i.e., a short Power Point presentation)
- describe the main thesis and argument of your paper
- elaborate on how intersectionality factors into your research
- discuss the handful of the most relevant sources you are relying on for your paper

Critical Response Essay: Students must submit a 2-3 page essay (double-spaced, standard one inch margins, in-text citations) that synthesizes and critically reflects on at least three or four of the assigned readings from the first week (i.e., synthesis should identify the main idea of each reading with some specific details from each and connect them together, reflection should include a critical engagement of the reading that evaluates it in terms of its usefulness/success in achieving or adding to an intersectional analysis).

Critical Film Analysis: After an in-class screening of The Help, a 2011 Best Picture Oscar nominee film about an unlikely partnership between a well-to-do white woman aspiring to be a writer and a group of black maids in Civil Rights-era Mississippi, students will think both critically and historically about the meaning and significance of the film in 21st century American society. They will then write a 4-5 page analysis of the film, employing an intersectional approach and connecting specifics about the film (scenes, characters, etc.) with relevant course readings and discussions. Reviews must be 5 pages in length, typed, double-spaced, with standard 1” margins. They must also be free of grammatical errors and use proper citation techniques.

Annotated Bibliography: An annotated bibliography is a list of sources that you intend to use in your research project, with a brief description for each that specifically states what the source is about, why it is useful to your project, and what problems/limitations the source might have. This description is the “annotation.” Your annotated bibliography should have at least five entries, one of which must be a primary source. Secondary sources should be academic journal articles, chapters from academic anthologies or books (NOT newspapers, magazines, websites, Wikipedia articles, or internet-based materials).

Research Paper: Students must produce a 7-10 page research paper (not counting title page and bibliography) that examines a historical or contemporary social justice issue through the critical lens of intersectionality. This paper must:

- include a formal title page and page numbers
- connect with the major course themes
- include at least TWO primary sources (to be discussed during library meetings)
- include at least FIVE secondary sources (also to be discussed during library meetings)
- be well written and clearly organized (with an introduction, clear thesis statement, body, and conclusion)
- be free of grammatical errors and typos
- include proper citations for all quotations and/or paraphrased material in APA, MLA or CMS citation style
- list sources in a bibliography or works cited page that is properly formatted