

## Intersections of Race, Ethnicity, Gender, and Sexuality

CES/Soc/WSt 300.4  
Spring 2018  
Place: CUE 418  
TTH: 1:25-2:40

Instructor: Rory Ong  
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### **Course Description:**

Intersections of Race, Class, Gender, and Sexuality is a course designed to examine the distinctive features and overlaps of various forms of marginalization and inequity that stem from complex and often competing communities and individuals. One of the commonplaces of these different communities is their marginalization by a dominant culture that assumes a racial, class, gendered, and sexual normativity. Another commonplace is the very vibrant and resistant communities and individuals that have challenged U.S. monolithic culture historically, socially, and politically. This course provides the academic site to present the research, narrative accounts, and documentary evidence that will examine the social, cultural, political, and global implications of a dominant U.S. normative culture, as well as the evidence that challenges those established norms and values.

### **Course Objectives:**

Intersections of Race, Class, Gender and Sexuality will provide students with the critical framework to understand the ways in which traditional markers of race, class, gender, and sexuality are historically, socially, and politically constructed and interwoven into our daily lives. This course will also give students the opportunity to examine the ways in which traditional practices of race, class, gender, and sexuality are linked to normative structures and institutions of power and authority. The course will also present students with the critical and everyday life tools necessary to interrogate and challenge those normative structures and institutions through scholarly research, narrative accounts, and documentary evidence that will expose the social, cultural, and political inequities that such a normative dominant culture creates. Finally, the course will help students to organize their own research and critical arguments about the historic and contemporary challenges and changes marginal communities strive to make on normative practices.

### **Learning Outcomes:**

- Gain a basic understanding of historical, social, cultural, and political construction of race, class, gender, and sexuality in the U.S.
- Critically analyze complex conditions and situations surrounding the intersections of race, class, gender, and sexuality.
- Recognize, identify, and understand the current state and practices of race, class, gender, and sexuality in the U.S and their impact in everyday life.
- Understand research in terms of primary and secondary references.
- Organize research, critical analyses and arguments, in an academically persuasive manner.

### **Information Literacy:**

Students will be introduced to historical, social, and political research, various search engines, and popular sites of information that will assist them in accessing the necessary academic, as well as popular media, accounts, reports, and practices of race, class, gender, and sexuality as well as civil rights, citizenship, national identity, and globalization.

### **Required Texts:**

*Race, Gender, Sexuality, and Social Class: Dimensions of Inequality.* Susan J. Ferguson.  
*Supplementary Readings* (available on Blackboard).

### **Course Requirements:**

#### **Critical Engagement**

Students will be required to participate in discussions over the readings. This will involve having read and understood the readings for any given class period by asking questions, engaging with a specific points in the readings, or any comments brought up during class. Critical Engagement will count toward 10% of the total grade.

**Reading Responses**

Students will be responding to the assigned readings through prompts I provide (though I may at times ask you to write your own response). Reading Responses will be used to foster discussion and to assist you to become familiar with the issues and the theoretical language and critical analysis used in the readings or issues being examined. Reading Responses need to be approximately 1 page in length,

typewritten and double-spaced. Your responses to the directed questions will also help you begin exploring, formulating, and articulating your own thoughts and ideas about the course material in preparation for your own writing. Reading Responses will count toward 20% of the total grade.

**Academic Article Review (due Feb 8)**

Students will review/summarize an academic article from an academic source (i.e. academic journal, academic anthology, etc.) that addresses topics germane to their chosen research topic. The article must reflect your choice of topic that you submitted for your Paper Proposal. The Article Review itself must be at least 2 pages long. The Academic Article Review will count toward 15% of the total grade.

**Midterm Draft (due March 1)**

Students will turn in a midterm paper for which writing prompts will be provided. You are required to write 3-5 pages, typed and double-spaced. A bibliography of 5 sources is also required. The paper must thoughtfully engage the assigned readings plus one outside secondary source. The midterm paper will count as 25% of the total grade.

**Final Research Paper (due April 12)**

There are three (3) components to the Research Paper. 1) Students must turn in a Paper Proposal (**due Jan 25**) for the research paper. This is a one page, typed double-spaced description of the paper topic, a tentative title, and a preliminary bibliography. 2) A draft of the paper (**due March 1**) must be submitted by midterm. The midterm draft must be at least five pages long, typed and double-spaced complete with at least three bibliographic sources that are cited throughout the text. 3) For the Final Paper (**due April 12**) students are required to submit an expanded and final version of their midterm draft. It must be ten page long, typewritten and double-spaced, it must have a bibliography of at least eight references all of which must be cited throughout the text as part of the research/analysis. The final paper will count toward 30% of the total grade.

**Policies:****Grading**

Grades will be averaged in the following proportions:

Critical Engagement	10%
Directed Reading Responses	15%
Article Review (Feb 8)	20%
Midterm Draft (March 1)	25%
Final Paper (Proposal:Jan 25; Draft:March 1; Final Paper:April 12)	30%

**Grading Scale**

100-93=A	Suggests that a student's work is outstanding to excellent; The student's work reflects an engaged comprehension of the content and focus of the material and shows thoughtful insight into the complexities of the course. Students also show an attentive engagement with the course. Always well written and articulated.
92-90=A-	
89-87=B+	Suggests the student's work is very good to good; it reflects a very strong, engaged, and solid understanding of the material. Occasionally doesn't go the extra step in critical analysis. Mostly well written and articulated.
86-83=B	
82-80=B-	
79-77=C+	Suggests the student's work is adequate; it reflects a fair, but essentially disengaged, grasp of the material and doesn't go very far in comprehension, or reflects a lack of understanding of the issues represented in the material. Unclearly written or articulated. There may be some attendance problems.
76-73=C	
72-70=C-	

69-67=D+	Suggests the student's work shows some, but little effort, does not
66-63=D	comprehend the material, is disengaged, or reveals a lack of reading,
62-60=D-	attention, and/or attendance.

### Attendance

In accordance with the Student Handbook, attendance in this class is mandatory. If you know in advance that you will have to miss class for a legitimate reason, contact me to see whether arrangements can be made to make up any work that will be missed. If you have not finished an assignment for a given class period, attend class anyway to avoid missing further assignments and in-class work/discussions. **Only institutional excuses will be accepted. If you have more than two (2) unexcused absences, your grade will be lowered one point for every absence thereafter.**

### Extra Credit

There may be opportunities for extra credit throughout the semester. I will announce those opportunities as they come up. Unless the instructor advertises an extra credit, students must get approval from the instructor. Extra Credit assignments must relate to the course content of CES 300. Extra Credit should be in the form of a short 1-2 page review of the event, lecture, or film attended--typed and double-spaced. To receive the possible full credit, students must also make a connection in the review with the event, film, or lecture and the content of this course. **Students are allowed only 2 Extra Credit assignments.** Each Extra Credit will count 2.5 pts toward the student's overall final grade (for a total of 5 extra credit points).

### Blackboard

I use Blackboard to assign and collect assignments and to provide scores for individual assignments. However, I do not use Blackboard to tally the final grade percentage. So although Blackboard will provide a total number of points, it does not reflect the percentages I assign, nor does it include other factors like attendance.

### Disability Accommodations

"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 either visit or call the Access Center [Pullman] or Disability Services at [name of campus] address on your campus] to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center or Disability Services. For more information contact a Disability Specialist on your home campus." Pullman or WSU Online: 509-335-3417, Washington Building 217; <http://accesscenter.wsu.edu>, [Access.Center@wsu.edu](mailto:Access.Center@wsu.edu)

### Academic Integrity

"Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive a *fail the assignment*, or a *fail for the course* and will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask the course instructor before proceeding. If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at [conduct.wsu.edu](http://conduct.wsu.edu). Should there be any suspicion of academic dishonesty, I will discuss the situation with you before penalties are enforced.

### Campus Safety Plan Emergency Information

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess,

**Act,”** protocol for all types of emergencies and the [“Run, Hide, Fight”](#) response for an active shooter incident. Remain **ALERT** (through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able). Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the [FBI’s Run, Hide, Fight video](#) and visit the [WSU safety portal](#).

**Schedule of Readings:** (subject to change)

Tuesday, January 9: Review Syllabus. Introduction to the Course.

Thursday, January 11: *Video: Triangle: Remembering the Fire. (2011)*

**What is Race? What is Class? What is Gender? What is Able-Bodied?**

Tuesday, January 16: Read *“What Is Domination”* by Desmond and Emirbayer, and *“Creating a World of Dichotomy”* by Crawley, Foley, and Shehan. **Discussion Topics:** (Desmond/Emirbayer) What is Race? Is it a symbolic category?; Phenotype or Ancestry?; Social/Historical Concepts; Misrecognized as Natural; Ethnicity and Nationality; Five Fallacies about Racism; Racial Domination; Intersecting Modes of Domination—(Crawley, Foley, Shehan) Gender Does not Exist, but it is Real; Why only two genders?; Heteronormativity and the Gender Box Structure; What about Nature?; the Gender Feedback Loop.

Thursday, January 18: Read *“Rethinking the Paradigm: Class”* by Gerda Lerner and *“Racial Domination and the Evolution of Racial Classification”* by Tukufu Zuberi.. **Discussion Topics:** (Lerner) the relationship between class and gender; a brief history of class and gender; maintaining class through marriage/inheritance; class as social organization and state bureaucracy; nobility, peasants, serfs, and slaves; the Church and gender control; capitalism and marriage; class distinctions for men and women—(Zuberi) race and colonial expansion; European colonization and slavery; settler colonialism; direct and indirect colonial rule; Dutch East India Company; African diaspora in the Americas; race and the problem of freedom; the evolution of race classification.

Tuesday, January 23: Read *“Foundations of Class Analysis: A Marxist Perspective”* by Erik Wright and *“Is Capitalism Gendered and Racialized?”* by Joan Acker. **Discussion Topics:** (Wright) Why Class? Why Marx?; Relations of Production; Class Relations as a form of Relations of Production; Variations in Class Relations; Class Locations with Class Relations; Micro-Macro-Class Analysis; the fundamental metathesis of class analysis; Marxist Class Analysis; What are the advantages of the Marxist Strategy of Class Analysis?—(Acker) Capitalism is racialized/gendered through industrial capitalism; segregation and wage inequalities; masculinities and capitalism.

Thursday, January 25: *Video: Class Dismissed (2005). Paper Proposal due.*

Tuesday, January 30: Read *“The Social Construction of Disability”* by Susan Wendall and *“The Invention of Heterosexuality”* by Jonathan Katz. **Discussion Topics:** (Wendall) Social Factors that Construct Disability; Cultural Constructions of Disability; Social Deconstruction of Disability—(Katz) Is heterosexuality ahistorical? Before Heterosexuality-1820-60; Late Victorian Sex-Love 1860-92; Heterosexuality: the first years 1892-1900;

the Heterosexual Mystique; 1900-30; the Heterosexual steps out-1930-1945; Heterosexual Hegemony-1945-65; Heterosexuality Questioned-1965-82; Heterosexual History: Out of the Shadows.

### Critical Analyses of Race, Class, Gender, Sexuality

- Thursday, February 1: Read "*Critical Thinking About Inequality: An Emerging Lens*" by Dill and Zambrana and "*Whiteness by Any Other Color is Still Whiteness*" by Pem Buck. **Discussion Topics:** (Dill/Zambrana) What is Intersectionality; the intersectional lens: an emerging perspective; theoretical interventions-centering on the experiences of people of color; complicated identity; Unveiling Power in Interconnected Structures of Inequity—structural power, disciplinary power, hegemonic power, interpersonal power; promoting social justice/change—(Buck) how the state perpetuates whiteness; whiteness has juridical status established by the modern state; the myth of homogeneity; super-exploitation of *outsiders*; states regulate control of "rights"; fascist ideology; the white middle-class; states establish powers to enforce citizenship rights "as whiteness."
- Tuesday, February 6: Read "*Who Am I? Race, Ethnicity, and Identity*" by Hazel Markus and "*Gender and Identity*" by Judith Howard and Ramira Alamilla. **Discussion Topics:** (Markus) Developing an Identity; Identities are where the Self Meets Society; Identities are dynamic; Identities are unique; the behavioral significance of identity; race/ethnicity as a source of identity; defining race/ethnicity; When and How Race and Ethnicity Matter—(Howard/Alamilla) Definition of terms; Essentialism; Socialization; Social Construction; Structuralism.
- Thursday, February 8: Read "*How We Find Ourselves: Identity Development and Two-Spirit People*" by Alex Wilson and "*On Not Speaking Chinese*" by Ian Ang (Supplemental Reading). **Discussion Topics:** (Wilson) Two-Spirit or Berdache?; Indigenous Ethics; Current Models of sexual identity/development; Indigenous American perspectives on sexual/racial identity; returning practice to theory—(Ang) Real/Fake Chinese?; Identity Politics; colonial entanglements; haunted by Chineseness; hybridity and postmodern ethnicity.
- Tuesday, February 13: Read "*The Racial Formation of American Indians*" by Eva Garrouette and "*Passing as Black: Racial Identity Work Among Biracial Americans*" by Nikki Khanna and Cathryn Johnson. **Discussion Topics:** (Garrouette) Tribal Legal Definitions; Tribal Negotiations; Federal Legal Definitions; Identity and Legitimacy—(Khanna and Johnson) Identity as a Process: Individual Agency and Identity Work; interviews with biracial subjects; strategies of identity work; motivations for passing as black.
- Thursday, February 15: Read "*It's All in the Family: Intersections of Gender, Race, and Nation*" by Patricia Hill Collins. **Discussion Topics:** Manufacturing Naturalized Hierarchy; Looking for a Home: Place, Space, and Territory; On "Blood Ties": Family, Race, and Nation; Gathering Voices; Membership has its Privileges: Rights, Obligations, and Rules; Family Genealogy; Family Planning; Reclaiming Family.
- Tuesday, February 20: Read "*The Privilege of Coming Out: Race, Class, and Lesbians' Mothering Decisions*" by Nancy Mezey. **Discussion Topics:** Coming out to family and community; Coming out as a Mother; the risks and benefits of coming out.

**Examining and Exposing Inequality**

- Thursday, February 22: Read *"Inequality Regimes"* by Joan Acker. **Discussion Topics:** Inequality Regimes; the bases of inequality; the shape/degree of inequality; organizing processes that produce inequality; the visibility of inequalities; the legitimacy of inequalities; control and compliance; Can Inequality Regimes Change?
- Tuesday, February 27: Read *"Class Matters"* by Peter Sacks. **Discussion Topics:** Affirmative Action at Univ. of Michigan; Grutter v. Bollinger/Gratz v. Bollinger; underrepresentation of low-income social classes; underrepresentation of minorities; uneven achievement gaps; low/high achiever + class; class stratification; four year college exclusivity; community college contradictions; stratification in colleges.
- Thursday, March 1: *Video: All the Difference* (2016). **Midterm Draft Due.**
- Tuesday, March 6: Ready *"Are Emily and Greg More Employable than Lakisha and Jamal?"* and *"Families on the Frontier: from Braceros in the Field to Braceros in the Home"* by Peirrette Hondagneu-Sotelo. **Discussion Topics:** a field experiment on discrimination in the job market; Is there a racial gap in job callbacks?; African American callbacks; interpreting call back rates; results?—(Hondagneu-Sotelo) gendered labor on demand and social reproduction; why the expansion in paid domestic work?; global trends in paid domestic work; the new braceros and transnational motherhood.
- Thursday, March 8: Read *"Social Determinants and Family Health"* by Janet Grochowski and *"Racism's Hidden Toll"* by Ryan Blitstein. **Discussion Topics:** (Grochowski) Case 1: the injustice of health inequities; infant mortality; cardiovascular disease; diabetes; cancers; HIV/AIDS; Immunizations; mental illness; discrimination, stigmatization, and health—(Blitstein) Arline Geronimus; she investigates race/racism and community health; observes health disparities in urban centers; she studies black teenage pregnancies; social/economic disadvantages; infant mortality of young white/black mothers; compares young Latino and South Asian mothers to young white mothers; she identifies the phenomena of "John Henryism"; Weathering Theory.
- Mon-Fri, March 12-16: **Spring Break.**
- Media Representations of the Other**
- Tuesday, March 20: *Video: Constructing the Terrorist Threat* (2017).
- Thursday, March 22: Read *"Muslim Americans in the news Before and After 9/11"* by Oscar Torres-Reyna. **Discussion Topics:** (Torres-Reyna) 1995 Oklahoma City bombing; news and reality; stereotypes in the new; 9/11 news about Muslims; partisan politics, news media, and civil liberties/rights; media support for Muslim and Arab Americans.
- Tuesday, March 27: Read *"Looking for My Penis: The eroticized Asian in Gay Video Porn"* by Richard Fung (SR). **Discussion Topics:** stereotypes of Asian American sexuality; Orientalism; the difficulties of Queer Asian representation; male Asian representation in gay porn; the racialized power dynamics between Asian and white characters in gay porn; comparison of white gay desire to Asian gay desire.

**Unveiling Power and Privilege**

- Thursday, March 29: Read “*America Unequal*” by Douglas S. Massey and “*Confronting Intersecting Inequalities*” by Sonya Hanson, Peter Kivisto, and Elizabeth Hartung. **Discussion Topics:** (Massey) Producing stratification; stratification American-style; stratification at home and abroad; the future of categorical inequality—(Hanson/Kivisto) Inequality in 21st Century U.S; consequences of inequality; physical/mental health; food and nutrition; housing; crime and punishment; environment; schooling and human capital; social capital.
- Tuesday, April 3: Read “*Explaining and Eliminating Racial Profiling*” by Donald Tomaskovic-Devey and Patricia Warren and “*The Perversions of Prison*” by Craig Haney. **Discussion Topics:** (Tomaskovic-Devey/Warren) Profiling and Its Problems; How Bias is Produced; Bias Among Individual Officers; Strategies for Change—(Haney) Prison Sexual Violence; Prison Masculinities; Implications for Reform.
- Thursday, April 5: Read “*Sexual Harassment and Masculinity: the power and meaning of girl-watching*” by Beth Quinn and “*Real Men Join the Movement*” by Michael Kimmel. **Discussion Topics:** overview of sexual harassment; previous research; methodology/interviews; girl watching as homosexuality; producing masculinity; the role of objectification and (dis)empathy; men getting caught; anti-sexual harassment training—(Kimmel) Becoming a pro-feminist man; Feminism and Men’s Lives; a brief history of men and feminism; Today’s pro-feminist men; a new generation of pro-feminist men; the pro feminist click; pro-feminism today/tomorrow.
- Tuesday, April 10: Discuss “*Bathroom Battlegrounds and Penis Panics*” by Kristen Schilt and Laurie Westbrook (SR). **Discussion Topics:** bathroom bills; why opposition to transgender rights?; misrepresentation of transgender people; transgender rights legislation (bathroom bills); from gender panics to penis panics; transgender rights and the struggle for gender equality; unmasking the real debate. News Report: *Pushing for Equality for Transgender People* (MSNBC).
- Thursday April 12: Video: *My Transgender Life* (2016).

**Where Do We Go From Here**

- Tuesday, April 17: Read “*Toward a New Vision*” by Patricia Hill Collins. **Discussion Topics:** the contradictions of oppression; race, class, gender as interlocking categories; how to reconceptualize race, class, and gender; institutional dimension of oppression; symbolic dimension of oppression; individual dimension of oppression; how do we transcend barriers and build coalitions for social change?; differences in power/privilege; coalitions around common causes; building empathy.
- Thursday, April 19: Read “*Dismantling Noah’s Ark*” by Judith Lorber. **Discussion Topics:** Equal Rights Amendment (ERA); biological differences equated to work, benefits, salaries; the problem of gender-sexuality-procreation; can you have gender and equality too?; structured equality; into and out of Noah’s Ark.
- Tuesday, April 24: No Class. Individual Conferences.
- Thursday, April 26: No Class. Individual Conferences.

Mon-Frid, April 30-May 4: Finals Week