

WST/SOC300 [S, M] Intersections of Race, Class, Gender and Sexuality

Spring 2018

Dr. Gordillo

Class: T-TH 10:30-11:50 AM VLIB 201

Office Hours T-TH 9:30-10:20 VMMC 202 U

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Course Description:

Understanding how social constructions of race, class, gender and sexuality operate within our society is imperative in order to grasp how we organize our social structures, our society and more importantly how we experience all of these social processes. This course will analyze the way we construct meanings about race, class and sexuality within a gendered society that privileges some and marginalizes “others” through categorizations of class, race, gender and sexuality. We will emphasize the importance of deconstructing these social constructions in order to understand how they play out in our private and public lives.

Social constructions of gender, race, class and sexuality are intertwined with the politics of gender, race, class, and sexuality. These processes are reflected in decisions we make about selecting presidential candidates for example; or making decisions about joining particular organizations such as the military or the police academy.

The main goal of this course is to trace the patterns of complex processes by which gender, class, race and sexuality are formulated (symbolism), understood (language), deployed (practices and behaviors), managed, regulated and disciplined at the individual, local, state and federal levels and within political, moral and social discourses.

I strongly encourage the continuation of our discussions outside of the classroom via email, Blackboard, or in my office. Priority goals for the course include improving your reading comprehension, historical analysis, critical thinking, writing, and oral communication skills, as well as to expand your knowledge of the study of

Required Readings:

1. *Race, Class, and Gender*, edited by Margaret L. Andersen and Patricia Hill Collins.
2. *Sex, Self, and Society: The Social Context of Sexuality* by Tracey L. Steele
3. Extra readings handed by the instructor ahead of time or posted on Blackboard.

Course Requirements:

All the assignments are due by the date marked on the syllabus. **No late assignments will be accepted (refer to the extra credit at the end of this syllabus).**

1. A four-page autobiographical account of growing up “raced” “classed” and “gendered,” emphasizing how you came to know you were a Euroamerican, African American, Mexican American, etc. working class (and here apply whatever categorizes you) “boy” or “girl.” Include a brief description of your family, the number of siblings you have, and the division of labor in your household. Finally, explain how your experiences as a _____, _____, “woman” or “man” influenced your personal goals and how you relate to others of the same/different race, class, and gender. If you don’t believe that growing up as a _____, _____, “woman” or “man” influenced your goals and relationships, explain why. **Include at least two authors** from the readings and use

the language learned up to the writing of the essay **100 points (See page 9 of this syllabus for an example of a successful essay and refer to Blackboard for further instructions).** There are two videos and a reading assignment listed for January 18 that will help you structure the essay and critical journal.

2. The second assignment begins today: Start a critical journal at the beginning of class on a TV show that represents medicine as a science or as practice. You must provide an intersectional analysis that includes, race, class, gender and sexuality. Provide clear examples from the show. You must get your show approved by Dr. Gordillo. How are doctors portrayed in the show? Outline the representations of gender, race, class, nationality, and sexualities. How are people of color/women/men/LGBTQ treated in the episode? You must have 10 entries by the end of the course. Your entries should be one page each for a total of 10 pages. Include the following information: In one or two lines describe very briefly the episode (include the name and date); clearly state your thesis in a paragraph and make comments about representations of gender-race-class-sexuality-nationality. The journal should be 10 pages. You will submit the journal in two parts: first five entries then the last five entries, **200 points (See page 10 of this syllabus for an example of a successful journal entry).**
3. A mid-term exam **200 points**
4. A class group power point presentation (students need to discuss the topic in advance) **150 points**
5. A final exam **200 points**
6. Two homework assignments: Answer film questions **50 points each – 100 points**
7. Class meetings will rely more heavily on discussion than lecture. Be prepared to discuss the readings for each class. Participation weighs heavily in evaluation of your performance **50 points. All the assignments are due by the date marked on the syllabus. No late or electronic assignments will be accepted (refer to the extra credit at the end of this syllabus).**

All assignments should be double-spaced, with Times New Roman 12 font; max 1-inch margins. All assignments must be revised prior to submission. Visit the Writing Center to make sure your essay is revised.

Quizzes: The class relies on discussion of the readings. If there's any doubt whether students have done the reading, I will administrate a quiz based on reading comprehension of the assigned readings. Students may use these quizzes for extra credit.

Class Attendance:

Students are required to attend all class meetings. Any changes in this syllabus or in the scheduling of the exams or readings will be announced during class meetings. **Students are responsible for any material missed in case of an absence.** After two unexcused absences your grade will be affected (to the discretion of the professor).

This syllabus is tentative and subject to change. The Professor will notify students of any changes ahead of time. Regular attendance and completion of all assignments is critical for success in the course. Students are allowed two unexcused absences, after that your grade will be affected. In addition, to earning good grades in this class, you must complete all reading assignments in time for class, as indicated on the syllabus; submit all writing assignments on

time; work with the writing center staff to make sure that your papers have a clear thesis and organization; participate actively in class discussions, and not be absent during film-clips showing days and power point presentation days. If there are more than two absences at one time during the showing of the film, the Professor will assign the rest of the films for the course as homework. **Attendance is mandatory during power point presentations unless excused due to an emergency.**

The instructor assumes that an absence is due to an illness or family emergency, and the **STUDENT IS RESPONSIBLE FOR MISSED INFORMATION AND INSTRUCTIONS.** This means that if you are absent you do not e-mail your professor and say, "Dear Dr. Gordillo I was absent last week. Did I miss anything? Can you please tell me what went on in class?" This is inappropriate and unprofessional. Your best option is to ask a peer if they may inform you of what material was covered in class. Since critical announcements and instructions are usually delivered at the beginning of class, **please be in the classroom on time.** Also, please be courteous to fellow students and the instructor. No cell phones, arriving late or leaving early. You may not, under any circumstances, record Dr. Gordillo without her approval ahead of time.

Academic Integrity: Academic integrity is the cornerstone of the university and will be strongly enforced in this course. Any student caught cheating on any assignment will be given an "F" for the assignment and will be referred to the Office of Student Conduct. **Plagiarism** is considered cheating. It is when you present someone else's words or ideas as your own, in writing or in speaking; present ideas without citing the source; paraphrase without crediting the source; use direct quotes with no quotation marks; use direct quotes without citation of the source; submit material written by someone else as your own (this includes purchasing a paper); submit a paper or assignment for which you have received so much help that it is no longer your own work. Consult with the instructor if you do not have a clear understanding of plagiarism. For additional information about WSU's Academic Integrity policy/procedures, please contact (360) 546-9573.

All WSU employees who have information regarding an incident or situation involving sexual harassment or sexual misconduct are required to promptly report the incident to the Office for Equal Opportunity (OEO) or to one of the designated Title IX Co-Coordinators. Students who are the victim of and/or witness sexual harassment or sexual misconduct should also report to OEO or WSU Vancouver's Title IX Coordinator, who is Nancy Youlden (youlden@wsu.edu or (360) 546-9571.

Grading Scale

1000-930:	A
929-900:	A-
899-870:	B+
869-830:	B
829-800:	B-
799-770:	C+
769-730:	C
729-700:	C-

699-670: D+
669-600: D
590 and Below

Tabulate Your Own Grade
Course Requirements (points)

4-page critical essay	100 points	_____
10-page journal (10 entries)	200 points	_____
Midterm exam	200 points	_____
Power point	150 points	_____
Final Exam	200 points	_____
Film Questions	50 points	_____
Film Questions	50 points	_____
Attendance	50 points	_____

Possible total of 1000 points for a perfect grade.

Washington State University Learning Outcomes:

At the end of this course, students should be able to:	Course topics (and dates) that address these learning outcomes are:	This outcome will be evaluated primarily by:
Use evidence and context to increase understanding intersections of race, class, gender and sexuality (Critical and Creative Thinking)	All- Especially discussions on theoretical approaches: with writing assignment #1; Jan 25	Weekly participation/ short assignments, essay exams, and news analysis paper.
Locate and evaluate information from multiple sources. (Information Literacy)	All; especially Midterm and Final Exams	Weekly analysis of primary and secondary sources, and especially the news analysis paper.
Integrate different approaches to and sources about race, class, gender, and sexuality. (Depth, Breadth, and Integration of Learning)	All ; especially during power point presentations the last week of class	Analysis and discussion of required readings and incorporation into exam essays.
Identify and explain key events, people, and movements in cultural production (Communication)	All especially discussions on social institutions and social inequalities	Weekly discussions and Blackboard postings, and essay exams.
Understand how events and actions shape and sustain	All; especially during exams and during the lecture series	Discussions of pertinent readings and essay exams.

social inequalities in the U.S. (Diversity)		
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Communications:

This course utilizes the **Blackboard** website: <https://lms.wsu.edu/>. To access your account, use your WSU User ID and password (the same as for My WSU). Announcements, lectures, assignments, and other materials will be posted on Blackboard.

Additional WSUV Policies:

Reasonable Accommodation Statement: 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 contact the Access Center at [360-546-9238](tel:360-546-9238) or van.access.center@wsu.edu. The Access Center is located in the Classroom Building, room 160. Accommodations may take some time to implement so it is critical that you contact the Access Center as soon as possible.

All accommodations must be approved through the Access Center, located in the Classroom Building, Room 160, at [360-546-9238](tel:360-546-9238) or van.access.center@wsu.edu

Safety and Weather Policy:

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.

WSU has made an emergency notification system available for faculty, students, and staff. Please register at MyWSU with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at RONet. In the event of a building evacuation, refer to the map at each classroom entrance, which shows the evacuation point for each building. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or the FlashAlert Newswire. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for his or her personal circumstances, taking safety into account. It is highly recommended that you review the Campus Safety Plan and visit the Office of Emergency Management web site (<http://oem.wsu.edu/>) for a comprehensive listing of university policies, procedures and information. (<http://www.vancouver.wsu.edu/safety-plan>; <http://safetyplan.wsu.edu/>)

Important Dates and Deadlines: Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. Questions regarding the academic calendar can be directed to the Office of Student Affairs in VSS.

Important Dates and Deadlines: www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX

I reserve the right to make adjustments to this syllabus including changes in the films listed below. Students are responsible to make note of any changes to this syllabus. The readings in parenthesis will be posted on Blackboard ahead of time.

This syllabus tells you the dates by which you need to have the material read. Some films will not be seen in their entirety and or will be viewed online due to time restrictions. The students are responsible for completing the films and videos. All films and videos are available in the library or online.

Module 1

Week 1

- Jan 9 Introduction to the class; Definitions; Film: Little Angry Asian Girl
Read your syllabus and note important deadlines.
11 Race, Class, Gender and Sexuality and Introduction
Andersen/Hill, 1-16; Steele, 1-22. Both readings are posted on Blackboard.

Week 2

- Jan 16 Constructing Sexuality, Race and Class
Andersen, 16-20; 34-36. Both readings are posted on Blackboard.

Online

- Jan 18 Andersen 49-60; Review on reading and writing assignments.
Read Online: "How to Write a Research Paper"
1. <http://www.researchguide.com/1steps.html#step2>
Watch on YouTube:
1. 'Structure of a research paper' (1:55)
<https://www.youtube.com/watch?v=tSkb7KZ5yw0>
2. 'How to Write a Research Paper in 10 Steps (6:47)
https://www.youtube.com/watch?v=NMp_QRl92Uo

Week 3

- Jan 23 Systems of Inequality
Steele, 23-36; Address any questions students may have about assignment #1.

Film

- Jan 25 Andersen, 61-84 (51-73); 85-90 (Martinez; Blackboard) Follow instructions on page 2 of your syllabus on how to work on your written assignments. **Post #1 Due Assignment: Autobiography.** Using the readings up to week 3 write an autobiographical account of growing up "raced" "classed" and "gendered," emphasizing how you came to know you were a Euroamerican, African American, Mexican American, etc. working class (and here apply whatever categorizes you) "boy" or "girl." Include a brief description of your family, the number of siblings you have, and the division of labor in your household. Finally, explain how your experiences as a _____, _____, "girl" or "boy" influenced your personal goals and how you relate to others of the same/different race, class, and gender. If you don't believe that growing up as a _____, _____, "girl" or "boy" influenced your goals and relationships, explain why. **Please refer to Blackboard under Content for prompts and guidelines.**
Film: After Stonewall (Amazon Prime and Library)

Week 4

Jan 30	Constructions of Heterosexuality Discussion on the film <i>After Stonewall</i> and how to answer film questions for homework assignments; Steele, 50-62; 68-73
Feb 1	Race and Racism Andersen, 91-95 (79-83); 96-99 (84-87); 100-109 (Kibria; Blackboard) Watch: How to raise a black son in America/Clint Smith (5:12): https://www.youtube.com/watch?v=Us70DN2XSfM

Module 2

Week 5

Film Review Questions

Feb 6	Andersen, 138-142 (Oliver/Shapiro; Blackboard); 143-150 (Center for Community Economic Development; Blackboard)
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Short Film: *Zoot Suit Riots*

Post: Answer two film questions (one-page). (Go to Blackboard under Content for prompts and guidelines on how to answer film questions)

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Class and Inequality

Andersen, 117-124 (Scott/Leonhardt; Blackboard); 125-133 (101-109)

Week 6

Feb 13	Terms: Sex, Gender and Sexuality Steele, 74-82; 91-96
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Film Review Discussion

Feb 15	Gender and Sexism Andersen, 151-175 (170-178); 160-164 (188-192); 165-175 (Harvey; Blackboard); 166-186 (Barber; Blackboard)
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Film: *Tough Guise* by Jackson Katz

Week 7

Feb 20	Negotiating Sexual Identities Steele, 115-121; 127-137; Andersen, 258-264 (243-248)
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Review for the midterm exam.

MIDTERM EXAM

Week 8

Feb 27	Ethnicity and Nationality: Transnational subjects Andersen, 194-200 (34-40); 201-208 (133-140)
March 1	The Structure of Social Institutions Andersen, 265-276 (249-262); 277-285 (Amott/Mathaei; Blackboard); 300-304 (273-277)

Week 9

Film and Groups

March 6	Andersen, 218-223 (164-169) Film: <i>Antonia: A Chicana Story</i> Post: Answer two film questions (one-page). (Go to Blackboard under Content for prompts and guidelines on how to answer film questions)
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March 8	Andersen, 314-326 (294-306)
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Week 10 March 12-16 Spring Vacation. Enjoy

Module 3

Week 11

March 20 Sex and Social Institutions
Steele, 149-162; 169-181

Film and Discussion

March 22 Andersen, 348-354 (Hondagneu-Sotelo; Blackboard)
Film: *Live Nude Girls Unite!*

Week 12

March 27 The Economics of the Family
Andersen, 335-339 (314-318); 340-347 (319-326)
Post Due: Critical Journal First Five Pages (Go to Blackboard under Content for prompts and guidelines for all writing assignments).
March 29 Media and Culture
Andersen, 355-368 (Boyd; Blackboard); 386-393 (372-379)

Week 13

Film and Discussion

April 3 Media, Culture and Sex
Steele, 184-203
Film: *The Accused*
Post: Critical Journal Last Five Pages (Go to Blackboard under Content for prompts and guidelines for all writing assignments)

April 5 Dissemination of Sexualities
Steele, 290-297; 301-311; 241-259

Week 14

April 10 Institutions and Violence
Andersen, 399-407 (Orfield/Lee; Blackboard); Steele, 363-375; 380-387
April 12 Steele, 409-422; **Post: Power Point Presentations Outline (2-pages). (Go to Blackboard under Content for information on power points).** Your outline should include: your thesis statement and supporting arguments as well as your concluding remarks.

Week 15

April 17 Social Change
Steele, 388-401; Power point presentation discussions
April 19 Andersen 467-470 (Andersen/Collins; Blackboard); 471-476 (Taft; Blackboard); 503-509 (Bunch; Blackboard); Power point presentations

Week 16

April 24 Power point presentations
April 26 Power point presentations.

Final Examination Week April 30 - May 4. This is the last week to turn in final revisions: late papers (see extra credit), extra credit assignments, and/or power point presentations (if you want to present in future WSUV Research Fairs for example).

Extra Credit for late assignments - Turn in the assignment that you missed and a 2 to 3-page essay reviewing a short novel, a current film, or the Eugenics Sterilization Laws providing a critical analysis on how race, class, gender and sexuality are “performed” in the “text.” You will then turn in two projects to compensate for your lateness. **This extra credit will give you up to 100 points (depends on the grade you get on both essays) for a missed assignment only.**

Extra Credit Option 2 – If you want to improve your chances of getting a better grade, write a 2 -3-page essay reviewing a short novel, a current film, or the Eugenics Sterilization Laws providing a critical analysis on how race, class, gender and sexuality are “performed” in the “text.” **This extra credit will give you up to 100 points (depending on the grade).** Only one extra credit from this option is allowed per student.

Resources

The Kinsey Institute:

<http://www.indiana.edu/~kinsey/>

Museum of Sex: <http://museumofsex.com/>

Eugenics Sterilization Laws:

http://www.eugenicsarchive.org/html/eugenics/essay_8.html

Example of a successful three-page essay after being revised by a tutor in the Writing Center (please double-space your essay):

From *Arroz y Frijoles* to Rice and Beans

I am a fourth generation U.S. born Mexican American. The oldest of 27 grandkids, I am a daughter to a mother who grew up working on migrant farms. My mother slept in a station wagon with six of her siblings traveling from state to state trying to live the “American Dream.” My great-grandparents migrated from Mexico in the 1900’s. They came to the U.S. in search of work and a better future for their children. My grandmother, a devout catholic, bore eight children. My mother was the fourth child born. With her beautiful hazel/green eyes and fair complexion my mother was the favorite. My genes weren’t so kind to me. With pitch-black hair, dark brown eyes, and an olive tone complexion everyone always knew I was Mexican. My life has been a windy road with some dead ends and roadblocks, many for reasons beyond my control. In this paper I will discuss the systems of oppression that have been evident in my life regarding my race, class, and sexuality.

I grew up in a small town in the mid-Willamette valley of the Pacific Northwest in Oregon. My parents grew up here. I was born Erica Marie Sanchez. My last name is key here for reasons I will get into shortly. I grew up in a town made up of many Mexican Americans, people that looked, walked and talked just like me. My parents divorced after 10 years of marriage. My mother, brother, and I moved and shared a house together. I grew up always knowing I was Mexican American but never really understanding what that meant. At the age of ten my mother met and remarried my stepfather. I never saw my biological father again. She was the first in her family to marry a Euro American. I realized I was different when we moved with him into a small country town about 40 minutes east of my hometown. I was excited to have my own room and all the material things my ‘new’ dad would buy me. I never imagined the price I would pay for having a Mexican American mom and Anglo step dad.

It was the first day of school and I went to register for fourth grade. With my lunch in hand and dressed in my best new outfit from an expensive department store that my dad had

bought me I was ushered into a back room. A short and stout lady with wavy blond hair and beady blue eyes told me that I wasn't smart enough to go to school here, and they were going to place me in a special education class where I would find more kids like me. I was mortified she was looking and talking to me like I was stupid and I had no idea why I couldn't go into the regular class. I didn't know what to say or do I simply put my head down and wept in silence. When my step dad picked me up from school that day I told him what had happened. He was furious; he stormed into the school and demanded to speak to the woman that had claimed to know my academic knowledge. He proceeded to ask her why I wasn't smart enough to be here and she told him that the 'Mexican kids' weren't usually up to speed academically so the school board had decided to place them in special classes so as to not disrupt the regular learning speed of other students. At this point, I was furious, I finally realized that she was making generalizations about my academic abilities just because of my last name and what I looked like. My step dad told the woman that my last name was now Willard (which was my step dad's last name) and he demanded I was tested so I placed in the right class. I tested well above average. In fact I tested so well that they thought I might have cheated so they gave me a different test; I once again I was well above most kids my age. I was considered talented and gifted and placed in advanced classes for kids my age.

Growing up in an upper working-middle class family in a predominately white community I was very confused about my own race and class. I 'acted' too white to be accepted by some Mexican Americans, even by my own family, but too 'Mexican' to be accepted by white people who were part of the other side of my family. Like Cherrie Moraga states in her essay I experience, daily, a huge disparity between what I was born into and what I was to grow up to become (Anderson, 23). I was privileged to have a nice house, a nice car, and nice things, I was surrounded by white culture but I wasn't white. I was brown I was a Sanchez living in a Willard world. My own identity suffered, I learned to hate everything about being Mexican American. I even went as far as telling people I was only half Mexican since I had an Anglo step dad. I had trapped myself in my own oppression. I had abandoned the culture, language, and family that was a part of me. I traded "arroz y frijoles" for rice and beans. I learned at a young age what it was like to be oppressed but I also learned how to be the oppressor.

Being a Mexican American woman has had its fair share of challenges. My family always expected me to drop out of high school, get pregnant, married, and be a typical house wife. And why wouldn't I? That's what my grandma, mother and aunts did. I remember thinking as a young girl that I never wanted to have children and all I ever wanted to do was get a college degree so I could prove them wrong. I didn't realize until I was in my mid-twenties that the women in my own family had been one of my biggest oppressors. As a woman I was taught to be a slave to my husband and I refused to let that define me. In reality I had actually let it consume me.

These experiences among countless others have made me the Mexican American woman I am today. I soon realized that in order to keep under the radar of being oppressed all I had to do was deny everything I had ever learned. My biggest battle wasn't with outside systems of oppression but my own internal oppression. The fight in my own skin to become comfortable and proud of who I was. If I hadn't accepted whom I was inside or out; how could I expect anyone else to accept me? When I look back at my childhood I get angry at my own ignorance. I am scared that my children will suffer similar systems of oppression that I have been dragged into in my own life. I think it's my responsibility to teach my children what it is to be oppressed but to not become their own oppressor by internalizing racism. They aren't a Sanchez, a Willard,

or even a London but they are Mendoza's. They are fifth generation U.S. born Mexican Americans. Born to a mother who was lost in her own oppression, but has emerged a strong Mexican American woman.

Example of a journal entry from one of your peers with a different theme (please double-space your journal entries):

The Closer is a police TV show that has a female protagonist, Brenda, as the lead detective of the 'Major Crimes' team. She and her immediate superior Chief Pope had a relationship in the past. She is currently in a relationship with an FBI Agent.
Prompt: How are women of color represented in the film?

Season 6, Episode 2-Help Wanted (July 19, 2010): Chief Pope enlists the help of Brenda and her team (Major Crimes) to find a missing nanny in hopes that it will impress the Mayor during the election campaign. Captain Raydor, a female special police investigator, questions Brenda about her and Chief Pope's past relationship. Brenda and her team discover two other nannies' involvement with Brenda's investigation. Captain Raydor reveals her true reason for questioning Brenda; she may be a candidate for the next Chief of Police. Women's intimate spaces in this episode are violated by having Captain Raydor ask Brenda personal questions in what we find out is like a job interview.

Women of color are represented in a negative light in this episode. The prime victim is a Mexican American female, Adriana Gomez who was raped and killed because an Immigration and Customs officer could not keep her quiet by deporting her. Women of color in this episode are represented as weak, having little to no education, and they are taken advantage of while they aid wealthy families caring for their children. This emphasizes derogatory stereotypes of Latina/o immigrants and Latinos in the U.S. For example, when Brenda and Detective Gabriel question Mr. and Mrs. Disken about Adriana, Mrs. Disken speaks of her as if she isn't appreciative of her help. For one, she doesn't know anything about Adriana which leads me to believe Mrs. Disken didn't try to get to know the woman who cares for her children, this is sad, considering Adriana has been with the Diskens almost 12 years. This is a clear example of white privilege and how women of color are invisible despite the fact that they spend more time with the Disken's children than the parents do. They see her as labor and not as a person; they dehumanize her in order to exploit her.

Power Point Presentation

Find a particular subject that has attracted your interest from the class material and develop a 7 to 8- minute power point presentation. Timing is of the essence since you will be given a 3 and 1-minute warnings to end on time. Students in the past have been stopped at the 8-minute mark not being able to make their final remarks that usually contain the conclusion of the research. These groups lost points that could have been avoided had they timed their presentations. Please be careful that this does not happen to you.

Avoid "talkie" slides, which are slides with a lot of writing on them (do not have a presenter read literally from the slide during the presentation). Power points are tools to help you emphasize your arguments not make the arguments for you. I want to see **more images than writing** on the presentation slides. Make sure that you cite all your sources. You may choose to do this either at the bottom of each slide (write the web page where the image came from or any other source

where you got it from). Remember that images work like texts and you must provide the sources where they came from. You may also have all your sources bibliography-style at the end of the presentation.

These presentations need to be professionally done and delivered. I will be taking attendance during the days of the presentations and will mark down those students who are absent during presentation days (these dates are marked on your syllabus). You need to be respectful of your classmates' time and commitment to this project by being present whether you are presenting or not. If you have further questions contact Dr. Gordillo at gordillo@wsu.edu

Create your own list of important definitions and words as the course progresses; most of these will be included in your midterm and final exams. Use these in your writing assignments and include some of the authors studied in class:

Social Construction

Race

Gender

Sexuality

Queer

Gender division of labor

Class

Identity

Homosexual

Heterosexual

Bisexual

Transgender

Cisgender

Heteronormative

Discourse

Heterosexist

Sexist

Misogynist

Patriarchy

Horizontal Oppression

Intersex