

WS 210/CS 212–Race, Class, and Gender
Block Six 2004; 9:30am-12:00pm M-F and some afternoon films
ID House Classroom



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Subway, 1934

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Office Hours: Tuesday and Friday, 1:30-2:45

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Tuesday and Thursday, 2-3:30

This course will examine theories of race, class, and gender in American society and culture, focusing on their intersections in areas such as law, labor, sexual relations, and education. We will critique contemporary theoretical concepts used to understand the intersections of race, class, and gender: ideology, social construction, essentialism, “identity politics,” racial realism, “othering” and stereotyping.

REQUIRED TEXTS: Always bring the day's readings to class.

- Mary Frances Berry. 1999. *The Pig Farmer's Daughter And Other Tales of American Justice: Episodes of Racism and Sexism in the Courts from 1865 to the Present*. New York: Vintage/Random. 0375707468
- Michael K. Brown et al. 2003. *White-Washing Race: The Myth of a Color-Blind Society*. Berkeley: University of California Press. 0520237064
- Ashley W. Doane and Eduardo Bonilla-Silva, ed. 2003. *White Out: The Continuing Significance of Race*. New York: Routledge. 0415935830
- Randall Kennedy. 2002. *Nigger: The Strange Career of a Troublesome Word*. New York: Vintage/Random. 0375713719
- Jamaica Kincaid. 1990. *Lucy*. New York: Farrar Straus Giroux. 0374527350
- Micheal Omi and Howard Winant. 1994. *Racial Formation in the United States: From the 1960s to the 1990s*. New

York:
Routle
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All texts above are available in the CC Bookstore.

COURSE REQUIREMENTS AND GRADING:

Participation (20%) – Includes reading of and preparation on all assignments, participation in class discussions, informal writing and discussion questions as assigned. (Please note that you cannot participate if you aren't present.) Instructors reserve the right to assign additional reading, writing, and presentations at their discretion.

Papers (3 @ 20% each; 60%) – Due Monday, 2/23, Friday 2/27, and Friday, 3/5. See “Paper Guidelines,” below.

Oral Final Examination (20%) – An oral final exam will be given on the fourth Tuesday and Wednesday of the block.

No late work will be accepted unless at least one of the instructors has previously agreed to other arrangements.

More than one unexcused absence will result in a grade of N/C in the course!

HONOR CODE: All work should observe the Honor Code as defined for this class. We encourage students to work together on all assignments for the class. However, by “work together” we do not mean any sense of “copying” one another’s work. Though we encourage a collective **process** in accomplishing the work, we expect the final **product** to be your own. You are encouraged to discuss the assignments and the readings, even to work together on developing ideas and outlines. However, when it comes time to write the final papers to be turned in, we expect this work to be your own, the outcome of your own synthesis of whatever process you have gone through with the unique perspective that only you can bring to the material. The goal is always to develop critical thinking in an atmosphere enriched and informed by the experiences, knowledge, and talents of one another.

SAFE PLACE POLICY: This class will not be a “comfortable” class if we deal rigorously and frankly with issues related to “race,” class, and gender. The historical tensions between ideologies of white supremacy and democratic ideals, the myth that the United States is a classless society, and the economic, cultural, and psychological legacies of patriarchy all combine to make “race,” class, and gender “touchy” subjects. We are all heavily invested in the very social structures and ideologies we are examining and critiquing in this class. In this class, as much or even more than in any class you take (seriously), real learning will involve an intellectual and emotional re-orientation of ideas you perhaps have taken for granted. Therefore, making students “comfortable” will not be a pedagogical priority for us. If you do not feel “comfortable” asking questions of both your professors and your peers, sharing your thoughts in both

large and small groups, new and potentially and writing daily, this class is Policy” for this class is this: will develop ground rules for of class.



thinking rigorously, entertaining threatening ideas, reading a lot not for you. So the “Safe Place This class will not be “safe.” We class discussion on the first day

NOTE: People whose accommodations to course must bring instructors as soon

disabilities require special meet the expectations of this this to the attention of the as possible.

Earle Richardson
Employment of Negroes in Agriculture, 1934

ASSIGNMENTS

Everything we read will not necessarily be discussed in class. You are responsible for everything on the syllabus, whether we specifically discuss it in class or not.

Week One

Class 1 (Monday, 2/16) – General introduction to the course: Getting to know you; Syllabus and meeting times; Discussion ground rules.

Exercises:

- 1. Interview introductions.**
- 2. What does it take to have a good discussion?**

Class 2 (Tuesday, 2/17)

Brown et al, Introduction and Chapter One, pp. 1-65

Afternoon film, 1:30pm: “The Watermelon Woman”

Class 3 (Wednesday, 2/18)

Reading day. Critical Reading Assignment: A small group will be assigned to Chapters 2, 3, 4, and 5. Each group is responsible for outlining the argument of their chapter. You may use traditional outline form, or bullet points. Make sure that you highlight the main ideas of the essay, and the supporting evidence. This should be one single-spaced page. Make copies for everyone in the class. Critique the argument which the chapter supports. Are there important aspects of the issue which the chapter overlooks or downplays? Are there logical flaws in the argument? Are there counter-arguments or counter-readings which would undermine the main ideas of the essay? Make copies of both your outline and critique (which should be no more than one single-spaced page each) for the class. Develop two discussion questions that arise from your assigned chapter.

Class 4 (Thursday, 2/19)

Brown et al, Chapter Two through Conclusion, pp. 66-251. Presentation of Critical Reading Assignments.

Afternoon film, 1:30pm: "The Life and Times of Sara Baartman: The Hottentot Venus"

Class 5 (Friday, 2/20)

Omi and Winant, Introduction and Part One, pp. 1-50
Discussion question assignment.

Week Two

Class 6 (Monday, 2/23)

Omi and Winant, Part Two through Epilogue, pp. 51-159. FIRST PAPER DUE.

Afternoon film, 1:30pm: "Veterans of Hope: Gwendolyn Zoharah Simmons, Islamic Scholar and SNCC Organizer" (40 minutes)

Class 7 (Tuesday, 2/24)

Berry, Introduction through Chapter Two, pp. 3-79.

Afternoon film, 1:30pm: "Ida B. Wells: A Passion for Justice" (58 minutes)

Class 8 (Wednesday, 2/25)

Reading day. Preparation of assigned discussion questions.

Class 9 (Thursday, 2/26)

Kincaid, entire, pp. 3-164 xi-148

Afternoon film, 1:30pm: "Tongues Untied"

Class 10 (Friday, 2/27)

Berry, Chapters Two through Five, pp. 80-151. SECOND PAPER DUE.

Week Three

Class 11 (Monday, 3/1)

Kennedy, entire. Discussion question assignment.

Afternoon film, 1:30pm: "Tough Guise"

Class 12 (Tuesday, 3/2)

Berry, Chapters Six through Eight, pp. 152-243

Class 13 (Wednesday, 3/3)

Reading day.

Class 14 (Thursday, 3/4)

Doane and Bonilla-Silva, Part One; Part Two, Chapters 2 and 5 through 8; Part Three, Chapters 9 through 11, pp. 3-34 and 63-172

Afternoon film, 1:30pm: "Salt of the Earth"

Class 15 (Friday, 3/5)

Doane and Bonilla-Silva, Part Three, Chapters 12, through Conclusion, pp. 173-284. **THIRD PAPER DUE. Oral Final questions handed out.** For the oral final, students will be assigned to examination groups of three to four. Groups will prepare their answers to each of a list of questions that will be handed out on the Friday before the exam. Final exams will be scheduled on the final Tuesday and Wednesday of the class. Each group will answer two questions, selected at random, from the list of questions they were given on Friday. Each group should be prepared to speak for about twenty minutes on each question, or for a total of forty-five minutes for the exam. Each member of the exam group must participate in preparing the exam as well as speak in the exam session. Groups will be graded as group on preparation. However, "free riding" will not be rewarded. If everyone in the group does not participate fully; or if some individuals seem vague on the details, the connections, or the critique, we reserve the right to adjust individual grades to reflect this.

Week Four

Class 16 (Monday, 3/8)

Prepare for Oral Final

Class 17 (Tuesday, 3/9)

Oral Final

Class 18 (Wednesday, 3/10)

Oral Final

What the Grades Mean in this Class

- A = Extraordinary, surprising, exceptionally insightful or creative or thorough work. "A" written work is almost invariably the product of more than one draft. You will not receive an "A" if your work, no matter how good its content, contains significant or numerous grammar, spelling, or punctuation errors. You will not receive an "A" if your work contains any errors of fact or citation.
- A- = Excellent work. The prose is clear, the logic compelling, the discussion interesting and thorough. "A-" work is outstanding in most ways, but contains some errors.
- B+ = Very good work. Most "B+" work is thorough, well-reasoned, and well-written, but has some isolated areas of confusion or lack of clarity, some clear errors of fact or citation, and/or some lapses of coverage.
- B = Good work. "B"s get most of the obvious points, do a generally good job of relating them, and demonstrate a clear understanding of the salient issues. However, a "B" generally indicates a somewhat superficial communication of insight into the material, at least some obvious errors of fact or clarity, or—most commonly—a failure to be sufficiently thorough in coverage of the relevant material.
- B- = Fairly good work. Most often "B-" work is a credible effort, but not nearly as clear or as thorough as it ought to be. It often contains at least some errors of fact.
- C+ = Fair work. There has been obvious effort put into the project, but serious problems exist, most often of a lack of clarity of prose or thought, of coverage, or of insight. Errors of fact are apparent.
- C = Adequate work. It may be very basic and minimal, or it may be more ambitious but containing major errors of fact or logic, or it may be a serious effort but still confused in significant ways. Often, there is only superficial, if any, insight into the material.
- C- = Less than adequate work. Effort seems clearly to be lacking. Coverage of the

material is quite minimal. There are glaring errors of fact or logic, and/or a crippling lack of clarity of expression.

Ds = Barely acceptable work. Little effort is apparent. Coverage of the material is minimal and/or errors of fact or shocking misinterpretations of meaning are significantly present and/or logic is fatally flawed.

NC = Unacceptable work. No effort is apparent and/or works are blatantly misconstrued or misrepresented and/or prose is completely impenetrable.

Paper Guidelines

1) Papers must be typed, double-spaced, with pages numbered and with the student's name and the date in the upper left-hand corner of the first page. The top sheet of the paper should be the Grade Criteria sheet (below). Light copy, documents on disk, and handwritten papers will not be accepted.

2) If a question has been posed, it is not a suggestion. We want it answered, fully and thoughtfully.

3) We are looking for critical thinking and analysis, serious consideration of the issues being raised in a given set of readings, and thoughtful questioning and complication of the material from your own informed point of view. We expect a persuasive argument, referencing the relevant counter-evidence, and coming to a definite conclusion.

4) We are not looking for uninformed and unsubstantiated opinion. When you reflect on the readings, evaluate, and critique them, you must give reasons for any positions that you take regarding them. If the readings stir up any feelings that you want to express, you are free to do so provided that you explore and interrogate those feelings in a matter that is intellectually interesting and rigorous.

5) Grammar, spelling, sentence structure, punctuation, organization, and expression all count. We expect proper paragraphs, complete sentences, and fully developed points.

6) There is no page limit, either upper or lower, for the papers, though about 3-5 pages will probably be the norm.

7) Papers will be graded A, B, C, D (with all the familiar pluses and minuses) or NC (no credit). A Grade Criteria Sheet, outlining the considerations relevant to grading and evaluating the paper, will be returned with the papers. A grade of NC will be given when it is obvious that little effort and/or thought went into a given paper, **or when a paper is presented late.**

Grade Criteria
Garcia and Bresnahan, Women's Studies 210/American Cultural Studies 212

Name: _____

Written work must

1. Employ readings that are
 - a) relevant and
 poor fair good excellent
 - b) employ them effectively
 poor fair good excellent

2. Present information in a manner that
 - a) is clear
 poor fair good excellent
 - b) is well-organized
 poor fair good excellent
 - c) is thoughtful
 poor fair good excellent
 - d) is free of grammar, spelling, punctuation, and/or sentence structure errors
 poor fair good excellent
 - e) follows specified format requirements
 poor fair good excellent

3. Demonstrate that you can
 - a) summarize and
 poor fair good excellent
 - b) analyze
 poor fair good excellent
 - c) significant quantities of material
 poor fair good excellent

4. Demonstrate that you are able to develop an argument logically and to defend it with evidence, i.e. that you can construct a persuasive argument
 poor fair good excellent

5. Display a conscientious consistency toward crediting the sources of information and ideas

poor

fair

good

excellent

6. Fully answer the question asked or fully develop the thesis posed

poor

fair

good

excellent