

WS 210/ES 212–Race, Class, and Gender

Block Seven 2000; 9:30am-12:00pm M-F, with some afternoons; ID House Classroom

Claire Garcia; Armstrong 254; x6510; cgarcia@ColoradoCollege.edu
OFFICE HOURS: Wednesday, 8:30am to 10:30am, or by appointment.

Eileen Bresnahan; ID House; x6976; ebresnahan@ColoradoCollege.edu
OFFICE HOURS: Tuesday and Thursday, 2:00 to 3:30pm, or by appointment.

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

Toi Derricotte. 1997. Black Notebooks. New York: W. W. Norton. 0-393-31901-6.

Glenda Elizabeth Gilmore. 1996. Gender & Jim Crow. Chapel Hill: University of North Carolina Press. 0-780807-845967.

Eric Liu. 1998. Accidental Asian: Notes of a Native Speaker. New York: Vintage. 0-375-70486-8.

Tracy E. Ore. 2000. Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality. Mountain View, CA: Mayfield. 0-7674-1670-8.

All required texts are available in the CC Bookstore.

COURSE REQUIREMENTS AND GRADING:

Participation (25%) -- Includes reading of and preparation on all assignments, participation in class discussions, informal writing as assigned. (Please note that you cannot participate if you do not attend.) Instructors reserve the right to assign additional reading and writing at random.

Papers (3 @ 15% each; 45%) -- Due 2nd, 3rd, & 4th Mondays, at the start of class. See "Paper Guidelines," below.

Final Debate (30%) – Final Class meeting. See "Debate Guidelines," below.

NOTE: All work should observe the Honor Code as defined for this class (see below). This should be indicated on the work. **No late work will be accepted unless at least one of the instructors has previously agreed to other arrangements.**

COURSE DESCRIPTION: This course will examine race, class, and gender as constructs of social difference and as shapers of social inequality. Our focus on the United States is informed in some instances by comparisons with other societies. Topics of concern include discrimination, sexism, racism, social class, labor relations, sexual orientation, politics and law, violence, and social movements and coalitions. Key theoretical concepts include ideology, social construction, essentialism, "identity politics," "othering" and stereotyping.

NOTE: People who require special accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor as soon as possible.

ASSIGNMENTS:

Week One – Introduction, Historical and theoretical groundwork

Class 1 (Monday, 3/27) – General introduction: "Safe Place" issue (see below); Getting to know you; Guidelines for class discussion; Syllabus and meeting times.
No readings assigned

Class 2 (Tuesday, 3/28)

Marilyn Frye, "Oppression," pp. 7-9 in Feminist Frontiers IV. **Handout.**

Ore (ed.): "Constructing Differences," Lorber, Boswell, Stoltenberg, Hochschild, Lipsitz, McIntosh, Cose, pp. 1-18, 106-113, 120-124, 150-160, 242-248, 350-361, 475-494.

Class 3 (Wednesday, 3/29)

Reading day.

Class 4 (Thursday, 3/30)

W.E.B. DuBois, Chapter One, The Souls of Black Folk. **Handout.**

Montag, "The Universalization of Whiteness: Racism and Enlightenment," pp. 281-293 in Whiteness: A Critical Reader. **Handout.**

Giroux, "Racial Politics and the Pedagogy of Whiteness," pp. 294-315 in Whiteness: A Critical Reader. **Handout.**

Patricia J. Williams, selection from The Alchemy of Race and Rights. **Handout.**

OOre (ed.): Omi & Winant, Waters, "Maintaining Inequalities," Dill, pp. 18-41, 191-212, 212-232.
1:00-3:00pm: AFTERNOON FILM—"Smoke Signals"

Class 5 (Friday, 3/31)

Sallie Bingham. "The Truth about Growing Up Rich." **Handout.**

OOre (ed.): Mantisos, Barlett & Steele, Higley, Rubin, Kozol, Mantisos, Downey, pp. 71-105, 233-242, 253-259, 512-528.

Week Two – Paper one due at 9:30am

Class 6 (Monday, 4/3) – (Claire gone)

Kate Davy, "Outing Whiteness: A Feminist/Lesbian Project," pp. 204-225 in Whiteness: A Critical Reader. **Handout.**

OOre (ed.): Katz, Rust, Bornstein, Hunter, Pharr, Vazquez, pp. 137-190, 248-252, 462-474, 534-540.

Class 7 (Tuesday, 4/4) – Getting Specific (Claire gone)

Angela Y. Davis, "Rape, Racism, and the Myth of the Black Rapist," pp. 172-201 in Women, Race & Class. **Handout.**

Gloria Steinem, "Supremacy Crimes," pp. 45-47 in Ms. 46 (Aug./Sept. 1999) . **Handout.**

OOre (ed.): Zia, Boswell & Spade, Seidler, pp. 433-461.

Class 8 (Wednesday, 4/5)

Reading day.

Class 9 (Thursday, 4/6)

Gilmore, Introduction and Chapters 1-4, pp. xv-118.

Class 10 (Friday, 4/7)

Gilmore, Chapters 5-Epilogue, pp. 119-228.

Week Three – Paper two due at 9:30am

Class 11 (Monday, 4/10)

Eric Liu, Accidental Asian, Entire.

1:00-3:00pm: AFTERNOON FILM—"One Woman, One Vote"

Class 12 (Tuesday, 4/11).

Angela Y. Davis, "Class and Race in the Early Women's Rights Campaign," pp. 46-69 in Women, Race & Class. **Handout.**

Newitz & Wray, "What Is 'White Trash'? Stereotypes and Economic Conditions of Poor Whites in the United States," pp. 168-184 in Whiteness: A Critical Reader. **Handout.**

Amitava Kumar, "Conditions of Immigration," pp. 265-277 in Whiteness: A Critical Reader. **Handout.**

OOre (ed.): Karen Brodtkin Sacks, Crow Dog & Erdoes, Albeda & Tilly, Cole, pp. 52-66, 270-277, 323-337.

Class 13 (Wednesday, 4/12)

Reading day.

Class 14 (Thursday 4/13) – (Eileen gone)

OOre (ed.): Butsch, Lichter & Amundson, Nardi, Moore, Anzaldúa, Churchill, pp. 361-407, 419-432.

Class 15 (Friday, 4/14) – (Eileen gone)
Toi Derricote, Black Notebooks, Entire.

Week Four – Paper three due at 9:30am

Class 16 (Monday, 4/17)–Wrap-up
Ore (ed.): Part IV: Resistance and Social Change, pp. 546-619.

Class 17 (Tuesday, 4/18)
Off to prepare for debate.

Class 18 (Wednesday, 4/19)
Final Debate

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 question of both your professors and your peers, sharing your thoughts in both large and small groups, thinking rigorously, entertain new and potentially threatening ideas, reading a lot and writing daily, this class is not for you. So the “Safe Place Policy” for this class is this: This class will not be “safe.” We will develop ground rules for class discussion on the first day of class.

A Few Words About the Honor Code

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. This is not to be confused with group-think, conformity, or intellectual laziness.

A Few Words About Required Reading and Class Discussion

When you were in high school, you probably expected to discuss in class everything that you read for the class. In college, we expect you to make the transition from teacher-dependent learning to the sort of independent learning that will be required for the rest of your academic, work, and personal lives. So, make no mistake about this: **everything we read will not necessarily be discussed in class**. Whether a given reading is in fact discussed in class will depend to some extent on us and to some extent on you. Even though we think all the readings are necessary—or we would not have put them on the syllabus—given our finite class time and the inevitability that we have to begin somewhere, whoever is leading the class a given day will have to make some selection. But it is also always incumbent on **you**, as a class

member and an active learner, to see to it that any reading that troubled you or confused you is discussed to your satisfaction. We cannot—and will not—do this for you. What you are supposed to be learning here is to think critically, to ask your own questions, to direct your own learning, and to assess your own needs in those regards. **You are responsible for everything on the syllabus, whether we specifically discuss it in class or not.** Therefore, be certain to take an active role in the direction that each class period takes. You are not here to learn passively, but are required to take an active role in every step of your education in this class and at this college. If you sleep or drift through class, please do not complain to us that we have not discussed something that you thought we should. We are regularly available and more than willing to help you and to guide you. That does not, however, include doing your thinking for you. That's your job.

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. No covers of any kind are to be used. 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. Remember, we never require that you share any of your own feelings with us, but if you choose to do so, you must tell us why you feel a given way—i.e. give reasons—and not simply that you feel the way in question.

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.**

Debate Guidelines

The class will be divided into two teams, with 4-6 people on each team. In brief, your task will be to divide the work of research gathering among group members; to formulate, organize, and outline your debate strategy; to create questions for the opposing side; and to summarize your points in a 1-2 page outline. **Each GROUP will turn in ONE outline.** You must also decide which of you will actually present your position, arguments, and questions. All of you need not speak in the actual debate. However, all of you **MUST** participate fully in the debate's preparation, whether or not you will be doing the actual presenting.

(Although it can be logistically difficult to organize a group effort on the block plan, we believe it is essential that you gain experience in working in groups with a common goal and common "product." Once you graduate from college, whether you go on to graduate school or go into a business setting or work in non-profit or for-profit work environments, you will find that this kind

of group process is the norm, not the exception.)

Your group outline is due right before the debate, which is also your final examination. It will take place on Wednesday, 4/19, during the regular class time, at the end of your outline. **Include a formal list of references at the end of your outline.** Attach also a **personal statement from each member of the group** attesting in keeping with the Honor Code that she or he has fully participated in the preparation of the debate. Attach also a **"grade sheet"** from each member of the group, giving each group participant, including the author of the grade sheet, an individual grade for overall participation in and contribution to the preparation of the debate.

The debate will be structured as follows:

OPENING ARGUMENTS (7 minutes, each side) □ This will include a statement of your team's position and will present your supportive materials, empirical evidence, etc.

PREP for QUESTIONING PHASE (3 minutes, total) □ You should try to anticipate ahead of time the basic points of your opponents' argument and the questions that you want to put to the opposing side. This phase allows just a few minutes to prioritize your questions and to add any questions that might have occurred to you only after listening to your opponents' opening arguments.

QUERY PHASE (10 minutes, each side) □ You will have 10 minutes to ask questions of the opposing side. You may ask as many questions as possible within this time frame, including follow-up questions, etc. Come prepared to ask at least 4-5 questions.

REBUTTAL (2 minutes, each side) □ In this phase each side will have 2 minutes to refute opposing teams contentions, and/or to challenge interpretations that may have been made during the questioning phase.

CLOSING ARGUMENTS (5 minutes, each side) □ Each side will have 5 minutes to make a persuasive closing argument. In this argument you should address and try to refute the core challenges from the opposition, as well as to quell doubts that may have been raised by the opposition's evidence. The best closures provide a broad summary of your position and cite specific, detailed, examples of supporting evidence.

Grade Criteria

Garcia and Bresnahan, Women's Studies 210/Ethnic Studies 212

Name: _____

Written work must

1. Employ readings that are
 - a) relevant and

poor	fair	good	excellent
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 - b) employ them effectively

poor	fair	good	excellent
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2. Present information in a manner that
 - a) is clear

poor	fair	good	excellent
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 - b) is well-organized

poor	fair	good	excellent
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 - c) is thoughtful

poor	fair	good	excellent
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 - d) is free of grammar, spelling, punctuation, and/or sentence structure errors

poor	fair	good	excellent
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 - e) follows specified format requirements

poor	fair	good	excellent
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3. Demonstrate that you can
 - a) summarize and

poor	fair	good	excellent
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 - b) analyze

	poor	fair	good	excellent
	c) <u>significant quantities of material</u>			
	poor	fair	good	excellent
4.	Demonstrate that you are able to <u>develop an argument</u> logically and to <u>defend it</u> with evidence, i.e. that you can construct a <u>persuasive</u> argument			
	poor	fair	good	excellent
5.	Display a conscientious consistency toward <u>crediting the sources</u> of information and ideas			
	poor	fair	good	excellent
6.	<u>Fully answer</u> the question asked or <u>fully develop</u> the thesis posed			
	poor	fair	good	excellent