

Sonoma State University

Women's and Gender Studies

WGS 375.1 Gender, Race and Class, Spring 2019

Instructor Contact Information

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Office Hours: Mondays by appointment, Wednesdays 1-3 pm (best way to contact me)

General Course Information

Class Days/Time: Wednesdays 4-6:40 pm

Classroom: Carson Hall 20

GE/SSU Studies Category: Satisfies upper division GE Area D1 and Ethnic Studies requirement

Course Description

Catalogue Description: An exploration of the intersection of gender, race, and class in the lives of U.S. women and men through a historical approach to the formations of social and political movements, the construction and policing of identity categories, and demands for equality and justice.

Who “belongs” in the United States? What do gender, race and class have to do with belonging? How has national belonging changed over time? This course takes a historical approach to understanding how gender, race, and class have shaped the daily lives of those living in the U.S, including: granting access to the rights of citizenship, structuring relationships to the marketplace, and shaping intimate parts of our lives (identity, family, marriage, sex, reproduction). This course will enhance our understanding of how systems of gender, race, class, sexuality, and nationalism intersect with each other and function in the political, social, and economic systems of the United States. In particular, we will examine the history leading to the rise of mass incarceration in California, and the racial, gender, and class dynamics of the prison industrial complex. Yet this course also introduces the social and political movements that have challenged and changed oppressive systems of power, rising up to demand equality, justice, and democracy. Therefore we will also study the movements, led by women of color, to challenge mass criminalization, affirm the rights to bodily integrity, and seek justice for all Americans.

The format of this course will include a combination of lectures, large group discussion, small group discussion, and an occasional screening of a film or film clip.

Course Goals and Student Learning Objectives

Upon successful completion of this course, students will be able to:

Overall Area D

- 1) Apply the principles, methodologies, value systems and ethics employed in social scientific inquiry to construct evidence-based arguments and to express them in writing.

- 2) Develop knowledge of discipline-based methods of reasoning and research in the social sciences.
- 3) Examine social, political, economic, and environmental issues in temporal and spatial settings and in a variety of cultural contexts.
- 4) Understand how cultural diversity and complexity influence individuals, institutions, and societies.
- 5) Gain an understanding of United States and California history and government.

Area DI

- 1) Demonstrate understanding of how cultural diversity and social factors influence the individual, society, and social institutions.
- 2) Demonstrate understanding of the interchange among individuals and social systems and institutions, and how these develop.
- 3) Apply social science perspectives to social issues and problems as manifested in individuals, groups, societies, and/or internationally.
- 4) Demonstrate understanding of the factors influencing inequality and social justice among individuals, groups, societies, and/or across nations.

Ethnic Studies

- 1) Demonstrate understanding of the social science research and/or the arts and literature that address the experiences of racial/ethnic groups and individuals in the United States.
- 2) Analyze the socio-political process of racial formation in relation to one or more of the following: group identities, the conservation and/or evolution of cultural and linguistic practices, gender roles, class issues, tribal sovereignty, attitudes toward diasporic communities and new immigrants.
- 3) Identify and understand US ethnic groups from the voices and perspectives of the groups and individuals studied, including differing points of view.
- 4) Demonstrate understanding of the significance of political and social justice movements by and about underrepresented racial/ethnic groups, while incorporating issues of class, gender, sexuality and immigration status

Required Texts/Readings

Required Books

Unequal Sisters: An Inclusive Reader in U.S. Women's History edited by Vicki Ruiz, 4th edition, 2008, ISBN: 978-0415958417 (**Unequal** in reading schedule; available to rent; on reserve at library)

At the Dark End of the Street: Black Women, Rape, and Resistance--A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power by Danielle McGuire, 2011, ISBN: 978-0307389244 (**Dark** in reading schedule; available to rent; on reserve at library)

City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965 by Kelly Lytle Hernández, 2017, ISBN: 978-1-4696-3119-6 (**City** in reading schedule; available to rent; eBook available through the library)

Other Readings

Additional readings listed in the syllabus will be made available on the course Canvas page. Please print these out if possible, OR take detailed notes that you can bring with you to class.

Course Expectations

Read the material assigned for class prior to the discussion section. For you to do well in this class it is important for you to keep up with the readings. It will be difficult to catch up if you get behind. I expect you to bring to class your copy of the texts OR your detailed notes we are reading that week. Reading for ideas requires you to take notes on the text (or on a separate piece of paper), to identify key points, and to bring questions about what you read. Whether or not you personally agree with various author's arguments, you are required to be able to articulate an accurate understanding of the issues, concepts, theories, and arguments discussed by each author.

Check your university e-mail regularly. Any changes to reading assignments, instructions for completing assignments, and any other announcements will be sent via e-mail.

Regularly attend class. You are expected to attend each scheduled class period and to arrive to class on time. If you need to miss a class, it is your responsibility to follow up with one of your classmates to get their notes and find out what was discussed. Missing more than one class meeting will affect the attendance and participation portion of your overall grade. *If you have an emergency or serious extenuating circumstance that requires you to miss more than one class, please contact me as soon as possible to discuss your situation.* I will be more understanding if you talk to me than if I am unsure about where you are.

Participate respectfully during class time. Active participation includes coming to class prepared to engage with your fellow students on the topic, and to meaningfully contribute to discussions and exercises while respecting the contributions of other students. Respect includes turning off non-class related apps and internet browsers on your electronic devices, including iPods, cell phones, laptops, Kindles, iPads, etc. before class starts. You will lose participation points for the day if you are using an electronic device for any other purpose than taking notes or completing class assignments.

Complete all assignments to the best of your ability and on time. You should expect to put in several hours of homework per week to keep up with assigned readings and complete assignments. You are responsible for keeping track of when assignments are due. Late policy: I accept assignments, papers, and midterms *up to one week late (and no longer) for partial credit.* If you have an extreme, unavoidable, and documentable reason preventing you from turning in your assignment on time, please come speak with me. Again, I am more understanding if you talk to me. *The final exam cannot be accepted late.*

Course Requirements

Class Attendance and Participation: 10 points

Your presence and active participation in the class is crucial to your success in the class as a whole. You will be graded on your preparedness to participate. You may miss **1** class period without needing to notify me. After 1 absence, additional missed classes will affect this portion of your grade. *Students missing 4 or more classes will fail the class.*

In-class Assignments: 10 points

In class you will be asked to complete a variety of short assignments including free-writes, notes on small group discussions, film reading guides, and pop-quizzes. You can earn up to 10 points for turning in these assignments.

Small Group Facilitation: 10 points

You will work in a small group to facilitate a discussion or activity related to an assigned reading for the class. You should plan to present for the class three key points that you gleaned from the reading, review any new concepts, and then lead the class in a discussion or activity designed to help us continue to explore the key points. You will be graded on how well you are able to design questions or an activity that engages the majority of class.

Midterm Exam: 25 points

You will complete one take-home midterm exam. The questions for the exams will be distributed the week before they are due. Questions for the exam will include short answers and two short essays, where you will choose to respond to two of three questions.

Historical Research Paper or Poster: 25 points

For this assignment, you will conduct brief research on a historical event of your choosing. For the purposes of this assignment, research means either: visiting a historical site, historical museum, visiting an archive, viewing an online archive, or interviewing a family member who is older than you about family history. You can choose to present your findings in a 5-page paper, or you can create a professional poster (i.e. not hand written) that our class will view. Both the paper and the poster must include a description of the history you learned, you must explain how it connects to our class, and you must reflect on why it is important. More detailed guidelines will be distributed.

Final Exam: 20 points

The final will be a take-home exam in the same format as the midterm. In lieu of the essay questions, however, you can choose an alternate assignment of briefly researching and presenting one case of an incarcerated person on the Survived and Punished website. For this option, you will write a 2 page summary analyzing the historical context of this person's case, and prepare some kind of creative visual aid such as a social media meme, flyer, zine, poem, or video that you will briefly present to class.

Overall grades will be based on the following points earned:

A = (94-100); A- = (90-93)

B+ = (87-89); B = (83-86); B- = (80-82)

C+ = (77-79); C = (73-76); C- = (70-72)

D+ = (67-69); D = (60-66)

F = (\leq 59)

Note: At any point in the course, you can calculate your grade by adding up the points you have earned and comparing that to the remaining points available.

University Policies and Resources

[Important Policies and Procedures for Students](http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml)

<http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>.

Content warning

A course on gender, race and class in the United States necessarily requires us to encounter texts discussing violence. I attempt to give content warnings for material that has the potential to be upsetting. I also recognize that we cannot always predict when and where we will be triggered into a trauma response. If you need support, there are people who can help 24/7:

- Counseling and Psychological Services: 707-664-2153
- Sonoma County Crisis Line: 707-576-8181
- Sonoma County's Rape Crisis and Trauma Center: 707-545-7273

Disability and Access Information

I ask everyone to please refrain from wearing strongly scented products and fragrances to class, and to refrain from coming to class smelling strongly of smoke, so that those who have chemical sensitivities can be present with us. I encourage all students to communicate their other access needs with me. If you have a campus accommodation letter, it would be helpful to get a copy as soon as possible. If you think that you could benefit from an accommodation, even if you do not have a diagnosis, please contact Disability Services for Students and they will walk you through the process. DSS is located is Salazar 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, or [Disability Services for Students http://web.sonoma.edu/dss/](http://web.sonoma.edu/dss/).

Gender inclusive bathrooms

The nearest seem to be in either International Hall 1st Floor: 1 Gender Neutral Single Stall, 2nd Floor: 2 Single Stall Gendered Bathrooms; or in the Library 1st floor near Writing Center: 1 Gender Neutral Single Stall.

Academic honesty

I take the responsibility of students to present their own academic work honestly very seriously. Any work that you turn in to me must be written in your own words. Any phrase, sentence or paragraph that is an exact copy of what somebody else wrote (or said) must be attributed to the author (or speaker) by name and include a page number, using the format of your chose, or Chicago Style as a default. In addition, any idea from an author or theorist that you use in your work, even if it is not a direct quote, must also be attributed to that author by name, using a citation format. To present someone else's words as your own is considered plagiarism, whether you intended to steal their work or not. Intentional plagiarism is a form of cheating and you will be referred to the student conduct system if you are caught intentionally plagiarizing.

Sexualized Violence and Reporting Requirements

According to policy, all employees are required to report incidences of sexual assault and sexual harassment to the campus Dean of Students office. That means that professors and other employees who become aware of sexual assault or harassment must contact the Dean, although it would be your choice to pursue any action beyond the initial report. You do not have to talk to the Dean at any point, even if a report is made about you. Anyone who would prefer to talk to someone confidentially about sexual assault or harassment can contact:

- Susan T. Pulido, Confidential Sexual Assault Victim's Advocate
707.664.2698 AND susan.pulido@sonoma.edu
- Sonoma County's Rape Crisis and Trauma Center 707-545-7273

Course Schedule

Subject to change with fair notice – announced in class and posted on Canvas.

Week	Date	Topics and Assigned Readings	Deadlines & Assignments
1	Jan. 23	<p>Introductions and Overview</p> <p>Film: <i>Out in the Night</i></p>	
2	Jan. 30	<p>I. Theoretical Framework</p> <p><i>Power, Privilege, Oppression, & Knowledge</i></p> <ul style="list-style-type: none"> • bell hooks “Critical Thinking” (Canvas) • Allan Johnson “The Trouble We’re In: Privilege, Power, and Difference” (Canvas) • Patricia Hill Collins “Black Feminist Thought” (Canvas) 	
3	Feb. 6	<p>Rather than meet in class this week, watch Episodes 1 and 2 of the documentary “Race the Power of an Illusion” available at https://sonoma.kanopystreaming.com/, and complete the reading guide handout.</p> <p>Also read:</p> <ul style="list-style-type: none"> • Unequal Ch. 3: Tssie Liu “Teaching the Difference among Women from a Historical Perspective” 	
4	Feb. 13	<p><i>Intersectional Feminism</i></p> <ul style="list-style-type: none"> • Unequal Ch. 1 Estelle Freedman “Race and the Politics of Identity in U.S. Feminism” <p>Also choose two of the following articles to read on Canvas:</p> <ul style="list-style-type: none"> • “The Combahee River Collective Statement” • Audre Lorde “Age, Race, Class, and Sex: Women Redefining Difference” • Dorothy Allison “A Question of Class” • Eli Clare “Reading Across the Grain” • Maile Arvin, Eve Tuck, and Angie Morrill “Decolonizing Feminism: Challenging Connections Between Settler Colonialism and Heteropatriarchy” 	<p>Turn in reading guide from “Race the Power of Illusion”</p>

Week	Date	Topics and Assigned Readings	Deadlines & Assignments
5	Feb. 20	<p><i>Race and Gender Under Capitalism</i></p> <ul style="list-style-type: none"> Allan Johnson “Capitalism, Class, and the Matrix of Domination” (Canvas) Andrea Smith “Heteropatriarchy and the Three Pillars of White Supremacy” (Canvas) Unequal Ch. 8 Jeanne Boydston “To Earn Her Daily Bread: Housework and Antebellum Working-Class Subsistence” Unequal Ch. 26: Evelyn Nakano Glenn “From Servitude to Service Work” 	
6	Feb. 27	<p>II. Heteropatriarchy and the Three Pillars of White Supremacy</p> <p><i>Settler Colonialism</i></p> <ul style="list-style-type: none"> City “Introduction: Conquest and Incarceration” and Chapter 1 “An Eliminary Option” Unequal Ch. 11: Devon Mihesuah “Too Dark to Be Angels” Unequal Ch. 12: Paige Raibmon “The Practice of Everyday Colonialism” 	
7	March 6	<p><i>Slavery and Racial Terror</i></p> <ul style="list-style-type: none"> Angela Davis “The Legacy of Slavery: Standards for a New Womanhood” (Canvas) Angela Davis “Rape, Racism and the Myth of the Black Rapist” (Canvas) Unequal Ch. 18: Peggy Pascoe “Miscegenation Law, Court Cases, and Ideologies of ‘Race’ in Twentieth Century America” 	Midterm instructions distributed in class
8	March 13	<p>No assigned readings</p> <p>Discussion of Historical Research Paper</p>	<ul style="list-style-type: none"> Midterm due in class Instructions for historical research paper/poster distributed in class
Spring Break	March 20	No Class	
9	March 27	<i>Orientalism and War</i>	

Week	Date	Topics and Assigned Readings	Deadlines & Assignments
		<ul style="list-style-type: none"> City Chapter 3: “Not Imprisonment in a Legal Sense” Unequal Ch. 28: Judy Tzu-Chun Wu “Was Mom Chung a ‘Sister Lesbian’? Asian American Gender Experimentation” 	
10	April 3	<p><i>Policing Working Class Sexual Deviance</i></p> <ul style="list-style-type: none"> City Chapter 2: “Hobos in Heaven” Additional reading TBD 	
11	April 10	<p><i>Borders and Migrations</i></p> <ul style="list-style-type: none"> City Chapter 5: “Caged Birds” Unequal Ch. 35: Alicia Schmidt Camacho “Migrant Melancholia” (difficult text, give yourself extra time to read) 	
12	April 17	<p>III. Movements for Social Justice</p> <p><i>Civil Rights</i></p> <ul style="list-style-type: none"> Dark Prologue, Ch. 1 “They’d Kill Me if I Told” and Ch. 3 “Walking in Pride and Dignity” City ch. 6: “Justice for Samuel Faulkner” 	
13	April 24	<ul style="list-style-type: none"> Dark Ch. 5 “It Was Like All of Us Had Been Raped” and Ch. 6 “A Black Woman’s Body Was Never Hers Alone” <p>Time in class to view posters</p>	Historical research paper/poster due in class
14	May 1	<p><i>Labor & Welfare Activism</i></p> <ul style="list-style-type: none"> Unequal Ch. 24 Annelise Orleck “We Are That Mythical Thing Called the Public” Piven and Cloward “The Welfare Rights Movement” (Canvas) 	Final exam instructions distributed in class
15	May 8	<p><i>The Right to Self-Defense</i></p> <ul style="list-style-type: none"> Dark Ch. 8 “Power to the Ice Pick” Additional reading TBD 	
Finals week	May 15, 5-6:50 pm	Final exam scheduled for Wednesday, May 15, 5-6:50 pm	Final exam due in class