

WST 191/ES 191
GENDER, IDENTITY AND ETHNICITY
(SPRING 2004; Meeting Time and Room: M, W 3.00-4.15; SBS317)

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COURSE DESCRIPTION

What is gender? What is patriarchy? What are the historical and contemporary meanings that surround the concept of race? What do we mean when we refer to class? What about sexuality? How do race, gender, class and sexuality intersect affecting the lives of African-Americans, Asian-Americans, Chicanos(as)/Latinos/(as), Native Americans and whites in the United States.? How does imperialism/neo-imperialism intersect with race, gender, and class? How do these systems of oppression come together to shape the lives of women in different ways? How are relations of "privilege" and "disadvantage" created? How are these relations of privilege and marginality structured into our daily lives? What is structured inequality and what are the interconnected impacts of race, gender, class and sexuality on structured inequality? How do race, gender, class, sexuality and nation affect our life chances, our material well-being, and our health? This class will explore these issues in the context of power and privilege as well as powerlessness and marginality. In addition, the history of resistance and reassertion of identity and power by African-Americans, Asian-Americans, Chicanos(as)/Latinos/(as), and Native American women will also be discussed.

This course is a Liberal Studies course bearing the thematic focus of "Valuing the Diversity of Human Experience." It is in the "Cultural Understanding" distribution block and will advance several essential Liberal Studies Program skills including critical and creative thinking, ethical reasoning, critical reading, effective writing and effective oral communication.

COURSE OBJECTIVES

The course is designed to achieve the following objectives:

1. The development of critical skills to understand and articulate the meanings of terms such as gender, race and ethnicity, class, sexuality, imperialism/neo-imperialism, and patriarchy.

2. The development of critical skills to understand and critically examine intersectionality, i.e. the ways in which gender intersects with ethnicity, race and class, as well as age, sexual orientation, national origin, and religion, on local, national and international levels.
3. Developing an understanding of the ways in which intersectionality determines who gets what, when and how.
4. Developing an understanding of the ways in which the structuring of privilege helps in obscuring every day relations of power.
5. Developing an understanding of resistance in everyday life and through major social movements.
6. Students will develop critical thinking skills by examining the assumptions, the main arguments and concepts utilized by the various authors. In addition, students will also develop the ability to understand the limitations and strengths of the various arguments.
7. Students will also develop critical writing skills.

ASSIGNMENTS AND GRADE DISTRIBUTION

***Participation (50 points)**

Students are required to participate in class. This means that students should read the material before coming to class. They should identify the main thesis/argument of the authors, the evidence used for the argument and the concepts developed in the article.

***10 Critical Summaries (150 points)**

Students should write 10 critical summaries for the topics assigned for class. These summaries should be no more than 2-3 pages long and should identify the main thesis/argument of the authors, the evidence used for the argument and the concepts developed in the article. They can also add a personal response to the article. Students should let me know which weeks they will write on by the second week of class. These should be handed to me at the end of each week.

***Final Self-identity and Comparative Paper (100 points)**

Students are required to do a self-identity paper in which they trace their own ethnic and gender background. They are also required to compare their experience with an ethnic group other than their own that they have studied in the course. Specifics on this assignment will be handed later.

***Final Examination (100 points)**

Tuesday May 10, 3.00-5.00

GRADE DISTRIBUTION

Total Points: 400
A (90%) 360-400 points
B (80%) 320-359 points
C (70%) 280-319 points
D (60%) 240-279 points
239 and below is F

REQUIRED COURSE MATERIALS

Required Texts:

Available at Aradia Bookstore, 116 West Cottage Ave.

Paula Rothenberg (2004) *Race, Class and Gender in the United States* (NY: Worth Publishers).

Required Reserve Readings:

There will also be several required reserve readings for this course. These will be available through “E-Reserve” (electronic reserve) at the Cline Library website. Required E- Reserve readings are indicated by an ** in the syllabus.

Class Schedule and Reading Assignments:

Readings listed are from the Rothenberg reader unless otherwise stated.

***January 19: Introduction to the Class**

PART ONE: THE SOCIAL CONSTRUCTION OF DIFFERENCE: ACQUIRING CONCEPTUAL CLARITY

***January 24: *What is Gender? What is Patriarchy?**

Judith Lorber, ““Night to His Day”: The Social Construction of Gender.”

Allan Johnson, “Patriarchy”

Marilyn Frye, “Oppression”

January 26: What is Race?

Michael Omi and Howard Winant, “Racial Formations”

Richard Wright, “The Ethics of Living Jim Crow”

Pem Davidson Buck, “Constructing Race, Creating White Privilege”

January 31: What is Racism?

Beverly Daniels Tatum, “Defining Racism: “Can We Talk?”

Rita Chaudhry Sethi, “Smells Like Racism”

John F. Dovidio and Samuel L. Gaertner, “On the Nature of Contemporary Prejudice”

February 2: The Social Construction of Sexuality?

Ruth Hubbard, “The Social Construction of Sexuality”

Jonathan Ned Katz, "The Invention of Heterosexuality"
Michael S. Kimmel, "Masculinity as Homophobia"

February 7: What is Class? What about Disability?

Herbert Gans, "Deconstructing the Underclass"
Douglas C. Baynton, "Disability and the Justification of Inequality in American History"

February 9: What is Imperialism? Neo-colonialism?

**Arif Dirlik, [EMPIRE?](#) Interventions: *The International Journal of Postcolonial Studies*, Jul 2003, Vol. 5 Issue 2, p207, 11p; (AN 10957934)

**Joshua S. Goldstein, "The North-South Gap" in J. Goldstein, *International Relations* (New York: Pearson/Longman, 2005, pp. 459-478)

February 14, 16: Intersectionality and the Matrix of Domination

Manning Marable, "Racism and Sexism"
Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack"
**Maxine Baca Zinn and Bonnie Thornton Dill, "Theorizing Difference from Multiracial Feminism" *Feminist Studies* 22, No. 2, (summer 1996), pages 321-331
**Audre Lorde, "Age, Race, Class and Sex: Women Redefining Difference" in Audre Lorde, *Sister Outsider* (Freedom, CA: Crossing Press, 1984), pages 114-123
**Kamala Kempadoo (Spring 2001) "Women of Color and the Global Sex Trade: Transnational Feminist Perspectives," *Meridians: feminism, race, transnationalism* v 1, n 2, pages 28-51.

**PART TWO: HOW IT HAPPENED-UNDERSTANDING HER/his STORY
SOME IMPORTANT LANDMARKS**

February 21: Gender and Her/hisStory

"Declaration of Sentiments and Resolutions, Seneca falls Convention, 1848"
"The Antisuffragists: selected papers, 1852-1887"
"Bradwell v. Illinois, 1873"
"Minor v. Happersett, 1875"
"United States Constitution: Nineteenth Amendment (1920)"
"Roe V. Wade, 1973"
"The Equal Rights Amendment (Defeated)"

February 23: American Indians

US Commission on Human Rights, "Indian Tribes: A Continuing Quest for Survival"
"Elk v. Wilkins, November 3, 1884"
** C. Mathew Snipp, "The First Americans. American Indians" in Patricia Hill Collins and Margaret Anderson (eds.), *Race, Class and Gender* (Wadsworth, 2001).
Invited Speaker or Film

February 28: African Americans

"An Act for the Better Ordering and Governing of Negroes and Slaves, South Carolina, 1712"

“The Three Fifths Compromise”: The U.S. Constitution, Art. 1, Section 2”
“An Act Prohibiting the Teaching of Slaves to Read”
“Dred Scott V. Sanford, 1857
Abraham Lincoln, “The Emancipation Proclamation”
W.E.B. Du Bois, “The Black Codes”
Plessey V. Ferguson, 1896
Brown v. Board of Education of Topeka, 1954

March 2: Latinas(os)/Chicanas(os)

**The Treaty of Guadalupe Hidalgo
To be assigned

March 7: Asian Americans

“People v. Hall, 1854”
“California Constitution, 1876”
“Korematsu v. United States, 1944”
**Ronald Takaki, “The Tide of Turbans” in R. Takaki, *Strangers from a Different Shore. A History of Asian Americans* (Penguin Books, 1989).
**The Chinese Exclusion Act
**Ethnic island: The Emergence of Urban Chinese America in R. Takaki, op.cit.

March 9: Lesbian, Gay Bi-sexual and Transgender

“Bowers v. Hardwick, 1986”
Paula L. Ettelbrick, “Lesbian and Gay Rights in Historical Perspective”
More TBA

PART THREE: CONSEQUENCES OF THE MATRIX OF DOMINATION

March 14, 16: Economic Consequences and Issues

Holly Sklar, “Imagine a Country”
Robert Pear, “Number of People Living in Poverty Increases in U.S.”
National Committee on Pay Equity, “The Wage Gap”
Paul Krugman, “The Sons also Rise”
Julianne Malveaux, “the Economic Status of African Americans”
Dalton Conley, “Being Black, Living in the Red: Wealth Matters”
Albert B. Crenshaw “Her Next Step?”
Kim Phillips-Fein, “The Education of Jessica Rivera”

March 21, 23: Spring Break

March 28: Cultural Production and Consequences

Edward Said - a film on Orientalism

March 30: Cultural Production Continued

Guest Lecture on Stereotyping and its Consequences

Annie Murphy Paul, "Where Bias begins: The Truth About Stereotypes"

Richard D. Mohr, "Anti-Gay Stereotypes"

Frank Wu, "Yellow"

Sonia Shah, "Asian American"

Jack G. Shaheen, "TV Arabs"

Nada El Sawy, "Yes I follow Islam, but I'm not a Terrorist"

Judith Ortiz Cofer, "The Myth of the Latin Woman"

Joan L. Griscom, "The Case of Sharon Kowalski and Karen Thompson: Ableism, Heterosexism and Sexism"

APRIL 1 AND 2: DECOLONIZING THE UNIVERSITY: WOMEN OF COLOR IN ARIZONA HIGHER EDUCATION. CONFERENCE AT NAU (Attend for Extra Credit and/or Participation)

April 4: State, Society and Social Control

Sharlene Hesse-Biber, "Am I thin Enough Yet"

William Chafe, "Sex and Race: The Analogy of Social Control"

Angela Davis: *Masked Racism: Reflections on the Prison Industrial Complex*

CONTEMPORARY ISSUES IN SOCIETY

April 6, 11: Violence, Gender and Identity

**Zillah Eisenstein, *Sexual Humiliation, Gender Confusion and Horrors at Abu Ghraib*" in Eisenstein, *Against Empire*

**Angela Y. Davis, "Rape, Racism and the Myth of the Black Rapist," in Kum-Kum Bhavnani (ed.) *Feminism and Race*

Deborah N. Misir, "The murder of Nevroze Mody: Race, violence, and the search for order," *Amerasia Journal*, 1996, Vol. 22 Issue 2, p55-76

Mary G. McDonald, "Unnecessary Roughness: Gender and Racial Politics in Domestic Violence Media Events," *Sociology of Sport Journal*, 1999, Vol. 16, Issue 2, 111-34

April 13: Welfare

**Ange-Marie Hancock "Contemporary Welfare Reform and the Public Identity of the "Welfare Queen"" (p31-59), *Race, gender and Class in American Politics*, Vol. 10, No. 1, 2003.

**Denise A. Pierson-Balik, "Race, Class, and Gender in Punitive Welfare Reform: Social Eugenics and Welfare Policy" (p11-30), *Race, gender and Class in American Politics*, Vol. 10, No. 1, 2003.

April 18, 20: Affirmative Action

**Beeman, Mark, Chowdhry, Geeta and Karmen Todd (2003) "Educating Students about Affirmative Action: An Analysis of Sociology texts" *Teaching Sociology*, vol. 28, #2, April 2000)

**Edward K. Renner, Thom Moore, "The More Things Change, The More they Stay the Same:

The Elusive Search for Equity in Higher Education,” *Analyses of Social Issues and Public Policies*, Dec. 2004, Vol. 4, Issue 1, p. 227, 15 p.

**Miranda Massie, “Litigators and Communities Working Together: Gutter v. Bollinger and the new Civil Rights Movement” *Berkeley Women’s Law Journal* 2004, Vol. 19, Issue 2, P. 318-324

April 25: Reproductive Rights

**Sally J. Torpy, “Native American Women and Coerced Sterilization: On the Trail of Tears in the 1970s. *American Indian Culture & Research Journal*, 2000, Vol. 24 Issue 2, p1, 22p.

**Peter Quinn, Race Cleansing in America, “*American Heritage*, Feb/March 2003, Vol.54, #1, pp.34-44

**H. Patricia Hynes, “Taking Population out of the Equation. Reformulating I=PAT” in Jael Silliman, *Dangerous Intersections*, South End Press, 1999.

April 27, May 2: Making a Difference

Rothenberg, Part VIII, all

May 4: Review

May 10: Final Examination, 3.00-5.00PM

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

STUDENTS WITH DISABILITIES

If you have a disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice) 523-6906 (TTY). You are encouraged to provide documentation of the disability to DSS at least 8 weeks prior to the beginning of the semester so arrangements can be made to meet your individual needs. You must register with DSS each semester you are enrolled and wish to use accommodations.

Faculty are not authorized to provide accommodations without prior approval from DSS. Students are encouraged to notify their instructors a minimum of one week in advance of the need for accommodation. Failure to do so may result in a delay in provision of the accommodation.

Concerns may be brought to the attention of the office of Disability Support Services or to the ADA coordinator in the Affirmative Action Office.

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from

further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the *IRB Policy and Procedures Manual* is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix F of NAU's *Student Handbook*.