

WMST 113:
RACE, CLASS, GENDER, AND SEXUALITY
Fall 2016

Course Objectives

This course is an interdisciplinary, cross-cultural survey of the ways in which gender, race, class, sexuality, and other social categories intersect to shape human consciousness and determine the social organization of human society. This class will primarily focus on the ways in which our social categories are historically and socially constructed, how they have changed over time, and on possible directions for future change. We will analyze how and why relations of power—manifested as domination and subordination--most often incorporate these categories in society. The course will include lecture, discussion, pop culture, social media, film, guest speakers and out of class activities.

The goals for this class include the development of critical skills in thinking, reading, writing, speaking, and listening, and the ability to apply and utilize these skills in diverse academic and non-academic situations, particularly with regard to gender, race, class and sexuality.

Learning Outcomes

1. Develop awareness and engage in constructive discussion about social justice and diversity issues.
2. Apply broad knowledge of the intersectionality of gender, race, class, and sexuality.
3. Identify and interpret social issues from a multicultural perspective.
4. Analyze women and gender from a cultural and institutional perspective.
5. Analyze social change through the study of local and global activism.

Required Materials

- Rothenberg, Paula. 2016. *Race, Class, and Gender in the United States*. 10th edition. NY: Worth Publishers (available in the UNLV bookstore, previous editions not acceptable).
- a pack of note cards

Additional class readings may be posted on WebCampus. Make sure to check it weekly.

Recommended Reading:

- Lorde, Audre. 2007. *Sister Outsider*. Crossing Press.
- Moraga, Cherrie & Anzaldua. 2014. *This Bridge Called My Back: Writings by Radical Women of Color*. 4th Edition. SUNY Press.
- hooks, bell. 2000. *Feminism is for Everybody*. South End Press.
- Robinet, Harriette. 1995. *If you please, President Lincoln!* Atheneum Books for Young Readers.
- Ngozi Adichie, Chimamanda. 2015. *We Should all Be Feminists*. Anchor Press.

Class Conduct

1. Students are expected to be respectful at all times during lecture and discussions. **Students are not allowed to interrupt the instructor or other classmates while they are speaking.**
2. Use of cell phones in class is prohibited, including text messaging. Students will be docked grade points for the use of phones in class and/or asked to leave class.
3. The use of laptops during lecture is NOT allowed.

4. If any of the above becomes a constant issue, the instructor will ask you to leave class and the day will be counted as an absence.

RESPECT FOR OTHERS

WMST 113 is a course that occasionally may delve into issues that may be uncomfortable and/or controversial for some of us to discuss. I ask that everyone be respectful of one another's viewpoints and that everyone adheres to the university's expectation for student conduct.

This course is designed to help all of us become more aware of social constructs and how they affect us as well as to gain an open mind toward individual differences.

Ethnic slurs, racist, anti-immigrant, classist, sexist and homophobic remarks/sentiments, and religious diatribes/hate speech will not be acceptable commentary for this course and appropriate action will be taken if these things occur.

The use of the word “illegal” to refer to human beings who are undocumented is prohibited in class (as well as other such terms/phrases) because it is offensive and dehumanizing. This will be further explained in class. The term/phrase will not be allowed in papers, essays, exams, or other official class communication unless it is used for the purpose of illustrating the term as anti-immigrant, citizenist language. This must be clearly explained and referenced using quotations and documentation. If used, the paper/essay will not be accepted. This policy will also be enforced for all other discriminatory language/terminology. If there are any questions/concerns about this policy, students can feel free to discuss with the professor and chair of the department.

Course Requirements

Participation (15%): All students are expected to dialogue and actively participate in class. **All students should have time/opportunity to participate, rather than having the same students participate all the time.** Students who tend to dominate the discussion should ensure other students have an opportunity to share, while students who tend not to speak in class should try to participate more actively in the discussion.

Discussion can include personal perspectives and questions, but should be grounded in information discussed in the readings and lectures. **Students are required to bring the textbook to lecture/discussion every day.** Students are expected to point to specific quotes and issues from the readings in class. If student fails to bring book to class, participation points may be deducted. If students miss more than the allotted excused absences, student will lose all participation points.

Students will need to submit 2 questions and 2 quotes from the night’s reading. Submitting this along with talking in class will be the source of your participation points.

Identity Paper (10%): Students are expected to write a 2-4 page (Min. 600 words, 12 font, Times New Roman and double-spaced) paper in response to the question: “*How do I identify myself and why?*” Your identity paper must address: race/ethnicity, class, gender, religion/spirituality, sexuality, family, immigration and other aspects of your identity. **Citations are not required for this assignment.** Please do your own word count and include it at the end of your WebCampus submission. Due week 2.

Outside Event (5%): Students are expected to attend one (1) social-justice-based event and write a one-page response (300 words, 12 font, Times New Roman, double-spaced and APA or MLA format with

citation page). Event must focus on one or more of the following: race, class, gender, sexuality, and/or immigration, or the intersection of these categories. Response must include **one quote from the required text**. Examples of events include social-justice focused forums, conferences, lectures, protests, social actions, meetings, etc.). Be sure to check out events at the Center for Social Justice (<https://www.unlv.edu/csaj>), and the Office of Diversity Initiatives (<https://www.unlv.edu/diversityinitiatives>). Please do your own word count and include it at the end of your WebCampus submission.

Quizzes (25%): 5 pop quizzes will be given in class covering the reading assigned for the week.

Reflection Essays (20%): Students are asked to submit four 2-4 page essays. The essays are intended to do two things: 1. Assess if students are acquiring the expected learning outcomes for this class. 2. Provide students with a space to reflect upon the various issues and topics covered in class and in the readings. Essays must include at least three quotes from the readings and reflect on at least three articles from the assigned readings. Papers should be at least two pages, typed (600 words, 12 font, Times New Roman, double-spaced and APA/MLA format with citation page). See course schedule for due dates. Please do your own word count and include it at the end of your WebCampus submission.

Final Exam (25%): There will be a final exam covering all of the material covered in class (online).

APA Guidelines: <https://owl.english.purdue.edu/owl/resource/560/01/>

MLA Guidelines: <https://owl.english.purdue.edu/owl/resource/747/01/>

Grading Scale/Criteria for Assignments:

A- All necessary components are included in the assignment. This includes the following:

- Thorough and accurate response to the question posed.
- Integration of the text/readings. Responses should be rooted in the text/lecture.
- Assignment was turned in on time.
- Length of the assignment.
- Required quote(s). Responses should be rooted in the text/lecture.
- Correct grammar/spelling.
- Any extra instructions provided by the professor/instructor.

B- One component of the assignment is missing.

C- Two components of the assignment are missing.

D- Three components of the assignment are missing.

F- Assignment is missing more than three of the components required to complete it. If students use racist, classist, sexist, homophobic, or overall discriminatory language or thought, the student may receive a failing score on the assignment.

Attendance: Daily attendance will be taken at the beginning. YOU CAN MISS A MAXIMUM OF THREE WEEKS OR SIX MEETINGS. IF STUDENTS MISS CLASS MORE THAN THIS NUMBER, THEY WILL LOSE ALL OF THEIR PARTICIPATION POINTS (15%). If extenuating circumstances should occur, make sure to discuss them with the instructor in advance.

Late Submissions: Late assignments will be accepted with instructor's approval only; however, every day that the assignment is late, you will lose a half letter grade. If you have a unique situation (extenuating circumstance) and will not be able to turn an assignment in on time, you must speak with the instructor on time and obtain permission.

Grading

Final grade will be based on the following scale:

A.....	95—100%
A-.....	90—94%
B+.....	87—89%
B.....	84—86%
B-.....	80—83%
C+.....	77—79%
C.....	74—76%
C-.....	70—73%
D+.....	67—69%
D.....	64—66%
D-.....	60—63%
F.....	59% and below

The instructor reserves the right to amend this syllabus. Students will be notified of any changes in class. It is the student’s responsibility to keep abreast of changes.

COURSE SCHEDULE READINGS AND ASSIGNMENTS (subject to changes)

Assigned Readings	Date	Assignments
Introduction to the Class	Week 1	
Course Introduction, Objectives Introduction (p.1-5); Part IV, 1: The Problem: Discrimination (p.247-257)		
Domination, Subordination, and Discrimination	Week 2	
Assigned Readings: Part I, Social Construction (p.5-10); Part I, 11: Domination and Subordination (p.91-97);		Identity Paper Due
Social Construction of Race	Week 3	
Assigned Readings: Part I, 1: Racial Formations (p. 11-20); Part I, 2: Constructing Race, Creating White Privilege (p.21-26); 3: How Jews Became White Folks (p.27-37); Part II, 9: White Privilege (p.176-180). Let’s Talk about Race- Tedx (webcampus; youtube)		
Defining Racism	Week 4	
Assigned Readings: Part II, 1, 2, 3: Defining Racism (p.105-113), Color-Blind Racism (p.113-119); Neither Black nor White (p.120-129); Part III, 6: The Model Minority (230-6); Part VIII, 1: Self-Fulfilling Stereotypes (p.541-6).		Reflection 1 due.
Social Construction of Gender	Week 5	
Assigned Readings: Part I, 4: “Night to His Day” (p.38-45); Part IX, 3: A New Vision of Masculinity (623-628); Part IV, 5: The Transgender Crucible (276); “And now Orlando: Manhood, Guns and Violence.”Kate Bornstein (webcampus)		

Social Construction of Sexuality	Week 6	
Assigned Readings: Part I, 5, 6: The Invention of Heterosexuality (p.47-58), Masculinity as Homophobia (p.59-70); Part II, 5: Homophobia as a Weapon of Sexism (p.134-143); Part VI, 12: He Defies You Still (434-460); Part VII, 22, 24: Obergefell v. Hodges, 2015 (530-533) Cancel Marriage; Polyamory (Tedx; Youtube)		Reflection 2 due.
Socioeconomic Class (mid-semester)	Week 7	
Assigned Readings: Part II, 6: Class in America (144-162); Part V, 1, 3, 4, 5, 6: Imagine a Country (p.329-339), The Making of the 99% and the Collapse of the Middle Class (344-7); Part V, 8, 11, 12: “Savage Inequalities” Revisited (378-381), Cause of Death: Inequality (p.393-7), Inequality Undermines Democracy (p.398-400).		
The presidential debate	Week 8	
Watch the presidential debate; follow social media responses regarding the debate (hashtags, key words), more directions to follow		
Citizenship and Immigration	Week 9	
Assigned Readings: Part III, 1, 2: Immigration in the United States (195-206); Impossible Subjects (207-217); Deportations are Down (266-269) What if you were an Immigrant; Actions are Illegal, not People (Tedx; youtube) Recommended: Part IV, 6: Where “English Only” Falls Short (285-287)		Reflection 3 (on presidential debate) due.
Latina/os and Asian Americans	Week 10	
Assigned Readings: p. 220 For Many Latinos, Racial Identity is More Culture than Color p. 361 For Asian Americans, Wealth Stereotypes Don’t Fit Reality; p. 418 Crossing the Border without Losing Your Past; p.411 Then Came the War; p. 511 The Chinese Exclusion Act Mexican’s Revenge (youtube);		
African Americans and Native Americans	Week 11	
p. 482 An Act for the Better Ordering and Governing of Negroes and Slaves; p. 487 The Three-Fifths Compromise; p.488 An Act Prohibiting the Teaching of Slaves to Read, p. 495 Dred Scott; p. 503 The Black Codes; p. 516 Plessy v. Ferguson; p. 523- Brown v. Board of Ed; p. 288 My Black skin; p. 313 More Blacks live with pollution, p. 514- Elk v. Wilkins; p. 407 Civilize Them with a Stick; p. 477 Indian Tribes; p. 285 Where ‘English Only’ Falls Short.		
Disability & Mental Health	Week 12	
Assigned Readings: Part I, 9: Disability & Justification of Inequality (p.81-90); Race, Disability and the School-to-Prison Pipeline (296-303).Students with Disabilities Preparing for		

Postsecondary Education; Nevada Depression & Violence Facts Middle School and High School (webcampus)		
	Week 13	
“Who We Want to Become: Beyond the New Jim Crow” links to transcript and audio are on webcampus		
Where are we Now?	Week 14	
Catch up on readings		Reflection 4 due.
Study Week	Week 15	
Assigned Readings: Part IX: Social Change: Revisioning the Future and Making a Difference (p.605-644), special emphasis on section 4: Interrupting the Cycle of Oppression (p.629-635).		PLAN guest speaker
Final Examination	Week 16	
Online final exam.		

University Memos:

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at:

<https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to

discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>
<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library: Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.