

**American Studies/English/Political Science 248 and Women and Gender Studies 249:
Intersectionality: Race, Gender, Sexuality and Social Justice
Spring 2018
Professors Frank R. Baumgartner, Jennifer Ho, and Tanya Shields
Lecture: MW 11:15-12:05, Hamilton Hall 100**

Professor	Department	Campus Address	Email	Office Hours
Baumgartner	Political Science	313 Hamilton	frankb@unc.edu	M, W 3:20- 5:00 and by appt.
Ho	English and Comparative Literature	442 Greenlaw Hall	jho@email.unc.edu	M 8-11 and by appt.
Shields	Women's and Gender Studies	203 Smith Building	tshields@unc.edu	W 9-11 and by appt.

Teaching Assistants:

Leah Christiani (Political Science) -- christiani@unc.edu

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(For more information, section assignments, and office hours, please see the class Sakai site.)

NOTE: This course fulfills the Communication Intensive & US Diversity General Education Requirements

Course Description:

According to the US Census Bureau, in the year 2020 “more than half of the nation's children are expected to be part of a minority race or ethnic group. All Americans under the age of 18 are now at the front of a trend that will see the overall population follow suit some 20 years later” (NPR’s Hansi Lo Wang). In essence, we are in a time of a dynamic racial shift, and yet our country seems to be divided or confused about what “race” is, how to talk about it, and how it might intersect with other identity formations such as gender, class, or sexuality. The first goal of this super-course is to give students real tools for how to address multiple modes of difference and to understand how intersectionality—the theory of interlocking identities that reflect multiple modes of oppression and privilege—is key to the work of social justice.

In order to do this work, this interdisciplinary course will cover such topics as racial formation, ethnic identities, queer and transgender identities, racial profiling, environmental justice, gender violence and bias, histories of institutions (education/prison), and narratives of belonging and citizenship. By the year 2044, “no one racial or ethnic group will dominate the U.S. in terms of size,” (U.S. Census Bureau). We want to be ready for that moment and so do you.

Course Requirements:

Attendance and Participation in Recitation:

Absences, excessive or consistent tardiness (or early departures), and lack of quality contributions to recitation and lecture will affect your participation grade. In the event of emergency or serious illness, please keep in touch via email by informing both instructor's and your recitation TA. Class participation and attendance will constitute 10%

Group Journal:

Students will write 6 journal posts (600 words) using the Sakai forums; the journals will be due on Wednesday at the time that class begins (11:15am) and will commence on January 31 (Week 4). Students will also be required to respond to posts made by your interaction group members. These journal post responses will be due by midnight the following Sunday. For a more detailed explanation of this assignment, please see the assignment information on Sakai (under Resources), including the rubric for grading and sample posts and response. The rationale behind this assignment is for students to demonstrate, in writing, their active engagement with the course material, in terms of the reading and the lectures, as well as their active engagement with their group members' journal posts. 40%

Interaction Groups:

Students will organize into groups of 3-4 in their recitation sections to work on a course-long project that will also be tied to the final exam and will serve as a class produced public Word Press website. In other words, at the end of this class each student will have contributed content to creating a web page that engages with the theme of this course, "Intersectionality: Race, Gender, Sexuality, and Social Justice." TAs will work with students during recitation during the early stages but students will be expected to meet outside of class to work on the content for their Word Press contribution. Multimedia and multimodal projects are welcome, i.e.: the content need not be static/text based only. The goal of this portion of the course is to have students engage one another on intersectional issues and for them to demonstrate their skill at redacting materials and formulating questions about them. We hope that the website will produce a conversation at UNC about diversity and inclusion that is not only visible to members of the University community but also able to reach a broader audience of scholars, teachers, and students concerned about intersectional issues in the state and elsewhere. 40%

Final Exam:

The final for this course will be given in-class and will consist of students writing one essay reflecting on the public Word Press site that the class has generated based on the websites each interaction group has created. We are looking for essays that show thoughtful and deep engagement with the course material and themes as it has been rendered on the website by the students in the class. Critique, reflection, and critical thinking should be demonstrated in this essay. 10%

Required Readings:

Two books are required for purchase, listed below. The vast bulk of the readings will be made available to you in electronic format on the course Sakai site. All readings listed in the weekly schedule below are required. An alphabetical list of critical books/articles/chapters and fiction/film is at the end of the weekly schedule. That list is by no means comprehensive, but should serve as a reference point for students who want to pursue projects along the lines of our course discussions. These two books are required for purchase. Please get them as soon as you can:

1. **Coates, Ta-Nehisi.** *Between the World and Me*. New York: Spiegel & Grau, 2015.
2. **CalvoCaressi, Gabrielle.** *Rocket Fantastic*. New York: Persea, 2017.

General Course Policies:**Amendments to the Syllabus:**

In order to meet the needs of class members and course objectives, this syllabus may be subject to change (except for the officially scheduled final examination.) Every effort will be made to notify you in advance, both in person and in writing, but in the end you are responsible for any and all additional course information provided in class sessions throughout the term, regardless of tardiness or absence. Please write down the name and contact information of two class members you can turn to if you have to be absent. It is understood that by having received this course syllabus and attended class beyond the first two meetings of the term, you have reviewed the requirements and policies of this class, understand them, and accept them.

Classroom Climate:

Please be on time for class, come prepared to participate, speak respectfully to others, and listen to new or different perspectives. We will not discriminate against or criticize each other based on gender, ethnic origin and/or race, sexual orientation, disability, or any other factor. Behavior that violates this classroom climate policy will not be tolerated.

Laptops, Smartphones and Other Personal Electronic Devices:

You are welcome to bring your laptop, and/or tablets to class and use these devices to take notes, access readings we're discussing, and support class-related activity. Please abstain from non-class-related activity, however. All devices should be on silent during class. We reserve the right to mark you down for attendance and/or participation if we see any non-course related material on your screens, either in lecture or in discussion. Pay attention.

Grades and Grading:

- o Final Grade Computation: the final grade is computed from the total marks and our assessment of your work throughout the term and your contribution to our class discussions.
- o Grading Scale: A (95-100), A- (90-94), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (68-70), D (67-69), F (<62). Grades will be rounded to the nearest whole number and scored accordingly.
- o Grade Appeals: During the semester, you must wait at least overnight after receiving a grade to schedule an appointment for a grade appeal. Please use this time to review the grade critique and formulate a logical argument for appeal. Your appeal must be written, with the assignment or exam and the grading evaluation attached to the written appeal. These materials must be provided to me at least one day before the grade appeal meeting. Grade appeals must be made within one week of receiving the grade. FINAL COURSE GRADES MAY NOT be appealed after 48 hours following the final exam
- o Posting Grades: UNC complies with the Family Educational Rights and Privacy Act, which provides for the protection of your personal records, including grade information. Grade information is provided in a secure format using either the Sakai grade book or through Connect Carolina.
- o Grade of Incomplete: A grade of incomplete will not be given except under extraordinary circumstances. If such circumstances arise, contact faculty immediately to discuss the issue and to learn about procedures for requesting an incomplete. Approval of an incomplete is not automatic upon initiating a request.

Due Dates and Late Work:

All written assignments are due to be uploaded to the course Sakai site at the start of class on the date specified on the syllabus. An assignment turned in any time after the end of class on the due date, or any time the next day, will be considered one day late and will be assessed a 10% penalty.

An additional 10% penalty will be applied for each additional day the assignment is late, including non-class days, weekends, and holidays. It is your responsibility to keep a copy of each assignment in case the original is misplaced. You will receive no penalty for work due on a day for which you have a legitimate and documented absence, but you must upload it as soon as you can. It is your responsibility to provide documentation for a legitimate excuse within three days of the missed class period. If you do not meet this deadline, late work will not be excused.

Written Work:

- o Your writing should be free of spelling, grammar, and punctuation errors.
- o You should proofread carefully and not rely solely on your computer's spell-check tool.
- o Quote sparingly. In general, any quoted material must have a full paragraph of engagement with the text following the quote. Don't let your reader assume what you mean when you use a quote so choose carefully. Whenever you paraphrase or quote directly, you must footnote and fully cite your sources (and provide page numbers for quotations). Quoted material must be properly cited using MLA or Chicago style. See the Writing Center for information on how to access these style guides.
- o Finally, take care to address each component of the assignment, set up the context for your argument, and provide detailed examples to illustrate your points.
- o Keep to the stated word counts for each assignment. If you go over your word count significantly, you will see a reduction in your grade.
- o Save your files in the following manner: **Lastname.AMST248s18.Final Exam.docx**
 - Identifying information: Include your name and e-mail address, the title of your assignment, and the date at the top of every paper. Make sure you number your pages.

Academic & Personal Misconduct:

Every student will be treated equally according to the policies of this course and the University of North Carolina at Chapel Hill. We encourage studying and working together; however, you must complete all written assignments and exams using your individual effort (copying, cheating, or plagiarism is not tolerated). This includes cutting and pasting information from the Internet. You **MUST** give credit (by using quotation marks and/or citing sources) whenever you:

- Quote another person's actual words, either oral or written;
- Paraphrase/summarize another person's words, either oral or written;
- Use another person's idea, opinion, or theory;
- Borrow facts/statistics/other illustrative material, unless the information is common knowledge.

All students should review the UNC policy on academic integrity at <http://honor.unc.edu/>. If necessary, ask for clarification about plagiarism or course policies before you hand in written work. We are obligated by the University to report academic and/or personal actions that may be deemed misconduct under the provisions of this code. Punishments for cheating and plagiarism can include failing the class.

Questions/Concerns:

Remember, email is best suited to quick communication regarding class attendance, questions regarding assignments, or minor concerns. If you have an important issue to discuss, such as a grade, personal situations, or issues occurring in class, please meet with one of the faculty members or your TA face-to-face during office hours. Remember: email is a very public form of communication; think before you hit <send>.

WEEKLY CLASS SCHEDULE:**Week 1: INTRODUCTIONS**

Wednesday, January 10:

No Readings

Introductions: Faculty and graduate instructors

Week 2:

Monday, January 15: NO CLASS MLK HOLIDAY

Wednesday, January 17: CLASSES CANCELLED – SNOW DAY

Week 3:

Monday, January 22: Intersectionality

1. Patricia Hill Collins and Sirma Bilge, “What is Intersectionality?” in *Intersectionality* (Cambridge, UK: Polity Press, 2016), 1-31.

2. Lynn Weber, “The Story of Margaret Welch: A Case Study” from *Understanding Race, Class, Gender and Sexuality: A Conceptual Framework* (New York, NY: Oxford University Press, 2009), 59-72.

Lecture: Baumgartner, Ho, Shields

Wednesday, January 24: Race, Gender, Sexuality and Social Justice

1. Ta-Nehisi Coates. *Between the World and Me*. New York: Spiegel & Grau, 2015.

Lecture: Baumgartner, Ho, Shields

Week 4:

Monday, January 29: Lumbees and Christianity

Readings:

1. Malinda Maynor Lowery, “Making Christianity Sing: The Origins and Experiences of Lumbee Indian and African American Church Music.”

2. Malinda Maynor Lowery, “Sounds of Faith,” (film) <https://youtu.be/hPUXktqduQI>

Guest Lecture: Malinda Maynor Lowery (HIST)

Wednesday, January 31: Lynching

Readings:

1. Please search the website that Professor Kotch has created on lynching in North Carolina: lynching.web.unc.edu

2. Walter White, “I Investigate Lynchings,” *American Mercury* (January 1929).

<http://nationalhumanitiescenter.org/pds/maai3/segregation/text2/investigatelynchings.pdf>

Guest Lecture: Seth Kotch (AMST)

Week 5:

Monday, February 5: In the Shadow of Ferguson

Readings:

1. Larry Adelman, “Racial Preferences for Whites: The Houses that Racism Built,” *San Francisco Chronicle*, Sunday, June 29, 2003

2. Rothstein, Richard. 2017. *The Color of Law*. New York: W.W. Norton, chapters 3 and 5.

Guest Lecture: Mai Nguyen (CITY)

Wednesday, February 7: Plantation tourism, white fragility and nostalgia

Readings:

1. Tanya Shields, “Magnolia Longing: The Plantation Tour as Palimpsest,” *Souls* (March 2017)

<http://www.tandfonline.com.libproxy.lib.unc.edu/doi/pdf/10.1080/10999949.2017.1268517?needAccess=true>

2. Robin DiAngelo, "White Fragility," *International Journal of Critical Pedagogy* 3, no. 3 (2011)
Lecture: Shields

Week 6:

Monday, February 12: Race, Racial Formation, and Racism

Readings:

1. Michael Omi and Howard Winant, Chapter 4 "The Theory of Racial Formation," 2015.105-136.
2. Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack." *White Privilege: Essential Readings on the Other Side of Racism*. New York: Worth Publishers, 2012. 121-126.

Lecture: Ho

Wednesday, February 14: Queer Life

Reading:

1. Chrystos. *Not Vanishing*. (Selections) Vancouver: Press Gang Publishers, 1988. 36, 45-47, 66-67, 76, 89, 95.
2. Anzaldúa, Gloria. "To(o) Queer the Writer." *The Gloria Anzaldúa Reader*. Durham: Duke University Press, 2009. 163-175
3. Cohen, Cathy. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ: A Journal of Lesbian and Gay Studies*. 3: 437-465

Lecture: Michelle Robinson (AMST)

Week 7:

Monday, February 19: Housing and Wealth Gap

Reading:

1. Please watch this 30 minute video on segregation in housing: <https://vimeo.com/133506632>
2. Nikole Hannah-Jones, Living Apart: How the Government Betrayed a Landmark Civil Rights Law, Pro-Publica.com, June 25, 2015. <https://www.propublica.org/article/living-apart-how-the-government-betrayed-a-landmark-civil-rights-law>

Lecture: Baumgartner

Wednesday, February 21: Race in Europe

Reading:

1. Priscilla Layne, "The Darkening of Europe: Afrofuturist Ambitions and Afropessimist Fears in Damir Lukacevic's Dystopian Film *Transfer* (2010)

Guest Lecture: Priscilla Layne (GERM)

Week 8:

Monday, February 26: Arab/Muslim/Middle Eastern Americans

Reading:

1. Lila Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104. 3 (2002) 783-790.
2. Randa Jarrar, selection from *A Map of Home*. Penguin, 2009. 3-24.

Guest Lecture: Rachel Norman (PhD candidate in CMPL)

Wednesday, February 28: Asian American Life

Reading:

1. "Traveling to Opal" – Paisley Rekdal, *The Night My Mother Met Bruce Lee: Observations on Not Fitting In* (Pantheon Books 2000) 182-209.
2. Ho, Jennifer. "Coda" *Racial Ambiguity in Asian American Culture*. New Jersey: Rutgers University Press, 2015. 148-152.

Lecture: Ho

Week 9:

March 5: Intersectionality: The Beauty Industry and Media Culture

Reading:

1. Naomi Wolf, "The Beauty Myth"
2. Olivia Chung, "Finding My Eye-identity"
3. *Dear Sisters*, 184-88, poster on p.40
4. "Portraying Women as They Actually Are: A Ms. Conversation with Shonda Rhimes" (Ms. Magazine)
5. "What Does the Female Gaze Look Like?: A Ms. Conversation with Jill Soloway" (Ms. Magazine)

Lecture: Michele Berger (WGST)

March 7: International Women's Day

Video:

1. https://www.washingtonpost.com/graphics/2017/business/women-pay-gap/?utm_term=.fcf156894f8d

Lecture: Baumgartner

Week 10: SPRING BREAK March 12-16

Week 11:

March 19: Latinx in North Carolina

Reading:

1. Robert Gonzales and Ariel Ruiz, "Dreaming Beyond the Fields: Undocumented Youth, Rural Realities and a Constellation of Disadvantage"

Guest Lecture: Angela Stuesse (ANTH)

March 21: Performance: *Flipping Cancer*

Reading:

1. Marie Garlock, "Drilling Down Deep: Pink Ribbons, Fracking and Silencing Women," <https://bcaction.org/2014/11/17/drilling-down-deep-pink-ribbons-fracking-and-silencing-womens-voices/>

Guest lecture: Marie Garlock (COMM)

Week 12:

Monday, March 26: Anti-racist education: Intersections and Interventions

Reading:

1. Christin DePouw & Cheryl Matias (2016) "Critical Race Parenting: Understanding Scholarship/Activism in Parenting Our Children, *Educational Studies*, 52:3, 237-259, DOI: 10.1080/00131946.2016.1169182

Lecture: Ronda Taylor Bullock (EDUC)

Wednesday, March 28: Environmental Racism and Communities of Color

1. Review this web site: <http://www.cedargroveinst.org/index.php>
2. Marsh, Ben, Allan M. Parnell, and Ann Moss Joyner. 2010. Institutionalization of Racial Inequality in Local Political Geographies: The Use of GIS Evidence. *Urban Geography* 31, 5: 691-709.
Lecture: Allan Parnell (Cedar Grove Institute)

Week 13:

April 2: Reproductive Justice--an intersectional analysis

Reading:

1. Loretta J. Ross and Rickie Solinger, chapter one in *Reproductive Justice: An Introduction*. Berkeley: U of Calif Press, 2017: 9-57.
Lecture: Karen Booth (WGST)

April 4: Sexual Assault

Reading:

1. Tim Beneke, "Men on Rape"
 2. Patricia Hills Collins, Chapter 7: "Assume the Position" from *Sexual Politics*
 3. Rosalie Chen, "[Intersectionality Sheds New Light on Sexual Assault](#)"
 4. Eugene Scott "[The Marginalized Voices of the #MeToo Movement](#)"
- Guest Lecture: Matt Ezell (James Madison University)

Week 14:

April 9: Poetry and Gender Fluidity

Reading:

1. *Rocket Fantastic*. Persea 2017.
 2. "Poet Gabrielle Calvocoressi Experiments with a Genderless World" – interview with Frank Statio on WUNC's "The State of Things" <http://wunc.org/post/poet-gabrielle-calvocoressi-experiments-genderless-world#stream/0>
- Guest Lecture: Gaby Calvocoressi (ENGL)

April 11: Activism/Action/Social Justice

Readings:

1. "Don't Be a Bystander: 6 Tips for Responding to Racist Attacks" – American Friends Service Committee <https://www.afsc.org/video/dont-be-bystander-6-tips-responding-to-racist-attacks>
2. "What to Do if You Are Witnessing Islamophobic Harassment" – Maeril <http://maeril.tumblr.com/post/149669302551/hi-everyone-this-is-an-illustrated-guide-i-made>
3. Robert Nash, "What is the Best Way to Be a Social Justice Advocate?" *About Campus* May-June 2010. 11-18.
4. Susan R. Torres-Harding, Cheronda Steele, Erica Schulz, Farah Taha, and Chantal Pico, "Student Perceptions of Social Justice and Social Justice Activities." *Education, Citizenship, and Social Justice*. 2014. 55-66 – pay particular attention to the "Discussion" section, 62-66.
Lecture: Ho

Week 15:

April 16: Traffic Stops and Racial Bias here in North Carolina: A problem that is getting worse

Readings:

1. Baumgartner, Frank R., Derek A. Epp, Kelsey Shoub, and Bayard Love. 2016. [Targeting Young Men of Color for Search and Arrest during Traffic Stops: Evidence from North Carolina, 2002-2013](#). *Politics, Groups, and Identities*.

2. Christiani, Leah. 2018. Intersectional Stereotyping in Policing: An Analysis of Traffic Stop Outcomes, paper presented at the annual meetings of the Midwest Political Science Association, Chicago IL.

Lecture: Baumgartner and Christiani

April 18: Gender and Education

Readings:

1. Adrienne Rich, "Claiming an Education"
2. Mary Wollstonecraft, "A Vindication of Rights" (excerpt)

Lecture: Shields

Week 16:

April 23: Revolutionaries

Reading:

1. *American Revolutionary: The Evolution of Grace Lee Boggs*. 2013 (film)—available through UNC Media Center (in-library use only) and to stream through Netflix, Amazon, iTunes, Vudu, and YouTube

Lecture: Baumgartner, Ho, Shields

April 25: Review Day

TUESDAY, MAY 8, 12:00-3:00PM: FINAL EXAM IN HAMILTON 100

*The Honor Code applies to everything that you – and all your instructors – do at this university, including our use of outside sources in our research and writing. Our work in this class will conform to the principles and procedures defined in the *Instrument of Student Judicial Governance* (<http://instrument.unc.edu/>). The research that we do this semester, whether primary or secondary, print or online, formal or informal, will require careful documentation on your part. The need to cite your sources applies to all your work, including drafts as well as final versions of your projects. If you are suspected of plagiarizing all or part of an assignment, even unintentionally, your instructors are required to report the offense to the Honor Court.

*Students with Disabilities: The University of North Carolina at Chapel Hill ensures that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of, any program or activity operated by the University. In compliance with UNC policy and federal law, qualified students with disabilities are eligible to receive “reasonable accommodations to ensure equal access to education opportunities, programs, and activities” (<http://www.unc.edu/depts/lds/faculty-policies.html>). If you anticipate such accommodations, please notify your TA and all instructors of the course as soon as possible so that appropriate arrangements can be made. Additionally, you may seek out student support services at the Department of Disability Services (DDS) (<http://disabilityservices.unc.edu/>) and through the Learning Center (<http://learningcenter.unc.edu/>)

*Non Discrimination Policy: UNC Chapel Hill does not discriminate against its students or employees based on race, color, national origin, religion, sex, age, disability, and/or veteran

status. The University's policy states that sexual orientation be treated in this same manner. In this class we will strive to maintain an open atmosphere with shared respect for all differences.

*Please recognize that you will be exposed to ideas, themes, and language that may be explicit and challenge your position/s in terms of race, sexuality, gender, nation, and class. Throughout the semester we will discuss difficult and sometimes traumatic issues. If you, or someone you know, are dealing with these issues, these units may be especially hard. Please thoroughly review the syllabus so you will know in advance if you need extra support and can take the necessary steps to prepare yourself for each class.