Race, class and gender have traditionally been employed within academic disciplines as separate variables or distinct topics for analysis. For the more than 20 years, “race, class and gender” have become both a sign of cutting-edge research and a magical, mystical mantra that introduces various attempts at intersectional analysis. Through engaging theoretical and empirical works, this course will examine these as simultaneous and interdependent systems of race/ethnicity, sex/gender and class differentiation. We will move beyond thinking of these as mere demographic attributes of individuals toward an understanding of how these dynamics constitute social structure, shape identity formation, determine life chances, establish relationships of marginality and privilege, and generate social continuity and conflict. We will critically explore the challenges and advantages of intersectional analysis in various contexts of danger: exclusion and citizenship, hatred and violence, family and mobility, play and risks.

Books Available Online or for Purchase


*Additional required and supplemental courses readings, materials and resource links are on Blackboard.*
COURSE REQUIREMENTS

15% Participation: Attendance, Critical Engagement, and Journal Entries

Much of the work of this course will involve our collective examination and discussion of secondary as well as primary sources -- print, visual and recorded. Students are expected to attend all class sessions as well as any special sessions, to complete reading assignments in a timely fashion and to come prepared to engage, actively and critically, the designated readings and topics. You are encouraged to share your informed observations and questions, critiques of the assigned readings as well as relevant examples from current events and popular discourse (i.e. read a newspaper/magazine, follow a social commentary blogs).

The participation grade will also be based on your weekly entries to your individual journal, which is accessible only by you and the professor. Here you may post commentary regarding the readings and class discussions, questions that you are hesitant to raise in class but would like to have addressed, observations on current events & popular culture, and more personal reflections. The journal is intended to assist you in being a proactive, course participant. Your journal entries should be submitted on Blackboard no later than 12:00 pm on either Tuesday or Thursday.

Submissions should not duplicate observations, questions, or materials previously submitted, presented or discussed.

20% Group Presentation

In addition to general participation, teams of students will assume responsibility for making a group presentation on various substantive topics utilizing an intersectional approach (for approximately 30 - 45 minutes). Ranking of topic preferences and group assignments will be completed by the second week of the term. See the "Assignments" folder on Blackboard for details regarding the various options, group presentation guidelines and schedule. Grades for group presentations will be assigned based on assessments provided by group members, your peers and the instructor.

30% Completion of an in-class, mid-term examination

35% Final Project:

The final may consist of a research paper (10-15 pages, 25-30 MALS) or analytical project that demonstrates your competence in employing an intersectional approach. A proposal that describes your topic and includes a bibliography must be approved by the instructor. Guidelines for the research paper/project proposal will be posted on Blackboard.

COURSE POLICIES

Honor Principle

Academic work is simultaneously a collaborative and an independent enterprise. Consulting others and using their ideas, findings, and interpretations are integral parts of intellectual inquiry. The laborious, critical and creative work of developing one's own understandings is equally important. In this course, you will have opportunities to engage in both endeavors. Therefore it is essential that you maintain the integrity of each. Class members are encouraged to discuss readings, lectures and other course matters with one another. However in-class and take-home examinations, exercise reports, research papers and/or other assignments must be your own independent work, unless otherwise indicated. By putting your name on an assignment that you turn in, you are indicating to me that the work is your own original work.

You should familiarize yourself with Dartmouth College's Academic Honor Principle regarding honesty in completing all course examinations, research papers, and exercises (see online “Academic Honor” under the Registrar Regulations, plus the Standards of Conduct regulations on computing resources and library privileges). This Principle commits each of us to individual responsibility and fairness in all course work; and prohibits cheating on exams, fabricating research, plagiarizing papers, submitting the same paper for credit in two courses without authorization, purchasing papers, submitting fraudulent documents, engaging in computing abuses and forging signatures.
Acknowledgements & Citations
Learning when and how to acknowledge appropriately the ideas, words and work of others is a critical skill for academic as well as other professional fields. Pay close attention to your citations of the intellectual and creative ideas, writings, images and products of others (including other class members, readings, films, government reports, art work, lectures, websites, etc.). Always consult Sources: Their Use and Acknowledgment, use links to various citation references posted on Blackboard’s “External Links.” You might consider purchasing a comprehensive reference book on acknowledging sources. Several useful style guides include The Chicago Manual of Style, APA Style Guide, MLA and Diana Hacker’s Research and Documentation Online. You should also feel free to consult me before submitting work that you think might be improperly cited.

Missed Classes
As responsible adults, class members should notify the instructor in writing of any anticipated absences. In the event that you miss a class for any reason, you are responsible for getting the lecture notes for that class from another student. As a general policy, I will not make my lecture notes available. I trust that members of the class will be cooperative in sharing their notes, realizing that you also may be in a similar position one day. Repeated absences, without documented evidence of illness or family emergency, may adversely affect your grade.

Religious Observance
Class members may wish to take part in one or more of the religious observances that occur during this academic term. However, some activities may conflict with your participation in this course. Before the end of the second week of the term, please send me an email detailing the occasion, date and the specific course responsibility that may be affected. I will use this information to determine any appropriate accommodations.

Submission & Return of Assignments
The submission of assignments, exams and paper is expected on the indicated “due date” during that day’s class meeting (unless otherwise stated). Requests for extensions beyond the submission date should be made at least 24 hours prior to the due date. Please note that grades on non-approved late submissions may be penalized. Course assignments, examinations and papers may not be submitted by email, postal mail or fax (unless otherwise instructed and with prior approval).

Note for Student Accessibility and Special Concerns
Students with learning or other disabilities as well as chronic health conditions that may disrupt your studies are encouraged to meet with the professor during the first two weeks of the term to discuss any academic accommodations that may be of assistance to you. All discussions will remain confidential, although the Student Accessibility Coordinator, Dick's House staff or other college officials may be consulted.

Electronic Devices
Cell and smart phones, iPods, MP3s, Blackberrys, Bluetooths, etc. must be turned-off and put away during our seminar sessions. Laptop computers and notepads should only be used for note taking. In a small class, web browsing, texting, handling email, updating Facebook or working on non-course related matters are especially distracting for you as well as other class members. The repeated disregard of this policy will lead to a reduction in your final course grade.

Email Policy
Course assignments, examinations and research papers may not be submitted by email, snail mail or fax. Please note that I typically read and answer email occasionally each day during the workweek (i.e. Mon. – Fri.), but not on a fixed schedule. As a rule, I am not accessible via email during the weekends.

Classroom Etiquette
We will cover a number of complex and controversial subjects. Understandably, disagreement and debate are welcome and integral parts of the learning process. Please extend respect to all members of the class in terms of your verbal and nonverbal
communications, listen attentively to their questions and comments as you would the lectures, and offer your informed observations and criticisms in a constructive manner.
SCHEDULE OF REQUIRED READINGS AND ASSIGNMENTS

The seminar schedule, readings and assignments are subject to change

PART I  LEARNING TO THINK RACE, GENDER & CLASS -- SIMULTANEOUSLY

Tues. Mar. 24  Course Overview: Dangerous Intersections

Thurs. Mar. 26  The Dangers of Intersectionality: A Case Study & A Conceptual Road Map

PART II  BUILDING A NATION: RACE, ETHNICITY, CLASS & GENDER AS SOCIAL STRUCTURE

Tues. April 1  Race, Nationality, Ethnicity and Civilized: The Pre-requisites of Citizenship
Lopez, Ian Haney. White by Law: The Legal Construction of Race, Note xiii-xiv plus Chaps. 1, 2, and 5 skim Ch. 6 (electronic resource via Blackboard)

Thurs. April 3  A Contemporary Battle over Nationhood: Muslims . . . . Arab?

View: A More Perfect Union: Japanese Americans & the U. S. Constitution (link on Blackboard)

Tues. April 8  Class and Race as Social Structure

Thurs. April 10  Defending the Status Quo
Kefalas, Working-Class Heroes, Chaps. 3, 4, and Conclusions (on Blackboard, electronic resource)

Optional

Mon. April 14
James Nachtwey, Photographer
Photo-journalist, documenting wars, conflicts and critical social issues
Witness: Photography by James Nachtwey
Time & Location: TBA
Tues. April 15  
**Sex, Sexuality and Civilized: The Pre-requisites of Citizenship**
Newman, Louise Michele. 1999. *White Women's Rights: The Racial Origins of Feminism in the United States*. Intro, Chaps. 1 plus one (1) of the following: Chap. 2, 3, 5 or 6 (on Blackboard)

**View:** The American Eugenics Movement (on Blackboard)

Thurs. April 17  
**Contemporary Struggles over Citizenship: Gender and Sexuality**


Tues. April 22  
**Gender, Race & Class as Social Structures**

Risman, Barbara J. and Georgiann Davis. 2013. "From Sex Roles to Gender Structure." *Current Sociology* v61 n5-6: 733-55 (on Blackboard)

Thurs. April 24  
**14th Annual Stonewall Lecture**
Nancy Polikoff
Professor of Law at American University Washington College of Law
4:15 pm ~ 13 Carpenter

Thurs. April 24  
**Panel: Art & Activism**
4:30 pm ~ Hood Museum Auditorium
Subhankar Banerjee, environmentalist, arctic photographer
Daniel Heyman, painter and printmaker
Sana Musasama, sculptor photographer

Tues. April 29  
**MIDTERM DUE**

PART III  
**Post-Industrial/Modern/Femininist Playgrounds: Playing at the Margins**

Thurs. May 1  
**The Paradoxes of Negotiating Intersections**


**Martha Redbone Roots Project**
acoustic blends of Native American rhythms with funk, Appalachian folk & Piedmont blues
7:00 pm Hopkins Center $
**Fri. May 2**

**Laverne Cox**  
Pride Week Keynote Speaker  
A transgender woman of color, activist & actress on "Orange is the New Black"  
7:00 pm Location: TBA

**Fri. May 2**

**Amy Goodman**  
Journalist and co-host on Democracy Now! - a national, daily independent news program  
Time & Location: TBA

**Tues. May 6**  
**The Thrills & Risks of Transgressing Boundaries**


**PART IV  DEMONSTRATIONS OF HATE, FEASTS OF BLOOD**

**Thurs. May 8**  
**Violence at the Intersections**


**In-Class Screening:**  *Who Killed Vincent Chin?*

**View:**  Allen James et. al., *Without Sanctuary: Lynching Photography in America* (on Blackboard)

**Optional Films:**  
*The Laramie Project* (2002)  Jones Media DVD  808  
*Two Towns of Jasper* (PBS video, 2003) Jones Media DVD  5069

**Thurs. May 8**

**Nancy Fraser**  
Loeb Professor of Political & Social Science & Professor of Philosophy at The New School  
TBA

**Mon. May 12**

**Mario Small**  
Professor of Sociology - University of Chicago  
3:30 pm  ~  Location TBA
**Tues. May 13**  
**Structures of Violence I: Standing Whose Ground?**

**Thurs. May 15**  
**Structures of Violence II**


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**Fri. May 16**  
Angela Davis  
Activist, Distinguished Prof. Emerita History of Consciousness & Feminist Studies  
University of California ~ Santa Cruz

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**PART IV  PRACTICING INTERSECTIONAL ANALYSIS**

**Thurs. May 20**  
Group Presentations - TBA

**Thurs. May 22**  
Group Presentations - TBA

**Mon. May 26**  
*Memorial Day – No Class meeting*

**Tues. May 27**  
Last Day of Class (if needed)

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**MON, JUNE 2**  
**DUE: FINAL PROJECT**

Deliver a hard copy to either my office (107 Silsby) or my mailbox in the Sociology Department Office (111 Silsby) no later than 9:00 pm


