



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department School of Social Transformation
Prefix WST Number 380 Title Race, Gender, and Class Units: 3
Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? Yes If so, list all academic units offering this course School of Humanities, Arts, and Cultural Studies - New College; College of Letters and Sciences

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required)

Course description: In depth examination of how social inequalities are reproduced and perpetuated. Explores the intersections of race, class, and gender in culture and society

Requested designation: Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 6, 2015

For Spring 2017 Effective Date: March 15, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Lisa Anderson E-mail lmanderson@asu.edu Phone 480-965-2356

Department Chair/Director approval: (Required)



ARIZONA STATE UNIVERSITY

Chair/Director name (Typed): Mary Margaret Fonow Date: _____

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Syllabus

Cultural Diversity [C]

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Course Prefix	Number	Title	General Studies Designation
WST	380	Race, Gender and Class	C

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example- See 2b. Compares 2 U.S. cultures	Example- Compares Latino & African American Music	Example- See Syllabus Pg. 5
1	examines the intersections of race, class, and gender in the contemporary US	Syllabus areas highlighted in pink
2C	examines gender throughout the course, particularly as it intersects with race and class	Syllabus - all of the course material does this

WST 380: RACE, CLASS, AND GENDER

Instructor: Dr. L. Anderson

Course Overview

Welcome to WST 380, Race, Class, and Gender. This seven-unit course will explore identity categories (e.g. gender, race, ethnicity, economic class, nationality, religion, and sexual orientation) through feminist and critical race studies frameworks. In brief, this means that we will be examining how multiple identity categories combine to shape our access to, and experiences within, various social spaces.

Please note sometimes we will address sensitive issues in this course. If you come across a topic that you are concerned about, please contact me so we can discuss options for an alternative assignment. However, I do ask that students attempt to respectfully engage with as much of the course material as possible. Remember: in order to excel in college you are not required to *agree* with the perspectives presented in a reading or lecture; rather, your grades are determined by your *understanding* and *application* of the academic theories used within a particular field of study.

Student Learning Outcomes

Upon successful completion of this course:

- Students will understand how multiple identity categories combine to shape experiences
- Students will be able to articulate the concept of intersectionality
- Students will understand structural inequality
- Students will understand how women of diverse backgrounds have experienced, resisted, and confronted sexism, racism, classism, and homophobia.

Course Topics, Schedule, & Grading

Course Readings:

All required readings and videos are posted under each weekly unit on the course Blackboard page. There is not a required textbook for this course.

Assignments:

DISCUSSION BOARDS: Your “original” posts must be 300+ words in length and you must utilize your course readings and videos in order to earn full credit. Be sure to cite the materials you use! Additionally, you must also post a 100+ word reply to one of your peers.

A full credit “reply” post is more substantial than “I agree...”; the goal of reply posts is to *add to* the discussion.

REFLECTION/RESPONSE PAPERS: The specific instructions for these two assignments are provided under the appropriate weekly unit tab. The objective of each short paper is to utilize course readings and materials in crafting a substantial academic analysis of a specific issue. In keeping with college-level writing expectations, all papers must be typed, double spaced, in 12 point Times New Roman font, with 1” margins. If you need assistance with editing, I highly recommend making an appointment with ASU’s writing lab (it’s free!)

MEDIA DISCUSSION BOARD/PRESENTATION: Your assignment for the post this week is to find something that promotes social change, addressing gender, race, sexuality and/or class. It can be something in the media (a tv show, film, music video, artist, magazine, etc.,) a community organization or even an individual. Please discuss what you have picked AND how it addresses change- please put into a visual presentation (powerpoint, video, etc.). [Online students post as a discussion board; in person students will present in class]

QUIZZES/ EXAMS: These are timed and are made up of both multiple choice and true/false questions. Further instruction for each will be posted on blackboard

Class Outline:

WEEK	TOPICS and READINGS	ACTIVITIES ASSIGNMENTS
UNIT 1	<p>Why do Race, Class and Gender Still Matter</p> <p>We begin WST 380 with some thoughts on how to learn about identities and their implications.</p> <p>Williams, Patricia J. "The Distribution of Distress," in <i>Seeing a Color-Blind Future: The Paradox of Race</i>. NY: Farrar, Straus and Giroux, 1997, p. 31-46</p> <p>Video: Primetime Live video <i>or</i> Race: The Power of an Illusion</p>	<p>1. Discussion Board Post</p>
UNIT 2	<p>Systems of Inequality</p> <p>The major focus of WST 380 is to understand how gender combines with other identity categories, and how structures and systems create and maintain these social locations.</p> <p>D. J. Koepke, “Race, Class, Poverty and Capitalism,” Race Gender</p>	<p>1. Reflection Paper</p>

	<p>and Class 14(2007) 3-4: 189-205.</p> <p>George Lipsitz, LIBRARIES & MEMORIES: BEYOND WHITE PRIVILEGE 101, <i>Progressive Librarian</i> 32 (Winter 2009): 3-9,88</p> <p>Andrea Elliot, "Invisible Child," <i>The New York Times</i></p>	
<p>UNIT 3</p>	<p>Intersectionality</p> <p>In Unit Three we attempt to understand how race, class, and gender all interact with one another (as opposed to operating as individual variables within a person's life). This concept is known as "intersectionality." We want to look at how systems of inequality mutually constitute and reinforce each other, and how using multiple axes of analysis change our understanding of inequality.</p> <p>Patricia Hill Collins, "Black Feminist Thought in the Matrix of Domination" (PDF), <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i>, 1st edition. Boston: Unwin Hyman, 1990, p. 221-238.</p> <p>M. E. Gilman, "The Return of the Welfare Queen," <i>American University Journal of Gender Social Policy and Law</i> 22(2013-2014) 2: 247-280.</p> <p>Audre Lorde, "Age, Race, Class and Sex: Women Redefining Difference," <i>Sister Outsider: Essays and Speeches</i> (NY: Crossing Press, 1984), p. 114-123 (PDF).</p> <p>D. Cotter, J. Hermsen, R. Vanneman, "Systems of Gender, Race and Class Inequality: Multilevel Analyses," <i>Social Forces</i> 78 (Dec 1999) 2: 433-460.</p>	<p>1. Quiz</p> <p>2. Response Paper</p>
<p>UNIT 4</p>	<p>Popular Representations of Difference and Inequality</p> <p>In this unit, we are taking what we have learned about identities and applying it to a discussion of media and representation. While we will primarily be focusing on popular culture, keep in mind that "representation" happens in spaces as varied as public policy documents, classroom textbooks, and everyday conversations-- just to name a few.</p> <p>S. Falls, "Redneck Customs: Race and Class at the Demolition</p>	<p>1. Midterm Exam</p>

	<p>Derby," Leisure Studies 32(2013) 4: 429-445</p> <p>A.M. Hancock, "Trayvon Martin, Intersectionality, and the Politics of Disgust," Theory and Event 15 (2012):3</p> <p>R. E. Dubrovsky, "Jewishness, Whiteness, and Blackness on Glee: Singing to the Tune of Postracism," Communication, Culture, & Critique 6(2013) 1</p> <p>D. Boyd, "White Flight in Networked Publics? How Race and Class Shaped Teen Engagement with MySpace and Facebook," Race After the Internet, ed. Lisa Nakamura and Peter Chow-White (Routledge, 2011) 203-222.</p> <p>Videos: Scene from <i>Parenthood</i>; <i>The T Word</i>; <i>Class Dismissed</i></p>	
<p>UNIT 5</p>	<p>Nation and Intersectionality</p> <p>This week we begin to consider how nation is also defined by the intersections of gender, race, class, religion, and other social locations. For example, post-9/11, there is more attention to religious difference more specifically and more questions about immigration more broadly. People use coded language to talk about race, sexuality, gender, and who "belongs" or "doesn't belong."</p> <p>Bonilla-Silva, Lewis, and Embrick, "I did not get that job because of a Black Man...': The Story Lines and Testimonies of Color-Blind Racism," Sociological Forum 19 (2004) 4: 555-581.</p> <p>O. Salcido and C. Menjivar, "Gendered Paths to Legal Citizenship: The Case of Latin-American Immigrants in Phoenix, Arizona," Law and Society Review 46 (2012) 2: 335-368</p> <p>Maysoon Zayid, TED talk, "I've got 99 problems... palsy is just one"</p>	<p>1. Discussion Board Post</p>
<p>UNIT 6</p>	<p>Coalition Building</p> <p>Why it is important to build coalitions? How do coalitions work, and why they are not always permanent or full of agreement? How we can make structural change through coalitions?</p> <p>Jordan, June. "Report from the Bahamas, 1982," Meridians 3 (2003) 2: 6-16 (this will take you to download the PDF)</p>	<p>1. Quiz</p>

	<p>Cole, Elizabeth R. and Zukiya T. Luna, "Making Coalitions Work: Solidarity Across Difference Within U.S. Feminism," Feminist Studies 36 (Apr 2010) 1: 71-98</p> <p>Judith Butler, interview with George Yancy: "What's Wrong with 'All Lives Matter'", NYTimes</p> <p>Alicia Garza, "A Herstory of Black Lives Matter," <i>The Feminist Wire</i></p>	
UNIT 7	<p>Wrapping It Up/ Social Change</p> <p>We end our exploration of social categories and identity by considering the ways in which individuals have agency to resist and redefine these social processes. The videos and lecture for Unit Seven focus on contemporary responses to social inequality and highlight a number of ways in which it can be achieved.</p> <p>Videos:</p> <p>Chimamanda Achidie, TED talk "The Danger of a Single Story"</p> <p>Jay Smooth, video, "The Oscars and Learning the Craft of Being Good"</p>	<p>1. Media Board/Presentation</p> <p>2. Final Exam</p>

Grading

GRADING SCALE

Discussions Boards (2) (15 points each)	30 points
Short Papers (2) (30 points each)	60 points
Quizzes (2) (20 points each)	40 points
Tests (100 points each)	200 points
Media Board	20 points
TOTAL	350 points

Grade	Points Range
A+	343-350

A	329-342
A-	315-328
B+	308-314
B	294-307
B-	280-293
C+	273-279
C	245-272
D	210-244
E	209 and below

A NOTE ABOUT FINAL GRADES: These point brackets are firm. Please don't ask me to bump your final grade up because you are "almost there", "graduating", etc. It's not fair for me to make an exception for a single person within a class of 50-100 students.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within one week of the due date. **You have one week to contest your grade after it is posted. Please do not wait to ask about grades until the end of the semester.**

Communicating With the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Please email me directly with any personal matters, questions or any other concerns. You can expect a response within 48 hours.

Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work.

Late or Missed Assignments

No late assignments are accepted. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are encouraged to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

Tempe Campus

480-965-1234 (Voice)

West Campus

University Center Building (UCB), Room 130

Polytechnic Campus

480-727-1165 (Voice)

Downtown Phoenix Campus and ASU Online

University Center Building, Suite 160

602-543-8145 (Voice)

602-496-4321 (Voice)

Computer Requirements

This course requires Internet access and the following:

- A web browser ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone (optional) and speaker

Technical Support

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk you have two options:

- chat/email: 247support.cust.com
- call toll-free at 1-855-278-5080, option 5 (student support) then press option for Blackboard