



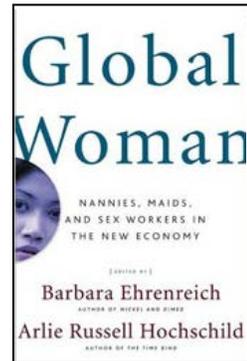
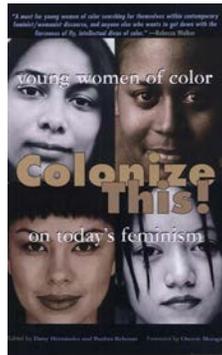
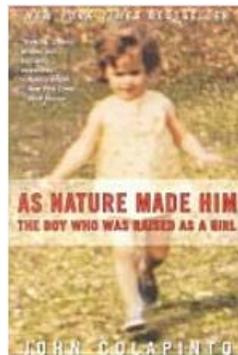
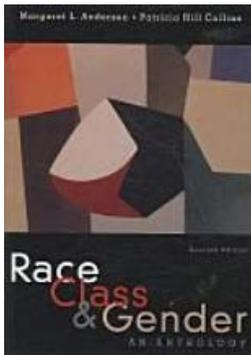
# *Psychology of Gender, Race, & Sexuality*

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## Required Texts

- 1) *Race, Class, & Gender* 7th edition (2010) Ed. by Andersen & Hill Collins
  - 2) *As Nature Made Him: The Boy Who Was Raised as a Girl* (2001) by John Colapinto
  - 3) *Colonize This: Young Women of Color on Today's Feminism* (2002) Ed. by Hernandez & Rehman
  - 4) *Global Woman* (2002) Ed. by Ehrenreich & Hochschild
- \*possible additional articles as assigned



## Course Description

### ✳ Overview:

In Psychology of Gender, Race, and Sexuality, we will examine complex intersections among systems of oppression and privilege using the frameworks of feminist, social constructivist, critical race, and queer theories. This semester, we will focus on interconnections among race, class, sexuality, and gender, gender origins, the effects of globalization on women's lives, the voices of young women of color, and transgender issues. In our efforts to make intersections visible, we will also use film as a critical learning tool in the course.

### ✳ Purpose & Objectives:

- to better understand the intersections of identity and various forms of oppression
- to examine the complexities of diverse experiences with regard to race, sexuality, class, nationality, ability, and more in a global context
- to learn about media portrayals of race, gender, and sexuality and the impact of those images on how we all think about individuals within these social categories
- to discover how race and sexuality are women's issues
- to learn how to apply course content to your everyday life, including possible action to create change
- to identify ways to educate the public with regard to intersectionality

### ✳ **Intersectional Theory:**

The lens of intersectionality provides a new framework for:

- making connections across/within forms of oppression and privilege
- identifying the complexity of social identity & the consequences of social location in the matrix of oppression
- examining the systems of power that support and perpetuate oppression based on race, class, gender, sexuality, and more.

### ✳ **Feminist Framework:**

Academic feminism seeks to accomplish the following goals:

- to make visible the invisible social forces that perpetuate oppression;
- To challenge sexist, racist, heterosexist, and classist stereotypes and representations;
- To render unthinkable and ineffective those ideological systems that hold these oppressions in place; and
- To transform oppressive institutions from tools of discriminatory practices into peaceful, compassionate, and educational practices.
- Academic feminism, as it will be applied here in this classroom, is NOT about male bashing. While men's participation in this framework of thinking is as necessary as women's, this course is unique in that it includes various forms of feminist knowledge.

### ✳ **Critical Race Theory:**

Critical race theory, originating in critical law studies, later gave rise to critical white studies as an examination of whiteness and white privilege. Critical race theory:

- conceptualizes racism as an ingrained feature of the American landscape that appears natural to those within the society.
- uses non-traditional academic tools such as story-telling and narratives to analyze racial myths, racial assumptions, and the social construction of reality. Critical race theory aims to construct a different reality through recognition of the experiential knowledge of people of color.
- calls for a critical analysis of racism within liberalism and for contextual and historical analysis of law and society.

### ✳ **Queer Theory:**

Queer theory, queer studies, and LGBT studies developed pathways for critical deconstructions of social expectations, norms, and roles with regard to sexuality and gender identity/expression. Queer theory helps scholars:

- examine the social construction of sexual identity and expression of sexuality
- emphasize the distinction between unique concepts of sexual orientation and gender identity
- conceptualize sexuality as fluid, rather than rigid and fixed across the lifespan
- question heteronormativity, heterosexual privilege, gender-conforming norms

## **Course Requirements:**

**Total Points:** There are 500 possible points to be earned for this course.

**Response Papers:** You will earn up to 50 points of your final grade by completing 4 response papers. Previous students rated these papers highly and reported they felt this requirement better prepared them for class and exams. You will choose any 4 weeks that we have assigned readings.

- The typed response paper (pasted directly into the discussion board in Blackboard) must consist of 2 perspective points from the readings (something you learned from the readings), an example of how something from the readings applies to your life, and one concrete example of how you can use the information in the readings to create social change. Your perspective points, personal application, and

action item should be designed to get class discussion going and show that you have read and comprehend the assigned materials for that week.

- Make sure the portions of the paper address at least 3 readings for the week (various essays and chapters assigned for the week). That means a paper with a perspective point chapter 1, a second on an essay from the anthology, a personal application from chapter 3, and an action item that ties them together would meet the requirements. Of course this is just one example of how a paper might look. Please mark each section of the paper clearly and list the 2 perspective points in bullet form.
- Only papers turned in on time pasted correctly into the correct discussion board the night before class by 11:45pm will be graded. Late papers will not be graded. Do not bring these papers to class, slide them under my door, leave them in my office mailbox, email them to me, etc. You are fully responsible for pasting your paper in the correct place on Blackboard. If you happen to submit the wrong paper or a draft version, that is what will be graded.
- Posting in the wrong place- Keep in mind that sending your paper to the wrong location (email, wrong week, or in "upload papers") means you did not turn it in at all. Think of it this way, you would not walk into a face-to-face class and say "I left my paper in the back of the room on the floor, didn't you get it?"
- After you post your paper, you will need to refresh your screen before your post will show up in the discussion board. Be sure not to paste it in several times because it will then show up as the same paper 3-4 times in the discussion board. If you want to make sure the post shows up, refresh or exit the course and go back in to check.

#### **Photovoice Assignment:**

- 90 point assignment.
- This approach, known as photovoice, has been used for several decades by social scientists, educators, and counselors to work with people and provide a space for individualized expression. When used as a methodological approach to working with marginalized communities, it can be a powerful way to gather perspective from people that are traditionally silenced. For example, a psychology professor once gave cameras to women immigrants from Taiwan living in a domestic violence shelter. She asked them to take pictures that represented who they were and their experiences as immigrant women.
- Your charge will be to take pictures over the next few weeks that captures your voice with regard to some aspect of intersectionality. Although all photovoice assignments must include intersectionality as a central focus, there are several ways you can approach this assignment. Examples:
  - Photos that represent the intersections of your own various identities, including those that are associated with privilege and oppressed populations.
  - Photos that attempt to illustrate intersectionality as a concept. You might take pictures of items, locations, and abstract images that would help others understand intersectional theory and the matrix of oppression and privilege.
  - Photos that focus on one particular aspect of intersectionality or one particular social location. For example, a student might use the photovoice assignment to address experiences of disabled veteran women or perhaps lesbian and bisexual women of color.
- Each student will display and explain the photos taken as part of an in-class presentation. Powerpoint is the recommended format, but more creative solutions (such as a website) are welcome. Your presentation must be fully visible to all students in the class at once as you explain, so using a trifold table display will not work for this assignment.
- Your grade will be based on how well you make connections between intersectional theory, the readings from the course, and your explanations of the photos you present to the class.
- Visit the charity [www.photovoice.org](http://www.photovoice.org) for inspiration!

## Midterm Exam:

- ✎ The midterm exam is worth 100 points.
- ✎ The exam will allow you to showcase your ability to integrate theory and the readings you consumed thus far in the course. You will be given essay questions and provided ample time to produce your midterm exam paper. Of course the paper should reflect Master's level writing.
- ✎ The exam will be take-home, but you are required to work alone, with no outside collaboration at all. Your completed exam will need to be turned in on Blackboard as a Microsoft Word document before the deadline (computer problems will be no excuse for lateness). The deadline may not fall on a class day, so you must make arrangements to have your exam in on time, even if that means turning it in early. Producing this midterm essay on your own also means not consulting with on-campus resources such as the writing center. Although you may use such resources for other papers, this is an exam and must be produced by you alone. All work must be in your own words, not copied from any other source (such as the textbooks), and should demonstrate your ability to analyze the material beyond what the authors and the instructor presented. Be sure to consult information provided in this syllabus concerning plagiarism.
- ✎ **Grade Posting:** After the exam, I will post grades using Blackboard. I cannot give out grades over the phone or over email for security reasons.
- ✎ **Late Exams:** For each day your exam is late, your score will receive a 10% reduction.
- ✎ Any students involved with school activities that excuse them from class must turn in the exam early. If an exam due date falls on a student's religious holiday, please notify me in advance so that we can make arrangements. In all of these cases, you may turn in the exam early. If you tell me you could not turn the exam in for official school trips or because of a religious holiday after the exam, your exam will be counted as late. I must follow the same schedule for all students to ensure fairness.

## Intersectionality Project:

- This project has two main goals:
  - Focus on intersectionality (concept or some specific intersection)
  - Public education to raise awareness about intersectionality
- The project itself may take a multitude of forms. Creativity and organized planning are essential to an effective and successful project. The two main decisions are **1) what will I focus on for the project? And 2) how will I educate the public?**
- Possible projects in final form: website, youtube channel with videos, mini-documentary, art show, informational brochures for social service agencies, training for educators or counselors, facebook page. The possibilities are endless!!
- **Community Partners-** You will think very carefully about who you will need to partner with in the community to gain access to the "public" or your particular target audience for educating about intersectionality.
  - For example, if you create a website or facebook page, how will you get people to the sites? This must be done as part of your project. By the due date, you will need to show that the public has been educated in some way or that you have made these connections so that the target audience is being reached. In other words, a summary of how you would hypothetically go about reaching the audience means your project is incomplete.
  - Another example- if you create brochures on a particular intersection issue, you will need to partner with agencies, schools, or whatever appropriate institutions to gain access to your target audience. You will need to convince your partnering agencies that the information you plan to provide is something they need and will commit to sharing with the audience you are seeking out.
- **Individual or Group?** The project may be an individual project or include a maximum of 2 people in a group. Keep in mind a 2-person project will require twice the work as an individual project with twice the

outcome in terms of the final product. It is up to the team to ensure that the final product is worthy of a 2-person group.

- **Reflection Paper**- You will also turn in an APA style reflection paper about your intersectionality project. This paper will be 4-5 pages and will explain why you chose your topic, how it relates to intersectionality theory and other theories covered in the course, your rationale for effective public education, and how you are getting the information to the public.
- **Research Support**- You may cite readings from the course, but should have a minimum of 4 journal articles (peer-reviewed) as part of your reflection piece. If you do not already own the APA manual (6th edition) I strongly urge you to make that purchase now. Although you will submit this paper on Blackboard, you must also bring the printed version and any journal articles referenced in your paper to me on paper by the due date.

## Course Schedule:

*Readings Key-*

RCG- Race, Class, & Gender  
CT- Colonize This

ANMH- As Nature Made Him  
GW- Global Woman

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Week 1	Welcome & Introductions!!
Week 2	Dill & Zambrana 2009 article RCG- pp. 1-16 & readings # 1, 3, 4, 5, 6, 7, RCG pp. 61-85 & readings # 8, 9, 10, 11
Week 3	NO CLASS/HOLIDAY
Week 4	RCG- readings # 12, 13, 15, 16, 19, 20, 21, 22, 24, 25, 27, 29
Week 5	RCG- readings # 30, 31, 32 pp. 269-282 & readings # 34, 35, 38, 40, 41, 42, 45, 46, 47
Week 6	RCG- readings # 50, 53, 54, 56, 57; pp. 501-504 & readings # 59, 61, 64, 65
Week 7	<b>Photovoice Presentations</b> GW pp. 1-114
Week 8	GW pp. 114-229 <i>Mid-term questions will be posted on Blackboard</i>
Week 9	<b>Exam 1 due by 4pm Wednesday, Oct 20 on Blackboard</b>
Week 10	Gender identity & Transgender issues; Reading list will be supplied via Blackboard
Week 11	CT- Foreword & pp. 1-182
Week 12	CT- pp. 203-392
Week 13	ANMH- pp. 1-141
Week 14	ANMH- pp. 143-285 (Film Viewing)
Week 15	<b>Intersectionality Project Day! Project Presentation in class and Reflective Paper due</b>