

United States Military Academy Department of Social Sciences



SS490a: The Politics of Race, Gender, and Sexuality Course Syllabus Spring 2015

Contact Information:

INSTRUCTOR:

Mrs. Rachel Yon

122 Lincoln Hall

Contact Numbers:

Work: (845) 938-0882

Home: (561) 450-8524

Cell: (786) 303-5383/(845) 667-6725

INSTRUCTOR:

MAJ Adam Scher

218 Lincoln Hall

Contact Numbers:

Work: (845) 938-3486

Cell: (917) 538-7390

Course Overview

First, and foremost, this seminar is an introduction to the concepts of race, gender, and sexuality in the American political system. This means that there will be a focus on the fundamental institutions and processes involved in our system of government, with a focus on the concepts of civil rights and liberties as they pertain to the overarching topics of discussion. Emphasis will be placed on the inherent inequalities found within the structures, rules and processes of the American political system. The class will also move outside the borders of the United States to consider some of these same concepts in other countries to provide a comparison of how these countries deal with majority-minority relations and inequalities in their governmental systems.

Second, the class will serve as an introduction to the theoretical concepts of post-modernism. This will include a focus on feminist theory and critical race theory. These concepts will help the cadets to understand and explore the complex modern-day relationships focused on in class. The use of these particular lenses through which to view the world we are discussing in this class provides us with the flexibility to explore modern-day relationships between society and structure.

Finally, the class will consider how the contemporary issues that relate to race, gender, and sexuality apply to the army and how they impact the army officer. The concepts that will be discussed in this class are essential for future military officers to understand and fully absorb. Therefore, the class will not shy away from discussions that many would consider “politically incorrect,” including, homosexuals in the military, women in combat, diversity in the armed forces, and the civil-military gap to name a few.

Overall, the focus of this class will be an open, frank, and professional discussion and debate about these important and relevant topics to the United States, especially, today’s future military officers and, on the broader scale, our relationship with other countries, as well as how these concepts come to bear on their governments and peoples. In order to accomplish this, the course will make use of a combination of texts, articles, research and presentation, and reflective and critical thinking.

Course Goals and Objectives

1. Cadets will gain an understanding of the inequalities inherent in our governmental system (with specific focus on the issues of race, gender, and sexuality). This will be considered through looking at the structure of American politics and policy.
2. Cadets will gain an understanding of how these concepts come to bear on our relationship with other countries in the international environment.
3. Cadets will gain an understanding of post-modernism and major theories relating to the subordination of women, the origins of gender differences, minority-majority politics, and the issues of race and sexuality.
4. Cadets will gain the ability to understand and apply the concepts and analytical tools learned in Political Science (specifically, American Politics, International Relations, and Political Analysis) to contemporary issues of gender, race, and sexuality in politics.
5. Cadets will gain an understanding of the historical relationships, dynamics, and contemporary issues and debates of race, gender, and sexuality in the US military.

Course Requirements and Policies

Graded Requirements:

	Points	Due
Class Participation	300	Various
Class Presentations	200 (100 per presentation)	TBD
Journal Submissions:		
Submission of journal to date	75	04 February 2015 (in class)
Submission of journal halfway through semester	150	05 March 2015 (in class)
Final Submission	350	08 May 2015 NLT 1600
Critical Response Papers	525 (175 per paper)	SEE SYLLABUS
TEE	400	TBD
Total	2000	

Class Presentations: Discussion leaders are expected to open the meeting with comments that connect the assignments together and link them to the themes of the course as a whole. They must conclude their introduction by offering a set of questions (4-5) to be taken up in discussion. We will designate session leaders after the first week of class.

Journal: You are required to compile a journal of reading notes and reflections on the readings and class discussions. The design of the journal should be individualized to your own style of thinking and writing, but it should be an **analytical** grappling with the materials we cover during the class meetings. Your reading notes might consist of the outline of the argument of readings, key quotations or passages, issues you want to raise for discussion, things that you see in on-going political events, in popular culture, or in your daily life that relate to the topic at hand, etc. You are expected to write a minimum of three pages each week in your journal. I will collect one entry early in the term (specifically, on **February 4, in class**) and the entire journal at the midpoint of the term (specifically, on **March 5, in class**) to give you brief feedback about its content. Then, at the end of the term, I will read it thoroughly, evaluate its content, and provide you more formal feedback. The final due date for your journal is **May 8 NLT 1600**. If you have any questions about the journal please come by at any point and ask me about it!

Critical Response Papers: These papers should be approximately four pages and should engage the readings and link them to the larger themes of the course in the manner of your choosing. You will provide one paper on each of the main topics at the end of that block (i.e. race, gender, and sexuality). I expect response papers to reflect a thorough reading of the assigned readings and thoughtful consideration of ideas, problems, and/or issues they raise in the context of the course as a whole and our discussions.

TEE: The TEE will test the knowledge you gained over the course of the semester. The focus will be on the ability to apply the theory learned in class to practical situations in the United States and the global community. The expectation will be that students will complete both group and individual work over the course of the time period provided.

Grading Scale:

	Letter Grade	Percentage	Subjective Interpretation
Mastery	A+	97.0-100	Mastery of concepts. Can apply concepts to new situations.
	A	93.0-96.9	
	A-	90.0-92.9	
Excellence	B+	87.0-89.9	Solid understanding of concepts. Strong foundation for future work.
	B	83.0-86.9	
	B-	80.0-82.9	
Proficiency	C+	77.0-79.9	Acceptable understanding. Questionable foundation for future work.
	C	73.0-76.9	
Marginal Proficiency	C-	70.0-72.9	Doubtful understanding. Weak foundation.
	D	67.0-69.9	
Failure	F	<67.0	Definitely failed to demonstrate understanding.

USMA Writing Standards: All writing requirements are evaluated using the four interdependent dimensions of writing. Good writing observes all four of these dimensions. Failure in any one area may constitute overall failure of the writing requirement.

Substance—persuasiveness, factual accuracy, appropriate and adequate evidence, pertinent research, purposeful use of data, intelligent thought, evidence of imagination, proper attribution. (Does the author’s written work answer the question? Does it make a substantial point? Does it communicate intelligent, responsible ideas? Does it offer original analysis, not mere summary?);

Organization—coherence, intelligibility, conciseness, orderliness, soundness of logical relationships, completeness, appropriate method and form of presentation. (Does the author’s written work have a clear beginning, middle, and end? Does it support a well-conceived, clearly written, properly placed thesis statement? Do ideas flow logically from sentence to sentence, paragraph to paragraph?);

Style—fluent language, precise diction, appropriate tone, effective sentence structure, use of active verbs, imaginative use of language, etc. (Does the choice of words convey meaning clearly? Does the tone suit the intended audience? Does the writing avoid clichés, slang, and inappropriate passive voice?);

Correctness—observance of appropriate usage, grammar, spelling, punctuation, documentation format, and other conventions of educated discourse. (Can the writer spell, punctuate, cite evidence, and document correctly? Do sentences follow the principles governing the way words fit together? Do errors distract the reader’s attention from the message?).

Documentation: We will use the *Chicago Style for footnotes and Works Cited*. Document all collaboration or assistance in footnotes as well. All homework assignments will include a written or electronic acknowledgment statement initialed by the cadet.

Formatting: Format your writing assignments as follows: cover sheet formatted in accordance with *DWW*; typed in 12-point Times New Roman font; double-spaced; 1" margin top, bottom, left, and right, with a ½ inch left gutter; last name in top right header, and page number in bottom center footer; document all collaboration or assistance in footnotes; Works Cited page and footnotes in Chicago style.

Late Submissions: Instructors will assess a 10% grade penalty each day that a cadet is late with a graded submission. As late submissions reflect inattention to an assigned duty, the instructor will also complete a Cadet Observation Report (COR).

Regrading: Major graded requirements that constitute more than 20% of the final course grade that result in a failure will automatically be regraded before receiving a final grade.

Absences: You are required to notify your instructor at least 48 hours in advance if you have a conflict that prevents you from attending class. You are required to notify your instructor at least 72 hours in advance if you have a conflict that prevents you from completing a graded requirement, in or out of class. You will make arrangements to complete the graded requirement at a time specified by your instructor.

Lesson Preparation: Cadets are expected to complete all prescribed reading assignments prior to attending each lesson. As this seminar is smaller than an average undergraduate class each student will be expected to participate on a daily basis as well as to take the lead on certain lessons.

Required Textbooks

Delgado, Richard and Jean Stefancic. *Critical Race Theory: An Introduction*. 2nd edition. New York: New York University Press, 2012.

Ferguson, Susan (ed.). *Race, Gender, Sexuality, and Social Class: Dimensions of Inequality*. Thousand Oaks, CA: SAGE Publications, 2013.

Gibson, Michelle, Jonathan Alexander, and Deborah Meem. *Finding Out: An Introduction to LGBT Studies*. 2nd edition. Thousand Oaks, CA: SAGE Publications, 2014.

Tong, Rosemarie. *Feminist Thought: A More Comprehensive Introduction*. 4th edition. Boulder, Colorado: Westview Press, 2014.

**The course will be supplemented with a variety of readings that will be provided by your instructor.

Syllabus

PART I: INTRODUCTION TO THE CONCEPTS OF RACE, GENDER, AND SEXUALITY IN AMERICAN AND WORLD GOVERNANCE

6 JANUARY

1. Introduction

Course Administrative Notes

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 1.

8 JANUARY

2. Introduction to Diversity in the United States

Lesson Objectives: Come to a fuller understanding about what “diversity” (race, gender, sexuality etc.) means in the context of the United States. The result of diversity in certain areas leads to different types of discrimination – understand these types and their origin. Be able to place contemporary issues into the theory presented in the chapter.

Instructor Provided Reading:

“Diversity in the United States: Questions and Concepts” *Joseph Healey and Eileen O’Brien* from Race, Ethnicity, Gender, and Class (Chapter 1)

12 JANUARY

3. Majority-Minority Relations in the United States and Abroad

Lesson Objectives: Understand the history that has led the United States to where it is today with regard to majority-minority relations and discrimination. What is the relationship between the majority and minority groups in this country? How does it differ from other countries?

Instructor Provided Reading:

“The Development of Dominant-Minority Group Relations in Preindustrial America: The Origins of Slavery” *Joseph Healey and Eileen O’Brien* from Race, Ethnicity, Gender, and Class (100-112)

“Industrialization and Dominant-Minority Relations: From Slavery to Segregation and the Coming of Postindustrial Society” *Joseph Healey and Eileen O’Brien* from Race, Ethnicity, Gender, and Class (124-145)

14 JANUARY

4. Inherent Inequalities

Lesson Objectives: Understand “inequality.” What does it mean to be considered to be in the dominant group vs. the subordinate group? How does inequality lead to social stratification and what is the result on those communities found in the lowest stratification?

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 49.

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 50.

Instructor Provided Reading:

“Domination and Subordination” *June Baker Miller* from Race, Class, and Gender in the United States (108-114)

16 JANUARY

5. The Perpetuation of Inequality

Lesson Objectives: Understand the different types of discrimination. Understand the different sources and structures that it takes on. Consider how the stories provided fit into this concept of discrimination.

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 12.

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 345-349.

Instructor Provided Reading:

“The Problem: Discrimination” *U.S. Commission on Civil Rights* from Race, Class, and Gender in the United States (243-253)

21 JANUARY

6. Identity

Lesson Objectives: Understand the difficulties in determining ones’ own identity especially when considered against the identities that are put upon us but external factors. Consider how this colors the way we view the world and how others view us.

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 15.

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 16.

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 17.

PART II: THE POLITICS OF RACE

23 JANUARY

7. Conceptualizing Race and Racism I

Lesson Objectives: Understand the different forms that racism takes and examples that would fit into each category. Why does race matter to the American inner viewpoint of himself/herself? Understand the concept of “whiteness” and its affect on racism. Understand Du Bois’ viewpoint on racial identity as well as Lott’s further development of this theory.

Instructor Provided Reading:

“Du Bois on the Invention of Race” *Tommy L. Lott* from Race, Gender, and Sexuality: Philosophical Issues of Identity and Justice (135-150)

“Race Matters” *Cornell West* from Race, Class, and Gender: An Anthology (120-126)

“Understanding White Privilege” *Frances E. Kendell* (2001)

“Whiteness as Ambush and the Transformative Power of Vigilance” from Black Bodies, White Gazes (227-247)

27 JANUARY

8. COURSE DROP

29 JANUARY

9. Conceptualizing Race and Racism II

Lesson Objectives: Understand the concept of quace vs. race and the type of societies that would exist under each system. Understand the seven criteria for racial identification and why they do not

fully answer the question of ‘what are you really.’ Understand the philosophical difficulties in creating an adequate accounting of racial identity. How do we categorize races? Understand the black/white bias that exists in the United States and how to move beyond this dualism.

Instructor Provided Reading:

“But What are you Really?” *Charles Mills* from Race, Gender, and Sexuality: Philosophical Issues of Identity and Justice (173-193)

“The Other Americans” *Gabrielle Sandor* from Race, Class, and Gender: An Anthology (106-112)

“Seeing More Than Black and White: Latinos, Racism, and the Cultural Divides” *Elizabeth Martinez* from Race, Class, and Gender: An Anthology (112-120)

2 FEBRUARY

10. COURSE DROP

4 FEBRUARY

11. Critical Race Theory I

Lesson Objectives: What is critical race theory (CRT)? Understand the key terms: interest convergence, material determinism, racial realism, revisionist history, and structural determinism (includes the empathic fallacy and issues with law reform). Understand liberalism vs. CRT.

Critical Race Theory: An Introduction (1-34), “Introduction” and “Hallmark Critical Race Theory Themes”

Instructor Provided Reading:

Racism without Racists *Eduardo Bonilla-Silva* (1-15)

6 FEBRUARY

12. Critical Race Theory II

Lesson Objectives: Understand the importance of legal storytelling and narrative analysis in CRT (including, counter storytelling, stories in court, storytelling on the defensive, etc.). Understand the interplay of power and authority in minority communities – intersectionality, anti-essentialism, and tension between nationalism and assimilation.

Critical Race Theory: An Introduction (37-67), “Legal Storytelling and Narrative Analysis” and “Looking Inward”

10 FEBRUARY

13. Critical Race Theory III

Lesson Objectives: Understand how CRT addresses how we think about race and identity. Fully comprehend the concepts of the black-white binary, critical white studies, and Asian and Latino critical thought. Understand the many critiques that have been leveled against CRT and the response to these critiques made by CRT theorists.

Critical Race Theory: An Introduction (67-87), “Power and the Shape of Knowledge”

Critical Race Theory IV

Lesson Objectives: Understand CRT in the practical world. How does the theory you have been reading play out in the real world? What is the future of CRT in the United States?

Critical Race Theory: An Introduction (101-135), “Critical Race Theory Today” and “Conclusion”

Instructor Provided Reading:

Racism without Racists *Eduardo Bonilla-Silva* (301-312)

12 FEBRUARY

14. The Practical Politics of Race I

Government and Racial Politics

Lesson Objectives: Understand the role the government has played in the creation of policies that deal with racial issues. Understand the role that race has played in the political scene throughout the history of the United States.

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 47.

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 53.

Instructor Provided Readings:

“Race and Politics” from Issues in Race and Ethnicity (81-100).

“Affirmative Action” from Issues in Race and Ethnicity (29-50).

17 FEBRUARY

15. The Practical Politics of Race II

Lesson Objectives: Understand the impact that race/ethnicity has had in the areas of education, the workplace, the criminal justice system, and housing. This impact includes the policies that must be created as well as the effect discrimination has had.

Education

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 34.

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 35.

The Workplace

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 38.

Housing

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 56.

Criminal Justice System/Prisons

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 47.

Instructor Provided Readings:

“Masked Racism: Reflections on the Prison Industrial Complex” *Angela Davis* from Race, Class, and Gender in the United States (643-648)

19 FEBRUARY

16. The Practical Politics of Race III

Lesson Objectives: Understand the role that race will continue to play in the future of the United States. What, if any, impact has the Obama Presidency had on the future of race relations in this country? Can you imagine a different America in the future from the one we have today?

Instructor Provided Readings:

“Race in Another America” *Joseph Healey* from Diversity and Society (203-230)

“The Obama Presidency” from Issues in Race, Ethnicity, Gender, and Class (277-307)

23 FEBRUARY

17. The Global Politics of Race

Lesson Objectives: Understand the role immigration plays in our continued discrimination against minorities. Understand the role that race/ethnicity plays in countries around the world. What is the impact of anti-Americanism? Understand that slavery is alive and well in our world today.

Instructor Provided Readings:

“Race and Racism” *Howard Winant* from Race and Racism (678-688)

“Perfecting Slavery” *Anthony P. Farley* (221-251)

“Human Trafficking and Slavery” from Issues in Race, Ethnicity, Gender, and Class (25-43).

“Anti-Americanism” from Issues in Race, Ethnicity, Gender, and Class (225-244)

25 FEBRUARY

18. The Military and Race

Lesson Objectives: Understand the role that the military has played in racial desegregation in the United States. Is the military “a success” when it comes to race relations?

Instructor Provided Readings:

“Overcoming Race – A Primer” *Moskos and Butler* from All That We Can Be (131-142)

“Success Story – with Caveats” *Moskos and Butler* from All That We Can Be (1-15)

Race Relations Within the US Military. James Burk and Evelyn Espinoza. *Annu. Rev. Sociol.* 2012. 38:401–22.

PART III: THE POLITICS OF GENDER

27 FEBRUARY

****First Critical Response Paper Due In Class****

19. Gender vs. Sex

Lesson Objectives: It is important to understand the difference between gender and sex.

Instructor Provided Reading:

Kaleidoscope of Gender *Joan Spade and Catherine Valentine*, “Introduction,” “The Prism of Gender” (1-16), “Gender and the Prism of Culture” (97-102).

Web Links:

<http://www.apa.org/pi/lgbt/resources/sexuality-definitions.pdf>

<http://www.plannedparenthood.org/health-info/sexual-orientation-gender>

<https://www.youtube.com/watch?v=K9VmLJ3niVo>

<http://jezebel.com/5812179/the-navajo-cultures-four-different-genders>

3 MARCH

20. Conceptualizing Gender and Sexism

Lesson Objectives: This lesson is an introduction to different concepts that one will encounter when studying gender and sexism. It is important students understand the role that the Constitution and the institutions of government have played in the treatment of women in the United States. How does race play a role in the ability of women's groups to form? How do women allow their differences to get in the way of fighting for women's rights? Understand how sexism plays a role in our society.

Instructor Provided Reading:

"Representation of Women in the Constitution" *Jan Lewis* from Women and the United States Constitution (23-34)

"Commonalities and Differences" *Johnnetta B. Cole* from Race, Class, and Gender: An Anthology (175-181)

"Understanding and Fighting Sexism: A Call to Men" *Peter Blood et al.* from Race, Class, and Gender: An Anthology (181-185)

"Age, Race, Class, and Sex: Women Redefining Difference" *Audre Lorde* from Race, Class, and Gender: An Anthology (187-195)

5 MARCH

21. An Introduction to Feminist Theory & Liberal Feminism

Lesson Objectives: Understand the role women's movements have played in American society. Come to understand liberal feminism.

Feminist Thought (1-9), "The Diversity of Feminist Thinking"

Feminist Thought (11-49), "Liberal Feminism"

Instructor Provided Reading:

"Women's Movements in America" *Nancy McGlen et al* from Women, Politics and American Society (1-10).

9 MARCH

22. The Emergence of Radical Feminism

Lesson Objectives: Understand radical feminism and its differences from other types of feminism.

Feminist Thought (48-95), "Radical Feminism: Libertarian and Cultural Perspectives"

11 MARCH

23. Marxist and Socialist Concepts

Lesson Objectives: Understand Marxist and Socialist concepts within feminism and how their viewpoints differ.

Feminist Thought (93-126), "Marxist and Socialist Feminism"

13 MARCH

24. Postmodern Feminism

Lesson Objectives: Understand postmodern and third wave feminism and how their viewpoints differ.

Feminist Thought (173-210), "Existentialist and Postmodern Feminism"

Instructor Provided Reading:

“Third Wave Feminism and Individualism” *Kathleen Iannello* from Women in Politics: Outsiders or Insiders? (313-321).

SPRING BREAK

24 MARCH

25. Women of Color Feminism

Lesson Objectives: Understand this newer form of feminism and how it differs from the other feminisms discussed.

Feminist Thought (211-254) “Women of Color Feminisms”

26 MARCH

26. The Practical Politics of Gender I and II

Lesson Objectives: Understand the roles that women have played in our institutions. How have these institutions affected how women work within them? What has the impact of the media been on women in politics? Using the 2008 presidential election as an example, how do women participate in politics?

Instructor Provided Readings:

Political Participation and Gender

“Women’s Political Participation” *Nancy McGlen et al* from Women, Politics, and American Society (71-120).

A Special Case of Political Participation: The 2008 Presidential Election

“The 2008 Candidacies of Hillary Clinton and Sarah Palin: Cracking the “Highest, Hardest Glass Ceiling” *Susan Carroll and Kelly Dittmar* from Gender and Elections (44-73)

Media and Gender

“The Impact of Media on Political Women” *Dolan et al.* from Women and Politics (86-123).

“The Portrayal of Female Terrorists in the Media” *Brigitte Nacos* from Studies in Conflict and Terrorism (2006).

Web Link:

<http://www.washingtonpost.com/blogs/the-fix/wp/2014/12/19/that-time-obama-called-on-all-women-at-a-press-conference/>

30 MARCH

27. The Practical Politics of Gender III

Lesson Objectives: What impact does women’s economic and educational status have on their ability to play a role in society? Explain how abortion, surrogacy, and pornography can empower women. Explain how abortion, surrogacy, and pornography can keep women from moving forward in society.

Power, Privilege, and Empowerment

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 55.

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 58.

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 59.

Education and Employment

Instructor Provided Readings:

“Women’s Economic and Educational Status” *Nancy McGlen et al.* from Women, Politics, and American Society (189-236).

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 39.

1 APRIL

28. The Global Politics of Gender

Lesson Objectives: Consider women’s roles in other countries and how they compare with the United States. How does our treatment/viewpoint of women play a role in our foreign policy?

Instructor Provided Readings:

“A Woman in Charge of the Country?” *Farida Jalalzai* from Women in Politics: Outsiders or Insiders? (188-203).

“Gender and U.S. Foreign Policy” *Janie Leatherman*

Web Link:

<http://www.guide2womenleaders.com/Current-Women-Leaders.htm>

3 APRIL

29. The Military and Gender

Lesson Objectives: What has women’s role been in the military? How does the military, as an American institution, treat women compared with other institutions in the United States? Do women have equal footing in the military compared to other institutions in this country?

Instructor Provided Readings:

“War(s) as if Gender Mattered” *Laura Sjoberg* from Gender, War, and Conflict (149-171).

“Social and political dilemmas of women’s military service” *Helena Carreiras* from Gender and the Military (55-71)

Web Links:

<https://medium.com/gwot-weather-report/why-women-shouldnt-be-in-combat-units-a-long-form-dick-joke-3ec2ce2f7988>

<http://warontherocks.com/2014/11/dont-exclude-women-from-combat-units-because-of-cohesion/>

http://jezebel.com/veterans-take-fox-news-to-task-for-boobs-on-the-ground-1639907083?utm_campaign=socialflow_jezebel_facebook&utm_source=jezebel_facebook&utm_medium=socialflow

PART IV: THE POLITICS OF SEXUALITY

7 APRIL

****Second Critical Response Paper Due In Class****

30. Conceptualizing Sexuality

Lesson Objectives: Obtain an introductory understanding of issues surrounding the discussion of sexuality in the United States.

Instructor Provided Reading:

“Getting Off Feminism” *Jason Schultz* from Race, Class, and Gender: An Anthology (461-470)

“A New Politics of Sexuality” *June Jordan* from Race, Class, and Gender: An Anthology (437-442)
“Where Has Gay Liberation Gone? An Interview with Barbara Smith” *Amy Gluckman and Betsy Reed* from Race, Class, and Gender: An Anthology (442-446)
“Maiden Voyage” *Dana Takagi* from Race, Class, and Gender: An Anthology (452-459)

Web Link:

<http://www.elephantjournal.com/2013/10/why-men-are-so-obsessed-with-sex-steve-bearman/>

9 APRIL

31. Theories surrounding Gay and Lesbian Issues

Lesson Objectives: What are the different ways of viewing sexuality studies? What are the different theories that surround sexuality? Understand the concepts of gendered inequality. Understand the importance of intersectionality in this area of study.

Finding Out, Chapters 7, 8, and 11

Instructor Provided Readings:

“Gendered Inequality” *Elvia Arriola* from Critical Race Theory: The Cutting Edge (322-324)
“Sexuality Studies” from Gender and Sexuality (117-151)

13 APRIL

32. The Practical Politics of Sexuality I

Lesson Objectives: What role does the government play in the perpetuation of discrimination against homosexuals in the United States? What role has it played in ending this discrimination? How does the educational experience of antigay harassment impact their lives and the educational experience of all students?

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 8.

Finding Out, Chapters 3 and 4

Instructor Provided Readings:

“Sexual Orientation as a Suspect Class” *David Richards* from The Case for Gay Rights (101-120).

15 APRIL

33. The Practical Politics of Sexuality II

Lesson Objectives: Consider issues of hypermasculinity and prison, the difficulties of coming out, the intersection of class and sexual orientation,

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 23, 33, 48.

Finding Out, Chapters 13 and 14

17 APRIL

34. The Practical Politics of Sexuality III

Lesson Objectives: Consider the issues that transgender individuals face within this complex arena of sexuality.

Instructor Provided Readings:

Transgender Rights and Politics, Introduction and chapters 1, 6, 7, and 11.

21 APRIL

35. The Global Politics of Sexuality

Lesson Objectives: Consider the issues of sexuality on the global scale. How do these issues differ from those in the United States? How are these issues the same?

Finding Out, Chapter 6

Instructor Provided Reading:

“Sexuality and Globalization” *Dennis Altman*

“Same-Sex Sexualities and the Globalization of Human Rights Discourse” *Carl Stychin*

24 APRIL

36. CLASS DROP

28 APRIL

37. The Military and Sexuality I

Lesson Objectives: Understand the above concepts in light of the United States military context. Compare this with the treatment of gays and lesbians in other militaries.

Instructor Provided Reading:

RAND Report

“Gays in Foreign Militaries” from Unfriendly Fire (137-166)

“Military Training Can Be Accomplished Quickly” *Aaron Freed* from *The Palm Center*.

Web Links:

<http://servicewomen.org/wp-content/uploads/2012/10/Final-LGBT-Fact-Sheet-10.4.12.pdf>

<https://www.americanprogress.org/issues/lgbt/report/2013/09/20/74883/the-battles-that-remain-military-service-and-lgbt-equality/>

<http://www.washingtonblade.com/2013/11/26/dont-ask-repeal-yields-to-new-problems-for-gay-troops/>

<http://militarypartners.org/resources/>

<http://www.ibtimes.com/us-military-same-sex-couples-denied-benefits-pentagon-yet-reach-deals-overseas-host-1566398>

<https://www.vahomeloancenters.org/va-loan-for-same-sex-marriages/>

http://www.nytimes.com/2013/08/15/us/politics/gay-spouses-of-members-of-military-get-benefits.html?_r=0

1 MAY

38. The Military and Sexuality II

Lesson Objectives: Continued from prior lesson.

5 MAY

39. Social Inequality in a Global Age

Lesson Objectives: Consider the intersectionality of the issues of race, class, gender, and sexuality. Realize that the concepts we have discussed over the semester can never be considered by themselves in isolation. They must be considered in conjunction in order to obtain a complete and realistic picture of the issues this country and the rest of the world are going to continue to face in the years to come.

Instructor Provided Reading:

“The Gordian Knot of Race, Class, and Gender” *Scott Sernau* from Social Inequality in a Global Age (57-79).

“Challenging the System: The Globalization of Race, Class, and Gender” *Scott Sernau* from Social Inequality in a Global Age (295-319).

“Can Education Eliminate Race, Class, and Gender Inequality?” *Roslyn Arlin Mickelson and Stephen Samuel Smith*.

7 MAY

****Third Critical Response Paper Due In Class****

40. Course Review

Lesson Objectives: Wrap up and review for the TEE.

Race, Gender, Sexuality, and Social Class: Dimensions of Inequality, Chapter 63 and 64.