



ARTS AND SCIENCES

[Women's & Gender Studies](#) and [African American Studies](#)

Race, Class, and Gender - 50529 - AFAM 2020 - IA three credit hours
Race, Class, and Gender - 50447 - WGST 2020 - IA three credit hours

[Summer 2013 June 5-26](#)

Prof. HELEN A. WISHART

Because all the materials for this course are online, **you must be able to navigate through Blazeview.** If you plan on using your personal computer, check that it is compatible with Blazeview. The [Blazeview home page](#) provides solutions to common problems and the VSU techies are also [available for help](#). Any computer on campus should be able to access Blazeview and any materials assigned.

Office Hours:

The web is always open!

You may contact me by my home phone or set up an appointment to chat through Blazeview email.

I will also be available online at different times throughout each day. Check Blazeview to see if I'm available and we can do an instant chat to solve immediate problems.

Email: hawishar@valdosta.edu (this email is for emergencies only. Do not use this email if you are asking questions about the course. Use the appropriate topic heading in Blazeview.

Office: Women's and Gender Studies Program, Carswell Hall

Phone: (229) 249-4842

Home phone: (229) 588-4324

You may contact me anytime through Blazeview. Avoid using my regular email since my junk mail filter has been known to eliminate unrecognized addresses. I check Blazeview several times a day.

COURSE DESCRIPTION:

This course is designed to provide students with a greater understanding of inequality in society. Inequality is an everyday social reality that has real consequences for individuals and groups in society. We will discuss various forms of inequality (i.e. class, race, ethnicity, and gender) and explore theoretical explanations for these inequalities.

The course will begin by examining systems of privilege, power, and difference and their consequences for society. We will examine the social realities of the working poor in the United States, how race and racism is often learned by children at an early age, and how class and race shape the experiences of families raising children. Important to this course will be inquiry into the political, social, and economic implications regarding the continued unequal treatment and stratification of specific groups of people. The final project will require each individual student to determine how he or she may be impacted in their work careers by structures of inequality.

Because this course is jointly sponsored by the WGST and AFAM programs, our discussions will be grounded in feminist and critical race theory.

COURSE OBJECTIVES:

1. To explore historical origins of contemporary notions regarding the construction of race, class, gender and sexuality.
2. To increase awareness of issues pertaining to racial, class-based, gender-based, and sexual discrimination.
3. To develop a theoretical vocabulary that can be used to discuss these issues in a non-confrontational setting.
4. To understand that race, class, gender, and sexuality are both sources of identity and systems of social stratification.
5. To understand how these modes of differentiation are constructed, replicated and resisted within social institutions.
6. To explore how language encodes and perpetuates the power differences within institutions.
7. To recognize the complexity and interaction of race, class, gender and sexuality in the replication of social inequities.
8. To recognize the contribution of each individual in the perpetuation of unexamined assumptions about the "natural" differences in social organization and in the conscious transformation of such assumptions.

GENERAL EDUCATION OUTCOMES

Students will:

1. Demonstrate understanding of the society of the United States and its ideals
2. Learn key words and concepts of social analysis
3. Understand the complexity of the cultural constructions of social identities, including their own.
4. Demonstrate cross-cultural perspectives and knowledge of other societies.
5. Understand the intersection of social identities as related to class, age, race, gender and other factors
6. Be able to articulate the contemporary issues in their environment.
7. Communicate effectively in both written and spoken forms, and develop a sense of personal agency through responding to and pondering crucial issues.
8. Demonstrate the ability to analyze, evaluate and make inferences from oral, written, and visual materials.
9. Use computer and information technology.

10. Demonstrate knowledge of ethical behavior and employ them in the analysis of ethical problems.

TEXTS:

All materials required for this course will be posted into Blazeview.

ADDITIONAL MATERIALS:

A flash drive (travel drive or disks) to store work and information if you are not working on a personal computer. Label your drive with your name and phone number and try not to leave one in the USB port of a public computer. It is essential that you get into the habit of tapping your work into a word program before sending it into Blazeview. It is a good idea to save directly into your travel drive so that possible technical trouble does not eliminate your work. Sometimes students think their work has posted and found out later that it did not. Have backup copies of everything you post to Blazeview. Consider this an insurance policy.

COURSE REQUIREMENTS:

Types of required activities:

Reading and commenting on assigned texts.

Reading and viewing of course materials accessed through Blazeview.

Participation in discussions posted to topics in Blazeview.

Test on concepts

Test on vocabulary from course discussions and materials (specifically theoretical terms)

Final project

Distribution of Grades

Blazeview participation (reading and accessing assigned materials)	20%
Tests and/or quizzes	25%
Postings to assigned topics in the discussion list (grading rubric in Course Information folder in Blazeview)	55%

Grades are assigned as follows:

A	90-100	An "A" is earned by a student who puts extra-ordinary effort into the assignment and produces work of outstanding quality.
B	80-89	A grade of "B" represents a substantial effort and achievement and is clearly above average.

C	70-79	In general, a course grade of "C" represents an acceptable or average level of work.
D	60-69	A grade of "D" usually indicates lack of engagement with the assigned materials and perfunctory discussion postings that simply repeat what others have said.
F	Below 60	A grade of "F" indicates either complete lack of participation or many missing assignments.
	Incomplete	Special arrangements must be made in advance.

Simply "doing all the assignments" is not a guarantee for an "A" or even a B in this class.
As in life, QUALITY COUNTS.

Assignments

Instructions for all assignments will be posted in Blazeview. Read each one carefully since the manner of submission will vary according to the assignment.
Due dates will be posted on the calendar.

In preparing postings you should go through the following steps (whether the text is a lecture, video or a reading):

- Follow the thinking --What is the main point of the text? What evidence or argument does the author offer to support it?
- Develop a context -- How does the piece corroborate or contradict other assigned readings, what emerged in our class discussions, or what you've gathered from other sources, including your own experience?
- Formulate your view --How has this set of course materials challenged or extended your understanding of the issue(s) they raise?

Every submitted assignment should be correctly formatted, clear, and coherent. Please spell-check and proofread your submissions carefully. Presentation counts. Make sure that you keep copies of all your work on your computer or travel drive in case of technological mishap! Trust me - it happens.

Assignments are due at the time and on the date indicated on the calendar. Late work will only be accepted if I consider the excuse to be legitimate (contact me ASAP). Any assignment not turned in will receive a 0. If, due to an emergency, you cannot complete the course, please come and see me about taking an incomplete. University policy allows up to a year to change an I to a grade but arrangements must be made prior to the end of the course (additional information below).

Discussion list:

The discussion box in Blazeview is an essential component of our course work. It will be the place where you will offer your thoughtful, substantive, comments on the readings and where you will be asked to challenge interpretations of your classmates. As you notice, these contributions make up a significant portion of your final grade. Writing is an exercise that forces you to clarify your thinking in order to communicate persuasively with a listener. All your postings will have an audience other than me. Think carefully before posting.

During the course of the class you will be required to post on a possible twenty topics or in answer to specific questions. Each post should be a minimum of 250 words ("minimum" means enough to pass- not enough to

earn an A) and make a specific connection to a reading or web site in the topic folder.

I encourage you to use the **PPJ** format (a file explaining PP&J will be in the course information folder) to keep your comments relevant and to avoid the danger of "it's my opinion and you should accept it" writing . Make your **Point**, present your **Proof** (reference to assigned materials), and offer a **Justification** for your perspective (why should the reader accept your view?)

Tests:

I reserve the right to check your comprehension of assigned reading materials in short timed tests if I find the discussion postings are not engaging with the materials.

Two scheduled tests -

1. vocabulary test based on terms from class discussions and lectures.
2. short answer test on important concepts from the readings.

Attendance:

Log on daily. Should an emergency arise you may contact me through Blazeview explaining your absence.

Work assigned in this class is sequential - each new assignment builds from the previous one. Absences interfere with your ability to produce good work. Students will assume full responsibility for any material missed during absences. According to the *University Handbook*, missing 20% of the class is grounds for failure. Should special circumstances arise that interfere with your attendance, contact me immediately.

A significant portion of your grade is based on your participation in Blazeview.

Classroom Protocols :

I expect you to participate and to be respectful and supportive of each other as you respond to each other, ask for clarification, suggest differing perspectives, and express conflicting opinions. Careful reading/observing is important to avoid jumping to hasty (and probably wrong) conclusions. BUT-- ideas presented in a public forum are open to dispute - and I am always interested in how effectively you can challenge ideas. Well-articulated challenges can earn extra credit.

We will make frequent use of internet applications in this class. If you are having any problems following the instructions, let me know **IMMEDIATELY** And contact the friendly techies if you are having computer issues.

Eating and drinking in the university classrooms and labs are absolutely prohibited . But eating and drinking while working at home on your personal computer are encouraged and make learning more pleasant. So is the wearing of comfy clothes- or none- if that's your preference.

Plagiarism: I encourage you to collaborate with others, and I expect your written work to reflect discussions you've had both inside and outside of class. That is what a learning community should do. But, plagiarism (the unacknowledged use of another writer's or speaker's words, ideas, images or organizational structure) is wholesale stealing and will not be tolerated. Penalties for plagiarism may include receiving an F for the assignment or for the course or even dismissal from the University. If you have questions about the appropriate or legal use of another's writings or ideas, ask me, or consult the Valdosta State University's policies at this website: <http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>

Incompletes: Sometimes, due to unforeseen circumstances, a student is not able to complete the course in the scheduled fifteen weeks of a semester. A grade of "I" may be assigned and indicates that a

student was doing satisfactory work but for significant non-academic reasons was unable to meet all the requirements of the course. The university policy on awarding an "I" and the student's responsibility for requesting it are outlined on this site: <http://www.valdosta.edu/academic/RequestforIncomplete.shtml> If you have other questions about this or if such a needs arises in your case, you should read the protocol carefully and contact the appropriate people BEFORE the end of the semester.

Access Office for Students with Disabilities : Students requiring special classroom accommodations or modifications because of a documented disability should discuss this with the [Access Office](#) and then inform me at the beginning of the semester. Students with such needs who are not registered with the Special Services Program should contact that office immediately at 245-2498.

FINAL NOTES:

Note One:

This may be your first class that uses online technology. I encourage you to communicate with others in the class if you are having problems understanding materials or just need to chat. HOWEVER, you must discipline yourself to sit at the computer and do the work - by yourself. Facebook, video games, and promiscuous web surfing are always available as temptations to consume your time. RESIST.

Note Two:

This is a content class, not a computer class. I will not be teaching "how-to" lessons on using technology, beyond the skills necessary for assignments. You should make friends with the tech staff at the library for further help with computer technology. [Check this link](#) to ensure your personal computer will interact successfully with Blazeview. Be prepared for occasional glitches and slowdowns. When this happens, take a break, eat a sandwich, have a drink, play with your dog. Then try again. Sometimes technology fixes itself. I don't know why. It's one of the cosmic mysteries.

Note Three:

First of all, an overarching assumption on my part: your future belongs to you, and the more of it you can control positively, the better for each of you and for the nation and world that you are inheriting. This course is only a small thing, but its results are IN YOUR HANDS.

Second: This is a no-whine zone. The effort you choose to invest in this course is completely under your control - and therefore - so are the grades you earn. I am delighted to work with anyone who is trying and to answer any questions - but NOT TO RE-TEACH the course individually to people who won't read materials or participate in discussions.

Every semester I am approached by students who declare they "need" an A in this or some other course I teach. I am not sure what I am to do with this announcement.

Here is what I don't do. I do not automatically place an A in the grade book next to their names. At the end of the semester, I don't change a grade to an A because the student "needs" it. I don't give extra work so that a student can earn an A after the semester is finished. That would be extremely unfair to those students who legitimately earned good grades and I don't need the extra work.

Grades are not cookies that are handed out as courtesies or in friendship. They must be earned through scholarly diligence. If you are aware of what you "need" to earn in this class for your academic career to succeed, DO THE WORK as it is assigned. Read the detailed instructions. Ask questions. Chat with the other students in the class. Make an appointment to chat with me. But once grades have been assigned, it's over.