

CS 545
Intersections:
Approaches to Race, Gender, Class and Sexuality
Winter 2008 - Fontana Labs 142

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This course, *Intersections*, builds an understanding of the interrelated nature of various axes of social classification as a useful rubric for theorizing difference. Rather than imagining race, gender, class and sexuality as separate and at times additive modes of social experience, this course assumes and asks us to investigate how these categories work in conjunction with one another in very profound ways. This comparative and interdisciplinary course examines specific intersections while also emphasizing broad understandings of the social, political and cultural processes that shape lived experiences of difference.

As an upper-division class, *Intersections* encourages students interested in difference to develop more sophisticated interdisciplinary approaches and more complex models than might be available in introductory level courses. This course requires students to examine the intersections of race, gender, class, sexuality, and ability in various sites of cultural investigation. Focusing on Critical Race Theory, Whiteness Studies, Sovereignty Studies, Critical Gender and Sexuality Studies, and Disability Studies as intellectual locations that make use of *intersectionality* to evaluate their objects of study, students in this class will consider the role of social institutions in the systematic production, identification, and "management" of communities defined by difference, and the struggles undertaken by those communities to respond to those efforts. There is a tension here that will prove deeply productive in this course. On the one hand, *theorizing* difference in an intersectional way will always be an ideal practice. It is a theoretical movement that works wonderfully in the abstract, but proves quite difficult in its specific application as a political strategy. On the other hand, *living* intersectionally is, in some ways, a strange kind of absolute experience or personal truth. In moving through the course, weaving our ways around various kinds of experience and ways of knowing it, we will be vexed by this tension again and again. It will be in turns enthralling, informing, and frustrating, but CS 545 *Intersections* will never let this tension be paralyzing. Instead, we will respond to what the tension between what we understand as the truth of experience and the suspicion that comes with engaging someone else's experience demands of us.

The requirements of this tension are something that make *Intersections* perhaps more challenging than many courses. The challenge is in the

fact that the method *Intersections* uses to develop competencies in relation to the course theories is integrally tied to classroom pedagogy. A passive approach to learning simply will not work in this class. Establishing literacy around theories of difference requires us to be cognizant of how we are ourselves embedded in these ways of knowing and feeling..

Ways of knowing and feeling.

Building this cognizance will come from our ongoing engagement and response with one another around our reading, writing and project collaboration, our world making. Ours shall be a commitment to process and trans(per)formative praxis.

Course Requirements:

Carmen Reading Responses: required posting)	30% (1-3 points for each
Reading Presentation/Facilitation: points)	15% (10, 12 or 15
Mid-Term Final Project Proposal	15% (10, 12 or 15 points)
Final In-Class Presentation: points possible group score)	10% (6, 8, or 10
Final Project:	30% (15, 25 or 30 points)
Total Possible:	100% (100 points)

The OSU Standard Grading Scale will be applied

Carmen Reading Responses:

By 10:00 pm the evening following our in-class discussion of Block articles, you will be expected to post your responses to Carmen. Each response will be scored with a 1, 2, or 3. This is an important secondary space of interaction, one in which I will not intervene (directly) and from which I will draw questions and concerns for our discussion of each Block's primary manuscript. Our goal is to create a space for serious dialogue and response that functions as an extension of our physically shared classroom space. Therefore, our use of the virtual classroom will become more honed and pointed as the course progresses. As everyone gets familiar with the system, I envision it becoming a space where we can make thoughtful *and respectful* contributions to open discussion both connected with and tangential to the conversations we have in our "in person" classroom encounters. Creative responses are welcome: poetry, stream of consciousness reflections, web links to other material, etc. Any investment you make in the evolution of this space will help take this course to greater levels of nuance and intellectual stimulation.

Working Groups:

In addition to the various small group and dyad work we will do in class, you will each be assigned to two collaborative Groups; one by letter (Reading Group) and one by number (Project Group). Your letter group will be responsible for your presentations on Reading. Your number group is responsible to produce a Mid-Term Project Proposal, Final Project (Policy Paper or Grant Proposal) and Final Project Presentation. For your final project your number group will produce either a policy paper or grant proposal in accordance with guidelines I will provide. All students are required to work in the groups to which they are assigned. The collective success of the Working Group will depend on the success of each of its members. Each Project Group is required to meet with me before turning in their Final Project Presentations.

Reading Presentation & Discussion Facilitation:

Once per block, one of the Reading Groups (A-E) will be responsible for presenting a book and facilitating discussion for most of one class meeting. You are encouraged to experiment with

group activities, handouts, Carmen pre-discussion, visual aids, alternative presentation formats or materials, and, of course, to pose very tough questions. Each group member is expected to contribute equally to the process (remember, equally does not necessarily mean the "same"). At least one day before your presentation, your group must communicate with me in some way, indicating what you plan to do during the class period. After your class facilitation, you will hand in a one page, *collaboratively produced*, description of your group's process and each member's contribution to the final outcome.

Mid-Term Final Project Proposal:

On *Tuesday January 29th* each Project Group (1-5) will submit a collaboratively produced Mid-Term Project Proposal. This proposal will indicate whether you will be producing a *policy paper* or *grant proposal*, who your target audience will be (funding organization, political entity, social agency, etc.), what will be your final project's specific area of concern, and what might be some of your project's hypotheses.

Final Project and In-Class Presentation:

Together, the Final Project and In-Class Presentation will constitute 40% of your grade!

Due on *Tuesday March 11th*, the Final Project (the Policy Paper or Grant Proposal) must conform to specifications appropriate to the venue relevant to your project site. You can expect them to be somewhere between 1500 and 2500 words. Your completed Final Project will receive 15, 25 or 30 points.

The In-Class Presentation of your Project Group's findings/themes will come at the end of the quarter (Group A—*Tuesday March 4th*; Groups B & C—*Thursday March 6th*; Groups D & E—*Tuesday March 11th*). This 30-minute presentation will be followed by 10 minutes or so of Q&A and will be evaluated by your peers and professor. You will receive 6, 8 or 10 points for this work.

Learning Accommodations:

If you need an accommodation due to the impact of impairment, please contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office For Disability Services to assist me in verifying the need for accommodations and in developing appropriate strategies. If you have not previously contacted the Office For Disability Services, I encourage you to do so as early in the quarter as possible.

The Writing Center:

The Writing Program at the Writing Center provides on-campus individual conferences on any kind of writing project. At some point during the quarter you should take advantage of this free

service to receive additional feedback on your writing assignments. It is necessary to make an appointment in advance (keep in mind that appointments near the end of the quarter are nearly impossible to get so plan ahead). The phone number is (614) 688-4291. The Writing Center is located at 475 Mendenhall, 125 S. Oval Mall. Visit their office or website for more information.

<http://cstw.osu.edu/writingCenter/>

Office Hours:

Please take full advantage of my office hours. Don't wait for problems to arise before coming to see me. Let me know how you are doing with the readings, if you have any ideas for discussion topics, if you find any component of the class particularly engaging or challenging, etc. This is one of the ways I come to know if the class is effective in helping you meet the course requirements.

Academic Honesty:

I consider any act that misrepresents a student's own academic work or that compromises the academic work of another to be scholastically dishonest. Therefore, cheating on assignments, unauthorized collaboration on assignments, sabotaging another student's work and plagiarizing are all absolutely unacceptable. Plagiarism is presenting someone else's work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. Please familiarize yourself with University guidelines regarding academic dishonesty. The University protocol around possible Academic Misconduct is very rigid. If I suspect misconduct to have taken place, I am required to present the case to the Committee on Academic Misconduct for their adjudication.

Required Texts In Order By Block:

The Alchemy of Race and Rights, Patricia Williams (Harvard, isbn: 0674014715)

The Possessive Investment in Whiteness, George Lipsitz (Temple, isbn: 1566396352)

Sovereignty Matters, Joanne Marie Barker (U of Nebraska, isbn: 0803262515)

A Critical Introduction to Queer Theory, Nikki Sullivan (NYU, isbn: 0814798411)

Disability and History, Teresa Meade, Ed. (Duke University Press, isbn: 0822366533)

Reader: *CS 545 Intersections*

Reader Articles By Block:

Block 1: Critical Race Theory

Lorde, Audre, "Age, Race, Class and Sex: Women Redefining Difference," from *Sister Outsider* (Crossing Press, Freedom), 1984, Pp. 114-123

Crenshaw, Kimberlé, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," from *Critical Race Theory* (The New Press, New York), 1995, Pp. 357-383

Block 2: Whiteness Studies

McIntosh, Peggy, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondence through Work in Women's Studies" from *Critical white Studies: looking behind the mirror*, ed. Richard Delgado and Jean Stefancic, (Temple University Press, Philadelphia), 1997

Frankenberg, Ruth, "When We are Capable of Stopping, We Begin to see" from *Names We Call Home: Autobiography on Racial Identity*, ed. Becky Thompson and Sangeeta Tyagi, (Routledge, New York) 1996

Block 3: Sovereignty Studies

Teaiwa, Teresia K., "L(o)osing the Edge," from *The Contemporary Pacific*, vol. 13, no. 2 (Fall 2001)

Amos, Valerie and Parmar, Pratibha "Challenging Imperial Feminism," from *Feminism and 'race,'* ed. Kum-Kum Bhavnani (Oxford, New York), 2001, Pp. 17-32

Block 4: Critical Gender and Sexuality Studies

Dollimore, Jonathan, "Desire and Difference: Homosexuality, Race, Masculinity," from *Race and the Subject of Masculinities*, ed. Harry Stecopoulos and Michael Uebel (Duke, Durham), 1997, Pp. 17-44

Goldman, Ruth, "Who Is That Queer Queer? Exploring Norms around Sexuality, Race, and

Class in Queer Theory," from *Queer Studies: a lesbian, gay, bisexual, & transgender anthology*, ed. Brett Beemyn and Mickey Eliason, (NYU Press, New York), 1996

Block 5: Disability Studies

Stone, Sharon D., "The Myth of Bodily Perfection," *Disability and Society*, vol. 10, No. 4, 1995, Pp. 413-424

Brueggemann, Brenda Jo, "Enabling pedagogy," from *Disability studies: enabling the humanities*, ed. Sharon L. Snyder, Brenda Jo Brueggemann and Rosemarie Garland-Thomson, (MLA, New York), 2002

Bérubé, Michael, "Afterword: If I Should Live So Long," from *Disability studies: enabling the humanities*, ed. Sharon L. Snyder, Brenda Jo Brueggemann and Rosemarie Garland-Thomson, (MLA, New York), 2002

Foundations:

Thursday 01/03
FIRST CONTACT: Why Here and Not Elsewhere? What to expect is expected

Block 1:

Foundations: Intersectionality and Critical Race Theory

Tuesday 01/08
Audre Lorde, "Age, Race, Class and Sex: Women Redefining Difference"
Kimberlé Crenshaw, "Mapping the Margins"

Thursday 01/10
The Alchemy of Race and Rights, Patricia Williams
Reading Group A Facilitates Discussion Today

Tuesday 1/15
Project Development Lab

Block 2:

Permutations: Intersectionality and Whiteness Studies

Thursday 01/17
Peggy McIntosh, "White Privilege, Male Privilege"
Ruth Frankenberg, "When We are Capable of Stopping, We Begin to see"

Tuesday 01/22
The Possessive Investment in Whiteness, George Lipsitz
Reading Group B Facilitates Discussion Today

Thursday 01/24
Project Development Lab

Block 3:

Shifting Spaces: Intersectionality and Sovereignty Studies

Tuesday 01/29
Teresia K. Teaiwa, "L(o)osing the Edge,"
Valerie Amos and Pratibha Parmar "Challenging Imperial Feminism"

Thursday 01/31
Sovereignty Matters, Joanne Marie Barker
Reading Group C Facilitates Discussion Today

Thursday 02/07
Project Development Lab

Block 4:
Shifting Places: Intersectionality and Queer Theory

- Tuesday 02/12
Jonathan Dollimore, "Desire and Difference: Homosexuality,
Race, Masculinity"
Ruth Goldman, "Who is that Queer Queer?"
- Thursday 02/14
A Critical Introduction to Queer Theory, Nikki Sullivan
Reading Group D Facilitates Discussion Today
- Tuesday 02/19
Project Development Lab
- Thursday 02/21
Group Independent Research @ Library or Elsewhere

Block 5:
Shifting Registers: Intersectionality and Disability Studies

- Tuesday 02/26
Sharon D. Stone, "The Myth of Bodily Perfection"
Brenda Jo Brueggemann, "Enabling pedagogy"
Michael Bérubé, "Afterword: If I Should Live So Long"
- Thursday 02/28
Disability and History, Teresa Meade
Reading Group E Facilitates Discussion Today
- Tuesday 03/04
Closing Commentary, Evaluations, Reflections
Project Group 1 Presents
- Thursday 03/06
Project Groups 2 & 3 Present
Class to be rescheduled - Date and location TBA
- Tuesday 03/11
Final Project Due!
Project Groups 4 & 5 Present