

Race, Gender, and Development

Sociology 1365

Fall 2014

Monday: 6:00 PM- 8:30 PM

2200 WW Posvar Hall

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Office hours: Monday 4:30-6:00 PM and by appointment.

Course Description

In this upper-level course we will look closely at the intersection of race and gender as they relate to the concept of “nation-making,” “development,” and “progress” within the context of the United States. We will also explore what these concepts mean for women of color in the struggle over feminist meanings and claims. Focusing on the historical and structural location and biographical, group, and organizational experiences of women of color in the US context, we will investigate (a) conceptual paradigms which address questions of “intersectionality”(b) the social relations of race, class, and gender in “nation-making,” “development,” and “progress” through the lens of social movements and organizations of women of color. The course will be conducted through a mix of lectures, discussions, and film/video presentations. Students will be expected to prepare an eight to ten-page term paper on a particular sociohistoric experience, or theoretical point related to course material.

Learning Goals:

The course is intended to help you develop your analytical and critical thinking skills.

You will be asked to move beyond your own experience and perspectives to sociologically analyze and evaluate over-simplified explanations of past and contemporary issues as they appear in our readings. Learning in this course will occur in a variety of ways: critical reading, investigating empirical evidence, and active class participation.

Required Reading:

Blackwell, Maylei. 2011. *Chicana Power! Contested Histories of Feminism in the Chicano Movement* University of Texas Press.

Blee, Kathleen. 2003. *Inside Organized Racism: Women in the Hate Movement*: University of California Press.

Ling, Peter J. and Sharon Monteith. 1999. *Gender and the Civil Rights Movement* Rutgers University Press

Springer, Kimberly. 2005. *Living for the Revolution: Black Feminist Organizations, 1968-1980*. Durham: Duke University Press.

White, Deborah Gray. 1999. *Too Heavy a Load: Black Women in Defense of Themselves, 1894-1994*. New York: W.W. Norton & Company

All additional readings will be available on Courseweb.

Course Requirements:

Participation (10 points)

Discussion Questions (12 x 5 points = 60 points)

Take-home exam (50 points)

Final Paper (130 points)

 Proposal (10 points)

 Rough Draft (20 points)

 Final Draft (100 points)

Total possible points= 250 (or 260-270 with extra credit)

Your point value grade will be converted to a percentage grade, meaning:

Grading Scale:

A+ = 98-100 percent

A = 93 to 97 percent

A- = 90 to 92 percent

B+ = 87 to 89 percent

B = 83 to 86 percent

B- = 80 to 82 percent

F = less than 60 percent

C+ = 77 to 79 percent

C = 73 to 76 percent

C- = 69 to 72 percent

D+= 67 to 68 percent

D= 63 to 66 percent

D-=60-62 percent

Participation:

Your participation in this class is crucial! Participation in this class includes, but is not limited to: **(1) Coming to class.** At no point will I take formal attendance. You are adults and the decision to participate in this course is yours. However, if you are not here to participate, your grade will suffer. In my experience, students who regularly attend classes have a better experience of the course, get the most out of the experience, and tend to get better grades. Like most things in life, you will get out of this course what you put into it. **(2) Reading the required texts.** Again, you will get out of this course what you put into it. Because this is a six-week course, the readings for each week may seem daunting – but given the short duration of the term, it would behoove you to not get behind on the reading. **(3) Regularly contributing to class discussions** (talking in class). Please note that your ability to contribute to class discussions is directly correlated with your class attendance **and** your complete reading of the assigned texts. Not every comment/question must be brilliant and insightful; questions and “thinking aloud” are important to the learning process. I **cannot** stress enough how important contributing to class discussions will be to you, other students, and me as the instructor. Speak up!

Discussion Questions:

Each class meeting you will be responsible for turning in one insightful discussion question. These may be questions of fact, clarification, context, or analysis **from the text**, but they may **not** be questions of definition. Take the initiative to look up

unfamiliar words on your own. You *must* follow these guidelines in order to get full credit. Your discussion question can be turned in on a notecard at the beginning of the class period. You *must* come to class to turn in your discussion question. You may not turn in a discussion question for a week you have missed.

Tip: The readings and current events are both worthwhile places to find material for discussion questions.

Life happens. If you have to miss class (for any reason) keep in mind that the discussion questions only require turning in 12 for the semester – this means that two absences (missed discussion questions) are built into the course.

Exams:

You will have two exams for this course. The exam format will be **take-home** and **short answer/essay**. The exams will not be cumulative and are designed to help you wrap your mind around concepts for the final paper.

There will be no makeup exams.

There will be no (additional) extra credit.

I will not accept late assignments or exams¹.

I will not accept written assignments/exams via email (except your paper proposal).

Tip: if you know that you are going to miss class the day an assignment is due you must find a way to get the assignment to me before the deadline.

Extra Credit: You can get 5-10 points of extra credit one of two ways. (1) you can turn in more than 12 discussion questions (please note that this would necessitate you not missing other weeks of class/discussion). Each additional discussion question would be worth 5 points (maximum of 2). (2) You can write a two-page response paper covering an on-campus event in the sociology department. Each two-page response would be worth 5 points (maximum of 2).

Tip: If you are concerned about your performance in the class, the best course of action is to **talk to me immediately** so we can discuss strategies for improvement. Do not wait until the end of the term!

Final Paper:

Students will be expected to prepare an eight to ten-page term paper on a particular sociohistoric experience, or theoretical point related to course material. This assignment will be broken down into smaller steps to make the writing process more beneficial to you.

¹ Please contact me if you experience a personal or family emergency. I am strict about late assignments, but not inflexible.

The Proposal: You will first be required to turn in a one-page proposal of your paper topic. This one-page proposal will explain what topic you would like to write about and why. What I want to know at this phase is: Why does this topic interest you? What will be your main argument? What sources (evidence) do you intend to use to best serve your argument?

The Rough Draft: The rough draft is intended to get you started in the writing process. It is intended to help you not only combat procrastination, but to allow you to receive feedback on your ideas from both your peers and myself. I will put you into small groups. You will share your rough draft with both your small group and me. Ideally, if this step is utilized correctly, you should feel prepared to write your final paper.

The Final Paper: This is where you turn your paper into me. The final paper **must** be eight to ten (8-10) pages double-spaced, Times New Roman, 12pt font with 1 inch margins. The final paper **must** have a works-cited (reference) page and **must** contain in-text citations. Please use ASA or APA style. The final paper will be turned in to my mailbox during the final examination period (see schedule for date).

Other Important Information:

Academic Integrity:

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

...In other words, do not cheat, help others cheat, or plagiarize. Academic integrity is not limited to these points, but these are the most important elements. They will be strictly enforced in this course. Do your own work. Figure out what you want to say and say it in your own words. Cite your sources when you quote or paraphrase.

Disabilities:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services(DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu. (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Reasonable Accommodation:

Please notify me of any absences for **religious observances** or **official university athletic activities** as soon as possible in order to make appropriate adjustments for assignments you may miss.

Email policy in course syllabi:

Each student is issued a University e-mail address(username@pitt.edu)upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

Technology in the Classroom:

While the use of technology (laptops, tablets) is allowed for note-taking, fact-checking, or using a search engine to define a word or term you are not yet familiar with – using your technology in ways that distract you or others from the learning process is **highly** discouraged. Please do not use your technology to instant message, email, use social media, online shop, play games, video conference with family/friends, commit intellectual theft, etc. (this is not an exhaustive list – but you get the point).

I would greatly appreciate if you refrain from using your cell phone. Misuse of technology in the classroom will result in the loss of this privilege. Additionally, I would greatly appreciate if you restrict your cell phone use to the class break. I know that the outside world constantly tempts us with texts, tweets, kiks, and instagrams. Please fight this temptation in the interest of knowledge production.

Schedule of Readings/Assignments
(please note that this schedule is tentative and subject to change)

		Introductions
Week 1	Monday, August 25	Introductions to Sociology, Race, Gender, and “Development”
Week 2	Monday, September 1	No Class – Labor Day
Week 3	Monday, September 8	Our Theoretical Lens: Intersectionality Readings: Crenshaw, Collins, McCall
		Club Women and Domestic Feminisms
Week 4	Monday, September 15	<i>White Too Heavy a Load</i>
Week 5	Monday, September 22	<i>White Too Heavy a Load</i>
		Race, Gender, and The Civil Rights Movement
Week 6	Monday, September 29	Ling and Monteith Take-home exam 1 due
Week 7	Monday, October 6	Ling and Monteith
		Feminist Movements
Week 8	Tuesday , October 14	Blackwell- Chicana Feminism Proposal for Final Paper Due
Week 9	Monday, October 20	Springer Friday October 24: Last day for monitored withdrawal
Week 10	Monday, October 27	Springer
		More Contemporary Conceptions
Week 11	Monday, Novembr 3	Blee Take-home exam 2 due
Week 12	Monday, November 10	Blee and other readings on white nationalists
Week 13	Monday, November 17	Black Greek Letter Organizations Rough draft of Final Paper due to me and working group
Week 14	Monday, November 24	Peer Paper Workshop Day
Week 15	Monday, December 1	Social media, Social Action, and Racial Progress
Final Exam	Thursday December 11	Final Paper Due