WGS 607: Seminar on Intersectionality

Spring 2013 DRAFT Course Syllabus *Instructors: Linda Fuller (Women’s and Gender Studies) and Daniel HoSang (Ethnic Studies and Political Science)

CRN: 36991* 5 Credits * Rm: 240B MCK * Tues: 2:00-4:50 * Office hours: Fuller: TH 2-5; 6-5522 (315 Hendricks); HoSang: M/W, 1:45-3:15; 6-4831 (914 PLC)

COURSE DESCRIPTION

This seminar, jointly sponsored by the Departments of Women’s and Gender Studies and Department of Ethnic Studies, explores the theoretical framework of intersectionality through a wide-range of interdisciplinary texts. Students from any UO graduate program are invited to enroll.

Drawing on scholars including Kimberlé Crenshaw, Audre Lorde, Leslie McCall, Stuart Hall, Andrea Smith, Michael Hames-García, Patricia Hill Collins, bell hooks, Lisa Lowe, Cathy Cohen, Uma Narayan, Rosemarie Garland-Thomson, Lynn Weber, Eva Marie Garroutte, and others, the course considers the intersections, interactions, and structural origins of social and political identities related to gender, sexuality, race, class, indigeneity, ethnicity, age, ability, culture, nation, and other forms of difference. The course incorporates both theoretical and empirically grounded scholarship from multiple disciplines and will consider issues of pedagogy, methodology, epistemology and professional development within the academy.

COURSE POLICIES

1. READINGS: All assigned articles will be posted on Blackboard. Students should print out hard copies of the article and bring them to class each week.
2. ELECTRONIC DEVICES: In order to minimize distractions, please do not use laptops or any other electronic devices (cell phones) during class.
3. ACCESSIBLE EDUCATION: The University of Oregon is working to create inclusive learning environments. If there are aspects of course instruction or design that result in disability related barriers to your participation, please notify us as soon as possible. You may also wish to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu or http://aec.uoregon.edu/contact.html.
4. CLASSROOM CONDUCT: We are all accountable to create a climate of mutual respect in the classroom. While differences of opinion and perspective are vital and will be encouraged, common courtesy as well as University policy prohibits personal attacks and discriminatory conduct.
**Requirements:**

1. **Syllabus:** Each student will develop a full syllabus—including required readings, assignments, main themes, weekly learning objectives—based on course themes and appropriate for your discipline. 15% of final grade. Hard copy due Monday June 10.

2. **Substantive research project:** Each student will complete a substantive research project appropriate for your discipline. The project may be a research proposal, dissertation prospectus, funding proposal, dissertation chapter, or seminar paper that substantively engages themes of intersectionality. The length will vary based on the type of project, but the project should roughly be 15-25 double spaced pages produced solely for this course. **Students should make an individual appointment to meet with Professor Fuller or HoSang by week 4 to discuss your project.** A draft of your project will be due in class Week 10 so that it can be work shopped by other students. 40% of final grade. Hard copy due Monday June 10 at end of the day.

3. **Weekly posts:** We will post a set of reading discussion and reflection questions will be posted on Blackboard. Each student will post a response to those questions on Blackboard by Monday at noon (the day before class). 15% of final grade.

4. **Blackboard discussion report back:** In order to frame class discussions, each week groups of three students will be assigned responsibility for reporting back the main themes and questions from the Blackboard posts during the first ten minutes of class. Students will be assigned to a group by Week 2. 10% of final grade.

5. **Class participation and attendance:** Except in cases of emergency or previously discussed conflict, students are expected to attend class for the full period and to participate in class discussions. 20% of final grade.

**Week 1.** Introduction (Dan/Linda) April 2


**Week 2.** Conceptualizing intersectionality (Dan) April 9


- **Lisa Lowe.** “Hybridity, Heterogeneity, Multiplicity—Marking Asian American Difference” *Diaspora: A Journal of Transnational Studies*, Volume 1, Number 1, Spring
Week 3. **Ages, abilities, sexualities, classes** (Linda) *April 16*


Week 4. **Eco-Culture/Nation State/Nationalism/Colonialism** (Linda) *April 23*


**Weeks 5 and 6. Politics and Power** (Dan) *April 30 and May 7*


• **Angela Davis.** “The Color of Violence.” *Colorlines.*

• Select readings from Against Equality, Queers for Economic Justice, and SisterSong

**Weeks 7 and 8. Methodology and Epistemology** (Linda) *May 14 and May 21*


• **Lynn Weber.** “Reconstructing the Landscape of Health Disparities Research”. Ch. 2 in Amy Schulz and Leith Mullins, eds., *Gender, Race, Class, and Health Intersectional Approaches.* 2005.


**Week 9. Pedagogy** (Dan) *May 28*

• **Bell Hooks.** “Confronting Class in the Classroom”

• **Vivian Namaste.** “Inclusive pedagogy in the women’s studies classroom: Kimberly Nixon case”


**Week 10. Conclusions and New Directions** (Dan/Linda) *June 4.*