

# Our Syllabus

GSRs 201: Introduction to Gender,  
Sexuality, and Race Studies (Fall 2021)

Cover Image from *DeWhitening Intersectionality* (2020)

**Class Date/Time/Location:** MWF, 9:30 - 10:30 AM PST,  
in [Ingram](#) 115B (in person)

**Instructor:** Dr. Marnie Ritchie, Assistant Professor of  
Communication

**Student Hours:** M and W, 2:30-4, virtually, over [Zoom](#).  
Click on [a slot](#) to reserve a 30-minute meeting. Also  
available by appointment (email [ritchiem@plu.edu](mailto:ritchiem@plu.edu)).

**Email:** [ritchiem@plu.edu](mailto:ritchiem@plu.edu) Email is the best way to reach  
me. I try to respond within 24 hours. I do not correspond  
weekdays after 5 PM nor weekends

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# COVID POLICIES

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## Health Directives

All students and campus employees must follow university health directives. If those directives change during the term, I will be sure to share them with the class so we can discuss what the changes mean for our particular course.

As we begin the term, university health directives are straightforward: all campus community members are required to wear face masks in all indoor spaces, regardless of their vaccination status. The requirement applies indoors when other people are present and in all public and common areas, including classrooms, dining areas (except when you are actively eating or drinking), meeting rooms, elevators, and shared vehicles.

In crowded outdoor locations where physical distancing is not possible, masks are *recommended* for fully vaccinated people and required for those not currently vaccinated.

## Mask Mandate

Per university directives, we'll all be wearing masks (regardless of vaccination status) when inside campus buildings until October 1st, at which point the policy will be reevaluated. If public health conditions change and the university-wide mask mandate is removed, I will let you know what the requirements are for our class moving forward. Until you hear otherwise from me, plan on wearing a mask in our class. Please be sure to wear a mask (not a bandana or scarf) that completely covers both your nose and mouth whenever you are in our classroom/lab or my office.

**If you do not have a mask, you may take one from outside my office door (Ingram 129).**

I know that you want to experience a safe learning environment along with your peers. So, if masks are not being worn the way they should be, be an active bystander and speak up to remind each other to keep doing the things we need to do to be safe. Please participate in these measures to create a safe learning environment, per the Student Code of Conduct.

## Attendance Policy

Not attending class will not, in itself, cause your grade to be reduced. To succeed in this course (to reach the learning goals), students will need to participate in our course discussions, demonstrate skills associated with good discussion, and complete assigned work.

Excused absences do not count against your discussion grade. Excused absences, for which you do not need to provide documentation, include physical sickness (including COVID), religious observation, unexpected caregiving obligations, emotional and mental health barriers to attendance, trauma and safety reasons, and family emergencies. Your grade will not automatically be reduced for missing a class day for other reasons. However, so that you have the most opportunities to contribute to discussions with your peers, which is graded (this is a discussion-based class), I strongly encourage you to attend class.

Do not attend class if you believe you have been exposed to or might have COVID. Should your health or other circumstances change, negatively impacting your ability to attend our class in person, please notify me as soon as possible ([ritchiem@plu.edu](mailto:ritchiem@plu.edu)) so that we can work together to connect you to support resources and work through options.

### **If You Feel Sick...**

Stay home! And then, email me ([ritchiem@plu.edu](mailto:ritchiem@plu.edu)) when you feel in good enough health to do so.

### **Clean Learning Environment**

Together, we will clean our learning space/lab/rehearsal room/etc., including any equipment we may have used, at the beginning and end of each class session (using supplies provided by the university). Your assistance in creating a safe learning environment for everyone is appreciated.

# ABOUT GSRS 201

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## Course Description

An interdisciplinary introduction to the concepts, themes, topics, and methods that are central to the study of gender, sexuality, race, and their relationship to other identity categories. Central concepts include knowledge production, the social construction of identity, theories of intersectionality, reflecting on power and privilege, and experimenting with different aspects of praxis and activism. Open to all students; required for GSRS majors and minors. (4 credits)

## Learning Outcomes (LOs)

1. **LO 1: Understand the social construction of gender, sexuality, and race by engaging with theories about identity, privilege, and knowledge**
  - a. How this is Assessed: Discussion as a Practice, Close Readings, Project 1
2. **LO 2: Analyze systems of oppression by examining the intersections of oppressions (intersectionality as inquiry and praxis)**
  - a. How this is Assessed: Discussion as a Practice, Close Readings, Project 2
3. **LO 3: Practice feminist pedagogies characterized by cooperative learning, a critical view of knowledge construction, mutual respect, and a shared commitment to learning outcomes**
  - a. How this is Assessed: Discussion as a Practice, Close Readings, Project 3
4. **LO 4: Apply the concepts of this course by studying social justice movements, reflecting on how we engage in social transformation, and creating a resource for community**
  - a. How this is Assessed: Discussion as a Practice, Close Readings, Project 4

## Required Materials\*+

- Articles and Book Chapter pdf's posted on Sakai under Resources AND linked in the Course Schedule. **There is no textbook for this course.**
- A tool (laptop, tablet, notebook) to take notes in class
- Access to the internet

\*If you do not have a way to access these materials, please email me [ritchiem@plu.edu](mailto:ritchiem@plu.edu) ASAP.

+If printing PDFs for our class is a prohibitive cost, please email me [ritchiem@plu.edu](mailto:ritchiem@plu.edu) ASAP.

## **Student Hours**

- Virtual Hours: Monday and Wednesday 2:30-4 PM PST
- I am also available virtually or by appointment (Email me to set up a time)

This time is set aside for you. You are not “bugging” or interrupting me when you pop in or set up a time to meet with me during these hours. Rather, you are making good use of a resource! You should feel free to use this time as you need — ask me a question, review notes, brainstorm ideas, consider future plans, etc. I am here to be responsive to your needs and ambitions in your own education. I’m also happy to meet in small groups. Please wear a mask if we are meeting in person.

## **Land Acknowledgment**

PLU is on the traditional lands of the Nisqually, Puyallup, Squaxin Island and Steilacoom peoples; we acknowledge and respect the traditional caretakers of this land. We recognize that members of these peoples are leaders in their communities. We also know that land acknowledgments are not enough, and we will strive to connect the study of gender, sexuality, and race to Indigenous and Native interests and decolonization.

# COURSE POLICIES

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## Self Care

Your personal well-being is essential and not just to your performance in college. Learning to manage stress is an ongoing process. Asking for help is a skill. If you feel that you might fall behind in work, **I ask that you speak with me when you notice this feeling.** I encourage you to contact the Center for Student Success (CSS), which can connect you to resources. You can contact the CSS by email ([success@plu.edu](mailto:success@plu.edu)) or phone (253-535-8870).

## Add/Drop

Students are responsible for understanding [the policies](#) and procedures about add/drops, academic renewal, and similar topics.

## Academic Integrity

All graded work must be the original work of the student claiming credit for it, with proper credit given to outside sources via citations. Students who use unoriginal work or permit another student to use their work will not receive for the course. Students who are uncertain as to what constitutes plagiarism should consult with me. For more information, please see PLU's [statement on Academic Integrity](#).

## Laptops, Tablets, Technology

I allow laptops and tablets in class, and I put considerable trust in students that you use them responsibly. Please put your phone away before our class begins.

## Accommodations

I am committed to supporting the learning of all students in my class. If you have already registered with the Office of Accessibility and Accommodation (OAA), please meet with me early in the course to discuss, plan, and implement your accommodations in the course. If you have a documented disability that requires reasonable accommodations or have questions about what constitutes reasonable accommodations, please contact the OAA at 253-535-7073 or [oaapl@plu.edu](mailto:oaapl@plu.edu).

## Pronoun Use

We will use one another's personally designated pronouns. Do not assume anyone's gender in the course. Some of our readings use "she and/or he" to the exclusion of a more inclusive "they." I encourage you in your reading to note these exclusions and normalize using gender neutral language in your communication practices.

## All Gender Bathrooms

There are numerous “all gender” bathrooms throughout the PLU campus available to students. There is one in Ingram Hall, located in the west hallway. More information on locations is available [here](#). If you do not need to use these bathrooms for your safety and comfort, as some students do, I ask that you please do not use them.

## Title IX

I am a mandatory reporter under Title IX. This means that if you disclose sexual misconduct, sexual harassment, sexual assault, or gender-based discrimination to me related to the Pacific Lutheran University community, I must report it to Campus Safety, Students Rights and Responsibilities, Human Resources, and/or a member of the University Dispute Resolution Committee. If you would like to confidentially submit a disclosure, meaning one that does not activate Mandatory Reporting, you can do so via the following resources:

Advocacy Services in Center for Gender Equity (<https://www.plu.edu/genderequity/advocacy-services/> or 253-538-6304)

PLU Health Center (<http://www.plu.edu/health-center/> or 253-535-7337),

PLU Counseling Center (<https://www.plu.edu/counseling/> or 253-535-7206)

PLU University Pastor (<https://www.plu.edu/campus-ministry/staff/> or 253-535-7464)

## Class Inclusivity

We will strive to make our learning spaces inclusive, equitable, and just. It is my intent that students from all backgrounds and perspectives be well-served by this course and that students’ learning needs be addressed both in and out of class. It is my intent to present materials and activities that are respectful of diversity across all dimensions, including gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students.

In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements.

Here are a few best practices for ensuring our space is actively inclusive: avoid words with exclusionary histories; try to summarize what a peer is saying in class in your head before responding; do not minimize historically marginalized students’ feelings; take responsibility for the impact of our ideologies. If you are unsure what might constitute an exclusionary impact in class, let’s chat in Student Hours or by appointment further.

## Respectful Learning Environment

The University holds as basic the integrity and well-being of every person in the community. I am committed to providing a living, learning and working environment that is fair, consistent, caring, and supportive of intellectual and personal growth. Further, PLU is committed to protecting the rights of its

community members to engage in dialogue and express ideas in an environment that is free from harassment, discrimination, and exploitation. This freedom of expression does not, however, entail the freedom to threaten, stalk, intimidate, harass, or abuse.

Students are expected to treat every individual with respect. The University prohibits any activities that cause or threaten physical or mental harm, suffering or exhaustion, that demean the dignity of any individual, and/or that interfere with one's academic progress, living environment, or employment responsibilities.

## **Content Warnings**

Students are advised that difficult or sensitive issues may be represented or discussed in this class. While care will always be taken not to cause distress and to create a welcoming learning environment for everyone, there may be occasions where you will confront images or texts, or where you hear discussions that are uncomfortable for you. While I cannot presume to know what is and is not triggering or traumatizing for a student, the syllabus does include content warnings (signaled by CW) for topics in the readings that may be sensitive for students. If you ever feel unable to continue to participate in a particular class, you may leave at any point and will not be challenged. I will follow up to address any concerns and provide additional resources for support. You are also, of course, welcome to share any concerns about the course content you may have at any time during the term, and I promise to listen openly and respectfully.



# ASSIGNMENTS

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## Assignment Format and Submission

Assignments should be completed when they are due, according to the [Course Schedule](#).

Written work, unless otherwise specified, should be in Times New Roman, 12-pt font, double-spaced format.

All written work should be submitted through Sakai > Assignments. For how to submit assignments through Sakai, watch this [short informational video](#) (4 minutes).

## Soft Deadlines

- You can turn in Projects 1-3 by the start of class on 12/10 (our final class day) for full credit.
- If you have to miss a peer review date for an excused reason, please email me ([ritchiem@plu.edu](mailto:ritchiem@plu.edu)).
- If you have to miss a presentation date for an excused reason, please email me ([ritchiem@plu.edu](mailto:ritchiem@plu.edu)).
- I do not accept late close readings because their value lies in doing them before the assigned class.
- Backstage discussion comments must be completed during their respective week to receive credit.

Excused absences, for which you do not need to provide documentation, include physical sickness (including COVID), religious observation, unexpected caregiving obligations, emotional and mental health barriers to attendance, trauma and safety reasons, and family emergencies.

## Doing the Readings

Our discussions will be centered on the readings and will build from their insights. To make for the best discussions, readings should be done before class. To encourage direct engagement with the texts, I recommend that students bring the readings to class, either in print or digitally.

## Discussion as a Practice (with an Alternative)

**Point value:** 200 points total

Your perspective is important to the critical discussions that we will have. I take attendance at the start of class but only as a way to keep track of whether I should reach out to you.

### In-Class Assessment:

180-200 – Creative insights and questions, risked speaking in class on a regular basis (1-3 times a week), consistent evidence of preparedness, generous openness to other perspectives, excellent insights and questions, took an active role in their own success, evidence of listening to peers (references to peers' comments on hypothes.is and/or in class comments)

160-179 – Adequate class participation, reliable evidence of preparedness, curiosity concerning other perspectives, was present and engaged

140-159 – Present in class, adequate preparedness, acknowledgment of differing perspectives

120-139 – Unpreparedness that disrupted others' learning, no acknowledgement of differing perspectives

0-119 – Student interfered with peers' learning, disrespectful of class atmosphere, consistent unpreparedness

### **An Alternative to Speaking in Class:**

Say you are the kind of student who listens, processes, and takes more time before speaking in class. Say you didn't get a chance to talk in class that week. Or say you experience serious speaking anxiety in front of others to the point where it prevents you from saying anything frequently. If this speaks to you: You can engage in what I call on Sakai "**Backstage Discussion.**" This is the "backstage" to our in-class discussion--the thoughts and ideas and questions you have that you might not have gotten to share verbally in class (the "front stage"). But, your thoughts and ideas and questions are important! So, we want to hear them!

One substantial comment (2-3 sentences minimum) in the Backstage Discussion counts as speaking once in class. To count for credit, these **must** be completed **during the week to which your comment corresponds**. So, address the reading for the week or a class discussion *during* that week. In other words, these cannot all be completed at the end of the semester to make up for lack of engagement throughout the semester. Please do not use this alternative as a replacement for attending our class.

### **Close Readings**

**Point value:** 200 points (21 opportunities total; see grading breakdown below)

There are 21 opportunities to engage in "close readings" of the assigned readings using hypotheses before class. **To receive credit, these must be completed before class.** These cannot be made up later for credit, because they hold the most value for our course discussion when done before class.

Each close reading should have the following components:

1. TWO substantive comments on the reading. These can be a critical question, a disagreement with the reading, a passage that's troubling you (tell us why), a reflection on why a sentence stuck out to you, a reference to a current or past event that it made you think of, and/or a critique of something the author wrote.
2. AND ONE reply to a peer. This can be a specific compliment, a question, and/or a complication.

200 points - Completed at least 11 (over half) of the available 21 close readings on Sakai.

180 points - Completed 8-10 of the available close readings on Sakai.

160 points - Completed 5-7 of the available close readings on Sakai.

140 points - Completed 1-4 of the available close readings on Sakai.

120 points - Completed 0 of the available close readings on Sakai.

## **Unit 1 Project and Presentation (Individual Assignment)**

**Point Value for Project:** 100 points

**Point Value for Presentation:** 50 points

More information about this assignment, including the rubric, will be available on Sakai under Assignments.

Unit 1 is about how knowledge, privilege, and identity are inter-connected. We will learn about the social construction of identity and the way power dictates what we hold as common sense.

For this assignment, I ask each student to write a story (2 page, double-spaced minimum) that narrates *how you know what you know*. I encourage you to depart from traditional academic form in this writing and think about the genre forms that are devalued in academic spaces. Your account can be fiction or non-fiction or both/neither. Your story can include academic citations, artwork, playlists, elders, animals, the land, plants, recipes, your embodied writing environment, etc. etc. Think creatively here about the SOURCES (citations) you draw on. Think Alexis Pauline Gumbs drawing inspiration from marine mammals. In this assignment, students are asked to perform reflexivity about “the knowledge resources one draws on (and does not draw on)” (Vivian A. May, 2015).

Each student will have an opportunity to present their individual project to the class (50 points). See the Course Schedule for presentation dates. EVERYONE should come to class on presentation days so that there is a full audience for presenters.

## **Unit 2 Project and Peer Review (Individual Assignment)**

**Point Value for Project:** 100 points

**Point Value for Peer Review:** 50 points

More information about this assignment, including the rubric, will be available on Sakai under Assignments.

As we will learn in Unit 2, “intersectionality” as a term is given lip-service and used in ways that depart from tenants of Black feminist traditions that originally developed the term, inquiry, and praxis. Each student will have the opportunity to use their understanding, ascertained by engaging Black feminist traditions, to detail what they think intersectionality *is* in their own words.

For this assignment, I ask that each student write a 1-2 page, double-spaced response that answers the question, “What is ‘intersectionality?’” (100 points).

Each student will have the opportunity to peer review their reflection in class (50 points). See the Course Schedule for details.

## **Unit 3 Project and Peer Review (Individual Assignment)**

**Point Value for Project:** 100 points

**Point Value for Peer Review:** 50 points

More information about this assignment, including the rubric, will be available on Sakai under Assignments.

In Unit 3, we will learn about trans/feminism and womanism, including histories of feminisms, trans inclusion and exclusion, and racist feminisms. We will learn about the complicated, exciting, and ongoing relationships that people have with feminism as a method, practice, and series of movements.

For this assignment, I ask that each student write a 1-2 page, double-spaced response that answers the question, "What does feminism mean to me?" (100 points).

Each student will have the opportunity to peer review their reflection in class (50 points). See the Course Schedule for details.

## **Unit 4 Project and Presentation (Team Assignment)**

**Point Value for Project:** 100 points

**Point Value for Presentation:** 50 points

More information about this assignment, including the rubric, will be available on Sakai under Assignments.

In Unit 4, we will learn about more radical traditions of thought, action, and activism that challenge the "liberal individualism," in the words of bell hooks, that so often dictates how one can understand gender, sexuality, and race.

In this assignment, I ask students to work in teams--to collaborate--to make a resource that serves a community or communities whose interests are underserved, e.g. an infographic about one neglected aspect of police violence, a zine about hormone therapy, a flowchart that people can use to stop their microaggressions, a video about best ways to care for plants, a guide for wearing a mask at a protest, something for the new Diversity Center lounge space at PLU, something for your classmates, etc. etc. I encourage you to be specific here.

Teams will have the opportunity to present their projects to the class (50 points). See the Course Schedule for presentation dates. EVERYONE should come to class on presentation days so that there is a full audience for presenters.

# GRADES

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## Grading Scale

Letter	<u>Minimum percentage:</u>
A	94
A-	90
B+	87
B	84
B-	80
C+	76
C	71
C-	68
D+	65
D	62
D-	59

## Explanation of Assessment

I use rubrics which are made available to students. Please wait 24 hours before speaking with me about any graded assignments. Any grade complaints must be submitted within seven days of receiving the grade in writing.

## Grade Breakdown

Assignment	Point Value
Discussion	200
Close Readings	200
Project 1 & Presentation	150
Project 2 & Peer Review	150
Project 3 & Peer Review	150
Project 4 & Presentation	150
<b>TOTAL:</b>	<b>1,000</b>

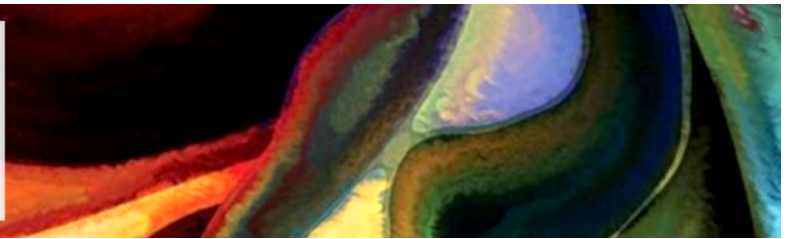
# CITATIONAL ETHICS

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I thank Dr. Angie Hambrick and Dr. Jen Smith for inspiration from their past 201 syllabi. I thank Nicole Jordan for sharing teaching resources with me and for continuing to be an interlocutor about campus culture.

# Our Course Schedule

GSRS 201: Introduction to Gender, Sexuality, and Race Studies (Fall 2021)



Cover Image from *DeWhitening Intersectionality* (2020)

Please note: the course schedule is subject to change at instructor's discretion. Any changes will be announced over email and reflected in this "live" schedule.

COURSE INTRODUCTION			
Date	Topic	Readings To Do Before Class	Assignments Due at Start of Class
W 09/08	Introduction to the Course	Look over the <a href="#">Course Syllabus</a> and Course Schedule (The document you are in)	Introduce yourself in our <a href="#">Introductions Slidedeck</a>
F 09/10	Collective Intention-Setting Day	" <a href="#">Preface</a> " in <i>Undrowned</i> by Alexis Pauline Gumbs (2020)	Come to class with a loose idea of: 1. What you want out of the course (e.g. your goals); and 2. Guiding principles for us to relate in our learning environment
IDENTITY, KNOWLEDGE, AND PRIVILEGE			
Date	Topic	Readings To Do Before Class	Assignments Due at Start of Class
M 09/13	Conceptual Beginnings, Introduce Project 1, and Explanation of Close Readings	" <a href="#">Terms and Concepts</a> " from <i>Transgender History</i> by Susan Stryker (2017)	---
W 09/15	Terms and Concepts, Continued	---	---
F 09/17	Conceptual Beginnings, Continued	" <a href="#">The Uses of Anger: Women Responding to Racism</a> " by Audre Lorde	Close Readings 1 & 2 on Sakai (Please note that you need only complete 11 of the 21 available)

		<p><b><u>“What if I Talk about Race Wrong?”</u> from <i>So, You Want to Talk about Race</i> by Ijeoma Oluo (2018)</b></p>	<p>close readings to earn full credit on the Close Reading assignment. You can choose which readings you want to engage most closely. Close readings should always be done before class. See the syllabus for more details. And please always <i>make an effort to do the reading(s)!</i></p>
M 09/20	<p><b>No Class: Professor canceled; prioritizing class health during pandemic. Apologies for the inconvenience.</b></p>		
W 09/22	<p>The Social Construction of Identity</p>	<p><b><u>“The Social Construction of Race”</u> by Ian F. Haney López (1994), in <i>Critical Race Theory</i> (CW: Discussion of enslavement)</b></p> <p><b><u>“Introduction”</u> from <i>The Making of Asian America</i> by Erika Lee (2016) (CW: Discussion of racism and legal exclusions)</b></p>	<p>Close Readings 3 &amp; 4 on <a href="https://www.hypothes.is">hypothes.is</a></p> <p>Watch: <b><u>“We Are Not American!”</u></b> by Dr. <a href="https://www.hypothes.is">Haunani-Kay Trask</a> (RIP) (2 minutes)</p>
F 09/24	<p>Privilege</p>	<p><b><u>“Privilege”</u> by Devon W. Carbado (2005), from <i>Black Queer Studies: An Anthology</i></b></p> <p><b><u>“Why Am I Always Being Told to ‘Check My Privilege?’”</u> from <i>So, You Want to Talk about Race</i> by Ijeoma Oluo (2018)</b></p>	<p>Close Readings 5 &amp; 6 on <a href="https://www.hypothes.is">hypothes.is</a></p>
M 09/27	<p>Project 1 Presentations</p>	<p>---</p>	<p><b>Come ready to present. EVERYONE should come to class on presentation days so that we have a full audience.</b></p>



W 09/29	Project 1 Presentations	---	Come ready to present. EVERYONE should come to class on presentation days so that we have a full audience.
F 10/01	Project 1 Presentations	---	ALL Project 1s Due Before the Start of Class  Come ready to present. EVERYONE should come to class so that we have a full audience.
<b>INTERSECTIONALITY</b>			
<b>Date</b>	<b>Topic</b>	<b>Readings To Do Before Class</b>	<b>Assignments Due at Start of Class</b>
M 10/04	Foundations and Introduce Project 2	<p><a href="#">“Until Black Women Are Free, None of Us Will Be”</a> by Keeanga-Yamahatta Taylor, <i>New Yorker</i> (2020)</p> <p><a href="#">“A Black Feminist Statement”</a> by The Combahee River Collective (1977), reprinted in Taylor’s <i>How We Get Free</i></p>	Close Readings 7 & 8 on hypothes.is
W 10/06	Intersectionality as Critical Inquiry and Praxis	<p><a href="#">“Intersectionality as Critical Inquiry and Praxis”</a> by Patricia Hill Collins and Sirma Bilge (2020), from <i>Intersectionality</i>, 2nd edition (CW: Discussion of violence including sexual violence)</p> <p>(Please note: This reading is long. That is why we’ve</p>	<p>Close Reading 9 on hypothes.is</p> <p>Watch: <a href="#">“What is: Intersectionality”</a> by Kat Blaque (7 minutes) (This video is optional. Watch if you want the term explained visually and/or aurally)</p>

		devoted two days to unpack it!)	
F 10/08	Intersectionality as Critical Inquiry and Praxis, Continued	---	Come prepared to continue to unpack the reading from last class.
M 10/11	Crenshaw in Her Own Words	<p><a href="#">“Demarginalizing the Intersections of Race and Sex”</a> by Kimberlé Crenshaw (1989) (CW: Discussion of sexual assault laws)</p>	<p>Close Reading 10 on hypothesis</p> <p>Optional: Post <a href="#">Words of Encouragement</a> to this anonymous class space.</p>
W 10/13	Crenshaw in Her Own Words	---	<p>Watch: <a href="#">“The Urgency of Intersectionality,”</a> Kimberlé Crenshaw, TedTalk (19 minutes) (2006) (CW: Discussion of police brutality)</p> <p>Optional: Post <a href="#">Words of Encouragement</a> to this anonymous class space.</p>
F 10/15	Work From Home on Project 2	---	---
M 10/18	Peer Review Day!	---	Bring a Draft of Project 2 with you to Class (Printed Out)
<b>TRANS/FEMINISMS AND WOMANISM</b>			
<b>Date</b>	<b>Topic</b>	<b>Readings To Do Before Class</b>	<b>Assignments Due at Start of Class</b>
W 10/20	Discussion about Trans/Feminism and Womanism	---	ALL Project 2s Due Before Class

F 10/22	No Class: Fall Break		
M 10/25	Feminism and Colonization and Introduce Project 3	<p><a href="#">“A Native American Feminist’s Guide to Survival”</a> by Natani Notah (2019), in <i>Colonize This!</i></p> <p><a href="#">“Migrant Organizing”</a> by Sonia Guiñansaca (2019), in <i>Colonize This!</i></p>	Close Readings 11 & 12 on hypothes.is
W 10/27	Theories in the Flesh	<p><a href="#">“Catching Fire: Preface to the Fourth Edition”</a> by Cherríe Moraga &amp; <a href="#">“Speaking in Tongues: A Letter to Third World Women Writers”</a> by Gloria Anzaldúa</p>	Close Reading 13 on hypothes.is
F 10/29	On Racist Feminism, White Feminism	<p><a href="#">“The Master’s Tools Will Never Dismantle the Master’s House”</a> by Audre Lorde (1979), from <i>Sister Outsider</i></p>	Close Reading 14 on hypothes.is
M 11/01	Transfeminist Manifesto	<p><a href="#">“The Transfeminist Manifesto”</a> by Emi Koyama (2003) (CW: Violence against women discussed)</p>	Close Reading 15 on hypothes.is
W 11/03	Work From Home on Project 3	---	---
F 11/05	Project 3 Peer Review	---	Bring a Draft of Project 3 with you to Class

**RADICAL IMAGINATION**

Date	Topic	Readings To Do Before Class	Assignments Due at Start of Class
M 11/08	Equalities Discussion and Introduce Teams for Project 4	---	ALL Project 3s Due Before Class
W 11/10	Rethinking Equality	<p><a href="#">“Against Equality, Against Marriage”</a> by Yasmin Nair</p> <p><a href="#">“Community Spirit”</a> by Mattilda Bernstein Sycamore</p> <p><a href="#">“Their Laws Will Never Make Us Safer”</a> by Dean Spade</p> <p>all from <i>Against Equality</i> (2014)</p>	Close Readings 16, 17, & 18 on hypothes.is
F 11/12	In-Class Screening of <i>Criminal Queers</i> (2017, Chris E. Vargas & Eric Stanley) in Class	---	---
M 11/15	Rethinking the Erotic	<a href="#">“Uses of the Erotic: The Erotic as Power”</a> by Audre Lorde (1978), from <i>Sister Outsider</i>	Close Reading 19 on hypothes.is
W 11/17	Rethinking Pleasure	<a href="#">Excerpt from <i>Pleasure Activism</i></a> by adrienne maree brown (2019)	Close Reading 20 on hypothes.is
F 11/19	<b>No Class: Professor at National Communication Association Conference. Please work with your team on your resource.</b>		
M 11/22 - F 11/26	<b>No Class: Thanksgiving Break</b>		
M 11/29	Project 4 Presentations: Make a Resource	---	<b>Come ready to present with your team. EVERYONE should come to class so that we have a full audience.</b>
W 12/01	Project 4 Presentations: Make a Resource	---	<b>Come ready to present with your team. EVERYONE should come to</b>

			class so that we have a full audience.
F 12/03	Project 4 Presentations: Make a Resource	---	ALL Project 4s Due in Class  Come ready to present with your team. EVERYONE should come to class so that we have a full audience.
<b>COURSE WRAP UP</b>			
<b>Date</b>	<b>Topic</b>	<b>Readings To Do Before Class</b>	<b>Assignments Due at Start of Class</b>
M 12/06	Praxis In-Class: Scale (Small and Large Action)	---	---
W 12/08	Alumni Panel: Praxis  A panel of PLU alumni will join us to discuss how Gender, Sexuality, and Race Studies have impacted their praxis after graduation.	Our class will be hosted on Zoom so that PLU alums can join us near and far. Join through this link: <a href="https://plu-edu.zoom.us/j/99926803498">https://plu-edu.zoom.us/j/99926803498</a> .	
F 12/10	Course Wrap-up and Summary	---	Soft Deadlines for Projects 1-3. Due Before Class.  This is our final class, and we'll devote it to: 1. Summarizing the content and conversations so that we don't forget everything we worked so hard to read and discuss this semester; and 2. Writing thank you notes to those who helped you get through the semester (Materials provided).

\*There is no midterm or final for this course.