I do not allow myself to be overcome by hopelessness, no matter how tough the situation. I believe that if you just do your little bit without thinking of the bigness of what you stand against, if you turn to the enlargement of your own capacities, just that in itself creates new potential.

-- Vandana Shiva, Indian Activist and Author

This course provides a philosophical exploration of the concepts of race and gender, with an emphasis upon the nature of racism and sexism. Questions to be considered include: Are the categories of race and gender constructed or “natural”? How have philosophers used these categories to justify and explain the hierarchical structures of societies? How can individuals engage in constructive resistance to racism and sexism? This course counts toward fulfillment of the Women’s Studies and Peace Studies minors. It also satisfies the Curriculum I HUMAN requirement.

Text:

Marking:
Exams – 60% (3 at 20% each)  
Media Project I – 10%  
Media Project II – 10%  
Media Project III – 15%  
Event attendance – 5%

The grading rubric for this course is as follows:

B+  88-89.9%  
B  83-87.9%  
B- 80-82.9%  
C+  78-79.9%  
C  73-77.9%  
C- 70-72.9%  
D+  68-69.9%  
D  62-67.9%  
D- 60-61.9%  
F  below 61.9%

See website for grading standards rubric for written work.

Assignments:
There will be three in-class exams, which will have both an objective section and an essay section. Exams can be made-up only with advance permission of instructor. For students requiring testing accommodations, please speak with me or e-mail me with ample notice in advance of the exam, so that proper arrangements can be made.
The media projects will give us the opportunity to use the theoretical tools we are studying to examine current events and popular culture.

**Media Project I:** Portrait of Oppression: On a medium-sized piece of posterboard, create a collage which portrays oppression on one of the axes central to the text: racism, sexism, or heterosexism. Your sources should come from various popular culture sources, including, but not limited to magazines, newspapers, greeting cards, and so on. Each collage should be accompanied (on the back) by a 1-2 page theoretical statement analyzing the images and representations on the collage based on class readings. Due: March 14 in class

**Media Project II:** Portrait of Privilege: Rather than images, this media project requires that you seek out a text that reveals privilege. Again, your sources should come from various popular culture sources, including, but not limited to magazines, newspapers, greeting cards, and so on. Please present the text with an adequate analysis of the way in which it reveals some form of privilege. Your analysis must include a description of the content of the text and a detailed account of how it conveys a form of privilege discussed in the course: white privilege, male privilege, or heterosexual privilege. This should be a minimum of 2 pages in length and no more than 4 pages. Due: March 23 in class

**Media Project III:** Portrait of Resistance: Here’s your chance to do some Internet research. For this project, I want you to gather materials about an organization, which works within one of the frameworks for resistance that we discuss in class. What forms of oppression and privilege are they resisting? How? Describe the way some of their programs effectively deploy one of the strategies discussed. This report will be the most substantial of all the media projects. It should be a minimum of 3 pages, but no more than 5 pages in length. Due: May 18 in class

**Event attendance:** There will also be numerous opportunities to attend events at Gustavus that are relevant to the course. You will be required to attend one event and write a 2-page event report. The report should include the name, time and place of the event; a clear description of the event; and a discussion of how this event conveyed material relevant to the course. Due: on a rolling basis, within one week of the event attended

**Miscellany:**

It is the student’s responsibility to contact me regarding any absences. Make-up work is not always a possibility, but I will work with students who have excused absences to cover any and all material missed.

It is crucial to the success of the course that everyone do all the readings assigned. This course is premised on your active, informed participation. I recognize that some of the material we will cover is highly sensitive and can be deeply moving and difficult to deal with at times. If, for any reason, you are uncomfortable with something covered in the course, please see me at once to discuss the situation.

I foster an open environment for learning in my classroom. Such an environment demands mutual respect. Cell phones, pagers, and so on, should be turned off during our class sessions. You should not be on call or scheduled to work during class hours. And so on… Thank you!
**Schedule of Lecture topics and Readings for PHI 102: Racism and Sexism**  
*NOTE: Readings in italics are optional.*

**Weeks 1 and 2: General concepts and frameworks**  
**M Feb 7**  
Introductions  

**W Feb 9**  
“Multiculturalism”: setting a grounding framework  

**F Feb 11**  
Introducing “Oppression”  
(Freire p. 5-23)  

**M Feb 14**  
“Oppression” con’t.  
(Bartky p. 24-36; Frye p. 183-92)  

**W Feb 16**  
Introducing “Privilege”  
(Bailey p. 301-16)  

**F Feb 18**  
“Privilege” con’t.  
(McIntosh p. 317-27)  

**Week 3: chapters 2 and 7: Racism and White privilege**  
**M Feb 21**  
view “Ethnic Notions”  
(hooks p. 69-75)  

**W Feb 23**  
Racism  
(Ezorsky p. 76-88)  

**F Feb 25**  
Racism redux; white privilege  
(Acuna and Churchill p. 89-107; Davenport p. 328-32)  

**Week 4: chapters 3 and 8: Sexism and Male privilege**  
**M Feb 28**  
sexism  
(Hartman and MacKinnon p. 143-163; *Sheffield* p. 164-82)  

**W Mar 2**  
men speak out  
(Kimmel p. 193-216; Stoltenberg p. 349-58)  

**F Mar 4**  
view “Killing Us Softly”; discuss media projects  

**Week 5: chapters 4 and 9: Homophobia and Heterosexual privilege**  
**M Mar 7**  
view “Celluloid Closet”  
(Hopkins p. 230-48; *Beneke* 223-29)  

**W Mar 9**  
Homophobia  
(Pharr p. 259-274)  

**F Mar 11**  
Heterosexual privilege [see list p. 412ff]  
(Ryder p. 368-94)  

**Week 6: Wrapping up our introduction to oppression and privilege**  
**M Mar 14**  
Presentation of media projects  

**W Mar 16**  
**Exam #1 in class March 16**  

**F Mar 18**  
Who’s taking responsibility?  
(Ryan and O’Connor p. 275-98)  

**Week 7: chapter 11: multiple axes of oppression**  
**M Mar 21**  
women and race  
(Spelman p. 483-501; *Walker* p. 359-67)  

**W Mar 23**  
inequalities at home and abroad  
(Bonacich p. 502-14; Jordan p. 520-28)  

**Exam #2 due in class March 23**  

**SPRING BREAK – No classes – March 25 – April 3**
Week 8: chapter 12: being both privileged and oppressed
M Apr 4 when one category isn’t enough (Collins p.529-543)
W Apr 6 sexism within the gay community (Beneke p. 544-553)
F Apr 8 when one category isn’t enough II (Lorde p. 553-560)

Week 9: chapter 10: challenges to dichotomous thinking
M Apr 11 mixed race challenges (Gordon p. 422-439)
W Apr 13 the challenge of traveling to other contexts (Tessman & Bat-Ami Bar On p. 457-465; Castillo p. 440-456)
F Apr 15 My gender workbook (Valdes and Fausto-Sterling p. 466-82)

Week 10: chapter 13: Resistance through education
M Apr 18 multiculturalism (Blum p. 564-582)
W Apr 20 women and consciousness-raising (Cross et al. p. 589-593)
F Apr 22 men’s consciousness-raising (Hornacek and Schein p. 594-604)

Week 11: chapter 15: Resistance through identity politics
M Apr 25 Exam #2 in class April 25
W Apr 27 black power and race traitors (Boggs p. 626-634, Ignatiev p. 605-610)
F Apr 29 Who can be feminist? (Combahee River Collective and Frye p. 644-663)

Week 12: chapter 16: Resistance through revolution
M May 2 Revolution: race (Cone p. 664-683)
W May 4 Revolution: gender (hooks p. 689-694)
F May 6 Revolution: sexuality (Hay p. 695-701)

Week 13: chapter 17: Resistance through coalition
M May 9 racial coalitions (Bulkin p. 702-716)
W May 11 global coalitions (Marable p. 717-731)
F May 13 gender coalitions (Matsuda p. 732-738)

Week 14: chapter 18: Resistance through opting out of the dichotomous structure
M May 16 the challenge of mestizas (Anzaldúa p. 739-751)
W May 18 the challenge of a third gender (Hay and Baker p. 752-766)

Media Project #3 due in class May 18

Exam #3 will be given during the Final Exam period for this class, from 10:30-12:30 on Friday, May 20.