Your silence will not protect you. I am not only a casualty, I am also a warrior. And of course I am afraid, because the transformation of silence into language and action is an act of self-revelation... For it is not difference which immobilizes us but silence. And there are so many silences to be broken (Andre Lorde, Sister Outsider).

We... need each other. Because my/your solitary, self-asserting “go-for-the-throat-of-fear” power is not enough. The real power, as you and I well know, is collective. I can’t afford to be afraid of you, nor you of me. If it takes head-on collisions, let’s do it: this polite timidity is killing us (Cherrie Moraga, "La Guera").

Exploring difference is about relationship. It is about bringing ourselves closer, again and again, to the edge of our not knowing, to the edge of our silences, to the edge of subjects that feel, and sometimes are, dangerous. Each time, we play out the drama of difference: when we reach that edge, when we come up to a moment of pain or confusion or impasse, what do we do? Do we stay or do we leave, do we continue to speak in the presence of these feelings or do we close down around them and retreat to the world we know? To hold difference and sustain hope requires us, moment by moment, to hold steady, to stay with ourselves and each other, to continue to learn how to speak in the presence of profound silences (Taylor, Gilligan, & Sullivan. Between Voice and Silence.).

COURSE DESCRIPTION

This course explores the personal, intergroup, and institutional dimensions of race, class, and gender as simultaneous and interacting systems of meaning and experience. It examines theories of the social and psychological dynamics of oppression; the social construction and reconstruction of identity; and the patterns of racism, classism, and sexism. Social change strategies for eliminating oppression are also explored.

REQUIRED TEXTS & READINGS


(BBDoc) Blackboard “Course Documents”
(BBLinks) Blackboard “External Links”
COURSE REQUIREMENTS

Participation (15%): The success of this course depends upon the degree to which you intellectually and personally engage the course materials both outside and inside the classroom.

1) We ask that you attend class regularly and come to class prepared to participate in class discussions.
2) Write a 3-page autobiographical essay (Due 2/7), and two pages of personal and course reflections (Due May 11) with final projects. (See BB Assignments)
3) Postings on the Coontz and Anderson talks for extra credit on Blackboard Discussion Board.

Essays (60%): Three Assigned Papers 20 pts each (Due 2/21; 3/9; 4/4) (See BB Assignments)

Web Project (25%): Presentation of Works in Progress and Final Web Projects (Due Thurs. May 11) by 2:00 p.m. (See BB Assignments).

Note on Plagiarism: You are responsible for doing your own work and citing your sources. See College policy at: http://www.dickinson.edu/student/code.html.

PRELIMINARY COURSE SCHEDULE

INTRODUCTION

Tu 1/24  Overview of Course/Requirements and Introductions
       BBCourseInfo: “Course Working Assumptions & Guideline” Handout; Classroom Climate/Protocol
       Diversity Introductions

Th 1/26  Diversity Introductions
       AHC: Intro p 1-22
       Beverly Tatum, Why Are All The Black Kids..., Part I

CONSTRUCTING & RECONSTRUCTING IDENTITIES

I. Race and Racism:

Tu 1/31  Negotiating Identities

       AHC: #1 Madrid, “Missing People and Others” p 23-
            #2 Moraga, “La Guera” p 28-
            Mura, “Strangers in the Village”

Th 2/2   Collage- Constructing: Please bring a couple of magazines to class that can be cut up. BBDoc: Ore, Contrasting Difference, 1-18

Common Hour: Colman McCarthy is a syndicated columnist, Professor (Georgetown University Law Center), and Founder of the Center for Teaching Peace. His article on Teaching Peace Studies: http://www.peace.ca/colemanmccarthy.htm
Tu  2/7  Collage- Deconstructing
Autobiographies Due
BBDoc: Raines, “Grady’s Gift”

Th  2/9  Social Construction of Identity
BBDoc: Ore: Mary Waters, AOptional Ethnicities: For Whites Only? @ p 29-40
Richard Dyer, AThe Matter of Whiteness@
Barrett and Roediger, AHow White People Became White@
Stephanie Wildman, AReflections on Whiteness: The Case of Latinos(as)@
Karen Brodkin Sacks, AHow Did Jews Become White Folks? @ p 52-66

Tu  2/14  Color of Fear I
AHC: #34 Moore, “Racist Stereotyping in the English Language” 310-

Th  2/16  Color of Fear II
Tatum, Why Are All the Black Kids..., Part II & III

Tu  2/21  Tatum, Why Are All the Black Kids..., Part II & III
AHC:  #5 Frey AOppression@ 48-
#8 McIntosh, AWhite Privilege and Male Privilege@ 103-
Guidelines for Final Web Projects on BB
PAPER #1 DUE ON WHITENESS

Th  2/23  Ethnic Notions
AHC:  #12 Ferber, AWhat White Supremacists Taught a Jewish Scholar About Identity@ 117-
# 13 Wes,t ARace Matters@ 121

COMMON HOUR: Stephanie Coontz: A presentation on the surprising number of myths about the history of
marriage and family life and how they prevent us from coping effectively with the
challenge of recent changes.: Weiss Center, Rubendall Recital Hall, 12:00 p.m.

Tu  2/28  Many Faces of Prejudice
AHC:  Part II Intro,
#8 Yamato, ASomething About the Subject Makes It Hard to Name@ 99-
#6 Takaki, AA Different Mirror@ 51-
#35 Ward Churchill, ACrimes Against Humanity@ 321
#11 Martinez, ASeeing More than Black and White@ 111
-BBDoc Bertrand, “Are Emily and Brennan More Employable than Lakisha and Jamal?”
-(Optional: Tatum, Part IV)

Th  3/2  Outstanding - Dickinson=s Diversity Documentary
Hand in top three preferences for Web Groups

Tu  3/7  Panel on Race & Racism

Th  3/9  Origins of Prejudice
BBDoc: -Allport, Lowenberg, & Boggs, ATheories of Prejudice@
PAPER #2 DUE ON SOURCES OF RACISM at beginning of class

Spring Break

II.  Class and Classism:

Tu  3/21  What Do We Mean By Class?
AHC:  #13 Langston “Tired of Playing Monopoly?”
BBDoc: Zweig, Working Class Majority, Chs 1-2

Th 3/23 Political Economy of Class and Classism
BBDoc: Zweig, WCM, Ch 3.
AHC: #14 Collins and Veskel “Economic Apartheid in America.”
BBDoc: Hamper, Rivethead 1-25.

Evening Lecture by Elijah Anderson: “Code of the Streets, Streetwise.” 7:00 p.m.

Tu 3/28 Labor Framed: Media Representations
#27 Newman, “The Invisible Poor.”
Documentary “Class Dismissed: How TV Fames the Working Class.”

Th 3/30 Up Close and Personal: Experiencing Classism
BBDoc: -Dews & Law, This Fine Place So Far From Home: Intro and essay by Laurel Black
“Stupid Rich Bastards”
-Janet Zandy, Liberating Memory: Intro and essay by Carol Tarlen “The Memory of
Class and Intellectual Privilege.”
-Cookson and Persell, "Price of Privilege"
-Caffilene Allen, “First They Changed My Name”

Tu 4/4 Student Voices: Class and Classism Panel
AHC: #18 Pattilio-McCoy, “Black Picket Fences.”
#24 Amott & Matthaei, “Race, Gender, and Works.”
#26 Moss and Tilly, “Soft Skills and Race.”

PAPER #3 DUE ON CLASS

III. Gender and Sexism:

Th 4/6 WEB WORKSHOP Brainstorming
Scholarly Web Pages w/ Barbara Landis

Tu 4/11 Measuring Up
BBDoc: Pharr, AHomophobia as a Weapon of Sexism@
Kimmel, Inequality and Difference
Tavris Mismeasure Of Woman p 14-56.
AHC: #19 Zinn & Messner, AGender Through the Prism of Difference@ 166-
#31 Kelly, “Countering the Conspiracy to Ignore Black Girls” 289-
#23 Atkin and Rich, AJ.A.P. Slapping: The Politics of Scapegoating@

Th 4/13 Web Workshop – WIKI class with Jeanette Gribble
Small Web Groups: Activism for Social Justice

Tu 4/18 Female Dilemmas/Double Binds
BBDoc: Waites, AFemale Dilemmas@
Pollitt, AKiller Moms, Working Nannies@
Tavris, (selected readings)

Th 4/20 Male Dilemmas/Double Binds
Video Documentary: ATough Guise@
AHC: #22 Messner, “Masculinities and Athletic Careers” 190-
#24 Thompson, ANew Vision of Masculinity
BBDoc: Jensen, AMen=s Lives & Feminist Theory@
Tu 4/25 Violence and the Social Construction of Masculinity
BBDoc: Gibson, Warrior Dreams
Kaufman, A The Construction of Masculinity & the Triad of Men=s Violence
Seidler, “Masculinity and Violence”
#40 Boswell and Spade, AFraternities and Collegiate Rape Culture

IV. SOCIAL CHANGE & ACTIVISM FOR SOCIAL JUSTICE: THE POLITICS OF EMPOWERMENT

Th 4/27 Women's Work and Collective Action
AHC: Part V: AMaking a Difference@ #39: Miner: 348-
BBDoc : Audre Lorde, Silence into Action from Sister Outsider
Video: "Women of Summer"

Tu 5/2 Student Presentations

Th 5/4 Student Presentations

Th 5/11 Final Projects Due by 4:00 p.m.
Course Reflections: 2-3 page reflections on the course, integrating Tatum=s stages of identity development as it applies to you.