

Spring 2006
INDV 101: The Politics of Difference
Race/Ethnicity, Class, Gender, and Sexualities
Lectures: Mon and Wed 11-11:50 pm in ILC 140
Discussion Sections #30-35 meet at various times and places on Friday
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Course Description

This course will examine the *politics* (understood broadly as *differential access to and control over material and symbolic resources*) of *difference* (understood as *institutionalized social hierarchies* that privilege members of some groups at the expense of members of other groups). We will focus on four key structures of difference and their interaction: ethnicity/race, class, gender, and sexualities. Additional structures of difference (along the dimensions of religion, physical ability, age, etc.) will be acknowledged and integrated into our discussion whenever possible.

Course Objectives

The course has three purposes. The first is **informative**: students will become familiar with historical and empirical indicators of how individuals' lives are materially and symbolically marked by difference. This evidence substantiates the asymmetrical power, that is, politics, of these markers. Historical-empirical studies help us to understand how social hierarchies are *made* in specific contexts, not simply 'found' in nature. In particular, we will examine how *power* and *privilege* function to perpetuate inequalities among groups. The second is **analytic**: we will study how and why these structures of difference are so powerful, how we are taught to think about and respond to 'differences,' and how asymmetries of power are rendered invisible (by being obscured or made to appear natural or inevitable). We will develop *critical thinking* abilities as essential for evaluating information, media, and socio-cultural activities. The third is **normative**: as we study hierarchies of power, we will consider the goals of individuals and societies, asking ourselves 'What kind of individuals and societies do we seek?' and 'How can we move beyond the oppressive dynamics of racism, classism, sexism, and heterosexism (homophobia) to enable a more just, equitable, and sustainable world?'

Classroom policies

'Learning is not a spectator sport.'

Students are expected to arrive for class **on time** and not to exit before class is concluded. Turn off all cell phones and other noise-making devices during class. Students are expected to attend all lecture and discussion group sessions, to participate actively, to complete reading assignments *prior* to class, and to bring to class points or questions related to the readings and scheduled course topics.

Some of the issues addressed in class will be controversial, which raises two points. First, it is important to sustain an atmosphere of shared *respect* for the experience and contributions of all participants. No 'personal attacks' will be permitted. Second, personal experiences and feelings are relevant and welcome in classroom discussions. Personal opinions, however, cannot substitute for thoughtful contributions and evidence of your understanding of the course materials. An important key to lifelong learning and growth is, first, being open to perspectives that may initially seem unusual or uncomfortable; and second, recognizing that growth often requires moving *through* discomfort to new and deeper understanding. In this course, understanding the material does not mean that you have to agree with it, but it does mean that you must read the material attentively, be aware of its points and argumentation, and be able to discuss it knowledgeably.

Plagiarism: all work submitted must be the student's own. You are responsible for being familiar with the University's policies regarding plagiarism and the UA Student Code of Academic Integrity:
<http://studpubs.web.arizona.edu/policies/cacaint.htm>

Threatening behavior by students' is not permitted at any time; you are responsible for being familiar with the University's policies in this regard:
<http://policy.web.arizona.edu/~policy/threaten.shtml>

I welcome students with special needs and ask that those who are registered with the S.A.L.T. Center (<http://www.salt.arizona.edu/>) or the Disability Resource Center (<http://drc.arizona.edu/>) please provide their documentation to me ASAP so that we can make appropriate accommodations/arrangements.

Note: once you have chosen to remain enrolled in this class, I will assume that you are aware of and have accepted these 'ground rules' for the course.

Course requirements/evaluation

Your attendance is expected and will be recorded in all classes and discussion sections. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Excused absences (illness with a doctor's note, documented family emergency, religious observance, Dean's approval) will not be counted against you but it is your responsibility to provide your TA with appropriate documentation to justify 'excusing' your absence. Unexcused absences *will* have a negative effect on your course grade. If you are not in class, for whatever reason, it is **your** responsibility to find out what you missed, including any new assignments. If you are having difficulties, speak to the professor or your TA as soon as possible; we are less able to help and (not surprisingly) less sympathetic if you wait until late in the semester.

The semester **grade** will be comprised of the following: 1) attendance and participation, with *participation especially important in discussion groups* 10%; 2) unannounced 'pop' quizzes covering lecture notes and reading assignments and occasional 'response pieces' (very short essays) 25%; 3) three short answer and essay exams (including the final exam) 20, 20 and 25%. Again: attendance and quality of in-class participation (especially in discussion sections) will be taken into consideration in determining the course grade. Extra credit may be earned for attending events relevant to course themes and preparing a short report (details provided in class and on course webpage).

Instructions regarding exams/papers

When grading your essay exams/papers, we will look be seeking the following characteristics: the exam/paper is easy and pleasurable to read; it responds to *all* parts of the question as asked (it fulfills the assignment); the argumentation reflects thoughtful attention to and comprehension of course materials and discussions (it is accurate and clear); the essay is particularly well-organized (doesn't spend time on irrelevant issues or wander) and compelling (doesn't simply list facts and figures but builds a case), with supporting evidence for each generalization; and the criteria for academic writing are met (answers the question; clearly argued and coherently structured; spelling and grammar are correct).

Reading materials

Three **books** have been ordered as **required** texts for the course; we will read all of these (omitting a few chapters from the Ore reader), so you are expected to purchase all of these books.

Ore, Tracey E. 2003. *The Social Construction of Difference and Inequality*. 2nd Edition. Mountain View, CA: Mayfield Publishing. [= Ore in schedule of assignments] Note: I have ordered the 2nd edition; if you use a different edition the page numbers will not correlate with those on the syllabus!

Johnson, Allan G. 2006. *Power, Privilege, and Difference*. 2nd Edition. Mountain View, CA: Mayfield Publishing. [= AJ in schedule]

Ehrenreich, Barbara. 2001. *Nickel and Dimed: On (Not) Getting By in America*. New York: Metropolitan Books. [= BE in schedule]

The POLIS webpage address for this course (all of its sections) is:

https://www.polis.arizona.edu/courseHomesite.do?course=INDV_101-30&semester=spring06

Assignments that are posted online (a link to the E-reserve readings is located on our POLIS webpage) are **required** and will be covered in lectures, quizzes, and exams, so make sure that you access these readings with our password:

We will continually post other items on the course webpage so *make sure that you are able to access this site and do so frequently, as it has very important information throughout the semester*. If you are having trouble, contact your TA or someone in a computer lab to assist you.

The following provide full citation information for readings posted online [listed by author's name in syllabus]:

Miroff, B., R. Seidelman, and T. Swanstrom. 2003. *Debating Democracy: A Reader in American Politics*. Fourth Edition. Boston: Houghton Mifflin. [= MSS in schedule]

Kimmel, Michael, with Amy Aronson. 2004. *The Gendered Society Reader*. 2nd Edition. New York: Oxford University Press.

Grewal, Inderpal and Caren Kaplan. 2006. *An Introduction to Women's Studies: Gender in a Transnational World*. 2nd Edition. Boston: McGraw Hill.

Richardson, Laurel, Verta Taylor and Nancy Whittier. 2004. *Feminist Frontiers*. 6th Edition. Boston: McGraw Hill.

Sapiro, Virginia. 2003. *Women in American Society: An Introduction to Women's Studies*. 5th Edition. London: Mayfield.

Shaw, Susan M. and Janet Lee. 2004. *Women's Voices, Feminist Visions: Classic and Contemporary Readings*. 2nd Edition. Boston: McGraw Hill.

Zinn, Maxine Baca, Pierrette Hondagneu-Sotelo and Michael Messner. 2005. *Gender Through the Prism of Difference*. 3rd Edition. New York: Oxford University Press.

Course Topics/Reading assignments

Reading assignments below are given for each Monday and Wednesday lecture class. You should read the material *before* class; lectures will cover background points, add clarifying data and arguments, and include *some* discussion of readings. We will also have guest speakers and videos. Most discussion of the assigned readings and participatory exercises will take place in discussion sections (Fridays).

Jan 11: Introduction to course; orientation and paperwork.
No reading assignment

Jan 16: Observe Martin Luther King Day - No class

Jan 18: Constructing differences and their effects
Ore in Ore 1-17; 182-204; 511-513; 579-590
Make sure that you are familiar with these readings – they are fundamental to the rest of the course.

Jan 23: Privilege, power and difference
AJ Introduction and 1-11; 12-40

Jan 25: Constructing privilege and power
Jensen (white privilege shapes US) in Ore 514-517
Omi and Winant (racial formations) in Ore 18-28
Sacks (how Jews became white) in Ore 55-69

Jan 30: Economics, class and inequalities
AJ 41-53
Oliver and Shapiro (race, wealth and equality) in Ore 69-81
Mantsios (media invisibility of class) in Ore 81-89

Feb 1: The politics of economics, constructing and institutionalizing inequalities
AJ 54-67
Langston, Donna. 'Tired of playing monopoly?' [Pp. 96-100 in Shaw and Lee 2004; on E-res]
Lopez, Ian F. Haney. 'The making of race, sex, and empire.' [Pp. 52-57 in Grewal and Kaplan 2006; on E-res]

Feb 6: Inequalities, corporate capitalism, and democracy
Bowles, S. And R. Edwards. 'The market erodes democratic government.' [Pp. 103-111 in Miroff et al, 2003; on E-res]
Korten, D. C. 'When corporations rule the world.' [Pp. 347-354 in Miroff et al, 2003; on E-res]
Barlett and Steele (corporate welfare) in Ore 96-99

Feb 8: Trouble, privilege, denial and power
AJ 68-75; 76-89
Rhode, Deborah L., 'Denials of inequality.' [Pp. 55-57 in Shaw and Lee 2004; on E-res]
Lipsitz (investments in whiteness) in Ore 364-375

Feb 13: Systems of privilege, denial, resistance
AJ 90-107; 108-124
Frye, Marilyn. 'Oppression.' [Pp. 80-82 in Shaw and Lee 2004; on E-res]

Feb 15: Privilege and politics in religious beliefs
Ruth. 'Religion.' [Pp. 454-458 in Ruth 2001; on E-res]
'Letter to Laura: Homosexuality and the Bible.' From email circulating Aug 2004 [on E-res]
Ibish (anti-Arab bias) in Ore 40-54
Kristof, Nicholas D. 'Iraq's little secret.' [Pp. 452-453 in Richardson et al 2004; on E-res]

Feb 20: Politics of language and 'difference'
Moore (black and white language) in Ore 426-437
Richardson, L. 'Gender stereotyping in the English language.' [Pp. 89-93 in Richardson et al, 2004; on E-res]
Zola (language of disability) in Ore 437-449

Feb 22: Media politics, representations of 'difference'

Beck (the 'F' word) in Ore 412-426
Eitzen and Zinn (sports symbols) in Ore 459-466
Zia (racism, hate crimes, pornography) in Ore 467-470

Feb 27: Power and politics of media

Scheuer, Jeffrey. 2001. 'Media Literacy, and Democratic Citizenship,' in *Citizenship Now*, ed. Jon Ford and Marjorie Ford (New York: Pearson/Longman), pp.178-188. [On E-res]
Miller, Mark Crispin. 7 Jan 2002. 'What's wrong with this picture?' *The Nation*, Web accessed, print version 8/08/04
Media Monopoly Made Simple: Corporate Ownership and the Problem with US Media. Web accessed and printed 8/18/04
National Organization for Women Foundation. Who controls the media?
www.nowfoundation.org/issues/communications/tv/mediacontrol.html Web accessed and printed 8/18/04
Chomsky, Noam. June 1997. 'What Makes Mainstream Media Mainstream.' Excerpts from a talk at Z Media Institute. Web accessed, excerpted and printed 8/8/04

Mar 1: EXAM on all readings and class discussions (lectures, videos, etc.) up to and including Feb 27.
Bring blue books to class and be ready to start on time.

Mar 6: Social construction of gender and sexualities

Lorber (social construction of gender) in Ore 99-106
Gilman, Susan Jane. 'Klaus Barbie, and Other Dolls I'd Like to See.' [Pp. 504-507 in Zinn et al 2005; on E-res]
Hesse-Biber, Sharlene. 'Am I Thin Enough Yet?' [Pp. 527-534 in Rothenberg 2001; on E-res]

Mar 8: The gender and sexual politics of sports

Nelson, M. B. 'Boys will be boys and girls will not.' [Pp. 142-147 in Shaw and Lee 2004; on E-res]
Sabo, Dan. 'Pigskin, Patriarchy, and Pain.' [Pp. 373-376 Rothenberg 2001; on E-res].
Messner, Michael. 'Becoming 100% Straight.' [Pp. 327-331 in Richardson et al; on E-res]

Mar 13-17: Spring Break. No classes. Read ahead!

Mar 20: Social construction of gender and sexualities

Bornstein (naming all the parts) in Ore 170-181
Pharr (homophobia, sexism) in Ore 501-510
Ochs (bisexuality, feminism) in Ore 574-578

Mar 22: Social construction of gender and sexualities

Anonymous: Heterosexual questionnaire [on E-res]
Savin-Williams, Ritch. 'Dating and Romantic Relationships Among Gay, Lesbian, and Bisexual Youths.' [Pp. 382-395 in Kimmel reader 2004; on E-res]

Mar 27: Social construction of masculinity

Kimmel (masculinity and homophobia) in Ore 119-136
Bordo (pills and power tools) in Ore 149-152
Vasquez (appearances) in Ore 567-574

Mar 29: Gender and sexual politics

Sapiro excerpts from 'Consenting Adults?' [Pp. 385-395; 402-409 in Sapiro 2003; on E-res]
ChoiceUSA, Myths about abortion and contraception (4 pp. on E-res]

Apr 3: Masculinity, homophobia, violence

Sapolsky, Robert M. 'Testosterone Rules.' [Pp. 26-32 in Kimmel reader 2004; on E-res]
Kaufman (masculinity and violence) in Ore 484-500

Apr 5: Masculinity, homophobia, violence

Steinem, Gloria. 'Supremacy Crimes.' [Pp. 401-403 in Richardson et al, 2004; on E-Res]
Kimmel, Michael. 'Gender, Class and Terrorism.' [Pp. 154-159 in Zinn et al 2005; on E-res]
Gilligan, James. 'Culture, Gender, and Violence: 'We Are Not Women.' [Pp. 427- 436 in Kimmel reader 2004; on E-res]

Apr 10: EXAM on all readings and class discussions (lectures, videos, etc.) up to and including Apr 5, but concentrating on work since the last exam. Bring blue books to class and be ready to start on time

Apr 12: Inequalities and their costs

Kozol (savage educational inequalities) in Ore 262-268

Reuss (death from inequality) in Ore 332-336

Cool, Lisa Collier. 'Forgotten Women: How minorities are underserved by our health care system.' [Pp. 269-270 in Shaw and Lee 2004; on E-res]

Eating Disorder Danger Signs [p. 199 in Sapiro 2003; on E-res]

HIV/AIDS excerpt [Pp. 65-66 in Shaw and Lee 2004; on E-res]

Apr 17: Gender, race, families and economics

Dill (family struggles) in Ore 205-226

Rubin (families on the fault line) in Ore 226-235

Williams (glass escalator) in Ore 321-332

(Begin reading Ehrenreich book)

Apr 19: Working on the margins...

Albelda and Tilly (women, poverty, welfare) in Ore 323-328

BE 1-120

Apr 24: Working on the margins...

BE 121-221

Apr 26: Rethinking, resistance and transformation

Neuborne, Ellen. 'The next feminist generation.' [Pp. 512-514 in Richardson et al, 2004; on E-res]

Kimmel, Michael. 'Real men join the movement.' [Pp. 568-572 in Shaw and Lee 2004; on E-res]

Martinez (more than black and white) in Ore 624-630

Note: **Last day to turn in EC reports** for this semester

May 1: What can we do? Fighting the myths and making change

AJ 125-153

May 3: Politics of resistance and reviewing

Ore (reread: resistance and social change) 579-590

Collins (analysis and new vision) in Ore 591-605

May 11 - THURSDAY: Comprehensive FINAL EXAM 11 am -1 pm. Bring large blue books to class.