TITLE OF COURSE AND COURSE NUMBER: Racism and Sexism in the U.S.
WS150 and AACS 150

COURSE DESCRIPTION:

This course examines systems of oppression and liberation struggles. Racism, sexism, heterosexism, and classism are the major issues addressed. Laws, historical documents, academic articles, narratives, statistics, films, and personal experiences are used to interrogate oppressive systems.

COURSE PREREQUISITES: None

COURSE OBJECTIVES:

The course will:
1. Clarify and analyze the nature of historical and contemporary racist, sexist, heterosexist, and classist practices and attitudes in the U.S.
2. Critically consider a variety of theoretical explanations for institutional racism, sexism, and heterosexism, and explore the difference between individual prejudices and institutionalized systems of oppression.
3. Investigate the major documents that have determined the *de jure* and *de facto* status of women, people of color, and other oppressed people.
4. Explore the connections among all forms of oppressions.
5. Consider the domestic and global manifestations of the systems of oppression.
6. Study liberation struggles and solutions to racism, sexism, heterosexism, classism, and other "isms"
7. Require written and oral presentations that demonstrate critical thinking.
8. Encourage cooperative learning.
9. Utilize technology for good pedagogical practices.

STUDENT LEARNING OUTCOMES:

Students will:
1. Show knowledge of past and present racist, sexist, heterosexist, and classist practices and attitudes in the U.S. in an essay or exam.
2. Explain several theoretical explanations for racism, sexism, heterosexism, and classism and will explain the difference between individual prejudices and systems of oppression in an essay or exam.
3. Discuss some of the legal and social realities that have determined the status of women, people of color, and other oppressed people in an essay or exam.
4. Articulate the connections between systems of oppression in an essay or exam.
5. Present current events showing the domestic and global manifestations of the systems of oppression.
6. Demonstrate knowledge of liberation struggles and solutions for ending the social problems caused by systems of oppression in a classroom presentation.
7. Critically write about and discuss the issues addressed in this course in an essay or exam.
8. Work cooperatively with others in small class discussions groups and/or on a collaborative project.
9. Exhibit the ability to use technology for better learning.

TOPICAL OUTLINE FOR COURSE CONTENT:

- Course overview, introductions, definitions of systems of oppression
- History of people of color, women, LGBT people and other oppressed people in the U.S.
- Social construction of gender, race, class, and sexuality
- Feminism
- Economics
- Oppressed racial and ethnic groups and immigrants
- Racism, heterosexism, and sexism
- Ableism, atheism, religious and political oppression and other oppressions
- Intersections of oppression
- Violence as a system of social control
- Global issues
- Resistance to systems of oppression and imagining change: feminism, civil rights, LGBT rights, and other liberation struggles

SUGGESTED TEACHING METHODS AND STUDENT LEARNING ACTIVIES:

- Lectures
- Small group discussions
- Plenary discussions
- Experiential activities such as role plays
- Films
- Guest speakers
- Reading logs
- Journals
- Essays
- Research papers
- Exams
- Quizzes
- Group projects
- Individual projects
- Service learning projects
GUIDELINES/SUGGESTIONS FOR METHODS OF STUDENT ASSESSMENT:

Grades will be determined by evaluations of the course requirements. For example, weekly reader-response logs could count for 1/3 of the grade; midterm and final essays or exams could count for 1/3 of the grade; and group, individual, or collaborative projects could count for 1/3 of the grade.

SUGGESTED READINGS, TEXTS, OBJECTS OF STUDY:

Anderson, Margaret L. and Patricia Hill Collins. Race, Class, and Gender: An Anthology. Wadsworth (most recent edition).
McClean, Vernon, ed. Solutions for the New Millennium: Race, Class, and Gender. Kendall/Hunt (most recent edition)
Rothenberg, Paula. Race, Class and Gender in the United States: An Integrated Study, St. Martin's (most recent edition)
Other race, class and gender anthologies and supportive texts.

FILMS:

Before Stonewall: The Making of a Gay and Lesbian Community
A Century of Women
Color of Fear
Connie and Ruthie: Every Room in the House (lesbian relationship)
The Date Rape Backlash
Defending Our Lives
Dreamworlds: Desire/Sex/Power in Rock
Dreamworlds 2: Desire/Sex/Power in Music
Dying to Be Thin
Ethnic Notions
Eyes on the Prize
Fast Food Women
Hate.com (Extremists on the Internet)
If These Walls Could Talk, Part I (3 abortion stories)
If These Walls Could Talk, Part II (3 lesbian stories)
Killing Us Softly 3 (the newest version of the series);
Ku Klux Klan
Let's Get Real
Out at Work
Rape Is
The Shadow of Hate (overview of U.S. history)
Sisters and Daughters Betrayed (global trafficking)
The Status of Latina Women
True Colors (20 minutes; two men—one black and one white—treated very differently in a variety of settings)
Slim Hopes: Advertising and the Obsession with Thinness
Still Killing Us Softly
Stories of Lesbian and Gay Youth
The Times of Harvey Milk
The Way Home (women speak out about diversity and prejudice)
When Abortion Was Illegal: Untold Stories
Women of Hope

BIBLIOGRAPHY OF SUPPORTIVE TEXTS AND OTHER MATERIALS:


Ford, C. W. (1994). We can all get along: 50 steps you can take to help end racism. New York: Dell Publishing.


Millman, Marcia (1980).


PREPARER'S NAME AND DATE: Arlene Holpp Scala, August 2000

ORIGINAL DEPARTMENTAL APPROVAL DATE: Before 1977

REVISER'S NAME AND DATE: Dr. Arlene Holpp Scala, May 2006

DEPARTMENTAL REVISION APPROVAL DATE: