

**POL 100:  
Introduction to Race, Gender, Sexuality, & the Politics of the Body**

Whitman College, Fall 2014  
T/Th/Fr 10:00-10:50am  
Maxey 204

Prof. Melisa Casumbal-Salazar  
casumbms@whitman.edu

Office: Maxey 133, 509-527-5889

Office Hours: Mondays 10-11am, Tuesdays 4-5pm, Fridays 2-3pm

Distribution: SS, AV, CP, RAES, GS

**I. COURSE DESCRIPTION**

- What is the relationship of race, gender, and sexuality to the body? How do thinkers from a range of disciplines approach this relationship, and the body itself, as a conceptual puzzle?
- In the tradition of philosophy descended from the Greeks, why do some thinkers oppose the ‘rational’ mind to the ‘carnal’ body? How are race, gender, and sexuality used to illustrate this opposition?
- Are race, gender, and sexuality a function of biology (biologically-determined), or produced through social interaction (socially-constructed)? What are the implications of both perspectives for conceptualizing freedom, agency, and power? How do these perspectives inform the decision-making of legal and other institutions?
- How do thinkers push beyond ‘essentialist’ and ‘social constructionist’ analyses, and instead ask how, why, and under what circumstances a body’s race, gender, and sexuality *matter*?

This course examines how scholars in the fields of embodiment studies, critical race and ethnic studies, gender studies, and sexuality studies address these and related questions. We explore how movements and individuals work to transform racial, gendered, and sexualized social hierarchies. The course is designed as a primer regarding the multiple analytic frameworks used to conceptualize how race, gender, and sexuality can be mapped in relationship to each other, and to the body. It cannot provide an exhaustive examination of race, gender, sexuality, or the body, and thus should be considered a launching point for further study.

The course introduces students to the study of *corporeal politics* – an interdisciplinary analytic for studying the body as a site of intersectional and shifting relations of knowledge and power. Our animating idea is that race, gender, and sexuality are neither what one has, nor what one is, but are *norms* through which a body becomes recognizably human.

Classroom-based activities will be supplemented by a class trip to the Tamastlikt Cultural Institute on the Confederated Tribes of the Umatilla Indian Reservation in Pendleton, Oregon. In addition, the course is likely to feature guest lectures and performances by visiting scholars and

artists, and/or attendance at their public talks. One required public talk for this class will be given by novelist Sherman Alexie, as indicated on the following schedule of assignments (Wed. Oct. 1).

## **II. PEDAGOGICAL CONSIDERATIONS**

**Time required outside of class:** Class requirements include group work, one off-campus field trip, and occasional attendance of public lectures or performances. These activities are scheduled outside of regular class meeting times. Students should familiarize themselves with the various commitments expected of them and decide whether this course is an appropriate choice for their schedules.

**Flexibility required:** The importance of visiting speakers and performers, and field trip(s), make the course design innovative. Such activities provide us with unique educational opportunities and expertise that are otherwise unavailable at Whitman College. Given the various schedules that must be accommodated, the syllabus may change. I will make every effort to notify students of impending changes as far in advance as possible.

**Format:** The course features a combination of brief interactive lectures, large-group discussions, and small group activities. Please approach me as early as possible if you anticipate challenges participating in any of these, so we can work on improving your skills in the areas necessary.

**Group work:** This class requires students to work on a team for two of its primary assignments. Students and professors alike find that group work presents unique challenges and frustrations. However, working as part of a group is an essential skill that will be expected of you throughout your professional life, with very few exceptions. Working collectively on a project also provides rich opportunities for thinking through the complexities of race, gender, and sexuality in less formal, and more intimate, contexts.

**Oral midterm:** In addition to developing critical reading, research, and writing skills, this course involves a group oral midterm. The oral exam can be anxiety producing for some, but it is an essential skill to develop – especially given the importance of the senior oral exam at Whitman. Confidence in public presentations is vital to students' future success, and it is a skill that can be cultivated in the relatively safe confines of our campus.

**Trigger alert:** Discussion of violence and social inequalities based on race, gender, and sexuality can make people feel anxious, afraid, angry, or vulnerable. The experience of physical or emotional violence is a common one, but different bodies experience violence differently, and some bodies experience violence disproportionately. People rarely feel comfortable discussing such experiences openly. Some students may find some course material emotionally triggering. I honor students' need to prioritize their emotional health over any pedagogical objective. **I expect us all to care for each other and ourselves during and after difficult conversations.** If you find yourself emotionally triggered by the class, please do not hesitate to talk to me. While I am not a health professional, I can provide support and resources.

### **III. REQUIREMENTS AND EXPECTATIONS**

1. Critical reading and active participation..... 15%
  2. Self-Reflective Reading Responses.....20%
  2. Group Oral Midterm.....25%
  3. Research Project Snowball Assignments.....15%  
(Research Questions 5%, Bibliography 5%, Outline 5%)
  4. Research Project: Final Essay & Oral Presentation.....25%
- Total: 100%

#### **Attendance Policy**

Students are expected to email me *in advance* if you must miss class for a Whitman-approved reason (medical or family emergency; religious observance; class trip; debate; or off-campus varsity athletics event). After (2) unexcused absences, your final grade will drop one full letter grade for every unexcused absence thereafter. **Absences for illness require a physician’s note to be excused.**

#### **Disability Policy**

At the beginning of the semester, students requiring academic accommodation for a disability should notify the Director of Academic Resources and discuss with me any necessary course accommodations.

#### **1. Critical Reading and Active Participation (15% of final grade)**

**Critical Reading:** Students are expected to demonstrate critical reading practices as a central aspect of class participation. Critical reading involves moving beyond data-retrieval, to identifying and critically evaluating authors’ arguments, assumptions, evidence, and rhetorical style. Critical reading also involves considering texts in relation to each other and to other course material.

**Active Participation:** This class follows a seminar format based entirely on discussion. Active, respectful engagement with the course material and your colleagues is essential for success in the course. *If you anticipate difficulty speaking in class, please share your concerns with me as soon as possible so we can discuss strategies to ensure your active participation.*

#### **Basic ground rules for active participation include the following:**

- *Seek clarification* – Prior to class, look up definitions of unfamiliar terminology encountered in the text using the *Oxford English Dictionary*. In class, ask for clarification about these, and other confusing concepts or passages.
- *Listen attentively* to whomever is speaking. Thoughtful listening is the basis for all smart, meaningful conversation.

- *Respond substantively, thoughtfully, and respectfully to your colleagues* – especially when expressing strongly divergent views.
- *Contribute perspectives that have not been considered* – Nothing makes discussion more compelling than engaged and thoughtful disagreement.
- *Be aware of our heterogeneity* – ‘We’ at Whitman are not monolithic in our experience of class, culture, nation, race, gender, sexuality, or anything else. Respecting this heterogeneity involves avoiding unqualified use of ‘we’ statements in class discussion.

*How much* you participate is less important than *how* you participate. **Specific strategies for effective participation include the following:**

- Keep your interventions brief and well-focused;
- Clarify issues already under discussion;
- Weave earlier comments into the present discussion;
- Introduce neglected viewpoints;
- ‘Make space’ in the conversation for quieter colleagues by self-regulating over-participation, and inviting others’ insights.

## **2. Weekly Self-Reflective Reading Responses (20% of final grade)**

The Self-Reflective Reading Response is a weekly exercise in concise, academic analysis *and* personal reflection. Its dual objectives are: 1) to allow you to articulate questions and insights occasioned by the texts, and 2) to track the development of your thought over the duration of the semester. I encourage you to be deeply self-reflective, however, your self-reflection *must* also engage substantively with course texts.

### **Logistics:**

- ✓ Format your weekly Reading Response as a document that can be uploaded to the appropriately dated CLEo Assignments folder.
- ✓ Each weekly Reading Response should be approximately 500 words in length. Fewer than 500 words is unacceptable, as is *consistent* excess of 500 words.
- ✓ Each Reading Response should begin with a heading that contains the following information: student name, date, and word count.
- ✓ **Submit your Reading Response every Friday, unless otherwise indicated on the syllabus. Upload to the CLEo Assignments folder no later than 2pm.** Do not email, and do not submit hard copy.
- ✓ Reading Responses will be graded weekly on a ✓ or no-✓ basis. A letter grade for your Reading Responses will be assessed at the end of the semester.

- ✓ If your Reading Responses are seriously deficient, I will require you to schedule a meeting with me to discuss how to improve your work.
- ✓ If you have concerns about your performance on a particular Reading Response and wish to receive feedback, print a copy of the assignment and bring it to my office hours. I will be happy to provide you with feedback.

**How do I know if my Reading Response is excellent?**

- ✓ Your Reading Response clearly communicates your grasp of the forest, not the trees. That is to say, you do not lose sight of the ‘big picture.’ You do not get mired in details or petty, insubstantial critiques. Your writing immediately identifies the arguments at stake, and situates it in relation to the big themes and questions of the course.
- ✓ The arguments, observations, and details in your Reading Response reflect a sophisticated, refined comprehension of the course material, rather than a superficial interpretation.
- ✓ As the semester progresses, Reading Responses will relate ideas in different texts to one another.
- ✓ Your Reading Response will be critical in positive ways. ‘Critical’ in this sense means ‘exercising careful judgment and observation’ – *not* ‘dismissive’ or ‘fault-finding.’
- ✓ Your Reading Response reflects your intellectual growth over the duration of the semester – specifically, by reconsidering previous entries, tracing connections and divergences between multiple texts, and demonstrating more nuanced understanding of course themes and concerns.

**3. Group Oral Midterm (25% of final grade)**

This assignment tests both your comprehension of central concepts introduced in the first half of the class, and your ability to work successfully in a group. A detailed handout providing instructions for the group oral midterm will follow.

**4. Research Project: (3) Snowball Assignments + Final Essay + Oral Presentation (40% of final grade)**

*Final Essay and Oral Presentation (25% of final grade)*

Students are required to complete a term-length research project culminating in a Final Research Essay and Oral Presentation. For the Research Essay, each student will conduct individual research on a topic of their choice, in one of the following general areas: (1) Law and Public Policy, (2) News Media and Pop Culture Representations, (3) Science and Medicine, or (4) Art and Visual Culture. For the Oral Presentation, students will present in a group with (4-6)

other students whose projects fit within the same general research area. A handout providing detailed instructions will follow.

- **The Final Research Essay** is one each student will research, write, and submit individually. Essays should be 1,800-2,300 words in length, double-spaced, in 12-point font, with 1” margins, and carefully edited and proofread before submission. Final essays *must be uploaded to the CLEo Assignment folder on the last day of class.*
- **The Oral Presentation of key research findings** will be created using presentation software such as Prezi, Keynote, or Powerpoint. Each student will prepare an individual oral presentation, which will then be compiled into one group oral presentation, organized by general subject area. The presentation should include all group members’ voices and input equally; be rich in multi-media content (images; film, video, and audio clips, etc.); and be deliverable in no more than 35-40 minutes of class time. Oral Presentations will be scheduled *within the last two weeks of class.*

If you wish to design a research project that does not fit within any of the general subject areas listed above, *plan to discuss your ideas with me as soon as possible.* In most cases this should be fine, but **instructor approval is required.** This is primarily to ensure that the proposed subject area is a feasible one in which to do research. *Last-minute topic changes will not be accepted.*

### *Snowball Assignments (15% of final grade)*

Prior to completion of the Final Research Essay and Oral Presentation, students will complete (3) research project-related Snowball Assignments. The purpose of these is to allow you to develop your research incrementally, in manageable sections. Working on a large project in stages results in a far superior final product. The (3) Snowball Assignments include Research Questions, an Annotated Bibliography, and a Project Outline. Each of these assignments is worth 5% of the final grade, or 15% combined.

#### Research Questions Assignment (5% of final grade)

This assignment requires you to articulate (1) primary research question and (3-5) secondary research questions. You must also identify (3-5) possible research resources for your project, listing them in academic bibliography format. A handout providing detailed instructions will follow.

#### Annotated Bibliography Assignment (5% of final grade)

Your Annotated Bibliography will consist of (2) sections:

1. Revised primary and secondary research questions, and
2. A listing of (8-10) research resources, in academic bibliography format, each of which have been briefly annotated.

A handout providing detailed instructions will follow.

### Project Outline (5% of final grade)

Your Project Outline should provide:

- A clear and organized structure for the arguments and data you present in your research paper.
- A preliminary sense of your paper's argument, and how different sections of the paper will provide evidence supporting your overarching thesis.
- Strong evidence that your research resources and data are a good fit for the research questions you seek to answer.
- Clear demonstration that you have completed most of your data gathering, and are now at the stage of organizing and writing up your findings.

*Format:* Your Project Outline should be structured into sections that correspond with the required sections of your Final Research Essay. These sections include: an introduction, a literature review, multiple data analysis sections, and a conclusion. Each of these sections should proceed logically, and give your presentation a coherent structure. A handout providing detailed instructions will follow.

### Writing Fellow Support

Students are fortunate to receive the support of Writing Fellows in developing their research projects. Writing Fellows will provide feedback to students on initial drafts of (2) of their Snowball Assignments – the Research Questions, and Project Outline. **Students are required to meet with a Writing Fellow twice during the semester.**

- All meetings with Writing Fellows will be scheduled via a Google doc sign-up sheet.
- The first Writing Fellow meeting will be approximately 15 minutes long, and will involve discussion of your Draft Research Questions. *This first meeting must be scheduled sometime between 9/16/14 – 9/29/14.*
  - **Upload your Draft Research Questions to the CLEo Assignment folder by 9/16/2014 at 6pm.**
  - Bring a hard copy of the Draft Research Questions to your scheduled Writing Fellow meeting.
- The second Writing Fellow meeting will be approximately 25-30 minutes long, and will involve discussion of your Draft Project Outline. The second meeting must be scheduled sometime between 11/12/14 – 11/20/14.
  - **Upload your Draft Project Outline to the CLEo Assignment folder by 11/12/14 at 2:30pm.**
  - Bring a hard copy of the Draft Project Outline to your scheduled Writing Fellow meeting.

<b>RESEARCH PROJECT: IMPORTANT DATES</b>	
9/9	Google doc of Writing Fellow availability distributed
9/11 & 9/12	Penrose Library Research Tutorials
9/16	First Draft of Research Questions due
9/16 - 9/29	Schedule (1) 15-minute meeting with Writing Fellow to discuss Draft Research Questions
9/30	Final Draft of Research Questions due
10/28	Annotated Bibliographies due
10/30	Google doc of Writing Fellow availability distributed
11/12	First Draft of Project Outlines due
11/11-11/20	Schedule (1) 20-30-minute meeting with Writing Fellow to discuss Draft Project Outline
11/21	Final Draft of Project Outline due
12/4	Research Project Oral Presentations
12/5	Research Project Oral Presentations
12/11	Research Project Oral Presentations
12/12	<ul style="list-style-type: none"> <li>• Research Project Oral Presentations</li> <li>• Final Research Essay due</li> </ul>

#### **IV. REQUIRED TEXTS**

The following required texts are available at the Whitman College Bookstore:

- Patricia Hill Collins, *Black Sexual Politics: African Americans, Gender, and the New Racism*, New Ed (Routledge, 2005).
- Audra Simpson, *Mohawk Interruptus: Political Life Across the Borders of Settler States* (Duke University Press, 2014).

Additional readings will be posted to CLEo, under “Resources.” Students are expected to print these and reference them in class on the day they appear on the syllabus.

*BE ADVISED:* The use of laptops in class – including to read assigned texts – is prohibited, except for students with special learning needs who have formally requested accommodation.

#### **V. EVALUATION**

**As** are earned by clearly superior work. Papers and presentations offer lucid, elegantly elaborated arguments that assiduously cite from the best quality sources. The prose is mechanically flawless, and provides a clear and substantive introduction and conclusion. The analysis demonstrates a sophisticated understanding of the subject matter and is both nuanced and innovative, going well beyond summarizing the readings and class discussions.

**Bs** are earned by good papers and presentations that illustrate an adequate understanding of the subject matter. B work demonstrates competence in crafting a coherent argument and generally avoids awkward and unclear writing, as well as grammatical, spelling, punctuation and format errors. B+ papers are better than most and have the potential to be excellent. Work in the B range demonstrates an acceptable level of engagement with the course material and an ability to work with this material in productive ways.

**Cs** are earned by papers and presentations that are flawed in argumentation and/or in writing. The argument may be undefined, poorly articulated or poorly supported. It generally does not offer more than a minimal summary of course material and reflects no intellectual curiosity. The essay or presentation may be especially difficult to follow, and afflicted by generally poor or sloppy writing.

**Ds and Fs** are a clear indication that the paper or presentation is unacceptable and well below your capabilities.

## VI. SCHEDULE OF ASSIGNMENTS

Week 1 9/4/14	Dualisms: Mind/Body, Nature/Culture... <ul style="list-style-type: none"> <li>Elizabeth V. Spelman, "Woman as Body: Ancient and Contemporary Views," <i>Feminist Studies</i> 8, no. 1 (April 1, 1982) <b>CLEo</b></li> </ul>
Week 1 9/5	Dualisms: Mind/Body, Nature/Culture... <ul style="list-style-type: none"> <li>David Theo Goldberg, "Modernity, Race, and Morality," <i>Cultural Critique</i> no. 24 (April 1, 1993). <b>CLEo</b></li> <li><b>Weekly Self-Reflective Reading Response due – upload to CLEo Assignment folder by 2pm</b></li> </ul>
Week 2 9/9	Dualisms: Mind/Body, Nature/Culture... <ul style="list-style-type: none"> <li>Kaila Adia Story, excerpt, "Racing Sex-Sexing Race" in <i>Imagining the Black Female Body</i>, 30-37 <b>CLEo</b></li> <li>Stephen J. Gould, Ch. 21: "Measuring Heads" in <i>The Body Reader</i> <b>CLEo</b></li> <li>Londa Schiebinger, "Theories of Gender and Race" in <i>Feminist Theory and the Body</i>, 21-28 <b>CLEo</b></li> <li><i>Discussion of Final Project Guidelines &amp; Research Questions assignment</i></li> <li><b>Sign-up for 15-minute meeting with Writing Fellow between 9/16 - 9/29</b></li> </ul>
Week 2 9/11	Dualisms: Mind/Body, Nature/Culture... <ul style="list-style-type: none"> <li>Michael Omi and Howard Winant, "Racial Formation," in <i>Race Critical Theories</i>, Philomena Essed and David Theo Goldberg, eds. <b>CLEo</b></li> <li>Frantz Fanon, excerpt, "The Fact of Blackness" from <i>Black Skin, White Masks</i>, <b>CLEo</b></li> <li>View <a href="http://www.democracynow.org/2013/9/2/questlove_on_police_racial_profiling_hip">http://www.democracynow.org/2013/9/2/questlove_on_police_racial_profiling_hip</a> (0:00-17:00)</li> </ul>
Week 2 9/12	<ul style="list-style-type: none"> <li><b>Research Tutorial with Librarians Ben Murphy &amp; Melissa Salrin (meet in regular Maxey classroom)</b></li> <li><b>Bring to class:</b> <ul style="list-style-type: none"> <li><i>Laptop, if you have one</i></li> <li><i>Printed copy of Research Project Guidelines</i></li> <li><i>An idea for a possible research topic</i></li> </ul> </li> <li><b>Weekly Self-Reflective Reading Response due – upload to CLEo Assignment folder by 2pm</b></li> </ul>
Week 3 9/16	<ul style="list-style-type: none"> <li>Toril Moi, <i>Sex, gender, and the body</i> (Oxford; New York: Oxford University Press, 2005), 3-30. <b>CLEo</b></li> <li><b>First Draft Of Research Questions Due - upload to CLEo Assignment Folder no later than 6pm</b></li> </ul>

Week 3 9/18	<ul style="list-style-type: none"> <li>• Toril Moi, <i>Sex, gender, and the body</i> (Oxford; New York: Oxford University Press, 2005), 59-72, 78-83. <b>CLEo</b></li> </ul>
Week 3 9/19	<p>Queer Bodies</p> <ul style="list-style-type: none"> <li>• Susan Stryker, “An Introduction to Transgender Terms and Concepts” in <i>Transgender History</i>, <b>CLEo</b></li> <li>• Anne Fausto-Sterling, “That Sexe Which Prevaileth” in <i>The Masculinity Studies Reader</i>, <b>CLEo</b></li> <li>• <b>Weekly Self-Reflective Reading Response due – upload to CLEo Assignment folder by 2pm</b></li> </ul>
Week 4 9/23	<p>Queer Bodies</p> <ul style="list-style-type: none"> <li>• Jack Halberstam, “An Introduction to Female Masculinity: Masculinity without Men” in <i>The Masculinity Studies Reader</i>, <b>CLEo</b></li> <li>• Fung, Richard. “Looking for My Penis,” in <i>Bad Object-Choices</i> (1991), <b>CLEo</b></li> </ul>
Week 4 9/25	<p>Queer Bodies</p> <ul style="list-style-type: none"> <li>• Muñoz, José Esteban. “Introduction: Performing Disidentifications,” in <i>Disidentifications: Queers of Color and the Performance of Politics</i>, <b>CLEo</b></li> </ul>
Week 4 9/26	<p><b>CLASS VISIT TO TAMASTSLIKT CULTURAL INSTITUTE, PENDLETON, OR 10am – 2:30pm</b></p> <ul style="list-style-type: none"> <li>• <b>Weekly Self-Reflective Reading Response due – upload to CLEo Assignment folder by 5pm</b></li> </ul>
Week 5 9/30	<ul style="list-style-type: none"> <li>• Andrea Smith, <i>Conquest</i>, Ch. 1: Sexual Violence as a Tool of Genocide, <b>CLEo</b></li> <li>• Discuss Tamastslikt Class Trip</li> <li>• <b>Final Draft of Research Questions Due - upload to CLEo Assignment Folder no later than 6:00 pm</b></li> </ul>
Week 5 10/1	<p><b>ATTEND PUBLIC LECTURE OF SHERMAN ALEXIE, Cordiner Hall, 7pm</b></p> <ul style="list-style-type: none"> <li>• <b>You are required to write about this lecture in your Weekly Reading Response</b></li> </ul>
Week 5 10/2	<ul style="list-style-type: none"> <li>• Simpson, Audra. <i>Mohawk Interruptus: Political Life Across the Borders of Settler States</i>, Ch. 1: Indigenous Interruptions: Mohawk Nationhood, Citizenship, and the State</li> </ul>
Week 5 10/3	<ul style="list-style-type: none"> <li>• <i>Mohawk Interruptus</i>, Ch. 2: A Brief History of Land, Meaning, and Membership in Iroquoia and Kahnawà:ke</li> <li>• <b>Weekly Self-Reflective Reading Response due – upload to CLEo Assignment folder by 2pm</b></li> </ul>
Week 6 10/7	<ul style="list-style-type: none"> <li>• <i>Mohawk Interruptus</i>, Ch. 3: Constructing Kahnawà:ke as an “Out-of-the-Way Place:” Ely S. Parker, Lewis Henry Morgan, and the Writing of the Iroquois Confederacy</li> <li>• <i>Distribution and discussion of Oral Midterm Exam Guidelines and Groups</i></li> <li>• <b>Schedule meetings 10/8-10/20 to prepare for Oral Midterm Exam with Group</b></li> </ul>
Week 6 10/9	<ul style="list-style-type: none"> <li>• <i>Mohawk Interruptus</i>, Ch. 4: Ethnographic Refusal: Anthropological Need</li> </ul>
Week 6 10/10	<ul style="list-style-type: none"> <li>• <i>Mohawk Interruptus</i>, Ch. 5: Borders, Cigarettes, and Sovereignty</li> <li>• <i>Distribution and discussion of Annotated Bibliography Guidelines</i></li> <li>• <b>Weekly Self-Reflective Reading Response due – upload to CLEo Assignment folder by 2pm</b></li> </ul>

Week 7 10/14	<b>NO CLASS – OCTOBER BREAK</b>
Week 7 10/16	<ul style="list-style-type: none"> <li>• <b>MIDTERM ORAL EXAMS</b></li> </ul>
Week 7 10/17	<ul style="list-style-type: none"> <li>• <b>MIDTERM ORAL EXAMS</b></li> </ul>
10/19 - 10/21	<p><b>ATTEND (1) GENDER STUDIES EVENT RE: GLOBAL GENDERED VIOLENCE</b></p> <ul style="list-style-type: none"> <li>• Various events, including a film screening, an art installation, a roundtable, and a panel are being finalized – details will be forthcoming</li> <li>• <b>You are required to attend (1) of these events and write about it in your Weekly Reading Response</b></li> </ul>
Week 8 10/21	<ul style="list-style-type: none"> <li>• <i>Mohawk Interruptus</i>, Ch. 6: The Gender of the Flint: Mohawk Nationhood and Citizenship in the Face of Empire</li> </ul>
Week 8 10/23	<ul style="list-style-type: none"> <li>• <i>Mohawk Interruptus</i>, Conclusion: Interruptus</li> </ul>
Week 8 10/24	<ul style="list-style-type: none"> <li>• Patricia Hill Collins, <i>Black Sexual Politics</i>, Ch. 1: Why Black Sexual Politics?</li> <li>• <b>Weekly Self-Reflective Reading Response due – upload to CLEo Assignment folder by 2pm</b></li> </ul>
Week 9 10/28	<ul style="list-style-type: none"> <li>• <i>Black Sexual Politics</i>, Ch. 2: The Past is Ever Present: Recognizing the New Racism</li> <li>• <i>Distribution and discussion of Project Outline Guidelines</i></li> <li>• <b>Sign-up for 20-30-minute meeting with Writing Fellow between 11/11 - 11/20</b></li> <li>• <b>Annotated Bibliography Due - upload to CLEo Assignment Folder no later than 6:00 pm</b></li> </ul>
Week 9 10/30	<ul style="list-style-type: none"> <li>• <i>Black Sexual Politics</i>, Ch. 3: Prisons for our Bodies, Closets for our Minds: Racism, Heterosexism, and Black Sexuality</li> </ul>
Week 9 10/31	<ul style="list-style-type: none"> <li>• <i>Black Sexual Politics</i>, Ch. 4: Get Your Freak On: Sex, Babies, and Images of Black Femininity</li> <li>• <b>Weekly Self-Reflective Reading Response due – upload to CLEo Assignment folder by 2pm</b></li> </ul>
Week 10 11/4	<ul style="list-style-type: none"> <li>• <i>Black Sexual Politics</i>, Ch. 5: Booty Call: Sex, Violence, and Images of Black Masculinity</li> </ul>
Week 10 11/6	<ul style="list-style-type: none"> <li>• <i>Black Sexual Politics</i>, Ch. 6: Very Necessary: Redefining Black Gender Ideology</li> </ul>
Week 10 11/7	<ul style="list-style-type: none"> <li>• <i>Black Sexual Politics</i>, Ch. 7: Assume the Position: The Changing Contours of Sexual Violence</li> <li>• <b>Weekly Self-Reflective Reading Response due – upload to CLEo Assignment folder by 2pm</b></li> </ul>
Week 11 11/11	<ul style="list-style-type: none"> <li>• <i>Black Sexual Politics</i>, Ch. 8: No Storybook Romance: How Race and Gender Matter</li> <li>• <b>First Draft Of Research Project Outline Due - upload to CLEo Assignment Folder no later than 6pm</b></li> </ul>
Week 11 11/13	<ul style="list-style-type: none"> <li>• <b>NWSA CONFERENCE TRAVEL, NO CLASS MEETING</b></li> <li>• Meet with Writing Fellow, work on research project outline</li> <li>• Meet with Oral Presentation Group to plan presentation logistics</li> </ul>

Week 11 11/14	<ul style="list-style-type: none"> <li>• <b>NWSA CONFERENCE TRAVEL, NO CLASS MEETING</b></li> <li>• Meet with Writing Fellow, work on research project outline</li> <li>• Meet with Oral Presentation Group to plan presentation logistics</li> </ul>
Week 12 11/18	<ul style="list-style-type: none"> <li>• <b>NWSA CONFERENCE TRAVEL, NO CLASS MEETING</b></li> <li>• Meet with Writing Fellow, work on research project outline</li> <li>• Meet with Oral Presentation Group to plan presentation logistics</li> </ul>
Week 12 11/20	<ul style="list-style-type: none"> <li>• <b>NWSA CONFERENCE TRAVEL, NO CLASS MEETING</b></li> <li>• Meet with Writing Fellow, work on research project outline</li> <li>• Meet with Oral Presentation Group to plan presentation logistics</li> </ul>
Week 12 11/21	<ul style="list-style-type: none"> <li>• <b>NWSA CONFERENCE TRAVEL, NO CLASS MEETING</b></li> <li>• <b>Finalized Research Project Outline Due – upload to CLEo Assignment Folder no later than 6pm</b></li> </ul>
11/22 - 11/30	<b>NO CLASS – THANKSGIVING BREAK</b>
Week 13 12/2	<ul style="list-style-type: none"> <li>• N. S. Balce, “The Filipina’s Breast: Savagery, Docility, and the Erotics of the American Empire,” <i>Social Text</i> 24, no. 2:87 (June 1, 2006): 89–110, <b>CLEo</b></li> </ul>
Week 13 12/4	<b>FINAL PROJECT PRESENTATIONS</b>
Week 13 12/5	<b>FINAL PROJECT PRESENTATIONS</b>
Week 14 12/9	<b>FINAL PROJECT PRESENTATIONS</b>
Week 14 12/11	<b>FINAL PROJECT PRESENTATIONS</b>
Week 14 12/12	<b>FINAL PROJECT PRESENTATIONS</b> <ul style="list-style-type: none"> <li>• <b>Final Research Essay Due</b></li> </ul>