Course Change Request

New Course Proposal

Date Submitted: 03/01/17 8:55 am

Viewing: SOCI 666: Black Feminist Theory and Intersectionality

Last edit: 12/14/17 1:05 pm
Changes proposed by: gatson

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Sarah Gatos</td>
<td><a href="mailto:gatson@tamu.edu">gatson@tamu.edu</a></td>
<td>9798457267</td>
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</tbody>
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Course prefix: SOCI  
Course number: 666

Department: Sociology
College/School: Liberal Arts
Academic Level: Graduate
Effective term: 2018-2019

Complete Course Title: Black Feminist Theory and Intersectionality
Abbreviated Course Title: BLACK FEMINIST THEORY & INTERS

Catalog course description:
Historical overview of development of Black Feminist Theory and the intersectional approach to understanding race, class, and gender as a social matrix; exploration of interactive approach to social structure and social identity.

Prerequisites and Restrictions:
Graduate classification or approval of instructor.

Concurrent Enrollment: No
Should catalog prerequisites/concurrent enrollment be enforced?: No
Crosslistings: No Crosslisted With
Stacked: No Stacked with

Semester: 3
Credit Hour(s): (per week):
Lecture: 3 Total 3
Lab: 0 Other: 0

Repeatable for credit?: No
CIP/Fund Code: 4S11010001
Default Grade Mode: Letter Grade(G)
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e.,

In Workflow
1. SOCI Reviewer GR
2. SOCI Department Head
3. Curricular Services Review
4. LA Committee Prep GR
5. LA Committee Chair GR
6. LA College Dean GR
7. GC Prep
8. GC Chair
9. Faculty Senate Prep
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 11/07/17 8:04 pm Harland Preche (hpreche): Approved for SOCI Reviewer GR
2. 11/13/17 4:06 pm Denis O'Hearn (dohearn): Approved for SOCI Department Head
3. 11/16/17 5:05 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
4. 11/25/17 1:28 pm Tiffany Green (tgreen): Approved for LA Committee Prep GR
5. 12/14/17 1:05 pm Leroy Dorsey (idorsy): Approved for LA Committee Chair GR
6. 12/14/17 1:15 pm Leroy Dorsey (idorsy): Approved for LA College Dean GR
7. 01/02/18 4:47 pm LaRhesa Johnson (ljohnson): Approved for GC Prep
8. 01/20/18 9:41 pm LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/propose/
part of term, distance
education)

Will this course be
taught as a distance
education course? No

Is 100% of this course
going to be taught in
Texas? Yes

Will classroom space
be needed for this
course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Elective (select program)</th>
<th>Program(s)</th>
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<tbody>
<tr>
<td></td>
<td>(CERT-CG55) Women's and Gender Studies - Certificate</td>
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<td></td>
<td>(CERT-CG3) Africana Studies - Certificate</td>
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<tr>
<td></td>
<td>(MINOR-AFST) Africana Studies - Minor</td>
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<tr>
<td></td>
<td>(MINOR-WGST) Women's &amp; Gender Studies - Minor</td>
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<tr>
<td></td>
<td>(PHD-SOCI) Doctor of Philosophy in Sociology</td>
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<td>(MS-SOCI) Master of Science in Sociology</td>
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</table>

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus  
SOCI 666 BFT Spring 2017.pdf

Letters of support or other documentation No

Additional information Syllabus uploaded is current SOCI 689 version of the course — only the course number and title will be changed if the course is accepted.

Reviewer Comments  
Sandra Williams (sandra-williams) (11/16/17 5:04 pm): Minor edits made to catalog course description and prerequisites.
Sandra Williams (sandra-williams) (11/16/17 5:05 pm): Moving forward, however, syllabus course number shows "689".

Key: 17516
Course Description: Historical overview of development of Black Feminist Theory and the Intersectional approach to understanding race, class, and gender as a social matrix. Exploration of interactive approach to social structure and social identity.

In this course we will explore the development of Black Feminist Theory from its beginnings in the 19th Century to its formal sociological delineations by King, Collins, and others, and its near simultaneous delineation (from a Critical Race Theory perspective) by Crenshaw as Intersectionality. In discussing contemporary applications of these perspectives, students will focus particularly on the ways in which their own work might benefit from such application.

The seminar will proceed as follows: At the beginning of each class meeting, there will be a brief lecture/introductory statement, identifying what I regard as the central issues/debates for each week. Discussion will follow and students who have signed up for leading class discussion. Students should be prepared to give brief presentations at the beginning of the discussion.

PREREQUISITES: Graduate Classification or advanced undergraduate with instructor permission.

Course Requirements & Evaluation [200 points total; 180-200 (A), 160-179.5 (B), 140-159.5 (C), 120-139.5 (D), Below 120 (F)]:

Class Participation (10%): Active participation in class discussion. (20 Points total)

Weekly discussion memos (20%): 1-2 page reflections on the week’s assigned reading. (40 Points total)

Reflection Papers (20%): Four 5-page reflection papers synthesizing an argument using some combination of the assigned readings. (Due at the end of Weeks 4, 7, 10, & 14) (40 Points total)

Final Project (50%): A 15-20 page research proposal addressing how Black Feminist Theory/Intersectionality could be applied to your own work. For example, how do these approaches differ from a more common way of operationalizing race, class, gender, etc. as discrete variables? How might you construct a data set to test these approaches? This paper will involve going off the reading list and including an appropriate literature review. (100 Points total)
Books:
With an Introduction by Trudier Harris. The Oxford University Press.
Hull, Scott, Smith, eds. (1982). All the Women are White, All the Blacks are Men, But Some of
Us are Brave. The Feminist Press.
Jewell, K. Sue (1993). From Mammy to Miss America and Beyond: Cultural Images & the

Readings on Electronic Reserve through Evans Library:
Crenshaw, Kimberlé Williams (1988). “Race, Reform, and Retrenchment: Transformation and
Metalinguage of Race.” Signs 18(2): 259-274.
Collins, Patricia Hill. (1994). “Shifting the Center: Race, Class, and Feminist Theorizing about
Motherhood.” Mothering: Ideology, Experience, and Agency. Eds. Evelyn Nakano Glenn,
Hill Collins: Reconceiving Motherhood, edited by Kalia Adia Story. Demeter Press,
pp.13-37.
Gatson, Sarah N. (2016, article in progress). “Attempted, stymied, and successful inheritance
pathways: interracial property transfers in 19th-Century Missouri.”

Recommended Reading
Moraga, Cherrie & Gloria Anzaldúa, eds. (1981). This Bridge Called My Back: Writings by
Radical Women of Color. Kitchen Table Press.
Schedule:

Week 1, 1/16-20: Introduction to course and course requirements.
Week 2, 1/23-27: Narrative of Sojourner Truth; Wells-Barnett; DuBois
Week 3, 1/30-2/3: Selections from ... But Some of Us are Brave
*Week 4, 2/6-10: Selections from ... But Some of Us are Brave
Week 5, 2/13-17: Davis
Week 6, 2/20-24: Lorde
*Week 7, 2/27-3/3: King; Crenshaw
Week 8, 3/6-10: Hill Collins (BFT)
3/13-17: SPRING BREAK WEEK
Week 9, 3/20-24: Caldwell; Higgenbotham; Hill Collins (“Shifting the Center”)
*Week 10, 3/27-31: Jewell
Week 11, 4/3-4/7: Selections from Lubiano
Week 12, 4/10-14: Selections from Lubiano
Week 13, 4/17-21: Gatson, 2003; 2011
*Week 14, 4/24-28: Gatson, 2014; 2016

*** Final Proposals due by May 9, NOON.
Attendance Policies:

Make-up Policy:
I do not take attendance; it is your responsibility to come to class on time and to be responsible for the material covered therein. If you miss class for any reason, your best option for getting back up to speed is to communicate with other students, whom you may ask to share their notes.

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

For More Information visit: website link http://aggiehonor.tamu.edu

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit http://disability.tamu.edu
Format for Papers

All papers must conform to the following guidelines:

**Cover page:** This page should have your name, course and section number, and any other identifying information. Do NOT repeat any of this information in the text of your paper, unless it is in a header or footer.

**Margins:** All margins (top, bottom, right and left) must be 1 inch. If you are using Microsoft Word, click on File; click on Page Set up; under Margins, enter the number “1.”

**Spacing:** Double-spaced, except for any lengthy (taking up more than four lines of text) quotations, which should be indented and single spaced. Do NOT put an extra space between paragraphs.

**Font:** You must use 12-point font. Size matters. Style (as long as it isn’t one of the fancy or symbol fonts) doesn’t. Personally, I prefer Times New Roman.

**Length:** Adhere to the page-length requirement in the syllabus for each paper assignment – these length requirements are meant to highlight the need for editing to make your paper more concise and clear. If, before you turn in the paper, you find that you are more than a line or two under or over the required length, this is a signal to you that you need to do some re-writing.

**Grammar and Proofreading:** Adhere to standard American English spelling and grammar requirements. Proofread your papers, as spell-checking with a computer program is not the same thing as using language properly, and spell-check will not alert you to typographical errors other than misspelled words. If you have concerns about your proof-reading skills, ask a classmate to proof your paper for you, as it is often easier to catch someone else’s mistakes.

All of the above are meant to be read as requirements aside from the content requirement of critical engagement with the course materials and your own research. These requirements may seem nit-picky to you, but they are required because the various ways students have of getting around length and style requirements often make the papers vastly unequal and difficult to grade on an acceptable standard.

The papers will be graded on the following percentage system: 40% for content, and understanding and application of the material; 30% for clarity and structure of your argument; and 30% for the grammar and style/format and proofreading rules.

Making the same guidelines errors will result in more points off than that occurrence in the first paper.