Course Description: Race, Class, Sexuality, and Gender are major categories of difference and identity in sociology; they are the basis for much of stratification and discrimination, for forming our identities, and our lived experiences. Too often these categories will be forgotten, overlooked, or under theorized, but in this class, we’ll address these influential and interlocking dimensions of our identities, institutions, social dynamics, and culture. Rooted in sociology, this class will explicitly address the multiplicity and intersecting ways that these categories of difference shape our culture, individual life chances, our interpersonal relationships, and social institutions. Studying these concepts from a social constructionist theoretical frame, we’ll analyze how the media in conjunction with other cultural forces (re)create domination and subordination in our major social institutions, the ways that social actors attach values to them, and how inequality and discrimination continue to be rationalized and justified. This is an introductory examination into racism, sexism, homophobia, classism and other related forms of oppression and their intersecting and interlocking formations.

Course Goals: By the end of the course, students should be able to:
1. Understand and explain race, class, and gender from a social constructionist approach
2. Analyze the social forces and structures at play in the subordination of minority groups
3. Recognize of the interlocking nature of identities

Course Objectives: By the end of the course, students should be able to:
1. Respond analytically and sociologically to media portrayals of Race, Class, Sexuality, and Gender
2. Understand and explain the important role that discourse has in shaping popular (mis)understandings of Race, Class, Sexuality, and Gender
3. Recognize that non-academic sources can serve as powerful tools to deepen our sociological understanding of Race, Class, Sexuality, and Gender

Required Texts:


**Required movies:**
*Crash* (2004) Lions Gate Films
*Zootopia* (2016) Walt Disney Pictures
*X2* (2003) Twentieth Century Fox

**UF Policies:**

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. I expect these within the first two weeks of class.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php. Failure to comply with these standards will result in disciplinary action. Students caught cheating on any assignment for this class will receive zero credit for the assignment, and/or, at my discretion, a failing grade for the course. Incidents of possible cheating will be reported to the Dean of Student’s Office. Please be sure you understand: I take academic dishonesty very seriously and consider it a personal affront to me and the academic community. I am required to report all cases of plagiarism.

Citation Information: For all written work for this course, you must properly cite all sources (1) directly quoted, (2) paraphrased, or (3) consulted in any fashion (including the course Reading and lectures). Sources include all printed material, movies, internet websites, and class discussions. **Proper citation means using a standard citation format and in this class that is the American Sociological Association (ASA) style.** It is also considered plagiarism if you merely rework source material, placing an author’s thoughts in other words without contributing your own ideas (this includes lack of in-text citations as well).

Unless otherwise noted in the course syllabus or on the assignments, all work that is required for this course is to be your own work and has to be properly sourced. As such, sharing answers with other students is a violation of the Academic Integrity Code. You must receive prior permission from me if you want to submit a paper or part of a paper that you have written for a previous class.

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of
the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results](https://evaluations.ufl.edu/results).

**Writing requirement:** This course is not designed to fulfill a university writing requirement (Gordon Rule).

**Instructor Policies:**

**Attendence Policy:** Attendance is expected and will be checked. The attendance grade is set up so students can miss a certain number of classes with no penalty. However, material on the midterm and final will regularly include material from lectures/discussions that will not be present in the course reading. If students miss a class, it is their responsibility to get the material from others. I will, however, post most of my power points. If childcare is an issue, please talk to me. In addition, if you need to miss class for religious observation, please see me at the beginning of the semester so that we can make arrangements.

**Makeup Policy:** I completely understand that there may be circumstances that can prevent you from attending every class; therefore, accommodations for missed work or assignments will be made for excused absences only within 12 business days of the absence (and will only be allowed with the proper paperwork) in accordance with the UF makeup Policy. For more information about excused absences or UF’s attendance/make up policy, please visit [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx).

**Hurricane Policy:** If a hurricane approaches the coast of Florida, but classes are not canceled at the University of Florida, the course will continue as scheduled. If you believe that your situation requires special consideration, please send me an email as soon as possible. If a hurricane approaches the coast of Florida, and classes at the University of Florida are canceled, the lectures and tests will be suspended until the university re-opens. The University will announce this closure on the University of Florida homepage. Any announcements about the course will be posted at the course website (aka canvas).

**Communication:** If you send me an email, I will do my best to respond within a timely manner. If you want to make sure you get a prompt response from me, the best course of action is to email me during my email office hours. I often send the class emails via Canvas; you are responsible for checking your UF email/Canvas for any emails I might send regarding the course, the syllabus, etc.

**Classroom Etiquette:** Be considerate and professional. Impolite behavior in class is unacceptable and includes the following: sleeping in class, entertaining private conversations, doing homework for other classes, texting, reading websites or other irrelevant materials during class, and coming late to class. Failure to be considerate and professional can impact your grade and may result in me asking you to leave the class.

**Technology:** I understand we live in a digital age and love our electronics, but let’s keep their use to a minimum.

**Paper format:** Do not follow ASA’s manuscript style. All papers turned in need to be in times new roman 12pt black font, double spaced, **ASA citation style**, 1” margins (.5” headers and
footers), no wasted space, stapled, page numbered, aligned left, and without a cover page. (A note on page limits: references and works cited are not included in the required page or word count minimum.) (For help with ASA citation style, please visit https://owl.english.purdue.edu/owl/resource/583/02/ or http://citesource.trincoll.edu/asa/asa.html)

**Rule of Hardcopies:** I require all papers to be submitted online through canvas (soft copy) and to be turned into me (hardcopy). For your assignment to be graded, I must have both copies by the due date (Start of Class) or the assignment is late (see below for late work policy).

**Title IX** makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate local resources here:

- Deputy Title IX coordinator (Chris Loschiavo): (352) 392-1261
- Victim Services (352) 392-5648
- Campus Police: (352) 392-1111
- Counseling center: (352) 392-1575
- Alachua Victim Services and Rape Crisis Center: (325) 264-6760
- Toll Free 24 hours Rape hotline: (866) 252-5439

### Grading Policies:

**Grading Distribution:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A Excellent--demonstration of superior work (written and oral) in fulfillment of course requirements; demonstration of mastery of course concepts and strong critical analysis skills; little to no grammatical errors; strong and clear argument; little to no issues with organization.</td>
</tr>
<tr>
<td>90-94</td>
<td>A- Good--shows a solid foundation (written and oral) in fulfillment of course requirements; demonstrates knowledge of course concepts but needs more critical analysis; few grammatical errors; good argument, lacks clarity; few issues with organization, wordy language.</td>
</tr>
<tr>
<td>85-89</td>
<td>B Satisfactory--(written and oral) in fulfillment of course requirements; follows instructions but only does the bare minimum; littered with grammatical errors, argument needs clarity, lacking definition, major issues with organization.</td>
</tr>
<tr>
<td>80-81</td>
<td>B- Poor--assigned work is not satisfactory or not completed and/or student fails to meet the minimum assignment requirements; substantial grammatical errors, no discernable argument, muddled, substantial issues with organization.</td>
</tr>
<tr>
<td>&lt;80</td>
<td>C Failure--fails to meet course requirements defined in the syllabus.</td>
</tr>
</tbody>
</table>
**Please note that your final grade in the course reflects a cumulative performance over the duration of the entire course. You must be diligent throughout the course to ensure a successful final grade. As such, I do not offer extra credit or “re-dos.” To be fair to those who have worked diligently all semester, I will not offer extra credit at the end of the course. In addition, to be fair to all, I will not accept any late work** (please see attendance policy for questions regarding make-ups). **All assignments are due at the start of class** (10:40am), **anything after that is considered late.** Due dates for the course assignments are not negotiable. Failure to meet them will result in a grade of zero for that assignment. For more information on UF grading policies, please visit: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Course Requirements and Expectations

**Attendance, Participation, and Study-Time (60 points, 10% of total grade):** This class depends on everyone’s active participation and thoughtful discussion. In addition to attending class, please come prepared to engage with the material and to participate in the class discussion. Before class you should complete the reading and think critically about their application to topic of the day. Please note, university courses are designed such that every hour in class is expected to be accompanied by at least 3 hours of study outside of class.

**Each of us is personally responsible for creating a supportive learning environment. No one “owns” a particular knowledge or experience and thus cannot force that onto someone else. Nor, can anyone devalue the knowledge and experience of someone else. Our course is based upon active student participation and on the sharing of ideas and experiences. Some of the topics we’ll be discussing this semester will be emotionally charged and controversial. Discussion is encouraged, and engaging with people who have different views than your own is one of the best ways to learn. It’s NOT okay, however, to be disrespectful to other students or to your instructor. No personal attacks- in any form- will be allowed in this classroom, period. This is done to ensure that the classroom environment remains friendly, open, and comfortable for everyone. The material of this course will address racism, sexism, homophobia, transphobia, ableism, and classism. Once we have covered this material, students will be held responsible for engaging in class discussion in ways that do not promote any of these.**

Your attendance grade will be made up of three components. You will get a point for every class attended (up to 20), a point for every class you contribute to (add to discussion in class) (up to 10), and you can get up to three points (up to 30) for every online discussion you take an active part in.

**Online discussion:** At the start of every week (Monday) I’ll post about a current-ish event. You will have until the end of Friday (at midnight 11:59pm) to make a post replying to the question I ask and to two of your classmates’ posts. These posts have to be substantive adding to the discussion (not a simple I agree or disagree). These discussions encourage online collaboration by listening to each other, and as each student’s informed analyses are expressed, these should allow for you to expand our own perspectives of the readings we have done for class that week. In general, this kind of participation requires extra research on your behalf (sorting through the
text to read between the lines, get specific details, quotations - or “facts”). It also requires adding your own layer of analysis, with examples, possible scenarios, and alternatives to the arguments presented in the readings; similarly, it depends on not simply giving quick-thought reactions or clichéd responses. Make sure you document your points with sources and references—make sure you always cite (this includes class readings) (a way of substantiating a claim before someone asks you for your source), quote when the information is not yours (to avoid plagiarism), and offer links or documents to factual information relevant to the issue (if you bring in outside information). Discussion at a critical level means discussing things beyond your mere opinion of the readings or the topic, to get to what you see wrong with the point mentioned as located in course readings. In other words, critiquing an article means analyzing the good and/or bad aspects of the article and justifying your analysis. Do not just tell us what the article or reading states. We already know this and it does not move a discussion forward.

**Group Presentation (150 points, 25% of total grade):** Once a semester, students, in groups of 7-9, will lead the class in a presentation of the nonacademic material and in discussion. Students will compose a thoughtful lesson that will last the entire double period (115 minutes) leading their peers in a productive and analytical discussion of the substantive topic where they will be required to use a cooperative classroom learning strategy (such as a mock debate, a jigsaw exercise, role play, etc.). The lesson needs to be thoroughly researched and planned out (i.e. no “winging it”). Your grade will be based on the substance of the material, the visual component, the lesson plans, the discussion guide, and your public speaking/quality of the overall presentation. In your lesson, you need to situate the non-academic material in our culture (context-cultural reception, audience, political goal, etc.), in academia (who’s school of thought does it most closely align with, does it agree or disagree with our reading, the academic messages, etc.), and it should address a theme in the non-academic material as it relates to the topic under discussion. The Visual Component (I suggest powerpoint or Prezi) to a presentation presents information differently (such as with pictures, videos, graphs, diagrams), i.e. you shouldn’t read straight from a power point as it should be presenting what you are saying in a different way. It serves as an aide in giving a presentation or lecture. (All materials used within the visual component have to be properly cited—at the end of the presentation.) The Lesson Plan, has to be handed to me before the start of class, and should not regurgitate your visual component. It needs to address the whats (what exactly you are doing), the hows (detailed instructions), and whys (connect to objectives and goals of course) of your presentation—a form will be available for you to download on canvas to fill out. The Annotated Discussion Guide will include the questions you want to ask the class and the probes you will use if you need to provoke the class into talking. Below each question and probe, I want a short description of why you are asking the question, what you hope to gain by asking, how you plan to transition between questions, and what the connection you see between the material and class Reading and the question. And Finally, you will be graded on all the essentials of public speaking/presentation including form, clarity, eye contact, transition, etc. After completing this assignment, students should be able to speak expertly on the subject from a social constructionist view.

*the material you give your presentation on cannot be the same one you write your reading review on*
**Reading Review (120 possible points, 20% of total grade):** Throughout the semester, we will cover material not typically found in academic classrooms as instructional material. Once in the semester you will be expected to write a 6-8 page critical review of this material from a sociological perspective. These materials are clearly marked in the course schedule (*). You will be expected to sign up for the reading you will review in the first few weeks of class. You are required to speak about each reading assigned for that topic in this review, but can include other reading from other areas in the class. The response should identify and connect the reading/viewings to the substantive area of the discussion, and provide a critical evaluation of the material and the topic under discussion. To sharpen your critical thinking skills, spot inconsistencies, contradictions, paradoxes or surprising statements in the non-academic material as compared to the Reading and elaborate on them. Specifically, the paper should discuss how the non-academic material informs our understanding of the substantive area we are discussing (whether correctly (as our reading outline) or incorrectly). This paper should explore how the specific topic is framed and discussed, how the form of the material functions in conveying the message, and the importance of the analytical message each reading/viewing has. Finally, each response should include 2 discussion questions (not included in page length). In addition, you will be unable to receive full credit for the assignment if you do not discuss the reading in class. You will be considered the expert on this “reading” as you will be reading it a lot more closely than some of your classmates. You will be expected to help educate the class on the finer points and take a lead during the discussion portion of the class period (with those giving the presentation). Failure to do so will impact the final grade for this assignment. These are to be turned in on the discussion day for the nonacademic material (at the beginning of class-10:40am) as noted in the schedule below.

*the material you write your reading review on cannot be the same one you give your presentation on*

**Midterm (150 possible points, 25% of total grade):** Halfway through the course, there will be a midterm to test comprehension of course material, which will be a take home essay (no longer than 8 pages) due at the start of the class period (Tuesday March 14th @ 10:40am) (worth 150 points). The midterm needs to include material from class discussions, reading, lectures, and the non-academic material (as they are course texts). You will have the class before spring break off, and I’ll release the prompt at the start of that class period.

**Final Exam (140 possible points, 23% of total grade):** To test comprehension of course material, this course will have a final exam, which will have two parts: a take home essay (no longer than 5 pages) due on the last day of class (worth 50 points) and an exam (which will be released during the final exam time to be taken on canvas—worth 90 points) for a total possible of 150 points. This exam will include material from class discussions, readings, lectures (including powerpoints), and the non-academic material (as they are course texts). Questions will comprise of a mix of multiple choice, multiple answer, true/false, matching, and short answer and essay questions. It will be closely timed, and it can be open note. No accommodations will be made for travel plans. The prompt for the take home essay will be given out in class the Thursday (April 13th) before it is due (April 18th). The rubric for that essay will be uploaded to canvas in the assignment information folder after that class.
Breakdown (the visual) of course requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>% of total grade</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Discussion</td>
<td>10%</td>
<td>60</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>25%</td>
<td>150</td>
</tr>
<tr>
<td>Reading Review</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td>23%</td>
<td>140</td>
</tr>
<tr>
<td>Course Grade</td>
<td>100%</td>
<td>600</td>
</tr>
</tbody>
</table>

Course Schedule

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change, but I will make sure you are given plenty of notice. No worries.

A&C: Anderson and Collins, *Race, Class, and Gender: An Anthology*
SF: Ferguson, *Race, Gender, Sexuality, and Social Class: Dimensions of Inequality and Identity*

Unit One: Building Blocks

*Week One: Introduction to the Course*

**January 5th:** Syllabus, Welcome, and Privilege
A&C Reading 6: McIntosh, White Privilege

**Week Two: Starting from the Beginning**

**January 10th:** Defining the field
SF: Part One Introduction: Introduction to Race, Gender, Sexuality, and Social Class
   Reading 1: Weber, Defining Contested Concepts
   Reading 2: Desmond and Emirbayer, What is Racial Domination?
A&C: Reading 3: Snipp, The First Americans

**January 12th:** False binaries
SF: Reading 3: Crawley, Foley, and Shehan, Creating a World of Dichotomy
   Reading 4: Wendell, The Social Construction of Disability
A&C: Reading 1: Lorde, Age, Race, Class and Sex
   Reading 4: Trask, From a Native Daughter

*Week Three: History*

**January 17th:** Rethinking Class and Understanding the Market’s Impact
SF: Reading 5: Lerner, Rethinking the Paradigm: Class
   Reading 8: Katz, The Invention of Heterosexuality
A&C: Reading 14: Henderson and Tickamyer, The Intersections of Poverty Discourses
   Reading 30: Brennan, Selling Sex for Visas

**January 19th:** Social transformations of Race and Religion
SF: Reading 6: Zuberi, Racial Domination and the Evolution of Racial Classification
A&C: Reading 7: Gallagher, Color-Blind Privilege
   Reading 8: Ferber, What White Supremacists Taught A Jewish Scholar about Identity
   Reading 9: Zhou, Are Asian Americans Becoming “White”?
   Reading 18: Waters, Optional Ethnicities for Whites Only?

**Week Four: Understanding Difference**

**January 24th:** Class and Work
SF: Reading 9: Wright, Foundations of Class Analysis
   Reading 10: Acker, Is Capitalism Gendered and Racialized?
A&C: Reading 13: Kuebler, Closing the Wealth Gap

**January 26th:** Crash Presentation and Discussion (Basic Concepts, History, and Difference)
**Crash (2004)**
Basic Concepts, History, and Difference Essay Due

**Unit Two: Lived Realities**

**Week Five: Difference and the Power it has**

**January 31st:** Inequalities and Power
SF Reading 11: Glenn, The Social Construction and Institutionalization of Gender and Race
   Reading 12: Thornton Dill and Zambrana, Critical Thinking about Inequality
   Reading 13: Buck, Whiteness by Any Other Color is Still Whiteness
   Reading 14: Samuels, My Body, My Body, My Closet
A&C: Reading 26: Hill Collins, Prisons for our Bodies, Closets for Our Minds

**February 2nd:** Gender, Sexuality, and Money
SF: Part Two Introduction: Identities Matter
   Reading 21: Bettie, Women Without Class
   Reading 22: Hollibaugh, Queers without Money
A&C: Reading 21: Baca Zinn, Hondagneu-Sotelo, Messner, Sex and Gender through the Prism...

**Week Six: Social Structures and Social Locations**

**February 7th:** Class and Whiteness
SF: Reading 23: Yodanis, A Place in Town
   Reading 24: Sherwood, The View from the Country Club
A&C: Reading 16: Rubin, “Is this a White Country, or What?”

**February 9th:** Marginalization and Stigma
SF Reading 25: Garrotte, The Racial Formation of American Indians
   Reading 27: Khanna and Johnson, Passing as Black
   Reading 28: Marvasti and McKinney, The Stigma of Brown Skin and “Foreign” Names
   Reading 29: Pfeffer, “I Don’t Like Passing as a Straight Woman”
A&C: Reading 5: Torres, Label Us Angry

**Unit Three: (Re)Production of Inequality**
**Week Seven: Social Institutions and their Effects**
**February 14th:** Family
SF: Part Three Introduction, Social Institutions and The Perpetuation of Inequality
   Reading 30: Hill Collins, It's All in the Family
   Reading 31: Pyke, An Intersectional Approach to Resistance and Complicity
   Reading 32: Mezey, The Privilege of Coming Out
A&C: Reading 36: Dill, Our Mother’s Grief

**February 16th:** *Arab in America* Presentation and Discussion (Identities, Social Interactions, and Stigma)
**Arab in America (2008)**
**Identities, Social Interactions, and Stigma Essays Due**

**Week Eight: Social Institutions and their Effects**
**February 21st:** Education
SF: Reading 33: Mickelson, How Tracking Undermines Race Equity in Desegregated Schools
   Reading 34: Moll and Ruiz, The Schooling of Latino Children
A&C: Reading 40: Tatum, Affirming Identity in an Era of School Desegregation
   Reading 43: Erevelles and Minear, Unspeakable Offenses

**February 23rd:** Class and Work
SF: Reading 36: Acker, Inequality Regimes
   Reading 37: Bertand and Mullainathan, Are Emily and Greg More Employable than…
   Reading 38: Hondagneu-Sotelo, Families on the Frontier
A&C: Reading 31: Andersen, Seeing in 3D
   Reading 35: Weissinger, Gender Matters. So Do Race and Class

**Week Nine: Social Institutions and their Effects**
**February 28th:** Media
SF: Reading 43: Nacos and Torres-Reyna, Muslim-Americans in the News Before and After…
   Reading 44: Hess, Why Women aren’t Welcome on the Internet
A&C: Reading 47: Hayes-Smith, Gender Norms in the *Twilight* Series
   Readings 48: Daniels, Rethinking Cyberfeminism(s)

**March 2nd:** Midterm

**Week Ten: Spring Break. Be Safe!**

**Week Eleven: Social Institutions and their Effects**
**March 14th:** Politics
SF: Reading 45: Rubin, Sand Castles and Snake Pits
   Reading 46: Alexander, The New Jim Crow
   Reading 47: Lachmann, The Roots of American Decline
A&C: Reading 53: Bruson and Miller, Gender, Race, and Urban Policing
   Reading 54: Alexander, The Color of Justice

**Midterm Paper Due**
March 16th:  *X-Men Presentation and Discussion* (Social Institutions and Inequality)  
**X2 (2003)** 
Social Institutions and Inequality Essays Due

**Unit Four: Power, Privilege, and Social Change**

*Week Twelve: Understanding Privilege and Inequality*

March 21st: Privilege and Intersectionality  
SF: Part Four Introduction  
   Reading 48: Massey, America Unequal  
   Reading 49: Hanson, Kivisto, and Hartung, Confronting Intersecting Inequalities  
   Reading 50: Ferber, The Culture of Privilege

March 23rd: No Class

*Week Thirteen: The Costs of Privilege and Inequality*

March 28th: What Privilege Looks like  
SF: Reading 51: Young, Five Faces of Oppression  
   Reading 52: Cose, Rage of the Privileged  
   Reading 53: Romer, Racial Profiling and Immigration Law Enforcement

March 30th: The Other Side of Privilege  
SF: Reading 54: Chou and Feagin, The Many Costs of Anti-Asian Discrimination  
   Reading 55: Quinn, Sexual Harassment and Masculinity  
A&C: Reading 57: Steinfeldt and Steinfeldt, Multicultural Training Intervention to Address…  
   Reading 59: Sokoloff, The Intersectional Paradigm and Alternative Visions to Stopping…

*Week Fourteen: Making a Difference*

April 4th: Using Privilege to enact Change  
SF: Part Five Introduction: Empowerment and Social Change  
   Reading 56: Hill Collins, Toward a New Vision  
   Reading 57: Kivel, How White People can Serves as Allies to People of Color in the…  
A&C: Reading 58: Morales, Growing Food and Justice

April 6th: *Zootopia Presentation and Discussion* (Power and Privilege)  
**Zootopia (2016)**

**Power and Privilege Essays Due**

*Week Fifteen: Changing Structures*

April 11: Change Means Doing Things Differently  
SF: Reading 58: Johnson, Rush, and Feagin, Doing Anti-Racism  
   Reading 59: Lorber, Dismantling Noah’s Ark  
   Reading 60: Lui et al, Policy Steps Toward Closing the Gap  
A&C: Reading 60: Roberts and Jesudason, Movement Intersectionality
April 13th: Princeless Presentation and Discussion (Empowerment and Social Change)
** Princeless (2014)**
Empowerment and Social Change Essays Due

Week Sixteen: Ending
April 18th: Exam Review (Optional)
Final Essay Due

Final Exam Monday April 24th 12:30-2:30pm