

WGSS 290C: History of Sexuality and Race in the United States

Fall 2020

This syllabus is subject to change, depending on how the semester progresses

Instructor Information

Name: Dr. Kirsten Leng

Email: kleng@umass.edu

Office hours: Fridays, 10am-11:00am on Zoom, and by appointment.

Pronouns: she/her/hers

Dr. Leng is an associate professor in the Women, Gender, Sexuality Studies Department at the University of Massachusetts Amherst. She is a historian of sexuality, feminism, science and humor. She has taught at UMass since 2014.

Course Description

This course explores the many ways sexuality and race have informed each other in U.S. history. It examines how socio-political institutions, cultural and philosophical beliefs, and collective struggle have shaped restrictions on and rights associated with race and sexuality. In so doing, the course explores how our understandings and practices surrounding race and sexuality have been shaped through human actions and decisions, and have been bound up with contestations of power. Given the breadth of this topic, the course focuses on particular moments and developments in the American past that demonstrate how intellectually and materially interconnected race and sexuality have been, and continue to be.

Learning Goals

- Understand how race, gender, and sexuality have intersected and informed one another, and why the nexus of race and sex has played such an important role in the past
- Analyze the ways in which race and sexuality are bound up with relations of power
- Appreciate how human actions have impacted the course of history
- Come to see ourselves as the subjects of history
- Understand the consequences of the past for the present—and for the future

Gen Ed Designations

This course fulfills the General Education (Gen Ed) requirements for “Diversity: United States” (DU). For details regarding these designations and the learning outcomes associated with them, please see the Gen Ed @ UMass website: <https://www.umass.edu/gened/>

What will this course look like on a weekly basis?

As you well know by now, due to the COVID-19 pandemic our course will be conducted remotely this semester. This means:

- a) that we will not meet in a shared physical space
- b) because people may not be in the same geographic or temporal zone, we will be working both “synchronously” (i.e. together in the same shared time and virtual space) and “asynchronously” (i.e. in different times and space).

However! It does not mean that we will work in isolation or alienation. I am committed to building and sustaining community and fostering engagement with some fascinating and timely ideas and resources.

Our class will meet from 11:30am to 12:45pm EST on Thursdays on Zoom. Prior to our meeting, each week you will have an assignment to do. You may complete this assignment during our scheduled class time, or any other time that is convenient, up until each Wednesday at 11:59pm EST. Our class meeting will focus on discussing the readings, and may dedicate some time to discussing the assignments.

If we collectively choose to do so, we can establish an informal discussion board on Blackboard or channel on Slack—this will be a subject of ongoing discussion.

You will also have a group office hour visit with me on Zoom toward the beginning of the semester.

This semester of remote learning is something of a collective experiment. We will make modifications along the way depending on our needs and what works or doesn't work.

Course Text or Online Resources

There are no texts to purchase. The readings are available either through UMass Library Course Materials on Blackboard, or as ebooks through the library. Links to videos are available via Blackboard.

Each week there will also be pre-recorded lectures related to the readings, as well as transcripts of these lectures and the Powerpoint slides.

This course entails a significant amount of reading. Please make sure to budget enough time to complete the readings prior to class. It is essential that you complete the readings in order to participate fully in the intellectual life of the course.

In addition to Blackboard, UMass Amherst Libraries offer a number of helpful resources, including Research Guides for particular subject areas, should you wish to learn more:

- History: <http://guides.library.umass.edu/history>
- Afro American Studies: <http://guides.library.umass.edu/afroam>
- Latin American, Caribbean and Latinx Studies: <http://guides.library.umass.edu/latam>
- LGBT Resources: <http://guides.library.umass.edu/lgbt>
- Native American and Indigenous Studies: <http://guides.library.umass.edu/nativestudies>
- UWW: <http://guides.library.umass.edu/uww>
- Women, Gender, Sexuality Studies: <http://guides.library.umass.edu/wgss>

Another important resource: you can get free access to the New York Times through UMass! This resource will help you complete assignments over the course of this semester. Details are available here:

https://guides.library.umass.edu/nytimes?_ga=2.48930918.1147540388.1597010940-1855955997.1573776872

Further information regarding how to access other newspapers is available here:

<https://libanswers.library.umass.edu/faq/297072>

(These links are also posted on our Blackboard homepage.)

Technology Requirements

- A computer with an updated operating system (e.g. Windows, Mac, Linux) and an Internet browser (e.g. Mozilla Firefox, Google Chrome, Safari...)
- I highly recommend using a desktop or laptop to complete assignments. A tablet or smartphone is not powerful enough
- Basic computer audio/video equipment
- Internet connection
- Applications: Media Player (e.g. Flash Player, Windows Media Player, Quicktime for Mac)
- Software: Microsoft Word (although I will accept documents via Google Docs...please no Pages documents). Office 365 software is available for free to UMass Students; see https://www.umass.edu/it/software/microsoft-office-365-education?_ga=2.168900769.1631692794.1589223126-1855955997.1573776872
 - [This link is also posted on our Blackboard homepage]

Technological Support

If you are experiencing technological problems, please contact one of the following resources. Please don't contact me with technological issues. I am the course instructor and facilitator, and as such my role is to guide you through the course material and answer questions about course subject matter and assignments. Plus, I wouldn't describe myself as tech savvy.

- UMass Amherst's 24/7 Help Center can be reached at the following URL: <https://embanet.frontlinesvc.com/app/home/p/2101>
- UMass Amherst IT can be reached at: it@umass.edu or **413-545-9400** or **5-TECH**

How You Will Be Graded in This Course

Please make note of the assignments in your calendar!!!

Small Assignments (50%): Almost every week, you will have a small assignment due by 11:59pm EST on the Wednesday prior to our class meeting. Each assignment will be worth 5%; collectively, they will be worth 55% of your total grade. The purpose of weighting these small assignments so highly is to reward you for keeping up with the readings and day-to-day work of the course.

Small assignments will be one of the following:

- Reflective Walking (or meditating)
- VoiceThread
- Our Course in the News
- Teach Another Person
- Salon

Some of these assignments—namely Reflective Walking (or Meditating), VoiceThread, and Our Course in the News, will be repeated more than once over the course of the semester. Details regarding the assignments are available on Blackboard; however, I have also posted the details of all the assignment requirements as a separate sheet on our Blackboard Homepage as a handy reference guide.

Participation in Zoom meetings (25%): Just like an in-person class, students are expected to complete the readings (including the preparation of notes and questions), attend our zoom meetings

regularly, and participate in discussions. Your grade will be based on consistency and depth of participation. We will make good use of breakout rooms, google docs, polls, and other tools.

5% of your participation grade will be self-assigned: that is, at the end of the semester, you will give yourself a grade out of 5, along with a paragraph-long rationale of why you gave yourself that particular grade. You will email it to me by Friday, November 20th at 5pm EST. Whatever you give yourself, I will give to you; I only ask that you be honest with yourself.

Essay: “The Past in the Present” (15%): For this assignment, you will have a choice of a news story/video clip covering a recent event in U.S. socio-political life. For the story you choose, you will contextualize what has happened recently in light of what you have learned about the American past. While it is important that you not draw direct lines between what is happening now and what happened in the past, you can help explain how past developments created the conditions that allowed contemporary events to unfold. Please include a bibliography of sources consulted. Papers should be five double-spaced pages, and submitted via Blackboard on Friday, October 23rd by 11:59pm EST [see Week 9 on Blackboard Weekly/Unit Contents].

Essay: “Packing for the Future” (10%): I am adapting this assignment from Professor Farah Griffin (Columbia University), as it elegantly links what is happening in our present to both the past and the future. Please respond to the following prompt, writing no more than five double-spaced pages. Submit your paper on Blackboard by Friday, November 20th at 11:59pm EST [see Week 13 on Blackboard Weekly/Unit Content].

“Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to figure for it.”—Arundhati Roy

As we pass through this portal, let’s think about what we might take to the other side, and what we want to leave behind. Use the following questions to guide your reflections:

1. What one lesson from this class would you want to take with you?
2. What, if anything, from the past and present would you want to leave behind?
3. What do you appreciate that you would like to take with you?
4. What change, if any, would you like to see, and commit to bring about, on the other side?

Grading System

Number grades will be translated to the final letter grades using the scale shown below:

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	59% and below

Zoom Etiquette

- Please be sure to mute yourself when not speaking
- If you would like to speak, please raise your hand in the “chat” section

- If you have questions or a comment, please write it in the chat. Be sure to check which participant(s) you wish to send your question/comment to—Zoom defaults to everyone
- Be sure to try and give other students the opportunity to join in the discussion
- Be respectful of your classmates, and present ideas appropriately
- Try to share tips with other students!
- Be sure to prepare your space and your mind for our zoom meetings: have water/coffee/tea/juice at the ready, along with a notepad and pen/pencil, and remove distractions

[I've also posted a helpful slide created courtesy of my colleague, Laura Ciolkowski, on our Blackboard Homepage as a reminder]

Writing Resources

UMass Amherst offers a Writing Center to its students and can provide tutoring online! Please visit the following link: <https://www.umass.edu/writingcenter/news/online-tutoring>

Class Philosophy

Learning is a *process*, both individual and collective. We come to this course with different backgrounds and experiences, yet we are all moving through it together. Though we acquire information, arrive at insights, and develop skills at our own pace, learning is inescapably interdependent. For this reason, we will proceed with respect and patience for each other, especially when we disagree.

Late Assignments

All assignments must be received by their due date. If there is a compelling reason why you cannot hand in your assignment on time—illness, personal or family emergency, varsity athletic commitment—please be in touch with the Professor as soon as possible. PLEASE BE PROACTIVE in asking for accommodation. Don't suffer in silence—I sincerely want you to succeed in this course.

Statement Regarding Pronouns

There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. The Professor and TAs will gladly honor your request to address you by the name you prefer and gender pronouns that correspond to your gender identity. Please advise me and your TA of your name's proper pronunciation, and any name or pronouns not reflected by the record in Spire early in the semester so that we may make appropriate changes to our records.

Students with Disabilities

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we

may make appropriate arrangements. For additional information see: <http://www.umass.edu/disability/students>.

Academic Honesty Statement

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

Title IX and mandated reporting

WGSS classes are a place where issues of sexual violence and other sexual misconduct are discussed as a matter of course. It's not a taboo subject, and feminists have long worked to develop theory and activism around sexualized violence, including rape, dating violence, child sexual abuse, and the like. If you want to discuss your own personal experiences of sexual violence in a class, we don't consider that a "report" covered by Title IX (although if you want faculty help and support in reporting sexual violence, we are here to help you do that). Other available resources on campus for addressing sexual violence include both confidential and non-confidential resources—non-confidential resources will keep your concerns private but will report your concerns to the Title IX coordinator, or, the Dean of Students Office who will provide you with different options to assist you. Confidential resources will keep your concerns confidential and will provide you support, assistance in addressing safety concerns as well as other services such as providing you with an advocate. The resources can be found at www.umass.edu/titleix

And Finally...

I recognize this semester will be different, that things are uncertain, and that we don't know what the future will bring. We are living in a time of heightened anxiety. I plan to approach this semester with compassion, flexibility, and reason, and will do my best to support you in realizing success in this course. Please keep the channels of communication open so I can help you.

Course Outline

Week 1 (August 24-30): Introductions

Introduction	Introduction to the Course, to Instructor, to Each Other
Assignments	<ul style="list-style-type: none"> • Read Syllabus • Watch Instructor Welcome Video • Review Blackboard • Meet synchronously via Zoom on Thursday, August 27th at 11:30am

Week 2 (August 31-September 6): Key Concepts, Pt. 1

Lesson 1: Race	Read: <ul style="list-style-type: none"> • Audrey Smedley and Brian D. Smedley, <i>Race in North America: Origin and Evolution of a Worldview</i>, Fourth Edition (Westview Press, 2011), 11-40.
Lesson 2: Sexuality	Read: <ul style="list-style-type: none"> • Robert A. Padgug, "Sexual Matters: On Conceptualizing Sexuality in History," <i>Radical History Review</i> 20 (1979): 3-23 • Joesph Bristow, "Introduction," in <i>Sexuality: The New Critical Idiom</i> (New York: Routledge, 1997), 1-11.
Assignments	<ul style="list-style-type: none"> • Complete Readings • Watch Lectures • Complete Reflective Walking (or Meditating) Assignment by Wednesday, Sept. 2nd at 11:59pm EST • Attend class meeting on Thursday, Sept. 3rd at 11:30am and be ready to participate!

Week 3 (September 7-13): Key Concepts, Pt. 2

Lesson 1/2: Nation, Other/ing	Read: <ul style="list-style-type: none"> • Benedict Anderson, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>, Revised Edition (Verso, 2006), 1-7. • Raymond Williams, "Nationalist," <i>Keywords: A Vocabulary of Culture and Society</i>, Revised Edition (Oxford University Press, 1983), 213-214. • Jean-François Staszak, "Other/otherness" in <i>International Encyclopedia of Human Geography</i> (Elsevier 2008), 1-7. Watch: <ul style="list-style-type: none"> • Toby Keith, "Made in America" (2011) • Roy Wood Jr. "Black Patriotism?" <i>Father Figure</i> (2017)
Assignments	<ul style="list-style-type: none"> • Complete the Readings/Videos

	<ul style="list-style-type: none"> • Watch the lecture • Complete the VoiceThread assignment by Wednesday, Sep. 9th at 11:59pm EST • Attend class meeting on Thursday, Sept. 10th at 11:30am and be ready to participate!
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Week 4 (September 14-20): Settler Colonialism and Sexuality

Mini-Lesson: Contextualizing Settler Colonialism and Sexuality	Watch Lecture
Lesson 1: Difference and Conquest	Read: <ul style="list-style-type: none"> • Kathleen M. Brown, “The Anglo-Indian Gender Frontier,” <i>Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia</i> (University of North Carolina Press, 1996): 42-74
Lesson 2: Gender, Sexuality, Discipline, Governance	Read: <ul style="list-style-type: none"> • Mark Rifkin, “Romancing Kinship: A Queer Reading of Indian Education and Zitkala-Sa’s <i>American Indian Stories</i>,” <i>GLQ</i> 12, no. 1 (2006): 27-59 Watch: <ul style="list-style-type: none"> • Kim Tallbear, “Making Love and Relations Beyond Settler Sexualities” https://www.youtube.com/watch?v=zfd02ujRUv8&feature=youtu.be
Assignments	<ul style="list-style-type: none"> • Complete the Readings/Videos • Watch lectures • Complete Reflective Walking (or Meditating) assignment by Wednesday, Sept. 16th at 11:59pm EST • Attend our class meeting on Thursday, Sept. 17th at 11:30am and be ready to participate!

Week 5 (Sept 21-27): Race, Gender, Sexuality, and Slavery

Mini-Lesson: Critical Context on the History of Slavery	Watch lecture
Lesson 1: Gender and Slavery	Read: <ul style="list-style-type: none"> • Angela Y. Davis, “The Legacy of Slavery: Standards for a New Womanhood,” <i>Women, Race, and Class</i> (Random House, 1981), 3-29

	<ul style="list-style-type: none"> Hazel V. Carby, <i>Reconstructing Womanhood: The Emergence of the Afro-American Woman Novelist</i> (New York: Oxford University Press, 1987), 20-39
Lesson 2: Slavery and Coerced Reproduction	Read: <ul style="list-style-type: none"> Dorothy Roberts, <i>Killing the Black Body: Race, Reproduction and the Meaning of Liberty</i> (New York: Pantheon Books, 1997), 3-55.
Assignments	<ul style="list-style-type: none"> Complete the readings Watch the lectures Complete the Our Course in the News Assignment by Wednesday, Sept. 23rd at 11:59pm EST Attend class meeting on Thursday, Sept. 24th at 11:30am and be ready to participate!

Week 6 (September 28-October 4): Legacies of Slavery: Reconstruction and Beyond

Mini-lesson: How, when, and why did the formal institution of slavery end in the United States?	Watch lecture
Lesson 1: Failures of Reconstruction	Read: <ul style="list-style-type: none"> Angela Y. Davis, “The Meaning of Emancipation According to Black Women” and “Education and Liberation: Black Women’s Perspectives,” <i>Women, Race, and Class</i> (Random House, 1981), 87-109
Lesson 2: Rape, Lynching, Racist Terrorism	Read: <ul style="list-style-type: none"> Paula Giddings, <i>When and Where I Enter: The Impact of Black Women on Race and Sex in America</i> (New York: Amistad, 2001; 1984), 17-32 Jacquelyn Dowd Hall, “The Mind That Burns in Each Body: Women, Rape, and Racial Violence,” in <i>Powers of Desire: The Politics of Sexuality</i>, edited by Ann Snitow et al. (New York, 1983): 328-49. Recommended Watch: <ul style="list-style-type: none"> Documentary “Anita: Speaking Truth to Power,” dir. Freida Lee Mock (2014)
Assignments	<ul style="list-style-type: none"> Complete Readings/Videos Watch Lectures Complete Teach Another Person Assignment by Wednesday, September 30th at 11:59pm

	<ul style="list-style-type: none"> • Attend class meeting on Thursday, October 1 at 11:30am and be prepared to participate!
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Week 7 (October 5-11): Immigration and Sexuality

Mini-lecture! Overview of U.S. Immigration History	Watch lecture
Lesson 1: Themes, Trends, and Tendencies in U.S. Immigration History	Read: <ul style="list-style-type: none"> • Eithne Lubheid, <i>Entry Denied: Controlling Sexuality at the Border</i> (University of Minnesota, 2002), 1-30.
Lesson 2: Fear and Loathing in the Pacific Northwest	Read: <ul style="list-style-type: none"> • Nayan Shah, <i>Stranger Intimacy: Contesting Race, Sexuality, and the Law in the North American West</i> (University of California, 2011), 19-52.
Assignments	<ul style="list-style-type: none"> • Complete the readings • Watch the Lectures • Complete the Our Course in the News assignment by Wednesday, October 7th at 11:59pm EST • Attend our class meeting on Thursday, October 8th at 11:30am and be ready to participate!

Week 8 (October 12-18): Eugenics, Birth Control, Sterilization

Lesson 1: Gender, Eugenics, and Sexual Regulation	Read: <ul style="list-style-type: none"> • Wendy Kline, <i>Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the Century to the Baby Boom</i> (University of California Press, 2001), 1-31
Lesson 2: Birth Control and Empire	Read: <ul style="list-style-type: none"> • Laura Briggs, <i>Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico</i> (University of California Press, 2003), 60-94.
Assignments	<ul style="list-style-type: none"> • Complete the readings • Watch the lectures • Complete the Voice Thread assignment by Wednesday, October 14th at 11:59pm EST. • Attend class meeting on Thursday, October 15th at 11:30am and be ready to participate!

Week 9 (October 19-25): NO READINGS; NO MEETINGS

- “Past in the Present Essay” due Friday, October 23rd at 11:59pm on Blackboard

Week 10 (October 26-November 1): Marriage

Lesson 1: Sexism, Heterosexism, and Contractual Marriage	<p>Read:</p> <ul style="list-style-type: none"> • Nancy Cott, <i>Public Vows: A History of Marriage and the Nation</i> (Harvard University Press, 2009), 1-8 • Margot Canaday, “Heterosexuality as a Legal Regime,” in Michael Grossberg and Christopher Tomlins, eds., <i>The Cambridge History of Law in America</i>, Vol. 3 (New York: Cambridge University Press, 2008), 442-471
Lesson 2: “Miscegenation”	<p>Read:</p> <ul style="list-style-type: none"> • Peggy Pascoe, “Miscegenation Law, Court Cases, and Ideologies of ‘Race’ in Twentieth-Century America,” <i>The Journal of American History</i> (June 1996): 44-69
Assignments	<ul style="list-style-type: none"> • Complete the readings • Watch the lectures • Complete the "Marriage Salon" assignment by Wednesday, October 28th at 11:59pm EST • Attend class meeting on Thursday, October 29th at 11:30am and be ready to participate!

Week 11 (November 2-8): Liberation Movements, Pt. 1

Objectives	
Lesson 1: Women’s Liberation	<p>Watch:</p> <ul style="list-style-type: none"> • <i>She’s Beautiful When She’s Angry: The History of the Women’s Liberation Movement</i>, dir. Mary Dore (2014) <p>Read:</p> <ul style="list-style-type: none"> • Finn Enke, "Collective Memory and the Transfeminist 1970s: Toward a Less Plausible History," <i>Transgender Studies Quarterly</i> 5(1) (2018): 9-29. • Combahee River Collective Statement: http://circuitous.org/scraps/combahee.html
Lesson 2: Trans Resistance	<p>Read:</p> <ul style="list-style-type: none"> • Susan Stryker, <i>Transgender History</i> (Seal Press, 2008), 59-89 <p>Watch:</p>

	<ul style="list-style-type: none"> • <i>Screaming Queens: The Riot at Compton's Cafeteria</i> (2015)
Assignments	<ul style="list-style-type: none"> • Complete the readings • Watch the lectures • Complete the "Our Course in the News" assignment by Wednesday, November 4th at 11:59pm EST • Attend our class meeting on Thursday, November 5th at 11:30am EST and be ready to participate!

Week 12 (November 9-15): Liberation Movements, Pt. 2

Objectives	
Lesson 1: Gay Liberation	Read: <ul style="list-style-type: none"> • Emily K. Hobson, <i>Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left</i> (University of California Press, 2016), 17-41
Lesson 2: AIDS Activism	Read: <ul style="list-style-type: none"> • Emily K. Hobson, <i>Lavender and Red</i>, 155-185 Watch: <ul style="list-style-type: none"> • <i>How to Survive a Plague</i>, dir. David French (2012)
Assignments	<ul style="list-style-type: none"> • Complete the readings • Watch the lectures • Complete the Reflective Walking (or Meditating) assignment by Wednesday, November 11th at 11:59pm EST • Attend our class meeting on Thursday, November 12th at 11:30am and be ready to participate!

Week 13 (November 16-20): Looking Back, Looking Forward

Objectives	
Lesson 1: Radical Imaginations	Read: <ul style="list-style-type: none"> • Imarisha, Walidah, ed. <i>Octavia's Brood: science fiction stories from social justice movements</i> (AK Press, 2015). Read <u>at least</u> the introduction and five short stories. • Available at the library here:

	<p>2. Octavia's brood : science fiction stories from social justice movements / edited by Walidah Imarisha and adrienne maree brown ; foreword by Sheree Renée Thomas.</p>  <p>Oakland, CA : AK Press ; [New York?] : Institute for Anarchist Studies, [2015] 1 online resource (296 pages) : illustrations. Language: English, Database: UMass and Five College Catalog</p> <p>Subjects: Social justice -- Fiction; Social change -- Fiction; Science fiction; Speculative fiction; Electronic books; Butler, Octavia E. -- Criticism and interpretation</p> <p>eBook  UMass: Link to resource View in Catalog</p> <table border="1"> <thead> <tr> <th>Location</th> <th>Call No.</th> <th>Status</th> <th>Due Date</th> </tr> </thead> <tbody> <tr> <td>FC Libraries Online - FC E-Resources</td> <td>PS3572.O67 .O283 2015eb Text Call #</td> <td>Internet</td> <td>Available</td> </tr> </tbody> </table> <p>Show More (1)</p>	Location	Call No.	Status	Due Date	FC Libraries Online - FC E-Resources	PS3572.O67 .O283 2015eb Text Call #	Internet	Available
Location	Call No.	Status	Due Date						
FC Libraries Online - FC E-Resources	PS3572.O67 .O283 2015eb Text Call #	Internet	Available						
<p>Lesson Narrative Resources</p>	<p>2: Watch:</p> <ul style="list-style-type: none"> • <i>I am Not Your Negro</i> (dir. Raoul Peck, 2016); available through Kanopy database at the library <p>Read:</p> <ul style="list-style-type: none"> • Audre Lorde, <i>Sister Outsider: Essays and Speeches</i> by Audre Lorde; read essays “Scratching the Surface,” “Uses of the Erotic,” “Sexism: An American Disease in Blackface,” and “Uses of Anger: Women Responding to Racism” • Available at the library here: <p>6. Sister outsider : essays and speeches</p>  <p>By: Lorde, Audre.. Trumansburg, NY : Crossing Press, 1984. Language: English, Database: Alexander Street Press</p> <p>Connect to Resource</p> <p>Book</p>								
<p>Assignments</p>	<ul style="list-style-type: none"> • Complete the Readings • Attend our class meeting on Thursday, November 19th at 11:30am and be ready to participate! • Submit your “Backpack for the Future” paper by Friday, November 20th at 11:59pm EST 								