

**Critical Identity Studies 101.01**  
**Sex, Race, and Power: Concepts for Community Building in Our Everyday Lives**  
Spring 2022  
T/Th 10:10-11:25am  
Classroom: Morse-Ingersoll Hall room 109

**Instructor:** Dr. Lauren Herold (she/her)

**Office Location:** Morse-Ingersoll Hall room 218

**Email:** [HeroldL@beloit.edu](mailto:HeroldL@beloit.edu)

**Office Hours:** By appointment on Zoom or in person, schedule here:  
[www.calendly.com/laurenherold](http://www.calendly.com/laurenherold)

**Course Description:**

This course introduces students to concepts for navigating the multiplicity of experiences and knowledges at the intersections of identity categories (gender, race, sexuality, class, dis/ability, non/religiosity, nation, etc.) and structures of power. Our objects of analysis include both “the everyday”—located in our home communities, on our campus, in our virtual and mediated lives—and foundational texts, theories, and ideas (i.e. concepts) drawn primarily from women of color, queer, trans, and indigenous feminisms, and postcolonial thinkers.

The course also engages with conceptions and practices of building communities across differences in identity and experience, using Beloit College as a lab of learning—its mission, location, histories, and asymmetries of belonging—as a way to help students develop the intellectual habits, reflective capacities, and collaborative communication skills required for equity-based interventions into their current and future social worlds.

The point of the work we are about to do together is to help you “lead fulfilling lives marked by high achievement, personal responsibility, and public contribution in a diverse society”—including your time at Beloit College. This is the liberal arts in practice!

Learning about unfamiliar concepts, ideas, values, behaviors that are part of different lived experiences can present challenges and cause discomfort. However, students will be guided in how to recruit such discomforts in order to create an expanded awareness of the self.

**Learning Objectives:**

- Explore how contemporary identity categories in the United States—sex, race, gender, sexuality, class, ability, national, ethnicity, and religion—are historically structured, reproduced, and experienced in everyday life;
- Prioritize BIPOC and other socially marginalized voices by decentering whiteness and other Eurocentric narratives so as to better understand how we can work more effectively with our institutional priorities to be anti-racist, equitable, and inclusive in ways that prioritize our and others humanity within our society—including at Beloit College;
- Reflect on how our positionality can determine our perceptions/actions, as well as the ways we are perceived/acted upon, in our everyday worlds--including at Beloit College;

- Build a learning community within the classroom that is inclusive of all fellow learners (including the instructor!). In this community we show up for each other and do the hard work of creating different interventions that call us into the community together.
- Develop the communication, problem-solving, and collaboration skills to produce informed, equity-based interventions in our everyday worlds to increase our own and everyone else’s sense of belonging--at Beloit College and in our post-Beloit lives.

### Assignments & Grading:

There are 100 possible points available in the course, allocated as follows:

Assignment	Possible Points	Due Date
Two Meetings with Prof. Herold	5 each, 10 total	–
Moodle Discussion Posts	2 each, 20 total	–
Group Facilitation	15	–
Midterm Reflection	10	Fri 3/11
Final Project	20	Fri 5/6
In Class Participation	15	–
Attendance	10	–

Participation: Our class time will be based around conversation, so participation is an essential component of class. Participation includes verbal contributions *as well as* active and courteous listening. This does not mean you have to respond to every question or comment in class; however, the class will be most valuable to everyone if we take risks in front of each other. Please try to participate (verbally) at least once per class. You are expected to read the assigned texts and to consider them carefully prior to the beginning of class. It is helpful to take notes on readings as well as to formulate questions that can contribute to the class discussion. Please note that this is meant to be a respectful space where we engage one another’s thoughts: abusive and/or aggressive language and behavior are not welcome here and will not be tolerated.

**\*\*If you need to isolate or quarantine because of COVID-19 exposure:** please write a 1 page (300-500 words) reflection on the texts for the day. These responses should demonstrate that you understand the main points of the readings and are able to relate them to class lectures, discussions, current events, and/or personal experience. Responses should reflect critically on the topic at hand; they may include questions provoked by the reading, connections made or tensions between the readings, confusion or disagreement with the author, etc.

Meetings with Prof. Herold: Recent research in higher education indicates that making connections with professors increases student academic success and sense of belonging. At the same time, lots of students don’t necessarily feel comfortable walking into a professor’s office during office hours or making an appointment. Therefore, in this class two (2) scheduled, 15-minute office hour visits (either in person or via Zoom) is a requirement for the course. I invite you to consider office hours as a space to support your learning and work throughout the semester. You might use office hours to discuss topics related to class (questions about the

readings, ideas for an assignment, how to incorporate feedback for the next assignment) or topics unrelated to class (current events, politics, media, etc.). I look forward to the conversation!

Moodle Discussion Posts: On Moodle, you will be asked to respond to the texts 10 (ten) times over the course of the semester. The idea is to engage these authors and your classmates, to use your writing to think more deeply about the content, to evoke a conversation, and to build intellectual community among you and your classmates. Your response can follow the 3CQ format: each response should include a Compliment, a Comment, a Connection (3C), and a Question (Q). Consider: what questions are they attempting to answer, how do their arguments fit in with what we've discussed in class, what is the significance of their ideas, and/or what is missing from their account of the world? Please be open, be curious, and be kind. Responses should be about 75-150 words of informal writing (but if you're on a roll, go for it!). You may also upload a 1-2 minute audio or video recording of yourself discussing the reading instead of a writing. **Posts are DUE at least one hour before class time. You have 10 opportunities to post over the course of the semester and will receive 2 points per post.**

Group Facilitation: This assignment will allow you the opportunity to take a leadership role in the classroom. As a facilitator, you can use your experiences, interests, knowledge, and imagination in helping others analyze the day's texts, apply the ideas to some outside material(s), and contemplate how these ideas apply to our lived experiences at Beloit. You will sign up for a facilitation in the second week. Once you know when you will facilitate the class, you can get together with the classmate(s) who also signed up for that day and decide on a time when you can meet together to make a class plan. I will provide more detailed instructions about class facilitation on Moodle. Your facilitation should be 30-45 minutes long.

Midterm Reflection: This assignment will invite you to reflect on what you've learned in class so far this semester and allow you to consider how the course has impacted your ways of thinking about sex, race, power, and community. I will provide a handout with a number of questions for the assignment and will instruct you to answer them in roughly 5-8 sentences each (about a paragraph). **The midterm reflection is due Friday, 3/11.**

Final project: The point of the final project is to put your learning from this course into practice at Beloit College. Consider what skills you bring, what skills you want, and what passions drive your thinking about identities and structures of power. Formats for this assignment include: podcast, zine, blog or website, video, think piece, proposal for a campus-based project, action plan, comic strip, unit for this course, etc. Student projects will be presented on the last day of class. In addition to turning in the project to me, you will write a 3-4 page explanation of your project connecting it to the themes of the class. **The final will be due to me Monday, 5/9 by 11:59pm.** I will provide you with more details about it in the weeks ahead.

Attendance: Attendance is essential for a robust and thoughtful class discussion and learning environment. For contact tracing purposes, I will be taking attendance every time we meet. With that said, illnesses and emergencies happen, and many of us celebrate religious holidays during the year that require us to be absent. **Please do not come to class if you feel sick or if you have tested positive for COVID!** Additionally, please let me know in advance if you foresee any upcoming absences for whatever reason. If you miss three (3) days of class, I will reach out to

you to check in. If you miss four (4) classes, I will take 1 (one) point off of your attendance grade, and will subtract one more point for every following absence. Finally, please be courteous to your classmates and arrive to class on time. If you have a scheduling conflict that makes it difficult to arrive on time, speak to me about it.

**\*\*If you need to isolate or quarantine because of COVID-19 exposure: get in touch with your in-class buddy and arrange for them to take notes for you while you are absent.**

**Grading Scale:**

Point Total:	Letter Grade Equivalent:
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
< 63	F

**Class Policies:**

**Required Readings:** All required readings, unless otherwise noted, can be found on our course Moodle site. You are required to complete the readings prior to the course meeting for which they are assigned and should come to class prepared to discuss their content. Please let me know if you have any issues accessing the readings.

**Communication with instructor:** If you have any questions, problems, or difficulties, please do not hesitate to contact me via email or during office hours. Contacting me as early as possible will allow me time to assist you more effectively, so don't wait until the last minute to ask for help. I will do my best to respond to any questions within 24 hours during the week and 48 hours on the weekend.

**Technology:** This classroom is technology-friendly. You may use laptops or tablets in class if these technologies aid their learning. All technology should be silenced in order to minimize classroom distractions. Please put away your cell phones, unless you are using them to access course material.

**Late assignments:** Deadlines are designed to keep you on track to finish your work for the class in a timely manner and to allow myself ample time for grading. However, I understand that health, family, school, work, and personal emergencies come up across the semester. If you discuss any special circumstances for a late assignment with me at least 24 hours in advance, I will be happy to grant you an extension.

Accessibility and Support Services: You have the *right* to an education in a way that works for you. Students with diverse learning styles and needs are welcome in this course. If you have a disability (or just suspect that you have one) and need some sort of accommodation, please feel free to approach me to discuss what you need to help you learn. I also encourage you to contact Learning Enrichment and Disability Services (LEADS) located on 2nd floor Pearsons (north side), 608-363-2572, [learning@beloit.edu](mailto:learning@beloit.edu) or through [olesena@beloit.edu](mailto:olesena@beloit.edu). If you have an Access Letter from the Director of LEADS, bring it to me and we will discuss how to implement the accommodations. Contact that office promptly; accommodations are not retroactive.

Free peer tutoring is available for most classes. For a tutor, apply by going to your Portal, to the Student Life tab, and then apply using the Tutoring Forms (on left) and Request a Tutor. If you have any questions, contact LEADS. If you want support from an Organizational Tutor, please reach out to LEADS for more information.

For support with writing, including one on one consultations at any stage of the writing process, visit the Writing Center: <https://www.beloit.edu/offices/writing-center/>.

About Names and Pronouns: Everyone has the right to be addressed and referred to in accordance with their personal identity. I will refer to all students according to the names and pronouns you prefer to be called and will support classmates in doing so as well.

Statement about “Unprecedented Times,” Mental Health, and Basic Needs:

It has been an incredibly challenging past two years due to the Covid-19 pandemic and the ongoing and intersecting crises of racial injustice, police brutality, and white supremacy. I am aware that some of you may have lost loved ones or may yourself have had/still be recovering from Covid-19, and also aware that these times have often exacerbated physical and mental health concerns. Others of you may have lost jobs or have family members who have lost jobs and may be struggling financially as a result. Still others of you may be dealing with other challenges I haven't listed here, but that still affect your daily life. These issues have increased barriers to education and classroom learning. If you find yourself struggling, I hope that you will feel comfortable letting me know so that I can support you. Counseling on campus is FREE for Beloit College students. You can call the Health and Wellness center at 608-363-2331 or visit the office on the second floor of the Powerhouse to make an appointment.

**Course Schedule:**

DATE	TOPIC	TEXTS
T 1/25	Introduction to the Course: Welcome!	
<b>Unit 1: Building Community</b>		
Th 1/27	Both/And Thinking, or How To Do This Work?	Yareliz Elena Mendez-Zamora, " <a href="#">Surviving Institutions That Weren't Made for You</a> " (2016)  Eli Clare, "Ideology of Cure" (2017)  Code Switch, " <a href="#">Hold Up! Time For An Explanatory Comma</a> " (2016) (30 min.)
T 2/1	What is a Community? The Norming Conversation	Ngoc Loan Trân, "Calling In: A Less Disposable Way of Holding Each Other Accountable" (2016)  Audre Lorde, "The Uses of Anger" (1981)  Gloria Anzaldúa, "La Prieta" (1981)
Th 2/3	No class - individual meetings with Dr. Herold	
<b>Unit 2: Ways of Knowing</b>		
T 2/8	What is Knowledge?	Christina Carrega and Karma Allen, " <a href="#">Historians debate America's history of racism and Confederate monuments</a> " (2020)  Marianna Spring, " <a href="#">How should you talk to friends and relatives who believe in conspiracy theories?</a> " (2020)  Aamer Rahman, " <a href="#">Reverse Racism</a> " (3 mins) (2013)  Kathie Sarachild, "A Program for Feminist Consciousness Raising" (1968)
Th 2/10	Settler Colonialism and Orientalism	Edward Said, "Introduction" from <i>Orientalism</i> p. 1-4. (1979)  Roxanne Dunbar-Ortiz, "This Land" (2014)  PBS Wisconsin, " <a href="#">Two Spirit</a> " (6mins) (2020)

<b>T 2/15</b>	On Language and Its Limits	<p>Elizabeth Stordeur Pryor TED Talk, "<a href="#">The N-Word in the Classroom</a>" (19 mins) (2020)</p> <p>June Jordan, "Nobody Mean More to Me Than You and the Future Life of Willie Jordan" (1988)</p> <p>Julia Serano, "<a href="#">A Personal History of the 'T-Word' (and some more general reflections on language and activism)</a>" (2014)</p>
<b>Th 2/17</b>	Against Objectivity	<p>Amy Moran Thomas, "<a href="#">How a Popular Medical Device Encodes Racial Bias</a>" (2020)</p> <p>Noah Strauss, "<a href="#">Ableism, COVID-19, and Eugenics</a>" (2020)</p> <p>Emily Martin, "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles" (1991)</p>
<b>Unit 3: Identity, Privilege, &amp; Power</b>		
<b>T 2/22</b>	What is Identity?	<p>Jules Gleeson interview with Judith Butler, "<a href="#">We Need to Rethink the Category of Woman</a>" (2021)</p> <p>Hari Zayad, "<a href="#">My Gender is Black</a>" (2017)</p> <p>Video with Alok Vaid Menon, "<a href="#">You Don't Need to Be a Boy or a Girl</a>" (2015) (2 mins)</p> <p>Jules Netherland, "<a href="#">How Endometriosis Helped Me Become a Tenderhearted Butch</a>" (2016)</p>
<b>Th 2/24</b>	Intersectionalities	<p>Kimberlé Crenshaw's Ted Talk, "<a href="#">The Urgency of Intersectionality</a>" (2016) (18mins)</p> <p>Audre Lorde, "Age Race Sex Class: Women Redefining Difference" (1984)</p> <p>Alice Walker, Womanism (1983)</p> <p>Jane Coaston, "<a href="#">The Intersectionality Wars</a>" (2019)</p>
<b>T 3/1</b>	Exploring Privilege and Positionality	<p>Adrienne Rich, "Notes towards a Politics of Location" (1984)</p>

		<p>Roxane Gay, "<a href="#">Peculiar Benefits</a>" (2012)</p> <p>Macy Tran, "Final Reflection Paper" (2017)</p> <p>Jamie Utt. "<a href="#">“We’re All Just Different’: How Intersectionality Is Being Colonized by White People.”</a>" (2017)</p>
<b>Unit 4: Equality, Rights, &amp; Justice</b>		
<b>Th 3/3</b>	What is Equality?	<p>1619 Project Podcast, "<a href="#">The Economy that Slavery Built</a>" (30mins) (2019)</p> <p>"<a href="#">Robin DiAngelo on White Fragility</a>" (9 min) (2016)</p> <p>Mary Frances-Winters, "My Black Fatigue" (2020)</p> <p>Emily Zak, "<a href="#">Outdoor Recreation isn't Free</a>" (2017)</p>
<b>T 3/8</b>	Against "Progress"	<p>Patricia Hill Collins, "The Past is Ever Present" (2004)</p> <p>BBC Radio 4 - Soul Music, "<a href="#">A Change is Gonna Come, by Sam Cooke</a>" (2016) (30mins)</p> <p>Jasbir Puar, "In the Wake of It Gets Better" (2010)</p> <p>Peter Beech, "<a href="#">What is Environmental Racism and how can we fight it?</a>" (2020)</p>
<b>Th 3/10</b>	No class - individual meetings with Dr. Herold	
<b>Spring Break – No Class</b>		
<b>T 3/22</b>	Systemic Whiteness	<p>Patricia Williams, "<a href="#">How Not to Talk about Race</a>" (2021)</p> <p>Jane Choi, "How International Students Access White Spaces and What That Says about Integrations Practices" (2014)</p> <p><i>The New York Times</i>, "<a href="#">A Conversation with White People on Race</a>" (6 mins) (2015)</p> <p>PBS News Hour, "<a href="#">Exploring hate: How antisemitism fuels white nationalism</a>" (2021)(6mins)</p>

<b>Th 3/24</b>	Rights vs. Justice	<p>Dean Spade, “What’s Wrong with Rights?” (2011)</p> <p>Loretta Ross, “Understanding Reproductive Justice: Transforming the Pro-Choice Movement” (2006)</p> <p>Mia Mingus, “<a href="#">You are not entitled to our deaths: COVID, Abled Supremacy, and Interdependence</a>” (2022)</p>
<b>Unit 5: Our Bodies, Ourselves</b>		
<b>T 3/29</b>	Ways of Being in Our Bodies	<p>Melissa Harris Perry, “<a href="#">Black Hair: 'The Melissa Harris-Perry Show' Gives A Crash Course in Black Hair 101</a>” (4mins) (2012)</p> <p>Ivan Coyote, “<a href="#">The Rest of My Chest</a>” (21mins) (2014)</p> <p>CJ Pascoe, “<a href="#">Bullying, Masculinity, and the Spectre of the Fag</a>” (6mins) (2012)</p> <p>Roxane Gay, “40” (2017)</p>
<b>Th 3/31</b>	Pleasure, Power, and Desire	<p>Ann Koedt, “Myth of the Vaginal Orgasm” (1970)</p> <p>Catherine Mackinnon, “Sex and Violence: A Perspective” (1981)</p> <p>Eunjung Kim, “How Much Sex is Healthy: The Pleasures of Asexuality” (2010)</p>
<b>T 4/5</b>	Pathologizing Bodies	<p>Joyce Huff, “Access to the Sky: Airplane Seats and Fat Bodies as Contested Space” (2009)</p> <p>Kristen Schilt and Laurel Westbrook, “Bathroom Battlegrounds and Penis Panics” (2015)</p> <p>Pidgeon Pagonis, “<a href="#">5 Ways You Can End Intersex Surgeries</a>” (8mins) (2018)</p> <p>Gene Denby, “<a href="#">Making The Case That Discrimination is Bad for Your Health</a>” (2018)</p>
<b>Th 4/7</b>	Laboring Bodies	<p>Isabel Escobar, “<a href="#">A Bill of Rights for Housecleaners</a>” (2016)</p>

		<p>Tracy Clark-Flory interview with Heather Berg, <a href="#">“‘Pleasure and Tedium’: What Porn Reveals about the Future of Work”</a> (2021)</p> <p>Jennifer Nash, <a href="#">“The Real Reason Black Mothers Are Being Pushed to Breastfeed”</a> (2021)</p>
<b>Unit 6: Places and Spaces</b>		
<b>T 4/12</b>	Public vs. Private, Nation vs. Citizen	<p>Hadley Green, <a href="#">“Fueled by the pandemic, the child-care crisis is keeping moms out of work”</a> (2021)</p> <p>Viet Thanh Nguyen. <a href="#">“I Love America. That’s Why I Have to Tell the Truth About It,”</a> 2018</p> <p>Geoff Adams-Spin, <a href="#">“Social Model Animation”</a> (3mins) (2011)</p> <p>Chizu Omori, <a href="#">“Why I’m still talking about my incarceration as an American Japanese”</a> (2017)</p>
<b>Th 4/14</b>	Imagining the Border	<p>Emily Kassie, <a href="#">“How the United States created the largest immigrant detention center in the world”</a> (2019)</p> <p>Gloria Anzaldúa, "The Homeland, Aztlán" (1987)</p> <p>Sylvanna Falcón, <a href="#">“‘National Security’ and the Violation of Women: Militarized Border Rape at the US-Mexico Border,”</a> 2006</p>
<b>T 4/19</b>	Prisons and Punishment	<p>S. Lamble, <a href="#">“Transforming Carceral Logistics: 10 Reasons to Dismantle the Prison Industrial Complex Using a Queer/Trans Analysis”</a> (2011)</p> <p>Erica Reiner, <a href="#">“Awful Acts and the Trouble with Normal”</a> (2011)</p> <p>Keeanga-Yamahtta Taylor, <a href="#">“The Emerging Movement for Police and Prison Abolition”</a> (2021)</p>
<b>Th 4/21</b>	Visibility and Representation	<p>Laura Mulvey, <a href="#">“Visual Pleasure and Narrative Cinema”</a> (1975)</p> <p>bell hooks, <a href="#">“Eating the Other”</a> (1992)</p>

		Hari Zayad, " <a href="#">For Black Queers, Invisibility is Often the Best Liberation Strategy</a> " (2017)
<b>Unit 7: Now That We Know, How Shall We Live?</b>		
<b>T 4/26</b>	Against Capitalism	Silvia Federici, "Wages Against Housework" (1975)  Annie Lowry, " <a href="#">Low-Skill Workers Aren't a Problem to be Fixed</a> " (2021)  Patrisse Cullors, " <a href="#">Q&amp;A: Nap Ministry's Tricia Hersey talks rest and racial justice</a> " (2020)  Dean Spade, " <a href="#">Shit's Totally Fucked! What Can We Do? A Mutual Aid Explainer</a> " (2019) (8mins)
<b>Th 4/28</b>	Freedom Dreaming	Combahee River Collective Statement (1986)  Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House" (1979)  Emi Koyama, "Transfeminist Manifesto" (2003)
<b>T 5/3</b>	Wrapping Up	

### University Policies & Statements:

Alert Slips: Alert slips are electronic forms emailed by faculty to students (and cc'd to advisors and coaches) to indicate concerns about academic performance, changes in behavior, and/or attendance. In addition to helping students improve performance before it's too late, alert slips regarding absences can help ensure students do not lose their financial aid and can stay enrolled, so to keep the college in compliance with federal regulations, I will promptly send an alert slip if and when a student has missed the equivalent of a week of class. If you receive an alert slip, read it carefully and seek assistance.

Academic Honesty: Academic dishonesty will be handled according to the College's policy. Such dishonesty includes cheating, deliberately interfering with the work of another student, or plagiarizing. Plagiarizing means representing the work of someone else (such as another student, an author of a book or article, a site on the internet, etc.) as your own. If you use the words or ideas of someone else, you must cite the source of the information. When an act of academic dishonesty appears to have occurred within the academic process, I will discuss the apparent violation with you as soon as possible and shall give you an opportunity to explain the action.

Land Acknowledgement: Beloit College is located on the traditional territory of Indigenous peoples, and we want to respectfully acknowledge the Potawatomi, Peoria, Miami, Meskwaki,

and Ho-Chunk (Winnebago) people who have stewarded this land throughout countless generations. As we gather here in the weeks to come, please consider the legacies of violence, displacement, and settlement that they have faced. We are always on Indigenous land, and here on the campus we have a constant reminder in the form of the mounds. To recognize the land is an expression of gratitude to those on whose territory we reside--a way of honoring Indigenous people. Land acknowledgments do not exist in a past tense, or outside historical context: colonialism is an ongoing process, and we need to be mindful about our present participation. *(Adapted from Bill Quackenbush, Tribal Preservation Office, Ho-Chunk Nation)*