SOC2033s Diversity Literacy

2011

Course convenor: Melissa Steyn/Ari Sitas

**Course co-ordinator and lecturer:** Claire Kelly

**Assistant lecturers:** Lwando Scott and Philip Broster

### GENERAL OBJECTIVES

This course is divided roughly into two aspects, theories of diversity and contemporary social issues in diversity studies. These will be presented in an integrated format, by critically examining and analysing how different authors foreground, think about and represent certain issues.

We will draw on contemporary critical social theory to examine the way in which the construction of intersecting and often conflicting centres and margins creates differences that have a significant impact on people’s life opportunities. For example, the course looks closely at the deeply personal identities of gender and sexuality, and examines the construction of subject positions and identities through discussions of race. The notion of ‘whiteness’ will be probed as a prime example of how centres and margins act along lines of power discrepancies. Other axes of difference will also be interrogated, such as bodily ability, HIV, culture and even global post-colonial positioning.

**times and venue**

**Time:** Everyday in the 4th period

**Venues: Monday, Wednesday and Friday** LS1C

**Tuesday** LCOM 2D or CL337 or B306 (depending on your group)

**Thursday** LCOM 2D or CL337 or LS6B (depending on your group)

**Consultation AND CONTACT DETAILS**

**Claire Kelly** Claire is the course co-ordinator and lecturer.

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**Theresa Daniels** Theresa assists Claire, Philip and Lwanso. She is also in the INCUDISA office. She is your first port for administrative queries. If Theresa can’t assist you, please email Claire, Lwando or Philip.

email: theresa.daniels@uct.ac.za

phone: 021 650 2561

hours: Mornings from 9:00-14:00

**COURSE DETAILS**

1. The course will consist of a combination of examining theoretical issues and contextualizing that understanding by analysing contemporary social issues concerning such issues as identities, belonging, inclusion/exclusion, centering and marginalisation etc.
2. The course is designed according to the principles of co-operative learning. To this end you will be assigned to BASE GROUPS in the third week. You will be expected to approach the course as a team.
3. The weeks usually follow this logic: Tuesdays are set aside for group work. This is when the group may work on assignments, consult each other, collaborate and assist each other in whatever way is needed. Mondays and Wednesdays are discussion/lectures on theory, Thursdays are generally set aside for discussing “hot topics” and handing in of group assignments. Fridays vary films/videos and experiential activities.
4. **All classes will be participatory. Students will be expected to have read the required readings and come to class prepared to engage in discussion—both in small group and full class meetings.**
5. **Attendance of lectures/discussions and submission of all assignments are DP requirements.**

**requirements**

GROUP WORK **(note: Group work is a very important aspect of this course)**

1. **Group assignments**: On Fridays pertinent films are scheduled. Groups are required to collaborate on group assignments related to the films. Each group will be expected to **choose three films** to write about and **complete three 1500 word assignments**.

**Hand in**: Three per group per semester. Must be **submitted on VULA by 16h00 on the due day**. See course schedule for dates.

1. **Group presentations**: At the end of the semester each group will be able to show what they have achieved by presenting a group project. A topic will be allocated to you. As emphasis will be placed on co-operative learning formats throughout the course, you will be assessed on the performance of the group as a learning team.

**Hand in**: One per group, at the end of the semester. See course schedule for dates.

1. **Group glossaries**: Each group is expected to maintain a glossary of “critical terms” which arise in the readings and lectures. Readings will be assigned to different groups. This glossary must be handed in at the end of the semester and will be made available to other groups for consolidation and revision purposes.

**Hand in**: One per group, at end of semester. to be **submitted on VULA by 16h00** **on due date**. See course schedule for date.

INDIVIDUAL WORK

1. **Short individual essay:** You will be required to complete **one 2000 word essay** on some theoretical aspect of the course, relating to a contemporary social issue of identity and/or difference. This topic will be made available later in the semester.

**Hand in:** One assignment, near the middle of the course (please see schedule for date). It must be **submitted on VULA by 16h00 on the due date.** Late submissions are penalised according to standard departmental procedures.

1. **Long individual essay :** You will be required to **complete one 4500 word** **essay** on some theoretical aspect of the course, relating to a contemporary social issue of identity and/or difference. These topics will be made available later in the semester.

**Hand in:** One assignment, at the end of the semester (please see schedule for date). It must be **submitted on VULA by 16h00 on the due date**. Late submissions are penalised according to standard departmental procedures.

1. **Exams:** You have **one two-hour exam**. You will have to answer two exam questions. One (out of a choice of two) will focus on a theoretical aspect of the course, and one (out of a choice of two) will require application of theoretical understanding to a particular contemporary social issues.

***Please remember that all essays, response papers and group assignment are pieces of academic writing, and you should pay attention to academic conventions of style, presentation and referencing***

**Assignments and Evaluation - Breakdown**

Evaluation for this course will be (a) ongoing and cumulative and (b) both group-based and individual.

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| --- | --- | --- |
|  | **Marks** | **% of Final Mark** |
| **Group marks** | **50** | **25%** |
| Group (film) assignments x 3 | 15 | 7.5% |
| Group presentations & glossaries | 35 | 17.5 |
| **Individual marks** | **150** | **75%** |
| Short Ind. Assignment | 15 | 7.5% |
| Long Ind. Assignment | 35 | 17.5% |
| Exam | 100 | 50% |
| **Total marks for course** | **200** | **100%** |

**Assignment Hand-in & presentation dates**

**Fri 19 August** – Group Assignment 1(*Children of a Lesser God* **or** *The Full Monty*)

**Fri 2 September** - Short Individual Assignment 1

**Fri 16 September** - Group Assignment 2 (*Difficult Love* **or** *Wa ‘n Wina*)

**Fri 30 September** - Group Assignment 3 (*Afrikaaps* **or** *A Dry White Season*)

**Mon-Fri 17-21 October** – Group Presentations & Glossaries (the exact day TBC)

**Mon 25 October** – Long Individual Assignment 2

**COURSE SCHEDULE**

Quick Overview

Week 1 **25 Jul – 29 Jul** Orientation and some framing concepts: Difference, Privilege and Oppression

Week 2 **1 - 5 Aug** Social Construction and Intersectionality

Week 3 **8 – 12 Aug** Embodiment and Ablism (9 Aug Women’s Day)

Week 4 **15 – 19 Aug** Gender

Week 5 **22 – 26 Aug** Sexuality

Week 6 **29 Aug – 2 Sep** HIV/AIDS

**Mid term break 3 – 11 September**

Week 7 **12 – 16 Sep** Culture

Week 8 **19 – 23 Sep** Race

Week 9 **26 - 30 Sep** Whiteness (24 Sep Heritage Day)

Week 10 **3 – 7 Oct** Post-Colonialism & Xenophobia

Week 11 **10 – 14 Oct** Poverty and “The Poor”

Week 12 **17 – 21 Oct Presentations**

Week 13 **24 – 28 Oct Presentations**

Detailed Overview

NB Note: **Required readings are listed in BOLD.** Recommended readings are not.

NB Note: This course outline is subject to change at the discretion of the lecturer.

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| --- | --- | --- | --- |
| **Day** | **Theme/Activity** | **Venue** | **Readings** |
| **Week 1** 25 – 29 July  **Orientation and some framing concepts: Difference, Privilege and Oppression** | | | |
| Mon  25/7 | Introductions, overview of syllabus, Q&A, introduction to social justice education | LS1C | **Syllabus**  **Bell, L. (1997) Theoretical foundations for social justice education. In M. Adams, L. Bell & P. Griffin (Eds). *Teaching for diversity and social justice: A sourcebook*. New York & London: Routledge. (p. 3 – 15)** |
| Tues  26/7 | Group Session – Introductions & Exercise | LCOM 2D; CL337; B306 | Meet your Assistant Lecturers & “What is diversity literacy” Exercise? |
| Wed  27/7 | Lecture/ Discussion - Privilege, power and difference | LS1C | **Johnson, A. G. (2001). *Privilege, power and difference* *(Chapters 3 & 8).*Boston: McGraw-Hill. (p. 15-41 & 96-116)**  Wildman, S. M., & Davis, A. D. (1997) Making systems of privilege visible. In R. Delgado, R. & J. Stefancic (Eds.) *Critical white studies: Looking behind the mirror*. Philadelphia: Temple University Press (p. 314-319)  Payne, G. (2000) Social divisions and social cohesion. In G. Payne (Ed) Social divisions. New York: St Martins Press (p. 242-253) |
| Thurs  28/7 | Hot topic! – Discussion “Who are you?: Labels & naming” | LCOM 2D; CL337; LS6B | **Tanno, D. V. (1994). Names, narratives and the evolution of ethnic identity. In A. Gonzalez, M. Houston et al. (Eds.) *Our voices: Essays in culture, ethnicity and communication: An intercultural anthology*. California: Roxbury Publishing Company. (p. 30-33)** |
| Fri  29/7 | Lecture/Discussion - Understanding oppression | LS1C | **Young, I. M. (2000) The five faces of oppression. In Adams, M., W. J. Blumenfeld, et al. (Eds) *Reading for Diversity and Social Justice: An anthology on racism, antisemitism, sexism heterosexism, ableism and classism*. New York and London: Routledge (p. 35-49)** |
| **Week 2** 1-5 Aug  **Orientation and some framing concepts: Social Construction and Intersectionality** | | | |
| Mon  1/8 | Discussion/Lecture – Introducing social construction | LS1C | **Lorber, J. (1994) “Night to his day”: The social construction of gender. In *Paradoxes of gender.* New Haven and London: Yale University Press (p. 13-36)**  Blackwood, E. (1984) Sexuality and gender in certain Native American tribes: The case of cross gender females. *Signs: Journal of Women in Culture and Society10(1), p.* 27-42 |
| Tues  2/8 | Group Session - Exercise & Discussion | LCOM 2D; CL337; B306 | **Morrison, T. (1983) Recitatif. In A. Baraka and A. Baraka (Eds) *Confirmation: An anthology of African-American women*. New York: William Morrow and Co. Inc. (p. 243 – 261)** |
| Wed  3/8 | Discussion/Lecture – Introducing intersectionality | LS1C | **Yuval-Davis, N. (2006) Intersectionality and feminist politics. *European Journal of Women’s* Studies, 13 (3), p. 193-209.**  2eek 1ITY LITERACYtion (p. 3 - 1`ing for Diversity and Social Justice: A sourcebook. Lerner, G. (1997) *Why history matters: Life and Thought*. New York: Oxford University Press (Extracts - p. 146-151, 176-184 & 184-198)  CreCre |
| Thurs  4/8 | Hot topic! - Discussion “Are you African?” | LCOM 2D; CL337; LS6B | **Mbeki, T. (1998). I am an African: The Time has come. Tafelberg: Cape Town (p. 31-36)** |
| Fri  5/8 | Discussion/Lecture | LS1C | Experiential activity – Reflections on your past |
| **Week 3** 8 – 12 Aug  **Embodiment and Ablism**  **🖐** Note! There is a public holiday this week! | | | |
| Mon  8/8 | Discussion/Lecture – Introduction to disability  *Guest Lecturers – Emma & Vic McKinney* | LS1B | **Charlton, J. I. (2002) The dimensions of disability oppression (Chapter 2). In *Nothing about us without us: Disability, oppression and empowerment*. London: University of California Press (p. 21-36)** |
| Tues  9/8 | **PUBLIC HOLIDAY - Women’s Day** | | |
| Wed  10/8 | Discussion/Lecture - Theorising disability | LS1B | **Thomson, R. G. (1997) Theorising disability (Chapter 2). In *Extraodinary bodies: Figuring physical disability in American culture and literature.* New York: Columbia University Press (p.19-51)**  Popplestone, R. (2009)Are blind people better lovers? In M. Steyn & M. van Zyl (Eds) *The Prize and the Price: Shaping sexualities in South Africa.* Cape Town: HSRC Press (p. 129-143) |
| Thurs  11/8 | Group Session - Exercise | LS4H; GEOL250; M216 | Getting into base groups |
| Friday  12/8 | Friday Film | LS1B | Children of a Lesser God |
| **Week 4** 15-19 Aug  **Gender** | | | |
| Mon  15/8 | Discussion/Lecture - Masculinities | LS1C | **Jansen, S. C. (2002) Football is more than a game: Masculinity, sport and war. *Critical Communication: Power, media, gender & technology.* Oxford: Rowman & Littlefield (p. 185-210)**  Shefer, T. & Ruiters, K. (1998) The Masculine Construct in Heterosex. Agenda, 37, *The New Man?,* 39-45 |
| Tues  16/8 | Group Session - Discussion of Friday Film | LCOM 2D; CL337; B306 | “Children of a Lesser God“ Task |
| Wed  17/8 | Discussion/Lecture – Gender & the workplace: Creating new spaces  *Guest Lecturer – Suki Goodman* | LS1C | **Ginsburg, F. (1997) Procreation stories: Reproduction, nurturance and the proceation of life in life narratuves of abortion activists. In C. R Brettell. & C. F. Sargent (Eds.) *Gender in cross-cultural perspective*. Dallas: Prentice Hall (p. 426-440 )**  Poulsen, K. (1995) Human Rights for women: Issues of culture and power. *Gender and Development 3(2*), p. 36-42 |
| Thurs  18/8 | Hot topic! - Discussion “Gender & violence” | LCOM 2D; CL337; LS6B | **Artz, L. (2009) The weather watchers: Gender, violence and social control. In M. Steyn and M. van Zyl (Eds) *The Prize and the price: Shaping sexualities in South Africa.* Cape Town: HSRC Press (p. 169-191)** |
| Fri  19/8 | Friday Film | LS1C | The Full Monty |
| **Week 5** 22 – 26 Aug  **Sexuality / Sexual Orientation** | | | |
| Mon  22/8 | Discussion/Lecture – Understanding sexualities | LS1C | **Segal, L. (1997) Sexualities. In K. Woodward (Ed) *Identity and difference.* London: Sage (p 184-224)**  Kendal (1999) Women in Lesotho and the (Western) construction of homophobia. In E. Blackwood & S. Wierina (Eds) *Same sex relations and female desires: Transgender practices across cultures*. New York: Columbia University Press (p. 157-158) |
| Tues  23/8 | Group Session - Discussion of Friday Film | LCOM 2D; CL337; B306 | “The Full Monty” Task |
| Wed  24/8 | Discussion/Lecture – Gay space in Cape Town  *Guest Lecturer – Bradley Rink* | LS1C | **Pharr, S. (1997) *Homophobia: A weapon of sexism* (*Chapter 1*). Berkeley, CA: Chardon Press (p. 1-25)**  Leap, W (2005) Finding the centre: Claiming gay space in Cape Town. In M. E. Steyn & M. Van Zyl (Eds) *Performing queer: Shaping sexualities 1994–2004* (Volume 1).Cape Town: Kwela (p. 235-264) |
| Thurs  25/8 | Group Session – Discussion “Who decides what we do with our bodies?” | LCOM 2D; CL337; LS6B | **Sait, W., Lorenzo, T., Steyn, M. and Van Zyl, M. (2009) Nurtuting the sexuality of disabled girls: The challenges of parenting for mothers. In M. Steyn & M. van Zyl (Eds) *The Prize and the Price. Shaping sexualities in South Africa.* Cape Town: HSRC Press (p. 192-219)** |
| Fri  26/8 | Friday Film | LS1C | Difficult Love |
| **Week 6** 29 Aug – 2 Sep  **HIV/AIDS** | | | |
| Mon  29/8 | Discussion / Lecture – The construction of HIV/AIDS: Current contests | LS1C | **D. Posel (2008) AIDS. In N. Shepherd & S. Robins (Eds) *New South African keywords*. Ohio University Press: Athens, OH & Jacana: Johannesburg (p. 13-24)**  Chilisa, B. (2005) Educational research within postcolonial Africa: A critique of HIV/ AIDS research in Botswana. International Journal of Qualitative Studies in Education, 18 (6), 659–684  Patton, C. (1990*) Inventing Aids* (Chapter 3 & 4). New York: Routledge (p. 51-97) |
| Tues  30/8 | Group Session - Discussion of Friday Film | LCOM 2D; CL337; B306 | “Difficult Love” Task |
| Wed  31/8 | Discussion/Lecture – Understanding “othering” & HIV/AIDS | LS1C | **Coleman, L M. (1986). Stigma: An enigma demystified. In S. C. Ainlay, G. Becker, & L M. Coleman (Eds.), *The dilemma of difference* New York: Plenum Press. (pp. 211-232)**  Shah, N. (2003) Perversity, contamination and the dangers of queer domesticity. In R. J. Corber & S. Valocchi (Eds) *Queer studies: An interdisciplinary reader*. Oxford, UK: Blackwell Publishing (p. 121-141) |
| Thurs  1/9 | Hot topic! - “HIV/AIDS & sexual culture: What do we need to know?” | LCOM 2D; CL337; LS6B | **Parker, R. (1999) ‘Within four walls’: Brazilian sexual culture and HIV/AIDS. In R. Parker & P. Aggleton (Eds). *Culture, society and sexuality: A reader.* London: Routledge (p. 253-266)** |
| Fri  2/9 | Friday Film | LS1C | Wa n’ Wina |
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| **Mid term break 3 - 11 September** | | | |
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| **Week 7** 12-16 Sep  **Culture** | | | |
| Mon  12/9 | Discussion/Lecture – Culture as contestation | LS1C | **Appiah, K. (2006). Cosmopolitan contamination. *Cosmopolitanism: Ethics in a world of strangers.* Penguin Books. London. (pp.101-114)**  Cornyetz, N. (1994) Hip-hop-hop and racial desire in contemporary Japan. *Social Text (41),* Winter, p.113-139. |
| Tues  13/9 | Group Session - Discussion of Friday Film | LCOM 2D; CL337; B306 | “Wa n’ Wina” Task |
| Wed  14/9 | Discussion/Lecture – Cultural contestations in South African law  *Guest Lecturer - Dee Smythe* | LS1C | **Niehaus, I. (2009) Renegotiating masculinity in the Lowveld: Narratives of male–male sex in compounds, prisons and at home. In M. Steyn and M. van Zyl (Eds) *The prize and the price: Shaping sexualities in South Africa.* Cape Town: HSRC Press (p. 85-111)**  Magwaza, Thenjiwe (2001) Private transgressions: The visual voice ofZulu women.  *Agenda*  (49), p. 25-32 |
| Thurs  15/9 | Group Session - Discussion “Culture, resistance and things we do with our hair” | LCOM 2D; CL337; LS6B | **Kuumba, M. Bahati and Femi Ajanaku (1998) Dreadlocks: The hair aesthetics of cultural resistance and collective identity formation. *Mobilization* 3(2): 227-243** |
| Fri  16/9 | Friday Film | LS1C | Afrikaaps |
| **Week 8** 19-23 Sep  **Race** | | | |
| Mon  19/9 | Lectures/discussion – Race in South Africa  *Guest Lecturer – Shari Daya* | LS1C | **Erasmus, Z. (2008) ‘*Race’*. In S. Robins & N. Shepherd (eds) New South African Keywords. Cape Town: Jacana**  Biko, S. (1965) White racism and black consciousness. In *I write what I like* *(Chapter 11).* Johannesburg: Picador Africa. (p. 66-79)  Malcolm X (1965) Message to the grassroots. In *Malcolm X speaks*: *Selected speeches and statements.* New York: Grove Weidenfeld *(*p. 3-17) |
| Tues  20/9 | Group Session - Discussion of Friday Film | LCOM 2D; CL337; B306 | “Afrikaaps” Task |
| Wed  21/9 | Lectures/discussion – Shifting racial formation in SA | LS1C | **Dolby, N. E. (2001) *Constructing Race: Youth, Identity & Popular Culture in South Africa.* Albany, NY: SUNY Press. 63-**  Pattman, R. & Bhana, D. (2009) Colouring sexualities: How some black South African schoolgirls respond to “racial” and gendered inequalities. In M. Steyn & M. van Zyl (Eds) *The prize and the price: Shaping sexualities in South Africa.* HSRC Press: Cape Town(p. 21-38) |
| Thurs  22/9 | Group Session - Discussion “Affirmative action as culture war?” | LCOM 2D; CL337; LS6B | **Hochschild, J. I. (1999) Affirmative action as culture war. In M. Lamont (Ed) *Cultural Territories of Race: of Black and White Boundaries*. Chicago: Chicago Press (p. 343-388)** |
| Fri  23/9 | Friday Film | LS1C | Dry White Season |
| **Week 9** 26-30 Sep  **Whiteness** | | | |
| Mon  26/9 | Lecture/Discussion – White privilege and racism | LS1C | **Peck, J. (1993) Talk about racism: Framing a popular discourse on race on *Oprah Winfrey. Cultural Critique,* Spring, p. 89-126**  **King, J. E. (1997) Dysconscious racism: Ideology, identity and miseducation. In R. Delgado & J. Stefancic. (Eds.) *Critical white studies: Looking behind the mirror*. Philadelphia: Temple University Press (p. 128-132)**  Flagg, B. J. (1997) “Was Blind, but now I see” : White race consciousness and the requirement of discriminatory intent. In R. Delgado & J. Stefancic. (Eds.) *Critical White Studies: Looking behind the mirror*. Philadelphia: Temple University Press (p. 629-631)  F |
| Tues  27/9 | Group Session - Discussion of Friday Film | LCOM 2D; CL337; B306 | “Dry White Season” Task |
| Wed  28/9 | Lecture/Discussion – The construction of whiteness | LS1C | **Sacks, K. B. (1997) How did Jews become white folks? In R. Delgado & J. Stefancic. (Eds.) *Critical white studies: Looking behind the mirror*. Philadelphia: Temple University Press (p. 395-401)**  **Steyn, M. E. (2001) Conclusion: Whiteness just isn’t what it used to be (Chapter 9). In *Whiteness just isn’t what it used to be: White identity in a changing South Africa.* Albany, NY: SUNY Press (p. 149-172)**  Ware, V. (1997) Island racism: Gender, place and white power. In Frankenberg (Ed) *Displacing whiteness: Essays in social and cultural criticism*. London: Duke University Press (p. 283-310) |
| Thurs  29/9 | Group Session - Discussion “White South Africans” | LCOM 2D; CL337; LS6B | **Ballard, R. (2004). Assimilation, emigration, semigration and integration: “White” people’s strategies for finding a comfort zone in post-apartheid South Africa. In N. Distiller & M. E. Steyn (Eds.) *Under construction: “Race” and identity in South Africa today.* Sandton: Heinemann (p. 51-66)**  Salusbury, T. & Foster D. (2004) Rewriting WESSA history. In N. Distiller & M.E. Steyn (Eds) *Under construction: “Race” and identity in South Africa today.* Sandton: Heinemann (p. 92-109) |
| Fri  30/9 | Discussion/Lecture | LS1C | Experiential Actiivity |
| **Week 10** 3 – 7 Oct  **Post-Colonialism & Xenophobia** | | | |
| Mon  3/10 | Discussion/ Lecture – Post-colonialism and Africa | LS1C | **Magubane, B. (1999) The African Renaissance in historical perspective. In W. Makgoba (Ed.) *African Renaissance*. Cape Town: Tafelberg (p. 10-36)**  Fanon, F. (1986) The fact of blackness (Chapter 5). In *Black skin, white masks*. London: Pluto Press (p. 109-140)  Kapoor, I. (2004) Hyper-self-reflexive development? Spivak on representing the Third World ‘Other’. *Third World Quarterly, 25 (4)*, 627-647. |
| Tues  4/10 | Group Session | LCOM 2D; CL337; B306 | Group Assessment Task & Discuss Group Presentations |
| Wed  5/10 | Discussion / Lecture - Xenophobia in South Africa | LS1C | **Gqola, P. D. (2008) Brutal inheritances. In Hassim, T. Kupe & E. Worby (Eds) *Go home or die here: Violence, xenophobia and the reinvention of difference in South Africa.* Johannesburg: Wits University Press (p. 208-222)**  Comaroff, J. & Comaroff, J. (2001) Naturing the Nation: Aliens, Apocalypse and the Postcolonial State. *Journal of Southern African Studies, 27 (3*), p. 637-651 |
| Thurs  6/10 | Hot Topic! - Discussion ”Bloody agents!” | LCOM 2D; CL337; LS6B | **Brookes, H. J. (1995). ‘Suit, tie, and a touch of juju’- The ideological construction of Africa: a critical discourse analysis of news on Africa in the British Press. *Discourse and Society,* *6(4),* 461-494** |
| Fri  7/10 | Friday Film - | LS1C | The Return of Sarah Baartman |
| **Week 11** 10 – 14 Oct  **Poverty and “the poor”** | | | |
| Mon  10/10 | Discussion / Lecture - Domestic work | LS1C | **Moras, A. (2010) Colour-blind discourses in paid domestic work: Foreignness and the delineation of alternative racial markers. *Ethnic and Racial Studies, 33 (2),* 233-252**  Cock, J. (1990) Domestic service and education for domesticity: The incorporation of Xhosa women into colonial society. In Cherryl Walker (Ed.) *Women and gender in southern Africa to 1945*. Cape Town : David Philip & London : James Currey, 1990 (p. 76-96)  Ehrenreich, B. and Hochschild, A. R. (2004) Global woman: Nannies, maids and sex workers in the new economy. Metropolitan Books (p. 175 – 184) |
| Tues  11/10 | Group Session – Exercise “Are you “diversity literate”? | LCOM 2D; CL337; B306 | “Are you diversity literate?” Exercise |
| Wed  12/10 | Discussion/Lecture – The exclusion of the poor | LS1C | **Gough, J., Eisenschitz, A. & McCulloch, A. (2006) Excluding societies. In *Spaces of social exclusion*. Oxon & New York: Routledge (p. 128-142)**  Desai, A. (2002) We are the poors: community struggles in post-apartheid South Africa. New York: Monthly Review Press  Culhane, D. P. (1996) The homeless shelter and the nineteenth-century poorhouse: comparing notes from two eras of “indoor relief”. In M. Brinton Lykes, A. Banauzizi, R. Liem & M. Morris (Eds) *Myths about the powerless: Contesting Social inequalities*. Philadephia: Temple University Press (p. 50-71) |
| Thurs  13/10 | Hot Topic! – Where do we go from here? | LCOM 2D; CL337; LS6B | **McClintock, M. (2000) How to interrupt oppressive behaviour. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.) *Readings for Diversity and Social Justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* NY: Routledge (p. 483-485)**  **Delgado R. (1997) Rodigo’s eleventh chronicle: Empathy and false Empathy. In R. Delgado & J. Stefancic. (Eds.). *Critical white studies: Looking behind the mirror*. Philadelphia: Temple University Press (p. 614-618)**  **Thompson, C. (2000) Can white hetrosexual men understand oppression. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.) *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* NY: Routledge (p. 31-35)**  McIntosh, P. (1988) White privilege: Unpacking the invisible knapsack. Excerpt from *Working paper 189: White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies*. Wellesley, MA: Wellesley College Center for Research on Women |
| Fri  14/10 | Discussion /Lecture | LS1C | Exam Q & A |
| **Week 12** 17- 21 Oct  **Presentations** | | | |
| Mon  17/10 | Presentation 1 (+ Glossary) | | |
| Tues  18/10 | Presentation 2 (+ Glossary) | | |
| Wed  19/10 | Presentation 3 (+ Glossary) | | |
| Thurs  20/10 | Presentation 4 (+ Glossary) | | |
| Fri  21/10 | Presentation 5 (+ Glossary) | | |