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Office Hours: Tuesdays 1:30-3:00pm & by appointment

ETHN 165 & CGS165 – Spring 2015
Sex and Gender in African American Communities
Tuesday and Thursday 3:30 pm to 4:50pm
WLH Room 2113

Drawing on primary sources, scholarly essays, autobiographies, and media, this course will explore the ways constructions of sex, gender, and sexuality have influenced black life and communities as well as dominant conceptions of blackness in the U.S. The course will trace how beliefs about race, embodiment, difference and identity have developed, shifted and sustained in the context of slavery, emancipation and the long black freedom struggle as well as in contemporary discourses about black sexuality, U.S. democracy and black culture. The course will pay close attention to the ways gender, economics and sexuality intersects with constructions of blackness to inform structures of power and social relations, particularly in the context of U.S. white supremacy, capitalism and heteropatriarchy. We will also be attentive to the creative and collective strategies of resistance that emerge within black communities to challenge these forces and produce alternative visions of life and liberation. We will do so by examining gender and sexuality as it has informed the black migration, civil rights politics, the Black Power movement, black feminist politics, imaginings of black identity and community, state violence and popular culture.

Course Requirements and Expectations

- Attendance is required. Please arrive to class on time and prepared. This is a reading and writing intensive course with an emphasis on class discussion. Thus all reading assignments need to be completed by the class period for which they are assigned. Some of the readings are difficult, so you should allot plenty of time in your weekly schedule for reading and critical thinking. As detailed in the syllabus, we will have at least one class meeting at a public talk where attendance will be required.
- All course readings are listed on Ted. There is one assigned book, *The Beautiful Struggle* by Ta-Nehisi Coates, which is available at the UCSD bookstore. All other required readings or material will be available as PDFs posted on Ted under *Course Readings & Schedule* or as online Web content as indicated on the syllabus. Any assigned online material, media used in class, assigned films and guest lectures are all part of the required course material. You are responsible for this material. You are also responsible for knowing when assignments are due and handing them in on time. All major writing assignments and exams as well as due dates are listed in this syllabus.
- We will use Ted throughout the course for required readings, announcements, assignments, and other relevant information. Once you are registered for the course, you will automatically be added to the course Ted page. You will use your UCSD username and password to sign-in and access course information @ <https://ted.ucsd.edu/webapps/login/>. Many important announcements and course resources will be posted on Ted and you are responsible for this information.
- We will follow university policies on issues of Academic Integrity, Examinations, & Absences due to Religious Observance, see: <https://students.ucsd.edu/academics/academic-integrity/ai-and-you.html>.

- Students with disabilities should be sure to register with the Office for Students with Disabilities (OSD) <http://disabilities.ucsd.edu/students/index.html> and please let me know at the start of the course if you have any specific individual needs or required accommodations.
- Students often register for Ethnic Studies, African American studies, or Critical Gender Studies courses because the topics are of great interest to them or because of a need to fulfill a social science or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. If you would like information about the Ethnic Studies or Critical Gender Studies as a major or minor or the African American Studies Minor (AASM), please contact: Daisy Rodríguez, Ethnic Studies Undergraduate Advisor @ 858-534-3277 or d1rodriguez@ucsd.edu; Joje Reyes, Critical Gender Studies Program Coordinator @ (858) 534-9982 or cgs@ucsd.edu or Mya Hines, African American Studies Minor Program Coordinator @ 858-534-3856 or af-amstudies@ucsd.edu .

Course Assignments and Grading:

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| Class Participation and Attendance | 15% (150 points) |
| Two 2-3 page Reading Response Papers | 15% (75 point each) |
| 15 Minute Group Presentations on Outside Source | 20% (200 points) |
| Three In-Class Pop Quizzes | 15% (50 points each) |
| Research Paper Abstract (Due 3:30pm May 12th) | 10% (100 points) |
| 8-10 page research paper or Take Home Final Exam (Due Tuesday June 9th) | 25% (250 points) |

▪ **Class Participation and Attendance (15%)** – A portion of the course grade will be earned through class participation. Participation grades will be based on **attendance as well as informed and active** participation in class discussions and activities. Attendance for the entire class period and engaged participation in every class is essential to the success of the course and student’s success in the course. Students will be allowed 2 unexcused absence, more than 2 unexcused absence will result in a substantially lower grade. Excused absences require proper documentation and notification. It is each student’s responsibility to provide me with this information and arrange for make-up assignments when necessary.

▪ **2 Response Papers (15 %)** – Each student is responsible for producing two short (2-3 page) response papers on a full day’s assigned readings. These papers are meant to be brief and allow students the opportunity to clarify their understanding of a day’s assigned readings and hone their writing skills. The paper should be written in complete sentences and in your own words. You should not quote extensively or attempt to summarize an entire set of readings but rather:

- 1) Briefly describe each articles main argument(s), insights and/or points,
- 2) Detail your own understanding of the key concepts and ideas in each article,
- 3) Discuss your understanding of how the articles relate to each other and the overall themes of the course.

The two response papers are due at the start of class on any day the course meets. At least one response paper must be completed by **April 23rd-Week 4**. All papers must be typed, double-spaced with 1-inch margins (please do not email papers). Each student is responsible for making sure they complete all the response papers in a timely manner. **Late response papers will not be accepted.**

▪ **Group Presentation (20%)** - In place of a midterm 20% of the course grade will be based on a 15-minute in-class group presentation (the 15 minutes time limits will be enforced). The presentation should provide the class with information and insights gained from an outside source (i.e. not used or assigned in the course) such as a film, a book, video, news report, historical article, primary source document, artistic work, music, etc. **that relates to and raises questions that connect to the day's assigned readings.** Students will choose groups (4-5 students per group) and sign-up for presentations by the third class meeting (April 7th). Each group may discuss with me their proposed source and must provide a citation sheet that includes a complete bibliography of your source(s) and list of group members. Every presentation must also:

- 1) Include a visual component (images, collage, power point etc.)
- 2) Detail and describe the outside source being presented
- 3) Present a **critical discussion** of the source's connection to the day's readings and the courses overall theme of sex and gender in African American communities

Presentations will be evaluated on analysis and discussion of the source, clarity in organization, how well the presentation connects the selected source to the themes of the day's readings, the coherence and flow of the presentation between group member, and the strength of the visual component. **All group members will receive the same grade on the presentation.**

▪ **In Class Quizzes (15%)** – There will be 3 in-class “quizzes.” These quizzes are meant to allow students the opportunity to demonstrate their completion and comprehension of the day's assigned readings, key themes, theoretical concepts and/or class discussions. The quizzes will take various forms including multiple choice questions, fill in the blank, short answer questions, or brief writing assignments. Most quizzes **will not be announced** and make-up quizzes require a documented excused absence.

▪ **Research Paper Abstract & Annotated Bibliography (10%)** – Every student will be required to complete a 2-page research paper abstract and bibliography. The abstract must describe in 1-2 paragraph a proposed research paper. Outline the key topic, issue, person, event etc. you will study and why, as well as detailing central questions that you hope to explore in the paper. The Abstract must also include a bibliography of at least 3 annotated scholarly or primary sources (not drawn from class readings). Annotated bibliographies include full citations of the source and 1 or 2 sentences describing the source and what information it provides. More information will be forthcoming.

▪ **Final 8-10 page Research Paper or Take-Home Exam (25%)** – In the place of a final exam each student will be required to complete a 8-10 page final research paper or take home exam. Both papers and exams will be due on Tuesday June 9, 2015. Every student must confirm with me by week 8 if they plan to complete a final research paper. The take home exam will be posted on Ted on Friday June 5th.

WEEK I

March 31 – *Introductions, Review Syllabus, and a Discussion about Defining Blackness*

Videos: *Stuart Hall, “Race, The Floating Signifier,”* <https://vimeo.com/87470149>
Lourdes Ashley Hunter, “Manifesting Destiny,” <http://www.twocc.us/> or
Black and Latino, <http://www.nbcuniverso.com/watch/shorts/black-and-latino>

April 2 – *Theorizing and Historicizing Race, Gender and Power in the US*

Read: [PDF] Dorothy Roberts, “The Invention of Race” in *Fatal Invention*
[PDF] Evelyn Higginbotham, “The Metalanguage of Race” Signs

WEEK II

April 7 – *Africans, African Americans and the Gendering of Slavery*

Read: [PDF] Baptist, "Introduction: The Heart" *The Half Has Never Been Told* (2014)
[PDF] Dorothy Roberts "Reproduction in Bondage" in *Killing the Black Body* (1997)
[PDF] Dorothy Sterling, "Slavery Time," from *We Are Your Sisters* (1984)

April 9 – *Post-Reconstruction, Black Urban Life, and the Great Migration*

Read: [PDF] Roderick Ferguson, "Of Our Normative Strivings" *Social Text*
[PDF] Painter, "The New Negro" *Creating Black Americans*
[WEB] Ida B. Wells, *Southern Horrors*
<http://www.gutenberg.org/files/14975/14975-h/14975-h.htm>

WEEK III

April 14 – *The Politics of Gender and Sexuality in The Long Civil Rights Movement*

Read: [PDF] Manning Marable, excerpts from *Malcolm X: A Life of Reinvention*
[WEB] "Paul Robeson Appears before HUAC": <http://historymatters.gmu.edu/d/6440/>
[PDF] Beulah Richardson, "A Black Woman Speaks..." (1951)
[WEB] Lorraine Hansberry Documents & quotes: <http://lhlt.org/quotes> and
"Lorraine Hansberry's Letters Reveal the Playwright's Private Struggle," *Village Voice*
<http://www.villagevoice.com/2014-02-26/art/lorraine-hansberry-letters-brooklyn-museum/>

April 16 – **NO CLASS TODAY**

Read: Gavin Edwards, "We Shall Overcome: Ava DuVernay on Making 'Selma'" *Rolling Stone*:
<http://www.rollingstone.com/movies/features/ava-duvernay-on-making-selma-20150105>
C. Wilson, "Why Diane Nash is Selma's Best Supporting Role" *Time*
<http://time.com/3702007/selma-diane-nash/>

AND

Watch: [WEB] Eyes on the Prize Video, Bridge to Freedom
<https://www.youtube.com/watch?v=h7HnkIVyGD0>

WEEK IV – LAST WEEK TO COMPLETE 1ST RESPONSE PAPER

April 21 – *Gender, Politics and the Civil Rights Movements*

Read: [PDF] James Baldwin, "Fifth Avenue, Uptown: A Letter from Harlem" &
"East River, Downtown" *No Body Knows My Name*
[PDF] Chappelle, Hutchinson & Ward, "Dress modestly, neatly..."

April 23 – *Gender, Politics and the Black Power Movement*

Reading: [PDF] Robyn Spencer, "Engendering the Black Freedom Struggle" *JWH*
[PDF] Toni Cade Bambara, "The Pill: Genocide of Liberation," *The Black Woman* (1970)
[PDF] George Jackson, *Soledad Brother: The Prison Letters of George Jackson* (1970) Read Autobiographical letter and Selected Letters from 1970
<http://www.historyisaweapon.com/defcon1/soledadbro.html>

WEEK V

April 28 – *Post 1970s: Urban Inequalities and the Structures of Anti-Black Racism*

Read: [Book] Ta-Nehisi Coates, *The Beautiful Struggle*, Introduction thru Chapter 3 (p. 102)

April 30 – *Post 1970s: Race, Gender and the Structures of Anti-Black Racism*

Read: [Book] Ta-Nehisi Coates, *The Beautiful Struggle*, Chapter 4 thru Chapter 6 (p. 181)

WEEK VI

May 5 – *Containment, Regulation, and State Sanctioned Anti-Black Racism*

Read: [Book] Finish *The Beautiful Struggle*

[WEB] Ta-Nehisi Coates, “The Case for Reparations,” *The Atlantic*

<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

May 7 – *Containment, Regulation and the Carceral State*

Read: [PDF] M. Alexander, “Introduction” and “The New Jim Crow,” *The New Jim Crow*

[PDF] Beth Ritchie, “Introduction,” *Arrested Development*

WEEK VII – Research Abstract Due on May 12th

May 12 – *The Potential and Perils of Representation*

Read: [PDF] Cathy Cohen, “Introduction,” *The Boundaries of Blackness*

May 14 – *Gender, Sexuality and the Politics of Representation*

Read: [PDF] E. Fran White, “Africa on My Mind”

[PDF] D. McBride, “Can the Queen Speak?” *Why I Hate Abercrombie & Fitch*

WEEK VIII

May 19 – *Intersecting Representations of Black(ness) Sexuality and Gender in Popular Culture*

Read: [PDF] Patricia Hill Collins, “Very Necessary,” *Black Sexual Politics*

[PDF] Kimberly Springer, “Queering Black Female Sexuality” in *Yes Means Yes*

May 21 - *Beyond the Politics of Respectability*

Read: [PDF] Mireille Miller-Young “Preface” *A Taste for Brown Sugar*

[PDF] Audre Lorde, “Uses of the Erotic: The Erotic as Power,” *Sister Outsider*

**BSP Event “Black Studies Beyond the Politics of Respectability” at 4pm.
Class Will Meet at 3:45pm at the Event**

WEEK IX

May 26 – *Intersecting Representations of Black(ness) Sexuality and Gender in Popular Culture*

Read: [PDF] Rebecca Wanzo, “Beyond a Just Syntax,” *Woman and Performance*

[WEB] "How Empire has Changed the Game for 'Black TV,'" *Slate*
http://www.slate.com/blogs/browbeat/2015/02/11/fox_s_empire_how_this_show_is_changing_the_game_for_black_tv.html?wpsrc=sh_all_dt_em_bot
[WEB] "The Myth of the Angry Black Woman is a Scandal of White Supremacy," *The Guardian*, <http://www.theguardian.com/commentisfree/2014/sep/22/angry-black-woman-new-york-times-shonda-rhimes>
[WEB] Shondaland Symposium @ Duke University 2015, peruse site
<https://fsp.trinity.duke.edu/projects/shondaland-watch-party-and-symposium>

May 28 – *Intersecting Representations of Black(ness,) Sexuality, and Gender in Sports*

Read: [PDF] William Rhoden, Excerpts from *Forty Million Dollar Slaves*
[PDF] D. Leonard, "Jumping the Gun"
[WEB] "Can the NFL Change Domestic Abusers: A Conversation with Beth Richie"
<http://jezebel.com/can-the-nfl-change-domestic-abusers-a-conversation-wit-1648885905>
[WEB] "What everyone is getting wrong about Serena Williams" *The Guardian*
<http://www.theguardian.com/sport/blog/2015/mar/12/what-everyone-is-getting-wrong-about-serena-williams-return-to-indian-wells>

WEEK X

June 2 – *#BlackLivesMatter – Gender, Power and Politics in Contemporary Social Movements*

Read: [WEB] A. Garza, "A Herstory of the #BlackLivesMatter Movement"
<http://thefeministwire.com/2014/10/blacklivesmatter-2/>
[WEB] *Nation* Interviews with Co-founders
[WEB] T. Coates, "The Gangsters of Ferguson" *The Atlantic*
<http://www.theatlantic.com/politics/archive/2015/03/The-Gangsters-Of-Ferguson/386893/>
[WEB] CarmenLeah Ascencio, "Loving Each Other Wounded,"
<http://www.blackgirldangerous.org/2015/03/loving-each-other-wounded-5-essential-questions-for-healthy-qt poc-love/>

June 4 – *Final Class, Wrap-up and Closing Thoughts*

Final Paper/Take Home Exam Due in Ethnic Studies - Tuesday June 9, 2015