

CGS 120/ANSC 180: Capitalism and Gender
Winter 2023, TTh 12:30-1:50
DIB 121

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Office Hours Fridays 10am-12pm via zoom
Sign up here: <https://tinyurl.com/yckxbpx4>
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What We Intend to Learn

This course provides a critical examination of capitalism's capacity to shape us as gendered, racialized people. We will develop an intersectional, decolonial, queer, and feminist critique of capitalism. In particular, we will examine the ways in which capitalism requires and enables patriarchy and particular gender relations, racism, and colonial expansion. We will explore the division between production and reproduction, the historical shift between Fordist and Post-Fordist forms of capital accumulation, the rise of affective or care labor, and the shifting gendered quality of labor itself.

We will frame our analysis of how capitalist productivity *separates* and *subjugates* us with an examination of and experiment with other ways to connect ourselves. At the beginning and end of the course, we will discuss two issues of deep contemporary importance for us at UCSD – the global coronavirus outbreak and the UC COLA Strike – to think through collective forms of care, in particular thinking about how to slow down and support one another.

Creating a Learning Community

Black feminist thinker bell hooks talks about using the classroom to create a **learning community**. This is a community dedicated to caring for and transforming everyone in it – teachers and students alike. It is a community that comes together to share new knowledge but also to transform behaviors, to challenge each other, to take risks, to express and address conflict, and to support each other. It is a community that takes trust and work.

A few principles for making a learning community:

Time and Effort – Participation includes lots of things. First, it includes attendance. Come to class. Second, participation includes preparation. Do the readings ahead of time, come with questions. Do the assignments, let them challenge you, enjoy them. Make use of campus resources for writing.

Courage and Generosity – Take responsibility for the learning community with courage and generosity. In real-time interaction, this means being aware of how many people have talked and allowing space for everyone to participate. Challenge yourself to talk less if you talk a lot, to talk more if you are shy. In real-time and in our group work, listen to what others say, try to understand where they are coming from. Take risks and be willing to change. We will be touching on some contentious issues in this class, and I am committed to creating an

environment in which everyone might productively grapple with the material. We may encounter conflict, and part of our task for the course is to strengthen our skills in dealing with conflict. (This of course can include the skill of breaking away from the community when necessary.)

For more details here, please also look at the **Learning Community Guidelines** posted on the Canvas site.

Assessing Your Learning Process

All of the assignments for this course are directed to relationship-building, starting from pair activities, to small group exercises, to the entire class, and then on to larger communities you might be part of.

Letter Writing (40%)

Class Exercises (20%)

Final Project (40%)

LETTER WRITING (40%): We are going to use the art of letter writing as a means of connecting with another person by talking about ideas from class and experiences from our lives. You will have a randomly assigned “pen pal” for the duration of the course. One of you will be “Pal A,” the other will be “Pal B.” Each letter you send to your pal should be minimally one page in length and should offer a substantial engagement with course materials and how they might relate to your life. We will set this up on Canvas.

- By the end of the second week, each of you will send a self-introduction to your pal. In the letter, you should tell them why you are taking this course, what about gender and capitalism interest you and why, and how you think the themes of the class might relate to your life currently.
- At the end of the third week, Pal A will send a response to Pal B’s self-introduction. Pal A should use one (or more) of the materials from that week to ask Pal B questions, offer them thoughts, or share with them your own experiences as they relate to those materials.
- At the end of the fourth week, Pal B will respond to Pal A again doing the same – Pal B will use one (or more) of the materials from that week to ask Pal A questions, offer them thoughts, or share with them their own experiences as they relate to those materials.
- At the end of the fifth week, Pal A responds, same as above.
- End of sixth week, Pal B responds.
- ***Week seven, letter break! No one writes anything, not a thing.***
- End of eighth week, Pal A responds.
- End of ninth week, Pal B responds.
- End of tenth week, each of you will write a final letter reflecting on the entire course, which three readings you found most useful and why, how this class may have impacted your life, and your experience writing to each other.

Please go old-school letter-writing here, more formal personal letter than chat message. You’re trying to 1) get to know each other and 2) figure out how our materials and what we discuss in class might be relevant to your lives.

CLASS EXERCISES (20%): In 6 of our sessions, class will start or end with a short, 10-minute exercise. These exercises will consist of a question that must be answered in written form (max. ½ page) and we will discuss them in Core Groups. We will assign Core Groups in our first week of class and will come back to them regularly for discussion of course materials. The class exercises will be averaged together for 20% of your final grade. **If you do not come to class or if your answer does not reflect any knowledge of the readings, you will receive 0 points.**

FINAL PROJECT (40%): For the **final project**, you and your Affinity Group will design and present a Feminist Workers' Utopia. Affinity Groups will be assigned in week five or six and will be based on themes of shared interest. Drawing insights from works in the class, you will base your utopia on an analysis of the relationship between gender hierarchy and capitalism that then lets you imagine a world in which the relations of production and reproduction actively work to dismantle, rather than reinforce, systems of gender (and other!) oppression. There are two components to this project: a group and an individual one. Your group will prepare a twenty-minute presentation of your utopia; additionally, each person will submit a 750-word statement explaining the group project, their role in it, and how the project relates to the readings in the course. More details on the assignment will be given as it approaches. **Final presentations will happen during final's week. Individual papers will be submitted the same day via Canvas.**

For every day that assignments are handed in late, 2.5%/calendar day will be subtracted.

Critical Gender Studies at UCSD

This course is cross listed as a course both in Anthropology and Critical Gender Studies. Many students take a Critical Gender Studies course because the topic is of great interest or because of a need to fulfill a university or college requirement. Often students have taken three or four classes out of *interest* yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. A Critical Gender Studies major is excellent preparation for a career in law, public policy, education, public health, social work, non-profit work, and many other careers. If you would like information about the Critical Gender Studies major or minor at UCSD, please contact the Critical Gender Studies program advisor, via email at cgs@ucsd.edu.

Schedule

Strike! part one

– **Against Productivity, Fostering Care, Strengthening our Imaginations**

- Jan 10** **Welcome**
- Jan 12** **The Care Collective** 2020 “Carelessness Reigns” in *The Care Manifesto* 1-20
STRIKE FACT SHEET 2020 UC Graduate Student Cost of Living Adjustment (COLA) “Strike Fact Sheet” and “undergrad info pamphlet”
- Jan 17** **[Film as Class]** *American Revolutionary: The Evolution of Grace Lee Boggs*

The Reproduction of the Conditions of Production

– **Racial Capitalism, Patriarchy, Colonialism, Extractivism**

- Jan 19** **Mariarosa Dalla Costa** and **Selma James** 1973 “Women and the Subversion of Community” 2-35
- Jan 24** **Angela Davis** 1972 “Reflections on the Black Woman’s Role in the Community of Slaves” 81-100
- Jan 26** **Sarah Haley** 2013 “‘Like I Was a Man’: Chain Gangs, Gender, and the Domestic Carceral Sphere in Jim Crow Georgia” *Signs* 39(1):53-77
- Jan 31** **Maria Mies** 1997 “Colonization and Housewifization” 74-111
- Feb 2** **John D’Emilio** 1983 “Capitalism and Gay Identity” in *Powers of Desire: The Politics of Sexuality* 467-476
- Feb 7** **Cathy Cohen** 1997 “Punks, Bulldaggers, and Welfare Queens” *GLQ: A Journal of Gay and Lesbian Studies* 3(4):437-465

Fordism and Post-Fordism

– **Flexibilization, Service Work, Affective Labor, Globalization**

- Feb 9** **David Harvey** 1990 “From Fordism to Flexible Accumulation” in *The Condition of Postmodernity* 141-172
- Feb 14** **Leslie Salzinger** 2004 “From Gender as Object to Gender as Verb: Rethinking how Global Restructuring Happens.” *Critical Sociology* 30(1):17-41
- Feb 16** **[Film as Class]** *Maquilapolis: City of Factories*
<https://www.youtube.com/watch?v=WUQgFzkeE3i0>
- Feb 21** **Arlie Hochschild** 1983 “Exploring the Managed Heart” in *The Managed Heart* 3-21
- Feb 23** **Evelyn Nakano Glenn** 1992 “From Servitude to Service Work: Historical Continuities in the Racialized Division of Paid Service Work” *Signs* 18(1):1-43
- Feb 28** **Rhacel Parreñas** 2000 “Migrant Domestic Filipina Workers and the International Division of Reproductive Labor” *Gender and Society* 14(4):560-580
- Mar 2** **[Film as Class]** *Chain of Love*
- Mar 7** **Kalindi Vora** 2019 “After the housewife: Surrogacy, labour and human reproduction” *Radical Philosophy*
<https://www.radicalphilosophy.com/article/after-the-housewife#fnref16>
- Mar 9** **Nat Raha** 2021 “A Queer Marxist Transfeminism: Queer and Trans Social Reproduction” *Transgender Marxism* 85-115

Strike! part two

- **Refusing Work, Refusing the Gender Binary: Community Accountability and Universal Care**

Mar 14 **Kathi Weeks** 2011 “The Future is Now” in *The Problem with Work* 175-177, 213-226 (on manifestos and utopian demands <3)

Mar 16 **Alisa Bierria** et al 2012 “Community Accountability: Emerging Movements to Transform Violence” *Social Justice* 37:4 1-11 (Explore the resources on <https://incite-national.org/community-accountability/>)