

ETHN 183:
Gender, Race, Ethnicity, and Class
(M-W-F, 12 noon-12:50 pm, Fall 2006)

Instructor: Theresa C. Suarez

Office hours & location: M/W 2-3:30 pm, SSB 231

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(Mailbox available in the Ethnic Studies Department: Social Science Building 201.)

Course Description

This “W” course (i.e. writing intensive) is based upon the central argument that gender, race, ethnicity, class, and sexuality are interconnected, socio-historical constructions with real effects in everyday life. Readings, writing assignments, and activities encourage students to *denaturalize* these categories of analyses (as neither natural, universal, nor inevitable) through critical investigation and reflection on the following themes: systems of power and inequality; the structure of social institutions; and social change and sites of change. Additional categories of analyses will also be examined. In all, students will develop theoretical sophistication with this mode of “intersectional analysis” and its relevance in historical and contemporary matters.

Required Readings

The following books are available at Groundwork Books, located south of Mandeville Auditorium.

1. Race, Class, and Gender: An Anthology (6th edition) by Margaret L. Andersen and Patricia Hill Collins
2. Women Without Class: Girls, Race, and Identity by Julie Bettie
3. E/Reserve readings TBA

Course Assignments

1. 15% Class Attendance & Participation
2. 20% Student-led Class Discussion & Activity (groups of 3 or 4)
3. 35% 5 Response Papers (2 pages) and 3 Position Papers (5 pages)
4. 30% Final Exam

Any special needs/concerns should be raised with the instructor as soon as possible.

To encourage candid and respectful dialogue, any “disrespectful class behavior” will not be tolerated; if discussion with the instructor does not result in appropriate changes, recourse shall follow department and UC protocol.

ATTENDANCE & PARTICIPATION: Attendance will be taken, and participation will be noted by response papers and creative in-class assignments, some of which will be submitted by the end of each class session at the discretion of the instructor. Each student

will also participate in three writing groups, and will be expected to read and provide feedback on each group member's "Position Paper" (format and topics TBA).

STUDENT-LED DISCUSSION: For 50 minutes, each group will engage the class in a critical and thoughtful discussion of the themes raised in the assigned readings. Each group must: 1) meet with the instructor in office hours in advance; and 2) ****email**** the instructor with the documents outlined below by 11 pm the evening before your presentation (earlier is preferable).

1). A 2-page outline/ summary of the group's presentation (reflections/ disagreements/ analyses, **five** discussion questions/ topics, in-class activities, etc.), including a brief annotated bibliography of **three** additional sources used for your presentation. (See "suggested readings" in your text for preliminary suggestions; moreover, you may also use literature, films, oral histories, etc.)

2) A sample hand-out or activity description that will be used to "document" class participation and be submitted at the end of class session. Some examples may include: in-class student writing assignments (e.g. having your peers respond to one of your discussion questions first...in writing!); anonymous surveys (especially of thorny topics!); or small group "talks" (e.g. assigning different "topics" to small groups.) *I definitely encourage you to come up with your own ideas as well!*

WRITING ASSIGNMENTS: Each student will submit five, 2 page response papers in class, on the due dates indicated in the course syllabus. No email submissions without prior instructor approval. Any email submissions after the start of class will receive partial credit. (*Students will not compose and email response papers during class with laptop access.*) Absolutely no late response papers. These need not be exhaustive response papers, addressing every important detail in the reading assignments; rather, they should demonstrate critical engagement with several compelling ideas of the student's own choosing—and, if applicable, selective personal observations which might serve as illustrative examples. In short, all response paper submissions that meet the 2-page requirement, demonstrate thoughtful engagement with assigned material, adhere to format guidelines, and are submitted in class, will receive full credit. These are assigned for three reasons: 1) to ensure you practice writing regularly (a kind of "structured" journal); 2) to document class attendance; and 3) to provide class input for the student presenters.

Also, each student will submit three, 5-page "Position Papers" on the assigned readings and in-class material, based on writing prompts which will be provided. Essay structure and instructor's evaluation criteria will be discussed in class. ALL "Position Papers" must be submitted in class for review by writing group members, prior to instructor's final evaluation. Late papers will receive a reduction of one grade per week overdue. For example, a paper that would've received a "B", will receive a "C" instead. Email submissions (due to student absence or unforeseen circumstance) will be treated as late papers and receive a grade reduction—to underscore the significance of writing group participation, in class, from all students.

On a bright note, all “Position Papers” submitted in class on their respective due dates may be revised through the last day of instruction (12/1/06) for *possibly* a better grade. (Absolutely no revision papers past this date.) Revised papers will not receive grade reductions though, if they somehow turn out worse than the originals. In those rare cases, the original grade will stand.

For individualized writing assistance, or with any other matter regarding the course and your progress, please email the instructor or visit during office hours or by appointment.

ESSAY FORMAT: Times New Roman, 12-point font, double-spaced, left justified, 1-inch margins.

FINAL EXAM: **Cumulative Essay Exam**

** Thursday, December 7, 2006, 11:30am to 2:29pm**

Course Schedule

(Please note: the instructor may make minor changes to the syllabus at her discretion during the term. Students should ensure that they are informed of such changes.)

F 9/22 *Introduction*

“Checking Out Your Campus” Activity:

As you settle into your fall quarter routine, take 1 page of notes on observable gender, race, ethnicity, class, and sexuality matters on campus—as you would interpret these at this stage of your learning. What are you “observing?” Are you a non/participant? Why are these observations compelling to you? How are they significant? How do you “think” about them? Possibilities may include informal and formal gatherings, public transportation experiences, sitting in on other classes, exercising at the gym, etc. You may also consider analyzing flyers, posters, and other creative print material. If possible, please respectfully borrow copies to share in class. *(Activity adapted from original design, by Vicki Byard, Northeastern Illinois University)*

** Bring in notes/ materials on Friday, 9/29.

<u>Week 1</u>	Read section I. (<i>Preface</i> to p.60) in <u>Race, Class, & Gender</u>
M 9/25	<i>Overview I</i>
W 9/27	<i>Overview II</i>
F 9/29	Response Paper I. / seminar activity & “C.O.Y.C.” discussion

<u>Weeks 2, 3</u>	Read section II (p.61 to p.265) in <u>Race, Class, & Gender</u>
M 10/2	Student-led Presentation I. (p.61 to p.190)
W 10/4	<i>Systems of Power and Inequality I.</i>
F 10/6	Response Paper II. / seminar activity & discussion

M	10/9	Student-led Presentation II. / Writing Prompt I. (p.190 to p.266)
W	10/11	<i>Systems of Power and Inequality II.</i>
F	10/13	<i>Systems of Power and Inequality III.</i>
<u>Weeks 4, 5</u>		Read section III. (p. 267 to p.480) in <u>Race, Class, & Gender</u>
M	10/16	Position Paper I. (Topic TBA)/ Writing Groups (p.267 to p.364)
W	10/18	FILM TBA
F	10/20	<i>Structure of Social Institutions I.</i>
M	10/23	<i>Structure of Social Institutions II.</i> (p.365 to p.480)
W	10/25	<i>Structure of Social Institutions III.</i>
F	10/27	Response Paper III./ seminar activity & discussion
<u>Week 6</u>		Read section IV. (p.481 to p.566) in <u>Race, Class, & Gender</u>
M	10/30	Student-led Presentation III./ Writing Prompt II. (p. 481 to p.566)
W	11/1	<i>Social Change and Sites of Change I.</i>
F	11/3	Response Paper IV. / seminar activity & discussion
<u>Weeks 7, 8</u>		Read <u>Women Without Class</u>
M	11/6	Student-led Presentation IV./ Writing Prompt III. (p.1 to p.94)
W	11/8	Position Paper II. (Topic TBA)/ Writing Groups
(F	11/10)	Campus Holiday – NO CLASS
M	11/13	<i>Reflexive Feminist Ethnography/ Bettie I.</i> (p.94 to p.206)
W	11/15	<i>On “Family Values” and “Youth Crisis”/ Bettie II.</i>
F	11/17	Response Paper V.
<u>Week 9</u>		<i>Social Change and Sites of Change II.</i>
M	11/20	Student-led Presentation V. / E-Reserve Reading (TBA)
W	11/22	Position Paper III. (Topic TBA)/ Writing Groups
(F	11/24)	Campus Holiday – NO CLASS
<u>Week 10</u>		<i>Social Change and Sites of Change III.</i>
M	11/27	<i>Wrap-up I./ E-Reserve Reading (TBA)</i>
W	11/29	<i>Wrap-up II. / seminar activity & discussion</i>
F	12/1	FINAL REVIEW/ Last day to submit revisions for Position Papers
Final Exam		Date: 12/7 Thursday 11:30am to 2:29 pm