

ETHNIC STUDIES 183

Gender, Race, Ethnicity and Class

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Office Location: Department of Ethnic Studies, SSB 232
Office Hours: Tuesdays and Thursdays 5-6pm

Course Description

This course offers a survey of various theoretical and methodological approaches to the study of race, gender, sexuality and class. Moving beyond the notion that these social categories merely represent “layers of oppression,” we will ask: how are race, gender, sexuality and class co-constitutive in the making of social relations and identities in the US and beyond? In other words, how do these social categories depend on each other for their very meaning and coherence, so that it is impossible to neatly separate them? And, why is it that this impossibility has not prevented many theorists and activists from treating them as discrete categories, often privileging one over the rest?

To engage these questions, we will begin by turning to the terms themselves, attending to particular historical and geographic contexts of their construction: How have ideas about gender, race, sexuality and class been defined by the western law and science, through historical archives, and in the realm of popular culture? How have these constructs differed across territories and regions and how have they changed over time? Next, we will examine a set of case studies that will allow us to connect the construction and codification of social difference to the enactment of violent social projects: colonialism and war; nationalism and eugenics campaigns; globalization, immigration and structural adjustment. By the end of this course, it is my hope that we will have collectively honed a critical vocabulary and analytical framework for understanding the interplay of race, gender, ethnicity, sexuality, and class in a variety of socio-political contexts.

Course Objectives

This course will engage will many challenging but worthwhile ideas. Interdisciplinary by design, our reading list includes authors from a number of fields, some of which you may be familiar with, others of which will require patient attention. Please note that our goal in this class will not be to memorize or master a series of clear-cut answers; rather, by engaging in lively debate and learning from fellow colleagues, we aim to hone our ability to ask critical questions so as to further develop our skills as writers, readers, and thinkers.

Required Texts

Required course readings can be viewed and downloaded via our course website: ted.ucsd.edu

Accommodations

I wish to make this class as accessible as possible to all students. If you require accommodation please contact me via email or come by my office hours so that arrangements can be made. Please let me know if you prefer to be referred to by a different name or gender than the one under which you are currently enrolled.

Email and Office Hours Policies

I aim to respond to student emails within 48 hours. While I am happy to address brief inquiries via email, questions that require a longer response should be addressed during office hours. In order to accommodate as many students as possible, individual student appointments during my scheduled office hours will be 15-20 minutes in length.

Course Requirements

Assignments

Attendance/Participation	20%
Discussion Points	25%
Midterm Paper	25%
Final Exam	30%

Grading Scale

94-100	A	73-75	C
90-93	A-	70-72	C-
86-89	B+	66-69	D+
83-85	B	63-65	D
80-82	B-	60-63	D-
76-79	C+	0-60	F

Attendance and participation (20%): Class participation and punctual attendance are a crucial component of this course. Students are expected to finish all reading assigned prior to class. Please be prepared to express your own critical questions and critiques of course materials and to participate actively in class discussions. An absence that results from extenuating circumstances will be excused; however, more than two unexcused absences will affect your final grade.

Discussion Points (25%) Each week, with the exemption of those weeks when other assignments are due, students are responsible for the contribution of a “discussion point” that relates to course themes. A discussion point can take the form of a critical question or response to course readings, or an artifact (such as a news article, song or image). Please see the course calendar that follows for a list of due dates. Each DP assignment should be uploaded to the assignments folder on WebCT. Please include your name, the appropriate date, and a concise paragraph about how the question, critical reflection, or artifact that you have chosen relates to the key themes of the correlating week. You may miss one discussion point during the quarter; **late assignments will not be accepted.**

Short Paper (Midterm Assignment) (25%): Midway through the quarter students will be required to write a short paper (1200-1500 words, approximately 4-5 pages each) in response to a theoretical question generated from course readings and themes. The question for the midterm will be distributed on **Tuesday Oct. 29th**. Papers must be electronically to the Assignments folder on WebCT no later than **Monday 11/4 at 6pm. Late papers will not be accepted.**

Final Paper (30%): The final exam will consist of a theoretical question generated from our comprehensive survey of course readings, to be distributed on Tuesday Dec. 3rd. Students will be expected to craft a response 5-7 pages in length, to be submitted electronically to the Assignments folder on WebCT no later than **Wednesday Dec. 11th at 10pm. Please note that late exams will not be accepted.**

Grading Policy: In order to receive a passing grade in the class, you must complete ***all*** course assignments.

UNIT ONE: BUILDING AN ANALYTIC

Week One: Setting the Terms

Tues. 10/1 **Evelyn Nakano Glenn**, "Integrating Race and Gender"
Judith Halberstam, "Gender"

Thurs. 10/3 **Jody Marksamer and Dylan Vade**, "Trans 101"
Siobhan B. Sommerville, "Queer"

Due: DP 1

Week Two: Intersections

Tues. 10/8 **Combahee River Collective**, "A Black Feminist Statement"
Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House"
Cherríe Moraga and Gloria Anzaldúa, "Introduction"

Thurs. 10/10 **Kimberlé Williams Crenshaw**, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color"
Priya Kandaswamy, "Gendering Racial Formation"

Due: DP 2

Week Three: Interventions

Tues. 10/15 **Rhonda M. Williams**, "Living at the Crossroads: Explorations in Race, Nationality, Sexuality and Gender"

Film Screening: Pariah

Thurs. 10/17 **Smith, Andrea**, "Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing"

Due: DP 3 **Renya K. Ramirez**, "Race, Tribal Nation, and Gender: A Native Feminist Approach to Belonging"

UNIT TWO: BODIES OF DIFFERENCE

Week Four: Imperial Science and the Construction of Bodily Difference

Tues. 10/22 **Anne Fausto-Sterling**, "Gender, Race, and Nation: The Comparative Anatomy of Hottentot Venus"
Siobhan B. Somerville, "Scientific Racism and the Emergence of the Homosexual Body"
Anne Fausto-Sterling, "Dueling Dualisms"

Thurs. 10/24 **Guest Lecture, 4-6pm, Location TBA: Rod Ferguson**

Due: DP 4

Week Five: The Reproductive Body

- Tues. 10/29** **Nira Yuval-Davis**, "Women and the Biological Reproduction of the Nation"
Angela Davis, "Racism, Birth Control, and Reproductive Rights"
- Thurs. 10/31** **Andrea Smith**, "Better Dead than Pregnant"
Dorothy Roberts, "Who May Give Birth to Citizens? Reproduction, Eugenics, and Immigration"
Due: DP 5 **Mark Waller**, "LaBruzzo considering plan to pay poor women \$1000 to have tubes tied"

Week Six: Modern Science and the Construction of Bodily Difference

- Mon. 11/4** **MIDTERM EXAM DUE by 6pm**
- Tues. 11/5** **Ryka Aoki**, "When Something is Not Right"
Anne Enke, "Introduction: Transfeminist Perspectives"
Anne Enke, "Note on Terms and Concepts"
- Thurs. 11/7** **Ellen Nakashima**, "FBI Prepares Vast Database Of Biometrics"
Dean Spade, "Transformation"
No DP Due

UNIT 3: COLLECTIVITIES

Week Seven: Racialized, Feminized Labor

- Tues. 11/12** **Lisa Lowe**, "Globalization"
Fajardo, Kale, "Translating Filipino and Filipino American Tomboy Masculinities through Global Migration and seafaring"
Parrenas, Rhacel Salazar, "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor"
- Thurs. 11/14** **Schmidt Camacho, Alicia R.**, "Ciudadana X: Gender Violence and the Denationalization of Women's Rights in Ciudad Juárez, Mexico"
Due: DP 6 **Film Screening: Maquilapolis**

Week Eight: Intimate Labors

- Tues. 11/19** **Kempadoo, Kamala**, "Trading Sex Across Borders: Interregional and International Migration"
Vora, Kalindi, "Indian Transnational Surrogacy and the Commodification of Vital Energy"
- Thurs. 11/21** **Ward, Jane**, "Gender Labor: Transmen, Femmes, and Collective Work of Transgression"
Due: DP 7

Week Nine: Respite!

- Tues. 11/26** **No class meeting! Time to catch your breath and catch up...**

Week Ten: Feminism, Nationalism and War: Imagining Alliances

Tues. 12/3

Lila Abu-Lughod, "Do Muslim Women Really Need Saving?"
Chandra Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses"

Thurs. 12/5

Wahneema Lubiano, "Talking About the State and Imagining Alliances"

Due: DP 8

GROUP DISCUSSION NORMS

Throughout the quarter we will be engaged in lively conversation and debate about a range of topics, some of which will be new or unfamiliar to many of you in the class. Conversations about the social construction of normativity and difference are inherently political, and they evoke disparate structural histories and personal experiences of embodiment, vulnerability, and violence. Below are some group discussion norms that will guide our collective engagement with course materials and themes:

Put theory into practice: praxis

- Assume accountability beyond intentionality
- Reflect on how relations of power and difference structure classroom conversations
- Center queer/feminist/trans/anti-racist analytics

Listen with respect and collegiality

- Avoid presumptions—ask follow up questions
- Listen with intention (put your phone away and turn off FB)

Ask questions with respect and collegiality

- Use course readings and lectures as a point of departure
- Avoid probing questions that violate privacy, prompt discomfort, that imply deviance or pathology, etc.

Step up, Step Back

- Share your perspective or concerns in a manner that invites dialogue
- Avoid "we" or "they" statements
- Be aware of how you take up space in the classroom

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