

ETHN 183  
***Gender, Race, Ethnicity, and Class***  
UCSD Summer Session 2006

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**Course Description:**

This course is based upon the central argument that categories of gender, race, ethnicity, class, and sexuality are socially constructed processes with real effects on everyday lives. Readings, assignments, and activities allow students to begin to *denaturalize* these categories of analysis (as neither natural, universal, nor inevitable) through critical and historical investigation and reflection. Specific attention will be paid to the structural issues at stake within the U.S. context.

**Course Materials:**

- Race, Class, and Gender in the United States: An Integrated Study by Paula S. Rothenburg
- Materials on E-Reserve (TBA)

**Course Films: TBA**

**Course Requirements:**

1. 15% Attendance & Participation (e.g. in-class assignments)
2. 20% Leading Class Discussion (groups of 3)
3. 35% Writing Assignments (7 total) due at start of each class session (3-4 pgs)
4. 30% Final Exam

ATTENDANCE & PARTICIPATION: With only 9 class sessions in the term, **attendance is absolutely mandatory**. Attendance will be taken, and oral/ written participation shall be noted by creative in-class assignments, some of which will be submitted by the end of each session, at the discretion of the instructor. Any special needs concerns will be carefully considered, and should be raised to the instructor immediately. To encourage candid and respectful dialogue, "disrespectful class behavior" will not be tolerated; if discussion with the instructor does not result in appropriate changes, recourse shall follow UC protocol.

LEADING CLASS DISCUSSION: For 60 minutes (at the start of class), each group will engage the class in a critical and thoughtful discussion of the assigned readings. This includes: 1) the group's **reflections, disagreements** (with/between essays and group

members!), and **analysis** of the readings; and, 2) **at least five discussion questions**. *Be creative in your presentation delivery and discussion!* Your presentation may involve using visual aids, news/popular media pieces, poetry/ literature excerpts, and/ or group activities, etc., as necessary. (Please see me in advance about using visual media clips. Print media pieces and poetry/literature may also count as research sources; please see below.)

In sum, each group must **\*\*email\*\*** the following to the instructor by 9 am the morning of your presentation:

- 1). a 1-2 page outline/ summary of the group's presentation (i.e. reflections, disagreements, analysis, questions, in-class activities, etc.), including annotated bibliographic information on *at least* three additional sources of research used for your presentation (see "additional reading" in your text for suggestions, but other sources are highly encouraged as well); and,
- 2) "evidence" of class participation in your group-led discussion, to be submitted by the end of class session. Some examples may include: in-class student writing assignments (e.g. have your peers respond to one of your discussion questions first...in writing!); anonymous surveys & results (especially of thorny topics!); or small group "talks" (e.g. assigning different "topics" to small groups in class.) *Just a few ideas to get you thinking; I encourage you to come up with your own ideas as well!*

WRITING ASSIGNMENTS: ***This is huge!!!*** Each student will **submit at the start of each class session a 3-4 page paper** on the assigned readings; **writing prompts will be provided**. If you are a member of a group leading class discussion that day, please plan accordingly! Any revisions to student work submitted on time will be accepted upon approval of the instructor. **LATE WORK will receive a reduction of at least one grade per week overdue.**

FINAL EXAM:

**\*\* Thursday, August 3, 2006. in class\*\***  
**\*\*Details TBA\*\***

#### **Course Assignments:**

7/6      Thurs.      *Introduction*

Read: PART I. The Social Construction of Difference: Race, Class, Gender, and Sexuality (pgs. 1-117)

7/11 Tue.

Read: PART II. Understanding Racism, Sexism, Heterosexism, and Class Privilege (pgs. 119-207)

Due: Writing Assignment I.

7/13 Thurs.

Read: PART III. Discrimination in Everyday Life (pgs. 209-272); Materials on E-Reserve (TBA)

Due: Writing Assignment II.

7/18 Tue.

Read: PART IV. The Economics of Race, Class, and Gender in the United States (pgs. 273 - 330); Materials on E-Reserve (TBA)

Due: Writing Assignment III.

7/20 Thurs

Read: PART V. Many Voices, Many Lives: Some Consequences of Racial, Gender, and Class Inequality (pgs. 333-432)

Due: Writing Assignment IV

7/25 Tue.

Read: PART VI. How it Happened: Race and Gender Issues in U.S. Law (pgs. 435-509)

Due: Writing Assignment V.

7/27 Thurs.

Read: PART VII. Maintaining Race, Class, and Gender Hierarchies: Social Control (pgs. 511-593); PART VIII. Making a Difference: Social Activism (pgs. 595-637);

Due: Writing Assignment VI.

8/1 Tue.

REVIEW

Due: Writing Assignment VII.

8/3 Thurs.

\*\*\*FINAL EXAM\*\*\*