



By Favianna Rodriguez

UC SAN DIEGO

CGS 114/ETHN 183: Gender, Race, Ethnicity, and Class Summer Session II - 2023

**This is a fluid document and can change throughout this course.*

PROFESSOR

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CLASS DATES & HOURS

Asynchronous

STUDENT HOURS INFO

Wednesdays from 11 am - 12 pm Via Zoom, by [appointment](#).

COURSE DESCRIPTION

In this course, we will examine intersecting categories of power that have shaped and continue to shape the political, social, cultural, and economic environments and the experiences and identities of groups within the United States. Although the categories of gender, race, ethnicity, and class have long informed feminist political thought, we will also examine further dynamics

that have shaped our communities, politics, and identities. The exercise of power has led to the formation of social policies and institutional formations, some of which we will also examine, in order to see both the exercise of power, and resistance to it.

LEARNING OUTCOMES

By the course's end, students will be able to:

1. Understand the basic foundation of intersectionality.
2. Recognize the power dynamics embedded in gender, race, ethnicity, and class.
3. Critically analyze research and experiences that speak to systemic and institutional inequalities entangled in gender, race, ethnicity, and class formation (social construction).

COURSE FORMAT

This course is fully remote and will follow an asynchronous model. Students are expected to be fully engaged in all learning activities and reading materials. Students will rely on the course CANVAS and complete all assignments listed in the “module tab.” These assignments will include a mixture of a pre-recorded mini-lecture, selected readings, short videos, films, podcasts, and course activities. All course assignments will be due each Sunday by 11:59 pm of each week. The pre-recorded lectures will be available each week by Monday morning by 8 am. Students will have an opportunity to engage with each other via virtual interaction, and every Wednesday from 5:00 – 6:00 pm, students are invited to join *my work hour* via Zoom (please note that this is separate from office hours). This work hour is intended to give students the space to engage with the instructor and each other in real-time. A lecture will not be available during this time, and it is optional to participate. Zoom link to join virtual work hour:

<https://ucsd.zoom.us/j/91911677327>

Course Materials

All course materials are on CANVAS.

Student Hours

Student hours will be held via Zoom once a week, on Wednesdays from 11 am - 12 pm. Student hours are by appointment only; it is the student's responsibility to schedule student hours via Calendly. If students need an alternative date and time, please email me to schedule an appointment. Please continue reading for directions on how to schedule student hours.

Scheduling Student Hours

1. Go to
<https://calendly.com/rosoria/eds-soc-117-special-summer-session-2023-student-hours>
2. Select your preferred date.
3. Select your preferred time.
4. Select confirm.

5. Fill out the requested information and provide a note that indicates the purpose of the appointment.
6. Select scheduled event.
7. Students should automatically receive a Zoom link and calendar invitation to the email provided.
8. If you are not able to meet during the available time slots, please email me directly so we can schedule an alternative date and time.

TEACHING METHODS

This course will rely on various teaching methods beyond traditional practices of lecturing. Students can expect a range of individual reflections, small and large group discussion boards and activities, interactive activities (i.e., Google Draws and Padlet), watching films/videos/short clips, and memes/GIFs, for example. Students are encouraged to bring their full selves to the course and draw from their lived experiences navigating the education system and those in their communities.

COURSE EXPECTATIONS

Students are expected to think critically about the course material and actively participate and engage in this course. To be successful in this course, students are expected to view each pre-recorded lecture (posted on CANVAS) and complete all module sections and activities for the course. Students are required to complete all course readings and graded assignments. Further, please make sure to talk to the instructor if you have any questions or concerns. My role is to support you throughout this learning experience.

*Please note you are an essential part of this course, and your voice and opinions matter.

ACCOMMODATIONS

Please feel free to contact me if you need accommodations due to a disability. When you contact me, please provide your current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). We will work out accommodations that will support your learning.

ACADEMIC INTEGRITY AND GRADING POLICY

Students are expected to complete all assignments individually, and all submitted assignments must be the original work of the student. Any detection of intentional plagiarism will be reported to the university and result in the automatic failure of this course. Assignments submitted on Canvas through Turnitin will be examined for plagiarism.

Due to the quick nature of the summer session, assignments must be submitted on time.

Assignments will be graded within five days from the due date.

LATE ASSIGNMENTS

Students have **one excused late assignment**. Students have **24 hours** from the due date to submit their late work. This assignment must be submitted via CANVAS in the assignments section under “Late Assignment.” This policy does not apply to the course final. If your assignment is submitted after the 24-hour grace period, it will result in an automatic zero. Except for one excused late work, no additional assignments will be excused.

Grade Distribution

99%-100% = A+

90%-98% = A

89% = A-

88% = B+

80%-87% = B

79% = B-

78% = C+

70%-77% = C

69% = C-

60%-68% = D

Below 60% = F

Assignment Point Distribution

Exit Ticket	10 points
Participation Activity	20 points
Student Led Mini-Lecture	20 points
Current Event Analysis Paper	20 points
Podcast	30 points

Total: 100 points

*Assignments are due on Sundays by 11:59 pm via CANVAS.

Assignments			
Assignment	Assignment Description	Due Date	Points
Exit Ticket	Embedded in each lecture is an “exit ticket,” which will be one question based on a course topic discussed during the lecture video. This allows the instructor to gain a sense of how students are understanding the course material. This is intended to be a 5-minute activity. Students can submit their responses in bullet point form, but please make sure to write in full sentences.	08/13/2023 08/20/2023 08/27/2023 09/03/2023 08/09/2023*	2 points 2 points 2 points 2 points 2 points 10 points total
Participation Activity	Students are required to complete all components of the course CANVAS. Activities can include articles, data reports, mini-lecture recordings, films, short clips, etc. After completing all activities, students will submit a participation activity. Further details will be provided on CANVAS.	08/13/2023 08/20/2023 08/27/2023 09/03/2023	5 points 5 points 5 points 5 points 20 points total
Student Led Mini-Lecture	Each student is required to record a 10 - 15 minute mini-lecture on an article of their choosing. The purpose of this assignment is for students to demonstrate their expertise on the themes covered during the summer session. Further, for students to explore a topic of their interest that might not be in the course.	8/20/2023	20 points
Current Event Analysis Paper	Students will focus on contemporary issues in relation to race, ethnicity, gender, and class and provide an in-depth analysis of a topic of their choosing. This assignment will consist of students conducting research on their selected topic and	08/27/2023	20 Points

	for writing a 3 - 4 page analysis.		
Podcast	Individually, students will select a topic related to the course themes and create their own Podcast discussing key aspects of their selected topic. Further details will be provided on CANVAS as we get closer to the final.	09/09/2023*	30 Points

*** Assignments due on Saturday.**

COURSE TOPICS - SCHEDULED READINGS - ASSIGNMENTS

Week 1: Race, Ethnicity, Gender, and Intersectionality

Why Race, Class, and Gender Still Matter

By Margaret L. Andersen and Patricia Hill Collins.

Age, Race, Class, and Sex: Women Redefining Difference

Audre Lorde

Mapping the margins: Intersectionality, identity politics, and violence against women of color

Kimberle Crenshaw

Week 2: Class, Capitalism, and Inequalities

Is Capitalism Gendered and Racialized?

Joan Acker

Race as Class

Herbert J. Gans

Toxic Inequality: How America's Wealth Gap Destroys Mobility, Deepens the Racial Divide, and Threatens Our Future

Thomas M. Shapiro

Week 3: Social Institutions and Social Issues

**Select two readings.*

Working Class Growing Pains

Jennifer M. Silva

LGBT Sexuality and Families at the Start of the Twenty-First Century
Mignon R. Moore and Michael Stambolis-Ruhstorfer

From Transgender to Trans*: The Ongoing Struggle for the Inclusion, Acceptance and Celebration of Identities Beyond the Binary
Joelle Ruby Ryan

From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools
Gloria Ladson-Billings
Health Inequities, Social Determinants, and Intersectionality
Nancy Lopez and Vivian L. Gadsden

Policed, Punished, Dehumanized: the Reality for Young Men of Color Living in America
Victor M. Rios

The Myth of Immigrant Criminality and the Paradox of Assimilation
Ruben G. Rumbaut and Walter Ewing

Week 4: Media and Popular Culture

“This is for the Brown Kids!” Racialization and the Formation of “Muslim” Punk Rock
Amy D. McDowell

“Frozen in Time”: The Impact of Native American Media Representation on Identity and Self-Understanding
Peter A. Leavitt, Rebecca Covarrubias, Yvonne A. Perez, and Stephanie A. Fryberg

Week 5: Social Movements and Activism

Growing Food and Justice: Dismantling Racism through Sustainable Food System
Alfonso Morales

(Re)Imagining Intersectional Democracy from Black Feminism to Hashtag Activism
Sarah J. Jackson

Movement Intersectionality: The Case of Race, Gender, Disability, and Genetic Technologies
Dorothy Roberts and Sujatja Jesidason