

ETHN 183/CGS 114
**Gender, Race, Ethnicity and Class:
National and Transnational Perspectives**
Spring 2017

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Reader: Katherine Steelman, ksteelma@ucsd.edu
Class info: T/TH 5:00-6:20pm, Solis 109
Office Location: Department of Ethnic Studies, SSB 226
Office Hours: Monday 5:00-7:00pm and by appointment

Course Description

This seminar explores the relationship of race, ethnicity, class, and gender by examining the participation of working class women in community politics and how they challenge mainstream political theory. Moving beyond the notion that these social categories merely represent “layers of oppression,” we will ask: how are race, gender, and class co-constitutive in the making of social relations and identities in the US and beyond?

Course Objectives

By the end of this class students will have a vocabulary and theoretical framework for discussing gender, race, and class in analyses of colonialism and imperialism.

Required Readings

Harsha Walia. *Undoing Border Imperialism*. Oakland: AK Press, 2013.

All articles can be accessed via TritonED.

Please bring copies of the readings to class as we will discuss them in detail. Readings may be edited or switched depending on class discussions. Come to class prepared to take notes as I do not post PowerPoints on TritonEd.

Accommodations

Please contact me if you require any specific accommodations for a medical reason.

Course Requirements

1) Attendance and participation – 20%

While I will lecture to help elucidate, contextualize or elaborate a particular concept, it is expected that students will come to class ready to engage in a discussion. Please arrive in class having completed the assigned readings for the day. Informed and engaged discussion is a critical part of the learning process and everyone is expected to contribute.

You have two sick days that you can take without any explanation. Any further absences will result in the loss of 10-20% of the final grade unless a doctor's note is provided. Students are expected to arrive to class on time and to attend the full class. Late arrivals/early departures will be treated in the same way as absences.

2) Online discussions – 5%

There are three films that will be shown in this class. As you watch each film, take note of what you thought was interesting, provocative, and/or worthy of more discussion. You will need to reference these films in your assignments and in class discussions. For each film, a group of students will log on to the discussion section of TritonEd and post a commentary. Follow the brief guideline below for your post:

By midnight of the day the film was shown, a group of students (alphabetically selected) will post a brief paragraph answering this prompt: What did you think was interesting about the film?

By midnight of the following day, another group of students will read through all the contributions and write a response to or follow up with one of the initial posts. If a discussion thread develops, that is great.

Response examples:

I found your comment interesting because...

I have a different interpretation of this film because...

There is an important issue that your post raises. It is...

3) Written Assignments—

Assignment 1 – 15%

Due: April 20

Prompt: Define and explain what is “the coloniality of knowledge production.”

Reference the articles by Quijano and Wynter. Two pages.

Assignment 2 – 15%

Due: May 4

Prompt: Define and explain what is “the coloniality of gender.” Reference *When Worlds Collide* and the articles by Miranda, Lugones, and Maldonado-Torres.

Two pages.

Assignment 3 – 15%

Due: May 18

Prompt: For what purposes were anti-miscegenation practices, policies, and/or laws enacted? Reference *The Loving Story* and the articles by Katzew, Coleman, and Lee. Two pages.

Assignment 4

Part A) Group presentation – 15% Date: See Course Schedule. Presentation groups will be assigned alphabetically.

Part B) Individual paper – 15%

Paper Due: June 8

What is border imperialism and how does Walia argue we “undo” it? This paper is not to be a summary of the book, but rather an opportunity for you to explain a key thread in Walia’s book. Three pages.

Presentation instructions: There are two portions to the presentation—the formal presentation and the discussion.

Presentation days will have two groups of four students present for 10 minutes each. Each group is to identify the key themes of the day’s readings, decide what they want to focus on, and collectively organize a presentation. The presentation should not be a summary of the readings, but rather a thoughtful exposition of a key lesson related to the text. In order to accomplish a compelling presentation, you may want to consult other books, reports, articles, artworks, etc. Please email me or drop by office hours with a brief description of what you plan to focus on two weeks prior to your presentation date.

After both groups have presented, each group will guide the class discussion for 15 minutes each. Feel free to use different methods for leading the class discussion. For example: writing exercises, small group work, large group discussion, etc.

Each of the two presentation groups on a given day must consult with each other to ensure there is no overlap. Also, please coordinate with the other group so as to only use one computer for both presentations. Each student group must meet at least once outside of class prior to their presentation date to prepare for their

presentation/discussion. Students should assign each other roles in the group, such as researcher, compiler of handout, PowerPoint creator, main discussion facilitator, speaking roles during presentation, communication manager,¹ etc. The group must submit a summary to the professor on the day of the assignment that describes the roles of the group members. Both list and summarize the materials presented and include a bibliography of the sources utilized for the presentation and discussion. The group will receive one collective grade.

Grading Policy: Students must complete all assignments to get a passing grade in the class. All submitted assignments should be double-spaced in 12pt font Times New Roman or equivalent. Whatever citation style you prefer to use is fine, just be consistent.

Please note: This is an upper division course. I strongly recommend that you have some background in Ethnic Studies or Critical Gender Studies before taking this course.

All films are available at the library if you need to review them for the assignments.

Early or late papers will not be accepted. The only way to submit papers for this class is by hardcopy on the day they are due.

¹ It might be a good idea to assign one student the responsibility of initiating and sustaining communication with the rest of the group to coordinate schedules and organize meetings, record ideas generated and decisions made in the meetings, communicating with the other presentation group, and keeping the group on task and aware of deadlines.

Course Schedule

UNIT 1

Race, Class, and Ethnicity

Week 1

April 4

Introductions

April 6

Quijano, Anibal. "Coloniality of Power, Eurocentrism and Latin America." Pgs 533-556

Week 2

April 11

Quijano, Anibal. "Coloniality of Power..." continued Pgs. 556-574

April 13

Wynter, Sylvia. "Unsettling the Coloniality of Being/Power/Truth/Freedom" Pgs. 257-283

Week 3

April 18

Wynter. "Unsettling..." continued Pgs. 283-331

UNIT 2

Race, Class, and Gender

April 20

FILM: *When Worlds Collide*

Due: Assignment #1

Week 4

April 25

Miranda, Deborah. "The Extermination of the Joyas."

April 27

Lugones, Maria. "The Coloniality of Gender."

Week 5

May 2

Maldonado-Torres, Nelson. "Ten Theses on Decolonization."

UNIT 3
Gender, Class, and “Mixing” Race

May 4

FILM: *The Loving Story*

Due: Assignment #2

Week 6

May 9

Katzew, Ilona. “Racial Ideology and the Sistema de Castas”

May 11

Coleman, Arica. “Notes on the State of Virginia” and “Redefining Race and Identity”

Week 7

May 16

Lee, Catherine. “Where the Danger Lies”: Race, Gender, and Chinese and Japanese Exclusion in the United States, 1870-1924

Guest Speaker: **Veronica Williams, Esq.** “Race, Militarism, and the Law”

UNIT 4
Gender, Race, Class, and Migration

May 18

FILM: *Sleep Dealer*

Please note: Film is 84 minutes.

Due: Assignment #3

Week 8

May 23

Walia, Harsha. *Undoing Border Imperialism*. Oakland: AK Press, 2013. Pgs 1—36

May 25

Walia. Pgs. 37-93

Week 9

May 30

Walia. Pgs. 97—156

June 1

Walia. Pgs 159-202

Week 10

June 6

Walia. 207-244

June 8

Walia. Pgs 249-283

Due: Assignment #4 Part B