

ETHN 183/CGS 114
**Gender, Race, Ethnicity and Class:
National and Transnational Perspectives**
Spring 2019

Professor Daphne V. Taylor-Garcia, dtg@ucsd.edu

Reader: TBA

Class info: T/TH 5:00-6:20pm, Sequoyah 148

Office Location: Department of Ethnic Studies, SSB 226

Office Hours: T/TH 6:30-7:30pm 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 modern/colonial contexts.

Required Readings

Roxanne Dunbar-Ortiz, *Loaded: A Disarming History of the Second Amendment*. San Francisco: City Lights Books, 2018.

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

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.

Online discussions – 10%

Due: April 16th and May 9th (5% each)

There are two 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/or 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...

Assignment Descriptions:

Assignment 1 – 10%

Due: April 16th

Prompt: Define and explain what the relationship between race and class is according to Quijano, Maldonado-Torres, and the film *Sleep Dealer*. 1 page. See grading rubric.

Assignment 2 – 20%

Due: May 9th

Prompt: Define and explain “the politics of racialized and classed gender” by referencing Miranda, Lugones, Hartman, Cohen, Collins, and Halberstam. It is ok if your paper delves more deeply into 3-4 of the texts, but all of them should be referenced.

3-4 pages. See grading rubric.

Assignment 3 – 15%

Due May 23rd

Prompt: Create a visual guide for *Loaded*, 3-4 **folded** pages. See grading rubric. You will likely need glue and markers for this assignment.

Assignment 4

Part A) Group presentation – 10% Date: See Course Schedule, Presentation groups will be assigned alphabetically.

Part B) Individual paper – 15%

Paper Due: June 10th

What is border imperialism (Walia) and how does Walia and Maldonado-Torres argue we “undo” it? This paper is not to be a summary of the book and/or article, but rather an opportunity for you to explain a key connection that you see in both texts. 3 pages.

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

Presentation days will have two groups of 3-4 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.

Do not divide the day's reading into sections that each group member presents independently, this will only result in a terrible presentation and grade.

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. 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 essay 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 via Turnitin.

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 in the Modern/Colonial Context

Week 1

April 2

Introductions

April 4

Quijano, Anibal. "Coloniality of Power, Eurocentrism and Latin America."

Pgs 533-556

Week 2

April 9

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

April 11

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

Week 3

April 16

FILM: ***Sleep Dealer*** (2008)

Due: Assignment #1 via Turnitin

UNIT 2

The Race/Class of Gender in the Modern/Colonial Context

April 18

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

Week 4

April 23

Lugones, Maria. "The Coloniality of Gender."

April 25

Hartman, Saidiya. "The Belly of the World: A Note on Black Women's Labors."

Souls: A Critical Journal of Black Politics, Culture, and Society, Volume 18,
2016 -Issue 1: Black Women's Labor: Economics, Culture, and Politics.

Week 5

April 30

Cohen, Cathy J. "Punks, Bulldaggers, and Welfare Queens," *GLQ: A Journal of Lesbian and Gay Studies* 3, (1997): 437-465

May 2

Halberstam, Jack. *Female Masculinities*. Durham: Duke University Press, 1998.

Week 6

May 7

Collins, Patricia Hill. "A Telling Difference: Dominance, Strength, and Black Masculinities," in *Progressive Black Masculinities*, Ed. Athena Matua. New York: Routledge, 2006.

May 9

FILM: *Girlfight* (2000)

Due: Assignment #2 via Turnitin

UNIT 3
Disarming History

Week 7

May 14

Dunbar-Ortiz, Roxanne. *Loaded: A Disarming History of the Second Amendment*. Pgs 11-58

May 16

Dunbar-Ortiz, continued. Pgs. 59-108

Presentations

Week 8

May 21

Dunbar-Ortiz, continued. Pgs. 109-147

Presentations

May 23

Dunbar-Ortiz, continued. 149-208

Presentations

Due: Visual Guides

UNIT 4
Grassroots Theorizing

Week 9

May 28

Walia, Harsha. *Undoing Border Imperialism*. Oakland: AK Press, 2013. Pgs 1—78

May 30

Walia. Pgs. 79—156

Presentations

Week 10

June 4

Walia. Pgs 159-202

Presentations

June 6

Walia. Pgs 207—283

Presentations

Due June 10th by midnight: Assignment #4 Part B