ETHN 165: SEX AND GENDER IN AFRICAN AMERICAN COMMUNITIES
M 5-7:50 PM HSS RM 2152
SPRING 2022 (Course ID 73694)

Instructor: E. Tsekani Browne
Office: HSS RM 2152 (Subject to Modification)
Office Hours: Mon and Wed, 4pm-5pm or by appointment
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Overview:
This course will examine the raced, sexualized and gendered experiences and identities of people of African descent in the United States. In particular, the course will examine the intersectionality of social, political and cultural constructions of race, gender, class and sexuality of African Americans from a historical perspective, and will attend to the ways static and or changing definitions of blackness have shaped and continue to shape Black masculinities, femininities, and sexualities drawing upon examples from media and popular culture.

Required Texts:

Johnnetta Betsch Cole & Beverly Guy-Sheftall. *Gender Talk: The Struggle for Women's Equality in African American Communities*. New York: One World/Ballantine Books, 2003.

Patricia Hill Collins. *Black Sexual Politics: African Americans, Gender, and the New Racism.* New York: Routledge, 2005.

All other course reading materials can be accessed through **CANVAS** **canvas.ucsd.edu** or *UCSD Libraries E-reserves)*

COURSE EVALUATION (Total 100%)

Participation/Discussion	**20%**
Midterm	**25%**
Reading Responses	**20%**
Final Paper	**35%**

Grading:

• **Participation/Class Discussion:** You should complete the readings for the week by Monday's lecture. Bring your reading materials, notes, and questions each class meeting. Your preparation will help you get the most out of lectures and presentations. I expect democratic participation that involves careful listening

and thoughtful speaking to contribute to a productive learning environment. Along with the UCSD Principles of Community (http://www.ucsd.edu/explore/about/principles.html) the following guiding principles are the basis for building a positive space:

- Assume nothing
- Respect is key (consider all experiences, perspectives and positions)
- Support your arguments by engaging the texts (academic settings necessitate scholarly claims)
- Disagree with the argument, not the person (no personal attacks!)

• **Late Assignments:** I do not accept late assignments. Please read the syllabus carefully for all requirements and plan accordingly.
• **Attendance:** Attendance is mandatory for weekly lectures. The weekly lectures engage other materials in our discussions that are essential to the course and your assignments. Please arrive on time; being late will hurt your grade and is disruptive to your peers.
• **E-mail/ Office Hours Policy:** You may email me at my UCSD e-mail address to schedule an appointment or if you have general inquiries about assignments or class logistics. For questions or concerns that cannot be handled via email, I will ask you to see me during office hours.
• **Reading Responses:** Please check syllabus for due dates. Reading responses are a 2-page written analysis of the week's readings. These responses move beyond simple summarization of the readings and identify key ideas/concepts/theories from the readings and class discussions.
• **Midterm/Final Exams:** The Midterm exam will be short answer/essay format and will be take-home, due at the beginning of class. In lieu of final exam, you will turn in a critical reflection essay on a topic relevant to the course (5-7 type written pages). Paper must include at least 4 references from class, 2 additional academic sources, and 1-2 primary sources. Paper must also include a bibliography and proper citation of sources (more information regarding midterm and final exams will be provided).

Class Schedule:
(Subject to Change)

Week 1 (Mar 28 – Apr 1):
Introduction: Constructing Race and Gender

- Cole & Guy-Sheftall, Introduction and Chapter 1
- Hill Collins, Introduction and Chapter 1

Week 2 (Apr 4 – 8):
Sex/Gender and Representations of Blackness

- Hill Collins, Chapter 2
- Cole & Guy-Sheftall, Chapter 2
- TED: *Higginbotham*; *Ferguson; Walker*
- **Film Screening: *Ethnic Notions* dir. Marlon Riggs (1986)**

Week 3 (Apr 11 – 15):
Sex/Gender in Slave Communities

- CANVAS: *Roberts (Chapter 1); Morgan*
- TED: *Davis*
- ***Reading Response Due Wed April 11 at beginning of class***

Week 4 (Apr 18 – 22):
Sex/Gender in Urban Contexts

- E-Reserves: *Wells-Barnett*
- TED: *Frazier; Carby; Black Women Attack the Lynching System (selections)*
- TED: Video and lyrics, *Strange Fruit* by Billie Holiday (circa 1939) **http://www.npr.org/2012/09/05/158933012/the-strange-story-of-the-man-behind-strange-fruit**

Week 5 (Apr 25 – Apr 29):
Sex/Gender and Reproduction, Motherhood, and Family

- E-Reserves: *Roberts (Chapter 5); Hill-Collins*
- TED: *Moynihan Report*, Chapter 4 "The Tangle of Pathology" or you can access via **http://www.dol.gov/oasam/programs/history/webid-meynihan.htm** **(electronic version of the Moynihan report)**
- TED: "Violence in the City: A Beginning or End?" (*McCone Report* - selections)
- ***Midterm Essay Due at beginning of class (no late papers will be accepted)***

Week 6 (May 2 – 6):
Sex/Gender and Feminism, Resistance, and Struggles for Dignity

- Cole & Guy-Sheftall, Chapter 3
- E-Reserves: *Combahee River Collective; Powell; Springer; Crenshaw*
- TED: *Black Women Speak of Womanhood* (selections)

Week 7 (May 9 – 13):
Sex/Gender and Queer Politics

- Hill Collins, Chapter 3
- Cole & Guy-Sheftall, Chapter 6
- TED: *Cohen*

Week 8 (May 16 – 20):
Sex/Gender and Black Bodies, Beauty, and Desire

- Hill Collins, Chapters 4 & 5
- E-Reserves: *Ducille; Hill; Childs*
- TED: *Patton*
- TED: Access image of Vogue cover with Lebron James
- *****Reading Response due Wed May 22 at beginning of class*****

Week 9 (May 23 – 27):
Sex/Gender and Love, and Relationships

- Hill Collins, Chapters 8 & 9
- E-Reserves: *Davis; Hammonds*
- TED: *Wright*

Week 10 (May 30 – Jun 3):
Sex/Gender in Hip-Hop
*****No Class Mon May 3- (Memorial Day Observance)*****

- Cole & Guy-Sheftall, Chap. 7
- E-Reserves: *Rose; Quinn*

Final Schedule: Wed 6/10/2022

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Majoring or Minoring in Ethnic Studies at UCSD

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers.
If you would like information about the Ethnic Studies major or minor at UCSD, please contact Mónica Rodriquez de Cabaza, Ethnic Studies Department Undergraduate Coordinator, at 858-534-3277 or ethnicstudies.ucsd.edu.

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Selections on E-reserves (reserves.ucsd.edu) and TED (ted.ucsd.edu)

Higginbotham, Evelyn Brooks. "African-American Women's History and the Metalanguage of Race," *Signs*, Vol. 17, No. 2 (Winter 1992) (p. 251-274).

Ferguson, Roderick. The Nightmares of the Heteronormative. *Cultural Values*; Oct 2000, Vol. 4 Issue 4, (p. 419-444).

Roberts, Dorothy. “Reproduction in Bondage” Chapter 1 (p. 22-56) and “The Welfare Debate: Who Pays for Reproduction?” Chapter 5 (p. 202-246) in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, (p. 22-55). New York: Pantheon Books, 1997.

Morgan, Jennifer L. “’Women’s Sweat’: Gender and Agricultural Labor in the Atlantic World” Chapter 5 (p. 144-166) in *Laboring Women: Reproduction and Gender in New World Slavery.* Philadelphia: University of Pennsylvania Press, 2004

Davis, Angela. “Reflections on the Black Woman’s Role in the Community of Slaves” reprinted in *Black Women in United States History, Vol 1.* Edited by Darlene Clark Hine. Brooklyn: Carlson Publishing, 1990.

Carby, Hazel. “Policing the Black Woman’s Body in an Urban Context” in *Critical Inquiry*, Vol. 18, No. 4, Identities (Summer, 1992), (p 738-755).

Frazier, E. Franklin. The Negro Family in the United States. 1948. Revised and Abridged. Chicago: University of Chicago, 1966 (p 89-113)

Wells-Barnett, Ida B. “Lynch Law in America” in *Words of Fire: An Anthology of African-American Feminist Thought*, edited by Beverly Guy-Sheftall, (p. 69-76). New York: The New Press, 1995.

Hill Collins, Patricia. “Shifting the Center: Race, Class, and Feminist Theorizing About Motherhood” (Chapter 3) in *Mothering: Ideology, Experience, and Agency*, edited by Evelyn Nakano Glenn, Grace Chang, and Linda Rennie Forcey. New York: Routledge, 1994 (p. 45-66).

“The Combahee River Collective Statement” (p. 272-282) and Linda C Powell, “Black Macho and Black Feminism” (p. 283-292) in *Home Girls: a Black Feminist Anthology*, edited by Barbara Smith. New York: Kitchen Table--Women of Color Press, 1983.

Crenshaw, Kimberle. 1991. “Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color.” *Stanford Law Review*, Vol 43, no 6 (Jul 1991) pp. 1241-1299.

Springer, Kimberly. Third Wave Black Feminism? Signs, Vol. 27, No. 4 (Summer, 2002), pp. 1059-1082

Cohen, Cathy. “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” in GLQ: A Journal of Lesbian and Gay Studies, May 1997, Vol. 3(4), (p. 437-465).

Hill, Mark E. “Skin Color and the Perception of Attractiveness among African Americans: Does Gender Make a Difference?” *Social Psychology Quarterly*, Vol. 65, No. 1 (Mar., 2002), (p. 77-91).

DuCille, Ann. “Toy Theory: Black Barbie and the Deep Play of Difference” in *Skin Trade*. Cambridge, Mass.: Harvard University Press, 1996, (p. 8-59).

Childs, Erica. Images of the Black Athlete: Intersections of Race, Sexuality, and Sports. *Journal of African American Men*. 4:2, Fall 1999 (p. 19-38).

Patton, Tracy Owens. “Hey Girl, Am I More Than My Hair? African American Women and Their Struggles with Beauty, Body Image, and Hair” in *NWSA Journal*, Vol. 18, No. 2, Summer 2006, (p. 24-51).

Davis, Angela. “I Used To Be Your Sweet Mama: Ideology, Sexuality, and Domesticity” (p. 249-264) in the *Angela Y. Davis Reader*, edited by Joy James. Malden, Mass.: Blackwell, 1998.

Hammonds, Evelyn. “Missing Persons: African American Women, AIDS, and the History of Disease in *Words of Fire: An Anthology of African-American Feminist Thought* edited by Beverly Guy-Sheftall, (p. 434-449), New York: The New Press, 1995.

Rose, Tricia. “Bad Sistas: Black Women Rappers and Sexual Politics in Rap Music,” (p. 146- 182) in *Black noise: Rap Music and Black Culture in Contemporary America*. Wesleyan University Press: England, 1994.

Quinn, Eithne. “The Nigga Ya Love to Hate: Badman Lore and Gangsta Rap” (p. 92- 115) and “Who’s the Mack? Rap Performance and Trickster Tales” (p. 116-140) in *Nuthin' but a "G" Thang: The Culture and Commerce of Gangsta Rap*. New York: Columbia University Press, 2005.