

# ETHN 183: GENDER, RACE, ETHNICITY & CLASS

Winter 2011

Mondays, Wednesdays, Fridays 10:00-10:50AM, Solis 110

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Office Hours: Mondays and Wednesdays, 11AM-12PM, Social Science Building 241  
and Tuesdays by appointment

## **Course Description and Goals**

In Ethnic Studies classes such as this one, there is an overriding sense that we already “get” the concept of intersectionality; that we understand how categories of race, class, gender, and sexuality are co-constitutive and relational, and how these categories, working together, have disproportionately predisposed communities of color to illness, poverty, and even death. But in our use of this term, do we fully know its origins—of its genesis in black feminist political critiques of white feminisms *and* black nationalisms? This course is not simply a survey of new theoretical terms that we can use to understand the workings of power historically and in the 21<sup>st</sup> century, though this is one of its central components. Rather, our goal will be to explore the development of key Ethnic Studies terms and concepts, including but not limited to intersectionality, to understand the theoretical *and* political stakes of such interventions.

In the first half of the quarter, we will begin by tracing the intellectual and political trajectories of the fields of ethnic studies, women’s studies, transnational feminism, and queer studies. How did these schools of thought emerge in response to particular political, social, economic conditions in the U.S. and in Third World nations? We will uncover how women of color have challenged the academic institution—and even progressive disciplines like women’s studies and queer studies—for the ways it has positioned masculinity, whiteness, and/or middle-class heterosexuality as the norm. In addition, we will unpack the ideas of intellectuals positioned both inside and outside the academy, to understand how and *why* they theorize that race is not separate from, but is produced in relation to, formations of gender, class, and sexuality.

The second half of the course will focus on historical and contemporary case studies. First, we will analyze how the law and science, the historical archive, and popular culture have affected the life chances of communities of color. Secondly, and primarily, we will discuss the ways that different intellectual approaches and social movements—anti-racist, feminist, queer, and so on—would respond to these situations; for example, would a transnational feminist response to the prison industrial complex be the same as a queer of color critique of the prisons?

The intent here is not to judge which theoretical framework is “best” for understanding and responding to the needs of communities of color; rather, it is my hope that we can begin to see the radical potential *and* the limitations of theories and social justice movements to challenging and changing hegemonic U.S. and global politics, economy, and culture.

### **Required Texts**

All readings for the course will be posted for download on the course TED website (<http://ted.ucsd.edu>). It is highly recommended that you print out all course materials, as we will be referring to them frequently in lecture.

### **Course Requirements**

Attendance and participation	15%
Group discussion facilitation	15%
Keyword paper	15%
Midterm paper	25%
Final exam	30%

### **Grading Scale**

94-100	A	77-79	C+
90-93	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	60-69	D
80-82	B-	0-60	F

\* In order to receive a passing grade in this class, you must complete *all* course assignments

**Attendance and participation (15%):** Class participation and consistent and punctual attendance are crucial to your success in this course. All readings assigned for the week are expected to be finished prior to the first class meeting of that week. Participation includes speaking in class discussions, attending lecture on time, and attending optional office hours. Be prepared to express your own questions and critiques of course materials and to participate in class discussions. If you must miss class for an extenuating circumstance, it will be excused with proper notice and documentation; however more than two unexcused absences will negatively affect your final grade.

**Group discussion facilitation (15%)** Over the course of the quarter, you will be required to lead ONE discussion session, generally to be held on Fridays during lecture time, along with one or more co-facilitators. During week 2, you will sign up for, or be assigned to, one week for which you will be responsible. You and your group members should develop a typed outline with discussion questions, which is to be submitted on the TED discussion board before the beginning of that class meeting. It is highly recommended that you meet with me in office hours prior to your presentation to address any questions or concerns you may have.

**Keyword paper (15%)** You will choose one keyword that has emerged in course readings and discussion, and prepare a short 2-4 page paper (double-spaced, 12 pt. Times New Roman font, 1" margins, with MLA or Chicago-style citations and bibliography). You will describe the term's meaning and significance, and how the term has been discussed by at least two of the authors we have read. This assignment will be uploaded electronically as a .doc or .docx file only to TED, to the assignment link in the Content folder, no later than **5PM on Friday, February 3<sup>rd</sup>**. Late assignments will not be accepted.

**Midterm Paper (25%)** Midway through the quarter you will be required to write a short paper of approximately 4-6 pages (double-spaced, 12 pt. Times New Roman font, 1" margins, with MLA or Chicago-style citations and bibliography) in response to a question generated from course readings and themes. The question for the midterm will be distributed on Friday, February 17<sup>th</sup>. Papers must be submitted **at the beginning of lecture on Friday, February 24<sup>th</sup>**. Late papers will not be accepted.

**Final Exam (30%)** Your final exam will be an essay of 6-8 pages (same formatting requirements as the midterm). To do well on this assignment, you should have a comprehensive grasp of the concepts, readings, and themes from the entire course. The question for the final will be distributed on Friday, March 16<sup>th</sup>. Essays are to be submitted **by 11AM, Friday, March 23<sup>rd</sup>**, location TBA.

### **Course Policies**

- **Come Prepared!** All of the assigned readings for the week must be completed before coming to lecture on Monday. Please bring printed PDFs of TED articles and notes to class.
- **Academic Integrity:** Please familiarize yourself with the UCSD Policy on Academic Integrity (<http://students.ucsd.edu/academics/academic-integrity/defining.html>). Copying even small portions of essays from the internet or not properly citing your sources falls under the definition of plagiarism. If you have questions or are concerned, please come to office hours or make an appointment to meet with me!
- **Email/ Office Hours Policy:** You may email me at my UCSD email address to discuss course logistics or to schedule an appointment to meet outside of my drop-in office hours. Please allow for at least one day for me to get back to you (i.e. refrain from sending late night/ last minute questions right before paper deadlines and exams). More often than not, I will ask you to see me in office hours.
- **Electronic Devices and Laptops:** All phones must be turned off or set to silent mode in the classroom; it must be in your bag, out of reach, and invisible during class. If your phone rings out loud two or more times in the course of the quarter, you will receive a failing participation grade. Laptops may be used to take notes in lecture, but if they become excessively distracting to yourself or others, they will no longer be allowed.

### **Guiding Principles**

In addition to the UCSD Principles of Community, the following guiding principles are the basis for building a positive space:

- Assume nothing about others' experiences.
- Own the impact of your words (if you say something, be prepared to back up your statements).
- Step up, step back (use this opportunity to speak up if you are normally shy; if you always speak first, be mindful of not dominating the conversation).
- Disagree with the argument, not the person (no personal attacks).

### **Some other important things...**

- I wish to make my class as accessible as possible to all students. If you require accommodations, please contact me via email or come by my office hours so that arrangements can be made.
- Students who are new to *English as a second language* can seek specialized writing assistance at OASIS, located on the 3rd floor of Center Hall. You can find more information at <http://oasis.ucsd.edu> or call 858-534-3760.

## COURSE SCHEDULE

### Unit 1: Political and Intellectual Genealogies

#### **Week 1 (January 9, 11, 13)**

##### **Ethnic Studies: Then and Now**

- “Race,” in *Keywords for American Cultural Studies*
- “Angela Davis: Reflections on Race, Class and Gender in the USA,” interview with Lisa Lowe
- Manning Marable, “The Problematics of Ethnic Studies”

#### **Week 2 (January 18, 20; no class on 1/16)**

##### **Women’s Studies, Black Nationalisms, and Black Feminist Interventions**

- Kimberlé Crenshaw, “Intersectionality, Identity Politics, and Violence Against Women”
- Combahee River Collective, “A Black Feminist Statement”
- Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference” and “Learning from the 60s”
- Adrienne Rich, “Notes Toward a Politics of Location” [optional but recommended]

\* Sign up for group discussion facilitation 1/20

#### **Week 3 (January 23, 25, 27)**

##### **Third World women, Diaspora, and Transnational Feminist Movements**

- Gloria Anzaldúa, selections from *Borderlands/La Frontera*
- Cherríe Moraga, Preface to *This Bridge Called My Back*
- Chandra Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses” and “Under Western Eyes Revisited”

\* Keyword assignment passed out in lecture 1/27

#### **Week 4 (January 30, February 1, 3)**

##### **From LGBT to Queer, and the Challenge of Queer of Color Critique**

- “Queer” in *Keywords for American Cultural Studies* [see *Keywords* PDF from Week 1]
- Cathy Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?”
- Gayatri Gopinath, “Bollywood Spectacle: Queer Diasporic Critique in the Aftermath of 9/11”

\* Friday, 2/3: Keyword paper due by 5PM on TED

## **Unit 2: Case Studies**

### **Week 5 (February 6, 8, 10)**

#### **Regulating “Unruly Others”: Reproduction, the Family, and the State**

- Premilla Nadasen, “Expanding the Boundaries of the Women’s Movement: Black Feminism and the Struggle for Welfare Rights”
- Andrea Smith, “Better Dead Than Pregnant”
- Siobhan Somerville, “Queer *Loving*”

Discussion Group 1 (Feb. 10):

### **Week 6 (February 13, 15, 17)**

#### **Surveillance and Discipline Pt. I: the US Prison-Industrial Complex**

- Angela Y. Davis, “Race, Gender, and Prison History: From the Convict Lease System to the Supermax Prison”
- “The Critical Resistance-INCITE! Statement on Gender Violence and the Prison-Industrial Complex” –2001 original statement and 2008 reflections/questions
- Selection from *Captive Genders* (TBA)

Discussion Group 2 (Feb. 17):

\*Midterm prompt passed out 2/17

### **Week 7 (February 22, 24; no class 2/20)**

#### **Surveillance and Discipline Pt. II: Post-9/11 Hysteria and the “War on Terror”**

- Inderpal Grewal, “Transnational America: Race and Gender After 9/11”
- Nadine Naber, “So Our History Doesn’t Become Your Future: The Local and Global Politics of Coalition Building Post September 11<sup>th</sup>”

\* Friday, 2/24: Midterm paper due at beginning of class

### **Week 8 (Feb 27, 29, March 2)**

#### **Sexuality and Space: Policing Sexual Difference in the City**

- M. Jacqui Alexander, “Not Just (Any) Body Can Be a Citizen: The Politics of Law, Sexuality, and Postcoloniality in Trinidad and Tobago and the Bahamas”
- Michael Warner and Lauren Berlant, “Sex in Public”
- Martin Manalansan, “Race, Violence, and Neoliberal Spatial Politics in the Global City”

Discussion Group 3 (March 2):

**Week 9 (March 5, 7, 9)**

**"Heroes of the Nation": Filipino/a Migrant Labor and Human Rights**

- Chandra Mohanty, "Women Workers and Capitalist Scripts: Ideologies of Domination, Common Interests, and the Politics of Solidarity"
- Rhacel Salazar Parreñas, "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor"
- Martin Manalansan, "Queering the Chain of Care Paradigm"

Discussion Group 4 (March 9):

**Week 10 (March 12, 14, 16)**

**Imagining Alliances: political organizing and theorizing across difference**

- Wahneema Lubiano, "Talking About the State and Imagining Alliances"
- Grace Hong, "'The Future of Our Worlds': Black Feminism and the Politics of Knowledge in the University under Globalization"
- Laura Alexandra Harris: "Queer Black Feminism: The Pleasure Principle"

Discussion Group 5 (Wednesday, March 14):

Final Exam question distributed Friday, March 16

**Final Exam Due 11AM, Friday, March 23.** Location TBA.

**Majoring or Minor 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 Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or [yescamilla@ucsd.edu](mailto:yescamilla@ucsd.edu).