

ETHN 183/CGS 114  
**Gender, Race, Ethnicity and Class:  
National and Transnational Perspectives**  
Winter 2016

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

Class info: T/TH 5:00-6:20pm, Solis 109

Office Location: Department of Ethnic Studies, SSB 226

Office Hours: Tuesday/Thursday 6:30pm—7:30pm and by appointment

### **Course Description**

This seminar explores the relationship of race, class, and gender by examining the participation of working class women and youth of color 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?

In this course we will pay particular attention to the situation of people who have lived in housing projects. The full scope and complexity of housing project residents’ lives are frozen into images and dehumanized in the popular imaginary. Thus, we will center the consciousness, perspectives, and agency of housing projects residents in our study of class, gender, and race to challenge prevalent stereotypes and to listen to their insights.

First we will study a theory of representation to provide us with analytical tools to examine other texts in the course. We will then read a first-person account of growing up in a housing project as a study in consciousness and agency, and then move on to a transnational comparative analysis. From there we will read another first person account to compare and contrast our own lived experience, consciousness, and perspective of class, gender, and race. Throughout the course we will discuss a variety of photographs taken by housing projects residents that were a part of a neighborhood effort to represent the world through their own eyes.

### **Course Objectives**

By the end of this class I hope that students will have a vocabulary and conceptual framework for discussing gender and race that does not sacrifice class in analyses of social relations. Stereotypes of race, gender, and class will be unsettled and a

transnational awareness of people from marginalized and stigmatized neighborhoods will be developed. Training in how to conduct research for Cultural Studies projects is also featured. By the end of this class we will have assembled a database of texts related to “housing projects.”

### **Required Readings**

Ed. George Carrano, et al. **Project Lives.**

bell hooks: **Where We Stand: Class Matters.**

Charlise Lyles. **Do I Dare Disturb the Universe? From the Projects to Prep School.**

**All articles can be accessed via TED.**

Recommended Reading:

Kiffe Kiffe Tomorrow by Faïza Guéne.

Please bring copies of the readings to class.

Please note: Readings may be edited or switched depending on class discussions.

### **Accommodations**

I would like to ensure this class is accessible as possible to everyone. Please contact me if you require any specific accommodations for a medical reason.

### **Course Requirements**

Attendance/Participation 20%

Presentation 20%

Midterm Paper 30%

Final Exam 30%

1) Attendance and participation (20%)

Seminar style classes are discussion based. While I will lecture to help elucidate, contextualize or elaborate a particular concept, it is also 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.

## 2) Presentation (20%)

Groups of 3-4 students will present on selected weeks on particular photographs from *Project Lives*. Please see schedule below for more details and sign up for the day you prefer. I recommend putting the images on powerpoint for everyone to see. The group should be prepared to lead the class discussion for 30 minutes.

Questions to think about as you are putting together your presentation:

Why did the photographer want to capture that particular image?

Why do you think the editors included it in the book?

Conduct an analysis of the pictures, thinking about gender, race, class, and representation.

What themes or issues are raised by the images?

Think of questions or exercises for the class to prompt discussion.

## 3) Midterm Paper (30%) Due January 28th by 6pm at SSB 226.

Find a non-academic text addressing housing projects. A research trip to the library has been arranged for January 12th. The text can be a song, a poem, a graphic novel, a comic book, a mural, a video, a film, etc. Write a 5 page analysis of the text. Please note that late papers will not be accepted.

Information to include at the top of the first page:

- a) Which database did you chose
- b) why
- c) what search terms did you use to identify the resource
- d) citation of item

## 4) Final Paper (30%) Due March 14th by 6pm at SSB 226.

Find 2 academic sources that deal specifically with gender, race, and housing projects. A second research trip to the library has been arranged for February 16th.

If you find two articles: Write a 3-4 pg review of each text or one review of both texts for 6-7 pages (instructions are on TED). Please note that late papers will not be accepted.

If you find two books or one book and an article: Write a 6 pg review of one of the books (instructions are on TED) and just include the information for the second text.

Information to include at the top of the first page:

- a) Which database(s) did you chose
- b) why
- c) what search terms did you use to identify the resources
- d) citation of items

5) 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.

## Course Schedule

January 5 Welcome and introductions

### UNIT 1 ORIENTATIONS

January 7 Cathy Cohen, "Punks, Bulldaggers, and Welfare Queens"  
George Carrano, et al., *Project Lives* 4-13

January 12 **Library Research Trip #1**  
**Meet at Geisel Classroom 2**

January 14 bell hooks, *Where We Stand*, "Preface and pp. 1-49"  
**What text did you find?**

### UNIT 2 REPRESENTATION

January 19 Stuart Hall, *Representation* 15-41 ABC

January 21 Stuart Hall, *Representation* 41-63 DEF

January 26 Rosalee A. Clawson and Rakuya Trice. "Poverty as We Know It: Media Portrayals of the Poor."  
Patricia Hill Collins. "Mammies, Matriarchs, and other controlling images"  
\*Presentation: *Project Lives* pp. 15-25

January 28 **Film (stream on Kanope): *The Pruitt Igo Myth***  
**DUE: Midterm paper**

UNIT 3  
SITUATION AND THEORY

- February 2    Charlise Lyles, *Do I Dare Disturb the Universe?* pp 1-71  
Discuss: *The Pruitt Igo Myth*  
\*Presentation: *Project Lives*: pp. 26-35
- February 4    Charlise Lyles, *Do I Dare Disturb the Universe?* pp. 72-148  
\*Presentation: *Project Lives*, pp. 36-45
- February 9    Charlise Lyles, *Do I Dare Disturb the Universe?* pp. 148-260  
\*Presentation: *Project Lives*: pp. 46-55
- February 11    Charlise Lyles, *Do I Dare Disturb the Universe?* pp. 216-260  
\*Presentation: *Project Lives*: pp. 56-65
- February 16    Loic Waquant, *Urban Outcasts*, “From Conflation to Comparison”  
“We are the Indigenous of the French Republic!” Statement from *Le Parti de Indigenes de la Republique*.  
\*Presentation: *Project Lives*: pp. 66-75

UNIT 4  
LOOKING TRANSNATIONALLY:  
“GHETTO, BANLIEU, FAVELA, et caetera”

- February 18    **Library Research Trip #2**  
**Meet at Geisel Classroom 2**
- February 23    Loic Wacquant, *Urban Outcasts*, “Stigma and Division”  
\*Presentation: *Project Lives*: pp. 76-85
- February 25    **Film (stream on Kanopy): *Girlhood* (*Bande de Filles*).**  
Directed by Celine Sciamma.
- March 1        Discuss *Girlhood*  
Discuss final exam: **What texts have you found?**  
\*Presentation: *Project Lives*: pp. 86-95

UNIT 5  
FACING THE FUTURE

- March 3      Where We Stand, pp. 50-100  
                 \*Presentation: *Project Lives*: pp. 96-105
- March 8      Where We Stand, pp. 101-141  
                 \*Presentation: *Project Lives*: pp. 106-115
- March 10     Where We Stand, pp. 142-164  
                 Closing Discussion  
                 \*Presentation: *Project Lives*: pp. 116-129
- March 14    Final Paper Due at SSB 226 by 6pm.**