

**Gender, Race, Ethnicity and Class**  
**ETHN 183/CGS 114, Summer Session 1 2019**

Instructor: Boke Saisi, PhD Candidate,  
Ethnic Studies and Critical Gender Studies

Class: Tues 2pm-4:50pm, Thurs 2pm-4:50pm

Location: Center Hall 201

Office Hours: Tues 5pm-6pm or by appointment at HSS 2061

E-mail: bsaisi@ucsd.edu

**Course Description:**

Gender, race, ethnicity, and class are categories that extend beyond individual identities and identity groups, as they are articulated through their relation to structures of power. However, moving beyond the notion that these social categories merely represent “layers of oppression,” we will ask: how are race, gender, ethnicity, and class co-constitutive in the making of social relations and identities in the US and beyond?

In this course, we will examine the ways in which gender, race, and class are socially, culturally, and historically constructed yet enacted materially and experienced. We will highlight how these categories are legally and discursively constructed and experienced in relation to, rather than independent from, one another. For example, Black women, Indigenous women, and women of colour around the world share in a struggle against white heterosexist supremacy including the exclusive nature of mainstream white feminism. How can we recognize differences such as race, class, sexuality, and nationality as a means to provide a nuanced analysis regarding the nature of sexist oppression globally? We will thus examine the ways in which globalization, the afterlives of chattel slavery, and ongoing settler colonialism within nation-states create the conditions of possibility for the uneven ways in which social inequalities are enacted and experienced.

Moreover, we will investigate critiques of heteropatriarchal gendered classifications that reenact and reinforce uneven, colonial power relations, thereby linking decolonization movements with emancipation from heteropatriarchal rule. For instance, the ways in which the category of ‘woman’ has been shaped by Eurocentric and Victorian notions of femininity also define which women are considered to be and thus treated as ‘women’ deserving of inclusion in and protection by the state. We will therefore interrogate categories of gender and sex as they emerge and develop alongside processes of racialization, colonization, nationalism, and global capital accumulation.

**Required Texts:**

All texts will be uploaded as PDF files to the university's BlackBoard website which can be found in the url placed below, signing in and by following the course's link:

[tritoned.ucsd.edu](http://tritoned.ucsd.edu)

**Accommodations:**

If you need any accommodations for the course, please feel free to let me know as early as possible, so we can make the classroom space as accessible as possible. If you have or are considering getting formal accommodations for a disability, please contact me during my office hours to discuss how to best meet your needs whether in conjunction or not with the Office for Students with Disabilities in University Center, Room 202. They can be reached at (858) 534-4382 or via email at [osd@ucsd.edu](mailto:osd@ucsd.edu). If there is a preferred name and/or gender pronoun that you would like to be addressed by, please let me know as well.

**Community Guidelines:**

- Be respectful. Harsh, abusive, and derogatory language will not be tolerated.
- Be an active listener. As people will be coming from different perspectives and backgrounds, listening to one another will allow for varying standpoints to be expressed.
- Engage with the texts. When discussing weekly topics, bring the discussion back to the reading and lecture material whenever possible.
- Electronic devices must be stowed away during class unless we are working on individual or group activities. Improper use of electronics will negatively affect your grade.

**Email Policy:**

I will generally respond to emails within 24 hours. Emails sent between the hours of 9am-5pm Mon-Fri will most likely be answered within the day. Emails are a good way to get short, logistical questions answered. However, be sure to look at both the course syllabus for information that is already provided. For longer inquiries please come see me during my office hours listed at the top of this syllabus. Be sure to use your UCSD email account to reach me and put CGS 114 or ETHN 183 in the subject line of the email.

**Office Hours:**

Please feel free to see me in my office hours if you have any questions about course material, assignments, clarification etc. If you are unable to see me during my set hours, I am happy to arrange a mutually convenient time to meet. If you suspect this may be the case, please ask me well in advance of the suggested meeting date so that there is a better chance that I will be available.

**Additional Resources:**

- Office for Students with Disabilities (OSD) - <http://disabilities.ucsd.edu/osdresources/>
- Counselling and Psychological Services (CAPS) - <http://caps.ucsd.edu/>
- Writing Center - <http://commons.ucsd.edu/students/writing/index.html>

## Course Assignments and Requirements:

### **Assignments:**

Attendance/Participation	25%
Reading Quizzes	25%
Class Presentations	20%
Final Exam	30%

### **Grading Scale**

94-100	A	73-75	C
90-93	A-	70-72	C-
86-89	B+	66-69	D+
83-85	B	63-65	D
80-82	B-	60-62	D-
76-79	C+	0-60	F

### **Attendance and Participation (25%):**

Both punctual attendance and class participation are an integral part of your success in the course. Attendance is mandatory and absences without proper justification will negatively affect your grade. Readings must be completed before each class and you should be prepared to participate actively in class discussions. Section participation will be assessed as a culmination of a variety of factors. Firstly, **timely** and **consistent** attendance is key, as previously outlined. Secondly, showcasing your critical engagement with course materials, your fellow learners, and wider concepts discussed in class will be imperative. This can look like active/vocal participation (that is relevant and generative), asking critical questions, making strong analytical connections to outside material, and coming prepared to class with completed readings and lecture notes. As folks may have varying levels of comfort speaking out in class, varying styles of class activities will be utilized in order to showcase your engagement with the material as well as any conversations you may have with myself during office hours.

### **Reading Quizzes (25%):**

There will be short quizzes at the beginning of every class, based on the reading assigned for that day. Quizzes will start on Tuesday, July 9th. These quizzes are meant to be an incentive to complete the readings, rather than being punitive. As such, I will drop the lowest quiz grade at the end of the course.

### **Class Presentations (20%):**

This assignment will be split into two parts: in class presentation (10%) and review poster presentation (10%). In groups of three, you will be asked to select one reading from the quarter, use the main argument(s) in the reading and apply the argument(s) to a contemporary event (i.e. news story, political occurrence, or a media example such as a television show, movie, or song/music video). One group will present each class during the quarter. On **July 30th**, each group will put together a review poster for a reading different from their original presentation and facilitate a small group discussion on that reading.

### **Final Exam (30%):**

The final exam will consist of a critical question that will be answered by students in an essay format. The essay should be 3-4 pages in length, double spaced, and in Times New Roman size 12 font. It will be a take home exam and students will submit them via email on **Aug 1st by 11:59pm**.

**Grading Policy:**

Students must hand in **all** assignments to receive a passing grade in this course.

**Course Schedule****Week 1:**

July 2nd

Course Introductions and Key Terms; Presentation Sign Up

July 4th

**NO CLASS (University Holiday)**

**Week 2: Racial Formations**

July 9th

Lipsitz, George. *The Possessive Investment in Whiteness: How White People Profit from Identity Politics*. Philadelphia: Temple University Press, 1998.

July 11th

Naber, Nadine. "Arab Americans and U.S. racial formations" in eds. Jamal, Amaney A., and Nadine Christine Naber. *Race and Arab Americans Before and After 9/11: From Invisible Citizens to Visible Subjects*. Syracuse, N.Y.: Syracuse University Press, 2008.

**Week 3: Gender, Sexism, and Power:**

July 16th

Lugones, Maria. "Heterosexualism and the Colonial/Modern Gender System." *Hypatia*, 22, no. 1, (Winter 2007):186-209.

July 18th

Ahmed, Sara. "Introduction: Sexism - A Problem with a Name" *new formations: a journal of culture/theory/politics*, Vol. 86 (2015): 5-13.

hooks, bell. "Being Rich" in *Where We Stand: Class Matters*. New York: Routledge, 2000.

Combahee River Collective. *The Combahee River Collective Statement: Black Feminist Organizing in the Seventies and Eighties*. Albany, NY: Kitchen Table: Women of Color Press, 1986.

#### **Week 4: Intersectionality, Coloniality, and Power**

July 23rd

Cohen, Cathy. "Punks, Bulldaggers, and Welfare Queens: the radical potential of queer politics?" *GLQ*, Vol. 3 (1997): 437-465

July 25th

Maile Arvin, Eve Tuck, & Angie Morrill. "Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy." *Feminist Formations*, 25 no. 1 (2013):8-34.

#### **Week 5: Destabilizing Identities**

July 30th

Roberts, Tamara. "Voicing Masculinity" in eds. Johnson, E. Patrick, Ramón H. Rivera-Servera, Sharon Bridgforth, E. Patrick Johnson, Javier Cardona, Jeffrey Q. McCune Jr., Cedric Brown, Pamela Booker, Paul Outlaw, and Charles Rice-González. *Blacktino Queer Performance*. (Durham: Duke University Press, 2016),

**\*Poster Presentations**

Aug 1st:

**NO CLASS - Take home exam due at 11:59pm**