

Gender, Race, Ethnicity and Class ETHN 183/CGS 114, Summer Session II 2020

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Contact Information

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Lectures: Monday, Wednesday: 2- 4:50 PM

Office Hours: Monday 12-1 PM, Wednesday 5-6:00 PM

Course Description

This course explores how race, gender, sexuality, and class are co-constitutive in the making of social relations and identities in the US and beyond. How do these social categories depend on each other for meaning and coherence? Why can't they be separated? To engage with these questions, we will first analyze the terms and attend to the particular historical contexts of their construction. We will ask and reflect on the question of how gender, race, sexuality, and class have been defined by Western law and science, through historical archives, and in the realm of popular culture. We will also examine how these terms have changed over time and regionally. Second, we will examine a set of case studies that have constructed and codified social difference, including colonialism and war, nationalism and eugenics campaigns, globalization, immigration, structural adjustment programs, gentrification, and the prison-industrial complex. By the end of the class, we will have collectively created an analytic framework to understand the interplay of race, gender, ethnicity, sexuality, and class in different socio-political contexts. Students will also learn tools of vocabulary and analytical frameworks to draw up in understand the past, present, and future. Finally, students will develop a better understanding of the chaotic contemporary moment we are living in now, amidst a pandemic that has accentuated disparities among groups.

Ethnic Studies Learning Objectives

- 1) critical and creative thinking
- 2) constructive and self-reflective dialogue and collaboration
- 3) analytical and emotional intelligence about diversity and equity
- 4) an appreciation for interdisciplinary research and inquiry, and
- 5) the development of incisive, organized, and clear written and oral communication about your critical and creative thinking.

Content Specific Objectives

1. Explore the question of how race, gender, sexuality, and class are co-constitutive in the making of social relations and identities in the US and beyond
2. Analyze the terms of race, gender, sexuality, and class and attend to the particular historical contexts of their construction. We will ask and reflect on how gender, race, sexuality, and class have been defined by Western law and science, through historical archives, and in the realm of popular culture.

3. Analyze case studies that have constructed social difference, including colonialism and war, nationalism, eugenics, campaigns, globalization, structural adjustment programs, and the prison-industrial complex.

Principles To Keep In Mind as a Result of the Current Pandemic

1. Nobody signed up for this. Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus.
2. The humane option is the best option. We are going to prioritize supporting each other as humans. We are going to prioritize simple solutions that make sense for the most. We are going to prioritize sharing resources and communicating clearly
3. We cannot just do the same thing online. Some assignments are no longer possible. Some expectations are no longer reasonable. Some objectives are no longer valuable.
4. We will foster intellectual nourishment, social connection, and personal accommodation, including offering accessible asynchronous content for diverse access, time zones, and contexts.
5. We will remain flexible and adjust to the situation. Nobody knows where this is going and what we'll need to adapt. Everybody needs support and understanding in this unprecedented moment.

Required Texts:

All assigned readings, videos, websites, and podcasts will be provided to you through our designated Canvas website. ♦Please log into Canvas regularly to stay on top of what you will have to read, watch, listen to, and view for this class.

Grading Policy:

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

Assignments:

DISCUSSION POSTS (40%) (two-pronged requirement):

- 1) Each student will produce four discussion posts (see table below for deadlines) that reflect upon and respond to the readings and media we will consider in relation to the course topic and thematic units. For a full prompt on how discussion posts will work, see the “course resources” box of our Canvas homepage. Prompts will be provided in advance.
- 2) Each student will also post a “reply” to another student’s discussion post offering thoughtful feedback, facilitative critique and encouraging suggestions for moving forward. Responses should engage with the classmate’s ideas critically and function as facilitative of their ideas.

GROUP PROJECT (20%): After being assigned a group, you will all be expected to find a time to meet with each other via Zoom to discuss the progress of your project. You will then have to submit a

formal presentation to the rest of the class consisting of a recording of a Zoom call in which you each discuss what your group came up with (you can also screen share slides, videos, and audio). In order to get a complete grade, you will also have to turn in a self-evaluation of your contribution to the group project that will be accessible to your group mates and that will allow me to issue a grade. For more details, consult Canvas.

Keywords (8% of Final grade): You will submit 3 keyword entries beginning week 1 on key concepts in the class that you choose and define in your own language on Canvas. (Submission weeks are noted in the syllabus.) Keyword entries should: 1) be in your “own words” but ideally include analysis of short quotes or details from readings and examples we study; 2) be approximately 6- 8 sentences (can be longer if you need more space to flesh ideas out); 3) be a “core concept” from the class. This means that it has been highlighted in lecture and/or section. 4 Keywords assignments are graded Pass/Fail. If you receive an F you may revise and resubmit the piece no more than one week later.

Mid quarter Evaluation (2%) : In the middle of the quarter, you will submit a short evaluation (200-250 words) of the course. I will ask each student to 1) elaborate on what useful things you’ve learned from class so far, 2) elaborate on how you’ve been an effective member of the class community, and 3) what suggestions you have on improving the course.

Final Paper/Project (30%): Each student will submit a final paper or creative project and maker’s statement by Friday September 4 at 11:59 PM. I will provide a range of options for either an analytical or a creative paper. For an analytical paper, students will be expected to write 5-7 pages analyzing and engaging various authors’ arguments, synthesizing them, and offering an original conclusion. I will also offer creative prompts that require you to engage the material through a creative project and a brief maker’s statement (2 pages and a cover page) connecting it to required texts. Paper prompts will be distributed three weeks in advance of the final deadline. Papers must conform to MLA or APA style conventions and must include a bibliography page. You are encouraged to work with your peers in a peer review process for extra credit.

Late Policy:

Each student will get a five-day “time bank” for the quarter, which you may use at your discretion to extend a discussion post due date without penalty. For example, say you get all your assignments done and handed in on time. That means you wouldn’t use any of the five days...OR...say you need two extra days for the 1st post, and three extra days for another assignment.

Grading Scale:
94-100
A
93-90
A-
89-86
B+
86-83
B
82-80
B-

79-76
C+
76-73
C
73-70
C-
69-60 D
59-Below F

RESPECT

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. At UC San Diego (and especially in Ethnic Studies courses such as this one) students are expected to:

- (1) Respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status;
- (2) Engage respectfully in discussion of diverse world-views and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

INTEGRITY

PLAGIARISM = when you borrow from someone else's work in your own assignments without giving that person credit in your references. This includes not just copying text from someone else word for word, but also borrowing ideas that are not obvious to anyone but that instead required a bit of research and extended thinking to come up with. You will all exchange a number of ideas and perspectives throughout the course in class discussions and in your groups. Nonetheless, when it comes to writing, you have to sit down and write and argue by yourself without relying on other classmates to articulate your written thoughts for you (unless you give those you borrow from due credit in your references). As a student at UC San Diego, you are responsible for knowing what constitutes cheating. See <https://academicintegrity.ucsd.edu/process/consequences/index.html> for crucial information regarding academic integrity. If I discover plagiarism in your assignments (which is very easy to do thanks to the fact that we will be using an advanced plagiarism detection software), we will report this instance of academic misconduct to the University.

ACCESS AND ACCOMMODATIONS:

Your experience in this class is important to us, and it is the policy and practice of the University of California San Diego to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with the Office for Students with Disabilities (OSD) to discuss and address them. If you have already established accommodations with OSD, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course. The Office for Students with Disabilities (OSD) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and OSD. If you have not yet established services through OSD, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact OSD at 858.534.4382 or email osd@ucsd.edu. For more information, visit: <http://disabilities.ucsd.edu>.

Course Schedule

Date	Topics/Assigned Readings/Homework	Major Assignments and Deadlines
Week 1 August 3, 5	<p style="text-align: center;"><u>Unit 1 Introducing The Terms Race, Gender, Class, Ethnicity</u></p> <p>Evelyn Nakano Glenn, “Integrating Race and Gender” (6-17)</p> <p>Judith Halberstam, “Gender”</p> <p>Siobhan B. Somerville, “Queer”</p> <p>Michal Omni and Howard Winant. "Racial Formation" (pp. 53-65) in <i>Racial Formation in the United States: From the 1960s-1990s</i>. New York: Routledge, 1994 1st ed. (53- 69)</p> <p>Keeanga-Yamahtta Taylor. "The Black Plague." <i>The New Yorker</i> (2020).</p>	<p>Discussion Post (DP) #1 Due Friday August 7, 11:59 PM PST</p> <p>Replies to DP #1 due following Tuesday, 11:59 PM</p>

	<p>Keep on Going! 😊</p>	<p>Stay Safe and please wear your masks! 🧑‍⚕️</p>
<p>Week 2 August 10,12</p>	<p style="text-align: center;"><u>Intersections</u></p> <p>Combahee River Collective, “A Black Feminist Statement”</p> <p>Kimberlé Williams Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color”</p> <p>Priya Kandaswamy, “Gendering Racial Formation”</p> <p>Lisa Bowleg, “We’re Not All in This Together: On COVID-19, Intersectionality, and Structural Inequality (2020)”</p> <p>Keeanga-Yamahtta Taylor. “Until Black Woman Are Free, None of US Will Be Free: Barbara Smith and the Black Feminist Visionaries of the Combahee River Collective,” <i>New Yorker</i> (2020)</p>	<p>Key Term (KT) #1 Due Monday August 10, 11:59PM</p> <p>DP #2 Due Friday August 14 Replies to DP #2 due following Tuesday, 11:59 PM</p>

<p>Week 3 August 17,19</p> <p>Wk 3. Continued August 17,19</p>	<p>UNIT TWO: BODIES OF DIFFERENCE Imperial Science and the Construction of Bodily Difference</p> <p>Siobhan B. Somerville, “Scientific Racism and the Emergence of the Homosexual Body”</p> <p>Bruce Burgett, “Sex”</p> <p>Modern Science, the Construction of Bodily Difference, and Surveillance</p> <p>Angela Davis, “Racism, Birth Control, and Reproductive Right</p> <p>Anannya Bhattacharjee, “Private Fists and Public Force: Race, Gender, and Surveillance”</p> <p>Lloyd, Sammy. <i>‘Constantly Preparing for the Next Crisis’: How Independent Abortion Clinics Are Faring With COVID-19</i>. Rewire.News. April 3. 2020</p>	<p>Key Term #2 Due August 17, 11:59 PM</p> <p>DP #3 Due August 21 Replies to DP #3 due following Tuesday, 11:59 PM</p> <p>Group Project Due on Sunday August 23, 11:59 PM</p> <p>Midquarter Evaluations Due on Sunday August 23, 11: 59 PM</p>
<p>Week 4 August 24,26</p>	<p>Unit 3: Racialized, Feminized Labor and Intimate Labors</p> <p>Lowe, Lisa. “Globalization”</p> <p>Lisa Duggan, “Neoliberalism”</p> <p>Chang, Grace. “Global Exchange: The World Bank, ‘Welfare Reform,’ and the Trade in Migrant Women” in <i>Disposable Domesticity</i>. Boston: South End Press, 2000</p> <p>Vora, Kalindi. “Indian Transnational Surrogacy and the Commodification of Vital Energy” in <i>Subjectivity</i> (2009) 28, 266–278.</p>	<p>Key Term #3 Due August 24</p> <p>DP #4 Due Friday August 28, Replies following Tuesday, 11:59 PM</p>

<p>Week 5</p> <p>August 31, September 2</p>	<p>Unit 4: Feminism, Nationalism and War: Imagining Alliances</p> <p>Lila Abu-Lughod, “Do Muslim Women Really Need Saving?”</p> <p>Nadine Naber, “From Model Minority to Problem Minority” in <i>Arab America: Gender, Cultural Politics, and Activism</i>. New York: New York University Press, 2012.</p>	<p>Final Paper/Project Due: Friday September 4, 11:59 PM</p>