

**CGS 114 / ETHN 183: Gender, Race, Ethnicity, & Class**  
T/Th 9:30-10:50am, Solis 110

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In this course, we will examine intersecting categories of power that have shaped and continue to shape the political, social, cultural, and economic environments and the experiences and identities of groups within the United States. Although the categories of gender, race, ethnicity, and class have long informed feminist political thought, we will also examine further dynamics that have shaped our communities, politics, and identities. The exercise of power has led to the formation of social policies and institutional formations, some of which we will also examine, in order to see both the exercise of power, and resistance to it.

**Expectations:**

I expect you to come to class prepared to discuss the assigned texts, and to complete assignments on time. If you have difficulty doing so, please talk to me about that so that we can figure out whether there is a way for you to successfully complete the work you need to. Please do that as soon as you realize there may be a problem.

I expect you to engage respectfully with your classmates and with the texts. We can vigorously disagree about an interpretation, application, analysis, etc. *And* we must be respectful to each other in our discussion of those disagreements.

I expect you to be focused on the material and discussion for our class when we are in class together. If your computer is too much of a distraction, please take notes on paper. There is research that says you are more likely to remember what you have written. There is no electronic version of the text, so you should not need your phone. Please turn it off, and use it only if there is an emergency or crisis you are handling.

**Textbook:** We will be using *Race, Class & Gender: Intersections and Inequalities*, 10<sup>th</sup> Edition, by Margaret Andersen and Patricia Hill Collins. (It is not currently available as an e-book.) A print copy is on reserve at the library.

**Earning Your Grade:** Final grades will be earned according to the following percentages:

Reading Write-ups (5 @ 5% each).....	25%
Paper 1 .....	25%
Power and Culture Analysis Paper .....	20%
Power and Culture Analysis Pres. & Disc. ....	5%
Team Presentation and Role Assessment .....	15%
Attendance and Engaged Participation.....	10%

90-92.9 = A-, 93-96.9 = A, 97-100 = A+  
80-82.9 = B-, 83-86.9 = B, 87-89.9 = B+  
70-72.9 = C-, 73-76.9 = C, 77-79.9 = C+  
60-62.9 = D-, 63-66.9 = D, 67-69.9 = D+  
59.9 and below = F

**Reading Write-ups:** (5 of 7 possible) In 1-1.5 single-spaced pages, please provide an analytic summary of *three* of the week's texts. In addition to the main idea(s) and argument(s) for each text, this could include the connections and/or disjunctures you see between them, what you find

most compelling about them, what you find most challenging about them, and questions you have that follow from them.

**Paper 1:** In your first paper for the class, I will give you a set of prompts one week before the due date that you will address in a 5-6 page (double-spaced, one-inch margins, Times New Roman font) paper. You will be discussing the texts, lectures, and discussions from class.

**Power and Culture Analysis Paper:** In your final paper for the class, you will engage with a cultural artifact (a song, play, poem, book, film, podcast, sculpture, painting, piece of architecture, etc.) and use our course texts to create a framework that will allow you to analyze the power dynamics reflected in its creation. What form(s) of resistance to those power dynamics are presented, explicitly or implicitly?

**Power and Culture Analysis Presentation and Discussion:** Please be prepared to present a three-minute oral synopsis of your cultural artifact and analysis during the scheduled final exam period for the class, and to discuss your classmates' projects.

**Team Presentation:** In weeks 7 and 8, each of you will be part of a team presenting one of the chapters on "Social Institutions and Social Issues." In week 1 of class we will decide which four of the five topics from the textbook will be presented. Then you will sign up/be assigned a team/topic. On the day in question, you and your team will present the texts, and run a discussion of the topic and its connection to our course themes and concepts. As part of the teamwork, each of you will submit a Team Role Assessment, a brief assessment of your own role in preparing and presenting the team topic, and of your partners' roles in the preparation and presentation.

**Attendance and Participation:** Your participation in class is a fundamental part of the learning environment that we will create in class. Therefore, you need to be present in class, *and* prepared by having read our class texts, *and* engaged by participating thoughtfully by asking a question and discussing our course texts and their contemporary relevance. You are allowed two excused absences throughout the quarter, if you need them. After that, you will lose an attendance/participation point per day missed. Each week of class you also have an opportunity to earn a participation point, up to ten points throughout the quarter.

**Academic Integrity:** Please do your own work, to the best of your own abilities, in order to build a healthy learning community. The UCSD policy on Integrity of Scholarship can be found at: <https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

**Academic Accommodations:** Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/students/index.html>). Students are required to discuss accommodation arrangements with instructors and the OSD liaison in CGS **in advance** of any exams or assignments.

**Critical Gender Studies:** Many students take a Critical Gender Studies course because the topic is of great interest or because of a need to fulfill a university or 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. A Critical Gender Studies major is excellent preparation for a career in law, public policy,

education, public health, social work, non-profit work and many other careers. If you would like information about the Critical Gender Studies major or minor at UCSD, please contact Joje Reyes-Alonzo, Critical Gender Studies Program Advisor, via email at [cgs@ucsd.edu](mailto:cgs@ucsd.edu).

**(Tentative) Schedule of Courses:** Please remain current with possible adjustments to the schedule by coming to class and getting notes from a classmate if you must miss class.

**Week 1:** T 03.29 & Th 03.31

T: Course Introduction (and present Topic Decisions for weeks 7 & 8)

Th: Discuss: p.1-10 “Why Race, Class, and Gender Still Matter” *and* choose one of the texts from Part I of the text, pages 11-32

**Week 2:** T 04.05 & Th 04.07: Race

**M: Reading Write-up 1 Due**

T: Discuss: p.57-67 “Racial Formation” *and* “Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America”

Th: Discuss: p.67-74 “White Privilege: Unpacking the Knapsack” *and* “The Persistence of White Nationalism in America”

**Week 3:** T 04.12 & Th 04.14: Ethnicity

**M: Reading Write-up 2 Due**

T: Discuss: p.75-85 “What White Supremacists Taught a Jewish Scholar about Identity” *and* “Must-See TV: South Asian Characterizations in American Popular Media”

Th: Discuss: p.86-101 “We are All Americans!: The Latin Americanization of Racial Stratification in the USA” *and* “Optional Ethnicities: For Whites Only?”

**Week 4:** T 04.19 & Th 04.21: Class, Capitalism, and Inequality

**M: Reading Write-up 3 Due**

T: Discuss: p.102-117 “Is Capitalism Gendered and Racialized?” *and* “Race as Class”

Th: Discuss: p.118-31 “Media Magic: Making Class Invisible” *and* “Toxic Inequality: How America’s Wealth Gap Destroys Mobility, Deepens the Racial Divide, and Threatens Our Future”

**Week 5:** T 04.26 & Th 04.28: Gender

**M: Reading Write-up 4 Due**

T: Discuss: p.132-57 “Asian American Women and Racialized Femininities: ‘Doing’ Gender across Cultural Worlds” *and* “From Transgender to Trans\*: The Ongoing Struggle for the Inclusion, Acceptance and Celebration of Identities Beyond the Binary”

Th: Discuss: p.158-176 “More Than Men: Latino Feminist Masculinities and Intersectionality” *and* “Keep Your ‘N’ in Check: African American Women and the Interactive Effects of Etiquette and Emotional Labor”

**Week 6:** T 05.03 & Th 05.05: Paper 1 Due; Sexuality (**choose two texts**)

**T: Paper 1 Due in Canvas**

**W: Reading Write-up 5 Due**

Th: Discuss: choose **two** of the texts from Part II Section E of the text, pages 177-229

**Week 7:** T 05.10 & Th 05.12

T: Team 1 – Families and Relationships (271-308)

Th: Team 2 – Education and Health (309-58)

**Week 8:** T 05.17 & Th 05.19

T: Team 3 – Citizenship and National Identity (359-91)

Th: Team 4 – Violence and Criminalization (392-418)

**Week 9:** T 05.24 & Th 05.26: Media and Popular Culture

**M: Reading Write-up 6 Due**

T: Discuss: p.426-41 “Race, Gender, and Virtual Inequality: Exploring the Liberatory Potential of Black Cyberfeminist Theory” *and* “Talking Back to Controlling Images: Latinos’ Changing Responses to Racism Over the Life Course”

Th: Discuss: p.442-56 “‘This is for the Brown Kids!’ Racialization and the Formation of ‘Muslim’ Punk Rock” *and* “‘Frozen in Time: The Impact of Native American Media Representations on Identity and Self-Understanding”

**Week 10:** T 05.31 & Th. 06.02: Social Movements and Activism

**M: Reading Write-up 7 Due**

T: Discuss: p.457-81 “Immigrant Rights are Civil Rights” *and* “Intersectional Mobilization, Social Movement Spillover, and Queer Youth Leadership in the Immigrant Rights Movement” *and* “Movement Intersectionality: The Case of Race, Gender, Disability, and Genetic Technologies”

Th: Discuss: p.482-93 “Growing Food and Justice: Dismantling Racism Through Sustainable Food Systems” *and* “(Re)Imagining Intersectional Democracy from Black Feminism to Hashtag Activism”

**Final Exam Period: Tuesday 06.07, 8-11am: Power and Culture Analysis Papers Due and Power and Culture Analysis (brief) Presentations and Discussion**