This course explains how race, class, and gender function as categories of difference that intersect and confirm each other. Drawing on sociology, history, literature, critical race theory, women’s studies, and ethnic studies, we will examine race, class, and gender as social constructions that structure and determine the life chances of aggrieved groups in the United States, particularly women of color. We will learn how race, class, and gender shaped US colonialism and enabled the growth of the US nation-state; how aggrieved groups called new communities and new cultures into being; and how these communities continue to produce new affiliations, possibilities, and knowledges.

LEARNING OUTCOMES

- Compare the feminist theories and practices of at least four ethnic groups
- Interpret and analyze the socio-historical, racialized, and gendered contexts from which women of color feminisms emerged
- Understand and apply critical multi- and inter-disciplinary frameworks

REQUIRED TEXTS

All texts are for sale at the campus bookstore and are available at Copley Library and the Circuit Consortium Catalog. Articles will be emailed to you and must be printed for class.

- Gloria Anzaldúa, *Borderlands/La Frontera* (San Francisco: Aunt Lute Books, c1999)
- Theresa Hak Kyung Cha, *Dictée* (Berkeley: University of CA Press, 2001)
- Articles via email

“MaestraPeace” mural, Women’s Building, San Francisco, CA (1994)
COURSE REQUIREMENTS

The requirements of this course include regular attendance and participation, keeping up with course readings, timely completion of assignments, and your contribution to discussions. Part of your course grade will be based on your efforts to do the assigned readings and to think critically about them; your willingness to interact with other students; and your ability to thoughtfully engage with course texts and topics. All weekly readings must be completed before each class. Please come to class prepared to take careful notes, listen to each other, discuss ideas, and participate in a constructive and collaborative place of learning.

- Participation 20%
- Midterm 1 20%
- Midterm 2 20%
- Final Exam 20%
- Critical Essay 10%
- Class Facilitation 10%

PARTICIPATION: Class participation is mandatory. Participation includes active in-class contributions, short analysis or reflection essays about course materials, emails, and meetings during office hours or by appointment. Basic course requirements also include behaving with respect, understanding, and civility toward others. Failing to meet basic requirements will negatively affect your grade.

“A” – Frequent participation that demonstrates outstanding analyses, sophisticated grasp of course readings, and excellent engagement with course themes and theses; creates a better and more constructive learning environment for others

“B” – Regular participation that demonstrates good analyses and grasp of course materials and theses; contributes to a positive learning environment

“C” – Occasional participation that demonstrates very general analyses and grasp of material; contributes to a positive learning environment

“D” – Rare participation that does not demonstrate much engagement with material or contribute to a positive learning environment

“F” – No participation or contribution.

EXAMS: Exams consist of 6-8 page, take-home essays. Essay prompts will be provided one week in advance of the due date.

CLASS FACILITATION: Students are required to lead one class discussion based on the readings for that day. Detailed guidelines will be provided in class.

READING & WRITING: By getting into the habit of carefully reading, thinking and discussing your intellectual responses, and incorporating constructive criticism, you will be developing your analytical, organizational and writing skills. If you would like any help improving your writing skills, you may see me during office hours or by appointment.

COLLEGE POLICIES

Academic Integrity: Scholastic dishonesty is any act by a student that misrepresents the student’s own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student’s work, and plagiarizing. Plagiarism is presenting someone else’s works as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. University of San Diego Integrity Policy states that “[a]cademic dishonesty is an affront to the
integrity of scholarship at USD and a threat to the quality of learning… Academic dishonesty, and allegations of academic dishonesty, are matters of University-wide concern.” Students who engage in academic dishonesty will be subject to University disciplinary action, including failure of the course, suspension, and/or expulsion from the University. For more information, please visit http://www.sandiego.edu/honorcouncil/integrity.php

**Sexual Assault, Exploitation, and Harassment:** According to the University of San Diego Sexual Assault Protocol and Harassment Policy,

> Sexual assault and sexual exploitation in all forms violates the sanctity of the human body and spirit and will not be tolerated within the USD community. In addition, sexual assault and sexual exploitations are serious violations of university policy and the Student Code of Rights and Responsibilities, and also violate the law… ‘Sexual assault’ is any unwanted physical contact of a sexual nature that occurs either without the consent of each participant or when a participant is unable to give consent freely… ‘Sexual exploitation’ is sexual misconduct that occurs when a person takes unjust or abusive sexual advantage of anyone and that behavior does not otherwise constitute sexual assault.

The University is committed not to tolerate harassment in any form by reason of the race, color, religion, gender, national origin, age, disability or sexual orientation of any person. Violation of this policy will be dealt with by appropriate sanctions, which may include expulsion, suspension, termination or exclusion from campus.

Sexual assault, exploitation, and harassment are illegal and violate Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972. Each one of you deserves to be treated with dignity and respect. If you experience unwelcome sexual advances or behavior that seems to fit the description above - whether from a professor or another student - please contact me or the Dean of Students Office (619) 260-4588. For more information, please visit http://www.sandiego.edu/discipline/appendices.php and http://www.sandiego.edu/archways/harassmentpolicy.php.

**COURSE SCHEDULE (subject to change)**

**Week 1 – Introduction & Intersectionality**

**Week 2 – Intersectionality**
2/7 Roberts, *Killing the Black Body*, Chapters 2 & 3

**Week 3 – Intersectionality**

**Week 4 – Self-Determination**
Week 5 – Self-Determination

Spring Break – No Classes

Week 6 – Self-Determination

3/17  MIDTERM 1 DUE

Week 7 – Decolonization
3/21  Gloria Anzaldúa, *Borderlands/La Frontera*, Chapters 1-2

Week 8 – Decolonization
3/28  Anzaldúa, *Borderlands/La Frontera*, Chapters 3-5

Week 9 – Decolonization

Week 10 – Language & Culture

Week 11 – Language & Culture
4/18  Cha, *Dictée*, 90-179
4/21  MIDTERM 2 DUE

Week 12 – Language & Culture

Week 13 – Language & Culture
5/2  Audre Lorde, *Sister Outsider: Essays and Speeches*
    “Uses of the Erotic: The Erotic as Power,” 53-59
    “The Uses of Anger,” 124-133

Week 14 – Language & Culture
5/9  Lorde, *Sister Outsider*
    “Poetry is Not a Luxury,” 36-39
    “The Transformation of Silence into Language and Action,” 40-44
    “Age, Race, Class, and Sex,” 114-123
    “The Master’s Tools,” 110-113

Final Exam
Tuesday 5/23
2:00-4:00 pm

Majoring or Minoring in Ethnic Studies at USD

Interested in a career in law, public policy, politics, journalism, education, public health, social work, international relations, community organizing, public relations, urban planning, and other socially-engaged careers? Ethnic Studies is an interdisciplinary field of study that allows students to critically examine the complex dynamics of race and ethnicity in the United States. It is especially committed to developing critical thinking skills and compassionate social engagement. Whether you are taking this course for a graduation requirement, personal interest, or curiosity, we invite you to explore the possibilities of an Ethnic Studies major or minor. For more information, please contact your professor or visit us at the Department of Ethnic Studies in Maher 210. You may be closer to an Ethnic Studies major, minor, or double major than you realize!