Instructor: Ms. Candy Martinez  
Pronouns: She/her/hers  
Email: caesmart@ucsc.edu  
Office Hours: Thursdays 3:00 – 5:00 p.m  
Office Hour “Location”: [https://ucsc.zoom.us/j/8759465212](https://ucsc.zoom.us/j/8759465212)  

**Synchronous Class Discussion Meeting:** For one hour once a week, Thursday 5-6pm. You are required to be present for the entire length of the meeting when it is your turn to facilitate a class reading. Otherwise, all other synchronous weekly meetings are optional. You are also required to attend the first class meeting that will be held Monday, July 27th from 5:00-6:00 pm.  

**Preferred Mode of Contact:** Email me. The best time to reach me include Mondays and Wednesdays. I may respond to emails within 48 hours.  

**COURSE DESCRIPTION AND GOALS:** This course critically examines the social, economic, political, and cultural dynamics of race, class, and gender in the United States. We will investigate the social constructions of race, class, gender and sexuality and how they have shifted over time, analyze the forms of structural inequality that pervade our social institutions and examine the movements for social change. We will develop an understanding of how systems of power and inequality reinforce each other, how they intersect and affect communities of color, the poor, and women. We will also investigate the social and economic relations between Native Americans, African Americans, Latinx Americans, Asian Americans and Multiracial Americans and the dominant group within the context and history of colonialism, imperialism, and white supremacy.  

Students will be encouraged to consistently observe and think critically about how race, class, and gender operate in their daily lives and the society around them. Students will apply the concepts they learned in this class to the outside world; information learned in this class may inspire students to work for non-profit, medical, media, or educational fields that strives for equity in its profession and those that it serves. Students will think about ways to avoid and reduce discrimination and at the same time they will find ways to even out gaps and establish equal representation, resources and/or rights for marginalized groups.  

**COURSE FORMAT:** Students will be able to access my lecture asynchronously. This means that you may access recorded lectures on Canvas at your convenience. Meanwhile, there will be a weekly synchronous class discussion of approximately an hour/week that consists of student leading facilitations, group discussion break-out rooms, and popcorn questions that will be directed to students to be sure that we are understanding all the assignments, reading materials, and course concepts. I will also use synchronous class time to go over the study guide for the midterm and final.
LEARNING OUTCOMES:

1. Students will remember concepts related to race, class, and gender such as intersectionality, matrix of domination, a difference framework, social construction, and structural inequalities. By referring to intersectionality, I refer to the ways that people's lived experiences (privileges and disadvantages included) are influenced by a variety of open-ended factors including their race, class, and gender. Meanwhile, matrix of domination refers to the way that power is organized at an individual, social, and institutional level.
2. Students will be able to understand and identify how social, economic, political and cultural factors affect communities of color, the poor and women. They will engage with the material in verbal, visual, and written forms.
3. Students will apply intersectionality theory to understand how inequalities are reflected and constructed in the fields of health, education, law, and the media.
4. Students will become more aware about the individual, social, and institutional struggles that certain groups have currently and historically faced by presenting modern day examples of structural inequalities that are not mentioned in the course readings but link to course concepts.
5. Students will ask open ended questions, identify core arguments, make arguments, and address limitations in theories and research methodologies as it especially relates to the field of Latin American and Latina/o Studies.

INSTRUCTOR’S TEACHING APPROACH: My learning methods include educative assessments that involve student’s applications of real-world problems and students’ exploration of identifying problems and posing solutions. In terms of maintaining inclusivity in the classroom, I incorporate verbal, visual, and written assignments to cater to the needs of different learners. I also incorporate the images of unrepresented groups in my presentation slides and use gender inclusive language in the classroom. Meanwhile, my curriculum demonstrates interactive approaches given that my assignments emphasize public speaking that relate to student’s experiences and assigned readings.

If you find that the course materials or assignments are confusing and exclude you, please let me know. We can find ways for improving your understanding of material and improving accessibility in this class.

CHALLENGES REGARDING SENSITIVE TOPICS: Please note that this course grapples with sensitive and unpleasant subjects that some students may find disturbing. This course intentionally chooses such sensitive material for the purpose of exploring, unpacking, challenging, and/or understanding the topics of such texts. I will do my best to present you with a trigger warning if we happen to stumble upon a text or film that may be particularly unpleasant. I respect your decision to skip over material if you find it to be disturbing or uncomfortable. I understand that different topics may potentially trigger people in different ways. I care about your well-being and you are not obligated to read or watch any material that you find to be troubling.
REQUIRED TEXTS:
I will be posting assigned articles from this textbook on Canvas in case that you cannot purchase it. The book will be also available to rent via Chegg.com This book was selected due to the fact that it is the most up-to-date comprehensive anthology that explores intersectionality in the fields of health, education, law, and media. It includes engaging and brief excerpts of articles written by diverse scholars including scholars of color. I find the condensed article chapters to be concise way to be introduced to the field of Race, Class, and Gender. In looking at the syllabus, it may appear daunting to look at the amount of articles that are assigned each week. I reassure you that you are not being overwhelmed with reading assignments. Each reading assignment is roughly 5-12 pages.

The following film will be assigned to watch in their entirety before class: *El Canto del Colibri - Latino Immigrant Men and Their LGBTQ Family Members* (53 minutes, 2015, directed by Marco Castro-Bojorquez. The film is available to stream on Kanopy. Additional assigned articles will be posted on Canvas under “Files.”

COURSE REQUIREMENTS:

**Weekly Responses:** By the end of each week, students will formulate an open-ended question and define two concepts from the readings in their own words on Canvas by Sunday 11:59pm. Students will justify their curiosity for posing an open-ended question and reflect on how the concept that they learned about was useful or confusing. Responses should be half a page single spaced but no longer than one page single spaced. I will provide students with feedback within a week to let them know whether or not they understood the course concepts correctly or if they may require a closer reading of the text or definition of a concept. Student will submit a total of four weekly responses.

**Midterm Exam:** A midterm exam will be available on Canvas August 7th and needs to be submitted by August 9th. The format will consist of multiple choice, true and false, short answer and essay questions that will be based on lecture and reading materials.

**Student Initiated Class Facilitation:** Each student will take turns facilitating one reading assignment of their choosing via Zoom during the synchronous class time. Facilitations will commence on July 30th. A facilitation should take between 10-15 minutes and can take the form of a Powerpoint presentation or notes. A Google facilitation sign-up sheet and rubric will be shared via Canvas the first day of class under “Files.”

Presenters will be expected to do the following for each facilitation:
- Introduce themselves
- Provide one visual example (for instance, image, Buzzfeed, Vice, or Youtube video) which illustrates an LALS 45 concept for the article that they were assigned. Students can include media material around COVID-19, immigration reform, gender wage gap, and/or prejudiced media representations. If you decide to choose a video, choose one that is four minutes or shorter.
- Define this main concept. Explain why the visual example is tied to the concept you chose. It would be particularly helpful to explain how this concept and/or image relates to either the social, economic, political, and/or cultural factors that affect marginalized communities. Students are expected to use their own words and not copy and paste definitions of LALS 45 concepts from the internet.
- Ask 1-2 open ended questions related to the concept
- After presenting, provide a half-page single spaced self-reflective evaluation about how the facilitation went including what went well and what could be further improved about your presentation skills

**Final Exam:** The final exam will be available on Canvas starting August 26th and will need to be submitted by August 28th at 11:59pm. It will cover the readings and class materials after the midterm. The format will consist of multiple choice, true and false, and short answer and essay questions that will be based on lecture, films and reading materials.

**There are a few ways to prepare for the exams. First, students can review ungraded online weekly quizzes that consist of 5-10 questions. This online quiz will be available on Canvas each Monday and will be available for students to take for a week. It will give students the ability to self-assess their own comprehension of the material in a low-stakes form. Second, students can review study guides that I will provide to students a week in advance of the midterm and final. Last, I will also provide students with a list of concepts on the first day of class and after the midterm. Defining the concepts on students’ own time is a good way of reassuring that they understand course material.**

**Your Grade: 100 points**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Weekly Responses</td>
<td>30</td>
</tr>
<tr>
<td>One-Time Facilitation</td>
<td>20</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 to 89</td>
</tr>
<tr>
<td>B</td>
<td>84 to 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 to 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 to 79</td>
</tr>
<tr>
<td>C</td>
<td>74 to 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 to 73</td>
</tr>
<tr>
<td>D+</td>
<td>67 to 69</td>
</tr>
<tr>
<td>D</td>
<td>64 to 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 to 63</td>
</tr>
</tbody>
</table>
**Online Resources:** Basic information about this course will be available on the LALS 45 Canvas page. This page includes: course syllabus, announcements, and a gradebook. To log into Canvas, you must obtain and use a CruzID Gold password. Once you have your CruzID Gold password, you can log into Canvas by visiting this site: [https://canvas.ucsc.edu](https://canvas.ucsc.edu)

**Academic Accommodations:** You can contact the Disability Resource Center, 831-459-2089 or drc@ucsc.edu, to improve your learning abilities and to obtain accommodations (such as extended time for an exam or assignment). Please let me notify me in the first week of class via private communication if you have been granted with an accommodation by the DRC.

**Plagiarism and Cheating:** Plagiarism includes intentionally or unintentionally copying from another resource without proper citation. I do not tolerate plagiarism or cheating. It is a disservice to you and me. Plagiarism and cheating violates university policy and will result in disciplinary action. For more information on how to properly cite sources consult the library website: [https://guides.library.ucsc.edu/citesources](https://guides.library.ucsc.edu/citesources). For information on how to avoid plagiarism see: [https://guides.library.ucsc.edu/citesources/plagiarism](https://guides.library.ucsc.edu/citesources/plagiarism)

**Rules for Engagement:** I hope you maintain classroom discussions at a safe space. We have different upbringings, identities, and experiences. I welcome academic debates, different points of views, and questions so long as we are mindful of each other. Listen carefully to anyone speaking and refrain from making disparaging remarks directed at anyone in class during asynchronous class time.

**Late Policy:** I understand that this is an unusual and stressful time. If you contact me within 24 hours of an assignment deadline and provide documentation, I will do my best to extend your deadline. If you do not contact me within a timely manner, I cannot guarantee an extension.

**Instructor Feedback:** Weekly responses, Student Initiated Class Facilitation, and exams will be graded one week from the date you turned in assignment. Mario Gomez-Zamora (the reader) and I will be sure to provide you with constructive feedback on ways that you can improve your grade.

**Policy on Sexual Violence and Sexual Harassment (SVSH Policy):** If you have experienced sexual harassment, sexual assault, or domestic violence, you can receive confidential support. The Title IX Office, the [Campus Advocacy, Resources and Education (CARE) office](https://care.ucsc.edu), and [Counseling and Psychological Services (CAPS)](https://caps.ucsc.edu) are all resources that provide help. The following is a list of contact information: University’s Title IX Office, (831) 459-2462, CARE office (831) 502-2273, CAPS office (831) 459-2628.

Please know that faculty and Teaching Assistants are required to notify the Title IX office if any student has disclosed to them that they have experienced sexual violence, sexual harassment, or other prohibited behavior. If you are looking to talk to me about a confidential topic that you do not wish to report, I can direct you to appropriate on campus confidential sources.
Important Deadlines for Summer Session II:
Add deadline: Thursday, July 30
Drop deadline: Monday, August 3
Request "W" Grade: Friday, August 14 (no tuition reversal)
Change Grade Option: Friday, August 14
Grades Due: Thursday, September 3

LECTURE AND READING SCHEDULE

Theoretical and Historical Foundations of Race, Class, and Gender

Week 1: Unpacking and Rethinking Theories around Race, Class, Ethnicity, and Gender

Monday, July 27, 2020

Readings:
Anderson and Hill Collins: Why Race, Class, and Gender Still Matter (1-10)
Lorde: Age, Race, Class, and Sex: Women Redefining Difference (11-17)
Anderson and Hill Collins: Systems of Power and Inequality (33-40)
Mcintosh: White Privilege (67-71)

Wednesday, July 29,
Systems of Power and Inequality

Readings:
Anderson and Hill Collins: Systems of Power and Inequality (41-48)
Ferber: What White Supremacists Taught a Jewish Scholar about Identity (75-78)
Thakore: Must-See TV: South Asian Characterizations in American Popular Media (79-85)
Mantsios: Media Magic: Making Class Invisible (118-125)

Week 2: Systems of Power and Inequality- The Intersections of Gender and Class within Social Institutions

Monday, August 4,

Readings:
Anderson and Hill Collins: Systems of Power and Inequality (49-55)
Hill-Collins: Prisons for our Bodies: Closets for our Minds: Racism, Sexism, and Black Sexuality (177-183)
Katz: The Invention of Heterosexuality (184-195)
Lessard: Queering the Sexual and Racial Politics of Urban Revitalization (219-228)
Film to watch on your own: El Canto del Colibrí - Latino Immigrant Men and Their LGBTQ Family Members (2015), 53 minutes
Wednesday, August 6th,

Readings:
Anderson and Hill Collins: Social Institutions and Social Issues (229-241)
Silva: Working Class Growing Pains (249-256)
Bertrand and Mullainathan: Are Emily and Greg More Employable than Lakisha and Jamal?: A Field Experiment on Labor Market Discrimination (257-261)
Weissinger: Gender Matters: So Do Race and Class: Experiences of Gendered Racism on the Wal-Mart Shop Floor (262-270)
Manuel and Enid Zambrana: Exploring the Intersections of Race, Ethnicity, and Class on Maternity Leave Decisions: Implications for Public Policy (307-313)

Sunday, August 9,

Midterm to be completed online by 11:59pm

Week 3: Social Institutions and Social Issues - Education and Health

Monday, August 10,

Readings:
Ladson-Billings: From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools (309-321)
Perez et al: Academic Resilience among Undocumented Latino Students (322-330)
López and Gadsden: Health Inequities, Social Determinants, and Intersectionality (349-358)
Hawley and Flint: It Looks Like a Demon (28-32)

Social Institutions and Social Issues - Citizenship, National Identity, Violence, and Criminalization

Wednesday, August 12,

Readings:
Rios: Policed, Punished, Dehumanized: The Reality for Young Men of Color Living in America (392-396)
Pittaway and Bartolomei: Refugees, Race, and Gender: The Multiple Discrimination against Refugee Women (401-408)
Sokoloff: The Intersectional Paradigm and Alternative Visions to Stopping Domestic Violence: What Poor Women, Women of Color, and Immigrant Women Are Teaching Us about Violence in the Family (409-418)
Wriggins: Rape, Racism, and the Law (424-431)
Synchronous Class Film: We will be watching parts of the documentary 13th (2016) directed by Ava DuVernay
Week 4: Intersectionality and Social Change- Media and Popular Culture

Monday, August 17.

Readings:
Andersen and Hill Collins: Intersectionality and Social Change (419-425)
Gray: Race, Gender, and Virtual Inequality: Exploring the Liberatory Potential of Black Cyberfeminist Theory (426-434)
McDowell: This is for the Brown Kids! Racialization and the Formation of "Muslim" Punk Rock (442-447)
Leavitt et al: Frozen in Time: The Impact of Native American Media Representations (448-456)

Intersectionality and Social Change- Nationality, Immigration, and Citizenship

Wednesday, August 19.

Readings:
Brown and Jones: Immigrant Rights are Civil Rights (457-462)
Terríquez: Intersectional Mobilization, Social Movement Spillover, and Queer Youth Leadership in the Immigrant Rights Movement (463-470)
Golash-Boza: Feeling Like a Citizen, Living as a Denizen: Deportees Sense of Belonging (380-391)

Week 5: Intersectionality and Social Change- Social Movements and Activism

Monday, August 24,

Readings:
Roberts and Jesudason: Movement Intersectionality: The Case of Race, Gender, Disability, and Genetic Technologies (471-481)
Morales: Growing Food and Justice: Dismantling Racism through Sustainable Food Systems (482-486)

Additional article posted on Canvas:
Zavella: Intersectional Praxis in the Movement for Reproductive Justice: The Respect ABQ Women Campaign

Friday, August 28, Final Exam due online by 11:59pm