Course Description

This course examines the ways that gender, class, and race are conceptualized, constituted, and interpreted. Beginning with gender, it will explore contrasting theoretical approaches as well as empirical studies. How do social structures and individual agency intertwine to produce gendered, raced, and classed individuals? How are these structures reproduced over time and generation? How is change accomplished?

While not attempting to be exhaustive, the course seeks to cover a range of readings that will give students tools for asking questions about the social world, interrogating assumptions of theoretical paradigms, exploring empirical research, and constructing a study of one’s own.

The class will examine social structures, internalized gender identity, gendered and racialized divisions of labor, ethnomethodological practices, and other approaches to explaining intersectional inequality.

In covering key concepts used in contrasting theoretical approaches to the intersections of gender, class, and race, it will ask: How does the author define the concept of gender? Class? Race? And to what end? Does the author’s use of gender include a class or racial-ethnic dimension? In other words, is gender “classed” and “raced”? Is class gendered? Is race classed? What are the implications of this way of conceptualizing the intersections of economic and social structures and human practices? What assumptions does the author make about the relationship between social structure and individual agency? How adequate is the intersectional frame for theoretically and methodologically capturing the complexities of the social world?

Course Requirements

Students are expected to be full-fledged participants in the seminar. This means coming to class having carefully read and digested the readings. The course grade includes attendance and participation (20%). In addition, students are expected to do two collaborative presentations on weekly readings, which will account for 20% of the grade. The presentation should include a brief synopsis of the argument, but most importantly point to thematic philosophical, methodological, and political themes in the reading. Presenters should prepare questions for class discussion and distribute them at least 24 hours before class.

The final paper, due at the end of the semester, will be a 10-12 page research proposal on a topic of the student’s choosing. It should identify an issue relevant to the class; pose a research question; frame an approach to the concepts and topics in light of the student’s perspective on gender, class, and race; and propose a means to study it. This paper will be worth 60% of the grade.
Intellectual responsibility. Academic integrity is the ground of trust that sustains a scholarly community. Please honor the words and thoughts of others and credit them faithfully. Whether you are submitting written work or speaking in class, take care to acknowledge your sources not only for the words you cite but for the ideas you advance. Sources include not only print but web materials, ideas you learned in other classes, and ideas gleaned from other students.

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

Required Books

Acker, Joan. *Class Questions: Feminist Answers* (Alta Mira, 2005)  
Ray, Raka and Seemin Qayum, *Cultures of Servitude: Modernity, Domesticity, and Class in India* (Stanford University Press, 2009)  

Recommended:  

In addition articles (marked with an asterisk (*) below will be available on the LATTE course page:  

Course Outline

Week 1: January 15 – Introduction to the Course
Week 2: January 22 – Problematizing the Categories, Searching for Structures

Connell, Raewyn, *Gender: In World Perspective*

*Thorne, Barrie, “Tracking the Term ‘Caucasion,’” Remarks (newsletter of the Section on Racial and Ethnic Minorities of the American Sociological Association), Vol. XXI, Number 2, reprinted in the *SWS Newsletter*, summer 2004
*Boag, Peter, “Go West Young Man, Go East Young Woman: Searching for the Trans in Western Gender History,” *Western Historical Quarterly* 36 (Winter 2005): 477-97
*Butler, Judith, “Subjects of Sex/Gender/Desire” *Gender Trouble* (Routledge 1990), Ch.1

Recommended:
*“The Missing Feminist Revolution in Sociology” debates

*NOTE: The class will NOT MEET Weeks 3 and 4--ON JANUARY 29 or FEBRUARY 5*

Week 5: February 12--Theorizing Race-Ethnicity and Doing Difference

Smith, Andrea, “Indigeneity, Settler Colonialism, White Supremacy,” *RF*, pp. 66-90

Recommended:
*“Symposium on West and Fenstermaker’s ‘Doing Difference,’” Patricia Hill Collins, Lionel A.
Week 6: February 19 – NO CLASS, Winter Break

Week 7: February 26 –Intersectional Debates


Recommended:

Week 8: March 5 – Class Structure and the Division of Labor

Acker, Joan. Class Questions: Feminist Answers
*Hartmann, Heidi, “Capitalism, Patriarchy, and Job Segregation by Sex,” Signs, 1:3 (1976): 137-169

Recommended:
Bettie, Julie, *Women Without Class: Girls, Race, and Identity* (California, 2002)

**Week 9: March 6-- Making Masculinities @ 6:00 (at Prof. Hansen’s house)**

Connell, R.W., *Masculinities*

**Preliminary prospectus for research proposal due in class**

**Week 10: March 12 – Problematizing Gender Identity**

*Guest speaker: @ 3:15--Henry Rubin, Quincy College

Rubin, Henry, *Self-Made Men: Identity and Embodiment among Transsexual Men*

**Week 11: March 19 – Gender Identity and Gendered Violence**

*Guest speaker @ 2:00: Ted German, EMERGE

*Rubin, Gayle, “’The Traffic in Women:’ Notes on the Political Economy of Sex,” *Women Class, and the Feminist Imagination*, pp.74-113
*Smith, Dorothy, “A Sociology for Women” in *The Everyday World as Problematic*

**Recommended:**
Chodorow, Nancy, *The Reproduction of Mothering* (California 1978)
*Lorber symposium on Chodorow, Signs.*

**Week 12: March 26 – Sexual Identities**

Garcia, Lorena. *Respect Yourself, Protect Yourself*
Outline for research proposal due in class

Week 13: April 2 – Care Work and the Divisions of Paid Labor

*Guest speaker: @3:30 -- Mignon Duffy, University of Massachusetts, Lowell

Duffy, Mignon, Making Care Count


Week 14: April 9 -- Sexuality, Young Adulthood, and the Culture of Sex

Schalet, Amy, Not Under My Roof: Parents, Teens, and the Culture of Sex

Student presentations on work-in-progress

Week 15: April 16 – NO CLASS – Spring Break

Week 16: April 23 – Domesticity and Class in a Global Context

Ray, Raka and Seemin Qayum, Cultures of Servitude

Student presentations on work-in-progress

Recommended:


Week 17: April 30 – Inequality in the Academy

Mason, Mary Ann, Nicholas H. Wolfinger, and Marc Goulden, Do Babies Matter? Gender and Family in the Ivory Tower

Student presentations on work-in-progress

Final Research Proposals are due Wednesday, May 7th by NOON