

Sociology 210b  
**Gender, Class, and Race**  
**Spring 2017**

Brandeis University  
Wed. 2 to 4:50  
Pearlman 203  
Office Hours: Wed 10 to 12  
& by appointment

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### **Course Description**

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

The class will examine power and inequality embedded and reinforced in social structures, everyday practices, and internalized identities. It does not seek to be exhaustive. Rather, it introduces students to a range of perspectives that provide analytic tools for asking questions about the social world, interrogating assumptions of theoretical paradigms, assessing empirical research, and constructing an intersectional study.

This exploration involves asking epistemological questions. How do we know what we know? As sociologists, in our efforts to surface and analyze patterns of sometimes invisible or elusive social phenomena, at every turn we are going to ask questions about method and sources. If we want to understand inequality from multiple perspectives, including that of the dispossessed, disempowered, and oppressed, how do we gain access to them? Where do we find narratives and experience from these groups? How do we assess and interpret them? How do we adapt our angle of vision given our respective social location? Choose our analytic tools? Assess intersecting structures of inequality?

This seminar explores these theoretical and methodological issues through deep engagement with the **HistoryMakers Digital Archive**, a collection of over 1,600 oral histories with African Americans now available at Brandeis. Students will use oral histories as a concrete way of grappling with intersectional conundrums. They will analyze how oral histories are collected, transcribed, edited, analyzed, and interpreted. To explore the production of oral histories, the seminar will host experts who conduct, collect, and use oral histories in their scholarship. Students will confront questions about the strengths and weaknesses of this form of evidence: How should sociologists and historians use narratives profoundly shaped by individual memory and/or collective trauma? How do the technologies of oral history shape the captured moment, the subject, what is said, and what remains unspoken? What does the visual dimension of this video collection alter and/or enhance? In comparison to audio-only recordings?

### **Learning goals:**

1. Develop an informed perspective of key theories and debates in the field of gender, class, race-ethnicity, and intersectionality.
2. Analyze the theoretical and empirical significance of the main arguments and evidence in this

literature.

3. Collaborate with other students to distill and present central arguments—covering strengths and weaknesses—of the week’s readings.
4. Construct probing discussion questions that knit together the readings and their theoretical and methodological conundrums.
5. Develop mastery of the navigation and use of the HistoryMakers Digital Archive
6. Write a succinct, clear, and compelling analysis of an oral history subject.

### **Unit Hours:**

Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, listening to interviews with the HistoryMakers digital archive; preparing questions for discussion, writing papers, and the like).

### **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 (10%). In addition, students are expected to do **two** collaborative presentations on weekly readings, which will account for 20% of the grade. Each presentation should include a brief synopsis of the arguments of the readings, an assessment of the strengths and weaknesses of the methodology, and connect philosophical and substantive issues to other readings of the course. Presenters should prepare questions for class discussion and distribute them at least 24 hours before class.

We will plan a field trip to the Schlesinger Library, outside of class time, to examine their oral history collections.

Students will be expected to write two papers. The first (30%), a 6-8 page paper, will be an analysis of one or more oral histories from the HistoryMakers archive. (See instruction sheet on “Exploration and Analysis of a Case in the HistoryMakers Digital Archive” for details.)

The final paper (40%), 10-12 pages, due at the end of the semester, will take one of two approaches. The first option allows students to go deeper with their HistoryMakers paper and analyze a theme or group of people who have interviews in the collection.

The second option is to write an intersectional **research proposal** on a topic of the student’s choosing, related to course content. It should identify an issue; 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.

**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)  
Collins, Patricia Hill and Sirma Bilge, *Intersectionality* (Polity, 2016)  
Connell, R.W., *Masculinities*, second edition (California, 2005)  
Duffy, Mignon, *Making Care Count: A Century of Gender, Race, and Paid Care Work* (Rutgers University Press, 2011)  
Erdmans, Mary Patrice and Timothy Black, *On Becoming a Teen Mom: Life Before Pregnancy* (California, 2015)  
Hoang, Kimberly Kay, *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work* (California 2015).  
Rubin, Henry, *Self-Made Men: Identity and Embodiment among Transsexual Men* (Vanderbilt University Press, 2003)

In addition articles (marked with an asterisk (\*) below will be available on the LATTE course page: <http://latte.brandeis.edu>. Recommended and supplemental reading can be found on a course google doc—everyone in the class is invited to contribute.

### **Course Outline**

#### **Week 1: January 18 – Introduction to the Course—Is Gender a Salient Category?**

3:00—Orientation to HistoryMakers Digital Archive—Laura Messner, Instructional Design Specialist

- \*Progress of the World’s Women: <http://progress.unwomen.org/en/2015/> (Summary on Latte)
- \**Women in America: Indicators of Social and Economic Well-Being* (Washington, DC: U.S. Department of Commerce and Executive Office of the President, 2011).
- \*Walker, Rebecca, *Black, White and Jewish: Autobiography of a Shifting Self* (New York: Riverhead Books), pp.1-25 & 303-22

#### **Week 2: January 25 – Intersectionality—Method or Theory?**

2:00—Guest speaker: Joyce Antler, Professor Emerita, Brandeis University

- \*Antler, Joyce, “‘We’re Ready to Turn the World Upside Down’: Radical Feminism and Jewish Women,” in *A Jewish Feminist Mystique? Jewish Women in Postwar America*, edited by Hasia Diner, Shira Kohn, and Rachel Kranson (New Brunswick, NJ: Rutgers University Press, 2010), pp. 211-234

Crenshaw, Kimberly, “The Urgency of Intersectionality” TED Talk:

[https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality?utm\\_source=tedcomshare&utm\\_medium=referral&utm\\_campaign=tedspread](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?utm_source=tedcomshare&utm_medium=referral&utm_campaign=tedspread)

Collins, Patricia Hill and Sirma Bilge, *Intersectionality*

\*MacKinnon, Catharine A., "Intersectionality as Method: A Note," *Signs* 38:4 (2013): 1019-1030

**DUE: Meet individually with Laura Messner this week**

**Week 3: February 1—Narrative, Memoir, and Oral History—Interrogating “Experience”**

*Rebecca Walker public lecture: Tue. January 31, 7:30 pm Shapiro Campus Center Theater*

*3:30—Guest Speaker: Grey Osterud, Independent Scholar & Developmental Book Editor*

\*Osterud, Grey, “‘It’s Very Little I Know about the Facts of Life to This Day’: Speaking about the Silence Surrounding Sex,” *Frontiers* 35:1 (2014):43-72

\*Osterud, Grey, “Listening for the Contradictions in Rural Women’s Life-History Narratives” *Women’s History Magazine* 58 (2008): 4-11.

\*Etter-Lewis, Gwendolyn, "Black Women’s Life Stories: Reclaiming Self in Narrative Texts,” in *Women’s Words: The Feminist Practice of Oral History* edited by Sherna Gluck and Daphne Patai (New York: Routledge, 1991), pp. 43-58.

\*The Latina Feminist Group, “Introduction: *Papelitos Guardados*: Theorizing *Latinidades* through *Testimonio*,” *Telling to Live: Latina Feminist Testimonios* (Durham, NC: Duke University press, 2001), pp. 1-24.

\*Antler, Joyce, “Introduction: *In Our Own Voices*” <https://jwa.org/mediaobject/In-Our-Own-Voices-Intro>, pp.7-9.

**Week 4: February 8—Constructing Gender**

\*Lopata, Helena Z. and Barrie Thorne, "On the Term 'Sex Roles,'" *Signs* 3 (1978): 638-651

\*Lorber, Judith, “‘Night to His Day’: Social Constructions of Gender,” *Paradoxes of Gender* (New Haven: Yale University Press, 1994), pp. 13-36

\*West, Candace and Don Zimmerman, “Doing Gender,” *Gender & Society* 1:2 (1987): 125-151

\*Butler, Judith, “Subjects of Sex/Gender/Desire” *Gender Trouble* (Routledge 1990), Ch.1

\*Rubin, Gayle, “‘The Traffic in Women:’” Notes on the Political Economy of Sex,” in *Women Class, and the Feminist Imagination*, edited by Karen V. Hansen and Ilene Philipson (Philadelphia: Temple University Press, 1990), pp.74-113

\*Smith, Dorothy, “A Sociology for Women,” *The Everyday World as Problematic: A Feminist Sociology* (Boston: Northeastern University Press, 19), pp. 49-104

**DUE: Brief synopsis of selected HistoryMakers subject**

**Week 5: February 15—Care and the Gendered and Racialized Division of Labor**

*2:00—Guest speaker: Mignon Duffy, University of Massachusetts, Lowell*

Duffy, Mignon, *Making Care Count*

\*Hondagneu-Sotelo, Pierette, "New World Domestic Order," *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence* (Berkeley: University of California Press, 2007), 3-28

**Week 6: February 22—NO CLASS, Winter Break**

**Week 7: March 1—*Theorizing Race***

\*Andersen, Margaret, "Roots of Racial Inequality: Framing the Discussion" in *Race in Society: The Enduring American Dilemma* (Rowman and Littlefield, forthcoming 2017)

\*Golash-Boza, Tanya, "A Critical and Comprehensive Sociological Theory of Race and Racism," *Sociology of Race and Ethnicity*, 2:2 (2016):129-41.

\*Bonilla-Silva, Eduardo, "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62 (1997): 465-480.

\*Omi, Michael and Howard Winant, "Racial Formation Rules: Continuity, Instability, and Change," in *Racial Formation in the Twenty-First Century*, edited by Daniel Martinez HoSang, Oneka LaBennett, and Laura Pulido (Berkeley: University of California Press, 2012), pp. 302-331

\*Fields, Barbara, "Slavery, Race and Ideology in the United States of America" *New Left Review*, 181 (1990): 95-118

\*West, Candace and Sarah Fenstermaker, "Doing Difference," *Gender & Society* 9:1 (1995): 8-37

**Week 8: March 8— *Class Location***

***International Women's Day***

*Guest speaker: Maxine Baca Zinn, Professor Emerita, Michigan State University*

Acker, Joan. *Class Questions: Feminist Answers*

\*Baca Zinn, Maxine, "How Latinas have contributed to Intersectionality" (forthcoming)

\*Glenn, Evelyn Nakano, "Introduction," & "Integrating Race and Gender," *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor* (Harvard, 2002), pp.1-17

**DUE: First paper**

**Week 9: March 15— *Psycho-Dynamic Identity versus Passing and Performing***

\*Chodorow, Nancy, "Family Structure and Feminine Personality" in *Women in Culture and Society*, edited by Michelle Rosaldo and Louise Lamphere (Stanford: Stanford University

Press, 1974), pp. 43-66

\*Pyke, Karen and Denise Johnson, "Asian American Women and Racialized Femininities: 'Doing' Gender across Cultural Worlds," *Gender & Society* 17 (2003): 33-53.

\*Hobbs, Allyson "A History of Loss" *The Chronicle of Higher Education* (9 April 2015).  
<http://www.chronicle.com/article/A-History-of-Loss/151623/>

### **Week 10: March 22 – Masculinities**

*Guest Speaker: Margaret Andersen, University of Delaware*

Connell, R.W., *Masculinities*, second edition (University of California Press, 2005)

\*Hurtado, Aida and Mrinal Sinha, "More Than Just Men: Latino Feminist Masculinities and Intersectionalities," *Sex Roles* 59:5-6 (2008): 337-49.

### **Week 11: March 29– Trans Challenges to Meanings of Gender**

*3:30--Guest speaker: Henry Rubin, Quincy College*

Rubin, Henry, *Self-Made Men*

\*Fausto-Sterling, Anne, "The Five Sexes, Revisited," *The Sciences*, 40:4 (2000): 18-23

\*Sontag, Deborah, "Once a Pariah, Now a Judge: The Early Transgender Journey of Phyllis Frye," *New York Times* (29 August 2015):  
<https://www.nytimes.com/2015/08/30/us/transgender-judge-phyllis-fryes-early-transformative-journey.html>

\*de Vries, Kylan Mattias, "Transgender People at the Center: Conceptualizing a New Intersectional Model," *Ethnicities* 15:1(2015):3-27

### **DUE: Preliminary prospectus for final paper**

### **Week 12: April 5—Enforcing Inequality through Violence—Historical**

\*Anderson, Gary Clayton, "The Native Peoples of the American West: Genocide or Ethnic Cleansing?" *Western Historical Quarterly*, 47:4 (2016): 407-433.

\*Roundtable of Responses to Gary Clayton Anderson: Cothran, Hixon, Jacobs and Madley, *Western Historical Quarterly*, 47:4 (2016): 435-46

Robertson, Campbell, "History of Lynching in the South," *New York Times* (10 February 2015):  
[https://www.nytimes.com/2015/02/10/us/history-of-lynchings-in-the-south-documents-nearly-4000-names.html?\\_r=0](https://www.nytimes.com/2015/02/10/us/history-of-lynchings-in-the-south-documents-nearly-4000-names.html?_r=0)

Without Sanctuary, a visual archive of lynching: <http://withoutsanctuary.org/>

### **Student presentations on final project**

**Week 13: April 12 – SPRING BREAK**

**Week 14: April 19— BRANDEIS MONDAY—no class**

**Week 15: April 26—*Enforcing Inequality through Violence—Contemporary***

*Guest speaker: Ted German, Emerge*

- \*Ptacek, James, “Why do Men Batter their Wives?” in *Families in the U.S.: Kinship and Domestic Politics*, edited by Karen V. Hansen and Anita I. Garey (Temple University Press, 1998), 619-633
- \*Carlson, Jennifer “Mourning Mayberry: Guns, Masculinity, and Socioeconomic Decline,” *Gender & Society* 29:3 (2015): 386-409
- \*Golash-Boza, Tanya and Pierette Hondagneu-Sotelo, "Latino Immigrant Men and the Deportation Crisis: A Gendered Racial Removal Program," *Latino Studies* 11:3 (2013): 271-92
- \*Henry, Nicola, “Theorizing Wartime Rape: Deconstructing Gender, Sexuality, and Violence,” *Gender & Society* 30:1 (2016): 44-56

**Student presentations on final project**

**Week 16: May 3— *Teen Sexuality and Motherhood* [Ward & Leonard]**

- Erdmans, Mary Patrice and Timothy Black, *On Becoming a Teen Mom: Life Before Pregnancy*
- \*Espritu, Yen, “‘We Don’t Sleep around like White Girls Do’: Family, Culture and Gender in Filipina American Lives,” *Signs* 26:2 (2001): 415-440

**Student presentations on final project**

***Final Papers/Research Proposals due May 12 by NOON***