SOC 138B
SOCIOLOGY OF RACE, CLASS & GENDER

SPRING, 2017
Meeting Times: Tuesdays and Fridays, 12:30pm-1:50pm
Lecture Hall: Shiffman 219

Professor D. Wallace
Office: Abraham Shapiro Academic Complex (ASAC) 214
E-mail address: dwallace@brandeis.edu
Phone number: 781-736-2088
Skype: derron.jr.wallace
Office Hours: Wednesday 10am-12pm, and by appointment

Teaching Assistant
Becky Barton| PhD Student| Sociology | rlbarton@brandeis.edu

COURSE DESCRIPTION
This course examines race, class and gender as influential, interlocking dimensions of social identities that shape institutions, dynamics, processes, and cultures. Rooted in the rich analytical traditions of sociology, Black studies, ethnic studies, and women's studies, the study of race, class and gender charts intellectual terrain about the politics of sameness, difference, commonality and solidarity from the turn of the early 20th century to present. The course draws on a variety of media to analyze how race, class and gender (re)create forms of domination and subordination in schools, labor markets, families, the criminal justice system, the health care system, and civil society. Based on comparative, historical, quantitative and ethnographic studies, course readings and lectures provide an introductory interrogation of racism, sexism, classism and related forms of oppression, noting their varying formations across space and time, and their joint operation in the lived experiences of historically marginalized social groups. The Sociology of Race, Class & Gender challenges essentialist claims of victimhood, and outlines the theoretical, methodological and empirical challenges of studying race, class and gender rigorously. This course is geared towards students interested in the issues of power, justice and social change in social institutions and the wider society.

COURSE OBJECTIVES
By the end of the course, students will be able to:
• Understand and critique theoretical and conceptual approaches used by sociologists to explore race, class and gender in the U.S.;
• Identify the similarities and differences between social groups and their importance for coalition-building;
• Demonstrate an awareness of the theoretical debates about Du Boisian sociology and feminist sociology;
• Decipher how related factors such as ethnicity, gender, sexuality, religion, language and culture are interwoven into the lived experiences of dominant and minoritized communities;
• Improve their writing, analytical and presentation skills through intensive assignments.

COURSE REQUIREMENTS

The following are core requirements for all students enrolled in the course:

I. ATTENDANCE
Class attendance is mandatory. It is important that all students attend class sessions in order for all of us to discuss and decipher the course materials and lectures as a collegial community of learners. Attendance will be taken during each class period and students will be required to attend the entire class session to receive full credit. In case of illness or other legitimate reasons for being absent, it is the student’s responsibility to inform Prof. Wallace in advance. Every absence after two instructor-excused absences will result in the reduction of your overall grade by a third of a letter grade (e.g. an A becomes an A-, a B+ becomes a B, etc.). To earn full attendance credit, you must come to class prepared to discuss the readings assigned for that session and with the necessary materials, required books, articles, paper, and notes.

II. PARTICIPATION
Active class participation is expected of all students. The dynamics of the class are contingent upon all those in the room. Active participation includes voicing critical questions about course materials, engaging in class discussions, working with peers in small-group discussions, and engaging in small group activities.

Please be advised that texting, e-mailing and commenting on online media platforms of any sort (Facebook, Twitter, Yik Yak, and the like) will not be condoned during class. Students found doing this will be asked to leave and will lose 10% on their mid-term or final assignment. Students are also required to silence all cellphones before class begins.

III. INTEGRITY
Because Brandeis University is a collegial community deeply committed to the free exchange of ideas, academic integrity is expected of all its members. Plagiarism is not at all acceptable. Students who enroll in this class hereby agree to conduct themselves responsibly and are expected to participate in the creation of a welcoming space in which all students can discuss race, racism, sexism, poverty, identities, inequalities and related matters. To maintain a ‘safe space’ in the class, students are expected to challenge ideas, not attack individuals; respectful disagreement is always welcome. This is a professional courtesy all are required to maintain. For more details on academic integrity, please refer to the Brandeis Rights and Responsibilities Handbook.
GRADED REQUIREMENTS

• Class Participation: 10% of grade
• Precis: 20% of grade
• Group Presentation: 15%
• Midterm Exam: 20% of grade
• Final Exam: 25% of grade
• Statement of Personal and Intellectual Growth: 10%

Paper Format
All written assignments should use the following formatting guidelines:
• Name, assignment, and date in the top left-hand corner
• Page numbers on every page
• Double-spaced
• One-inch margins on all sides
• Times New Roman, 12pt
• Use the following file name format to save your paper: FirstName_rcg.doc

GRADING NOTES

In this class, work will be evaluated on the basis of: depth of analysis (40%), clarity in the presentation of ideas (40%) and grammar/punctuation/spelling (20%).

RELATED COURSE POLICIES

Assignments:
All assignments should be professional in appearance. All papers and exams should be typed, double-spaced, stapled once in the top right-hand corner. Please keep a copy of all written work before submitting. Do not use any decorative covers or binders for any assignment. Assignments received in this fashion will be returned ungraded. Unless otherwise noted, all papers should be emailed to Prof. Wallace at dwallace@brandeis.edu

Deadlines:
All deadlines are firm. Extensions will only be granted under exceptional circumstances. Assignments not turned in by the due date and time listed on the course schedule will be considered late; students will be penalized for this. Assignments submitted after the outlined deadline will lose 30% of the final grade; ones submitted more than an hour after the deadline will lose 50% of the final grade; papers submitted after 24 hours will not be accepted. It is the responsibility of the student to turn in assignments on time.
Extra Credit:
Students will be afforded two extra credit opportunities throughout the course of the semester. The extra credit assignments will be announced a week before they are due. These may come in the form of additional pop quizzes, current affairs analyses or participation in select on-campus events hosted by the Departments of Sociology African & Afro-American Studies and/or Social Justice & Social Policy.

Computer Usage:
Laptops, i-Pads or other relevant electronic devices are allowed, but only for accessing the assigned course readings on LATTE. Use of electronic devices for any other purpose is strictly prohibited; violations will not be excused. Any violation of this policy will result in the prohibition of your electronic device for future use in the classroom during the course.

Disability Services:
"If you are a student who needs academic accommodations because of a documented disability, please contact me and present your letter of accommodation as soon as possible. If you have questions about documenting a disability or requesting academic accommodations, you should contact Beth Rodgers-Kay in Academic Services (x6-3470 or brodgers@brandeis.edu.) Letters of accommodation should be presented at the start of the semester to ensure provision of accommodations, and absolutely before the day of an exam or test. Accommodations cannot be granted retroactively."

COURSE SCHEDULE

January 17: Welcome & Overview

January 20: Introductory Reflexive Analysis | Power, Privilege & Personhood


PART I: AN INVITATION TO CRITICAL SOCIOLOGICAL INQUIRY

January 24: Foundational Frames| Assessing the Field of American Sociology


January 27: Du Boisian Sociology


Recommended

January 31: Sexism & Classism in Du Boisian Sociology?


February 3: Intersectionality as Theory & Activism

| PRECIS #1 DUE |


February 7: Pedagogies of Inclusion | Practices of Intersectionality PART 1


February 10: Pedagogies of Inclusion | Practices of Intersectionality PART 2


Hancock, A. M. 2007. “When multiplication doesn't equal quick addition: Examining intersectionality as a research paradigm.” Perspectives on politics, 5(1), 63-79.

February 14: Class Identities & Perspectives

| PRECIS #2 DUE|


February 17: Centering Sexuality


Recommended

MIDSEMESTER BREAK

PART II: AN INVESTIGATION OF INEQUALITY IN SOCIAL INSTITUTIONS

February 28: Intersectionality for Social Justice

March 3: Racialized Gender Inequality in Family Relations


Recommended

March 7: Invisible Labor?: Women’s Work Strategies

| PRECIS #3 DUE |


March 10: Disciplinary Differences in US Schools


Recommended

March 14: Division of Labor: The Influence of Race & Gender


March 17: The War on Drugs & Deviance

**MIDTERM PAPER DUE**

**Recommended**

**March 21: #BlackLivesMatter, #AllLivesMatter?**


**March 24: Black Lives Matter Symposium | EXTRA CREDIT OPPORTUNITY**

**March 28: Housing Discrimination**

| PRECIS #4 DUE |


**March 31: States of Violence: Gendered Aspects of Racial Profiling**


**April 4: The Impact of Racism & Sexism on Health Outcomes**


April 7: Intersectionality in the Immigration & Healthcare Systems


SPRING BREAK

PART III: IMPLICATIONS OF INTERSECTIONALITY

April 21: Indigenous Perspectives on Intersectionality


April 25: Intersectional Perspectives on Working Class Women’s Political Activism

| PRECIS #5 DUE |


April 28: The Urgency of Intersectional Perspectives: Reshaping the University Classroom


May 2: Recapitulation
FREQUENTLY ASKED QUESTIONS

1. WHAT IS A PRECIS?
A précis is a critical synthesis of a pair of articles that demonstrates the reader’s critical thinking and analytical skills. You are expected to complete 5 précis this semester.

A strong précis includes:

- ASA citation of articles throughout the piece;
- Summation of main argument(s)/theme(s) in introductory paragraph;
- An introduction that shows consideration of how the articles intersect, whether by theme, mode of analysis, methodology, evidence, etc.
- A thesis statement outlining the main critique or finding in the first paragraph;
- A paragraph devoted to each article summarizing its core arguments;
- References to and examples of specifics in each article/book chapter in the body of the précis;
- Core analytical questions italicized in the conclusion.

2. WHAT IS EXPECTED FOR THE EXTRA-CREDIT ASSIGNMENT?
Extra credit assignments are opportunities for students to infuse personal reflections into a critical appraisal of a campus event. Like a précis, these assignments should be one-page, typed, single-spaced papers that use American Sociological Association citation style throughout. Extra credit assignments must address three core areas: (1) argument—outlining the lecturer’s core arguments and how did they justify them; (2) introspection—detailing what you appreciated most about the lecture, and what concepts, theories, evidence you found most compelling; and (3) praxis—highlighting the plans of action you are inspired to pursue as a result of the lecture. Students are encouraged to have a clear thesis statement, and to devote a paragraph to each of the core areas mentioned above.

3. WHAT IS EXPECTED FOR THE GROUP PRESENTATION?
For this task, students will be assigned a scholarly article for thorough critical analysis. In teams of 5, students will be charged with the remit of presenting the material to their peers in the most engaging and creative ways possible. Each group will be granted 20 minutes to present their article, its core arguments and findings. All group presentations will be video recorded and analyzed to aid students in the improvement of their oral communication skills.

4. WHAT IS EXPECTED FOR THE STATEMENT OF PERSONAL AND INTELLECTUAL GROWTH?
The Statement of Personal and Intellectual Growth is a two-page, typed, double-spaced piece written in first-person that highlights 3-5 key points of growth. This assignment is open-ended, and students are encouraged to be creative in their statements. All students should carefully and convincingly highlight how they have developed throughout the course. Reflections such as this are critical components of experiential learning.