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SOC 138a - Sociology of Race, Gender, and Class

4 credit hours
Instructor: Nicholas Monroe Email: nmonroe@brandeis.edu
Requirements Fulfilled: ss Cell: (773) 392-8932
M, T, Th 11:00 am - 1:20 pm Office Hours: By appointment

Summer Session II: Monday July 10 to Thursday August 11, 2017

Throughout this course, we will interrogate and examine the ways in which race, gender, and class shape the institutions of family, education, the legal system, immigration, citizenship, as well as the economy. Building on the Black Feminist scholars who developed the approach, we will deploy intersectionality in our analysis and reflection of course concepts in order to consider how race, class, and gender work simultaneously to shape the contexts of people’s lives and maintains inequalities. In short, we will examine how race and racism functions in gender- and class-specific ways. While the intersections of other identity categories (such as sexuality, disability, citizenship status, and religion to name a few) significantly shape the contours of people’s lives, this course centers race, gender, and class in order to provide students with the concepts and language to consider how various identity categories work in people’s lives. Building upon the efforts of sociologists, Black Feminist scholars, Critical Race Theorists, and others, this course provides students opportunities to analyze how people’s social locations (via race, gender, and class) interact with institutions, organizations, and cultures to shape personal outcomes and maintain inequalities.

Learning Goals for the Course:

1. Critically read texts and identify the arguments in order to learn how to deploy intersectionality as well as to learn about intersectional debates in a variety of subject areas such as families, law, immigration, education and the economy.

2. Analyze and develop positions on the theoretical and political debates related to race, gender, and class.

3. Communicate orally and through writing the course’s central themes each week.

4. Identify and evaluate the strategies each author uses to make her/his argument as well as the theoretical claims they present.

5. Synthesize ideas and data concerning the relationship(s) between gender, race, and class.

6. Reflect on the ways in which race, gender, and class shape individuals’ lives and the lives of people around them.
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Course Themes:
- To learn the theoretical and empirical functions of intersectionality as it applies to race, class, and gender.
- To learn how race, class, and gender shape educational experiences, families, the legal system, the economy, and immigration.
- To critically examine how race, class, and gender have generated and continue to perpetuate inequality.

By the end of the term students will have further developed the ability to answer the following questions:
- How has my social location (via race, gender, and class) shaped my life to this point? How does my social location provide opportunities and obstacles moving forward?
- How does my social location differ from that of people around me? How does my experience as a person who is gendered, raced, and classed compare to colleagues, acquaintances, and others?
- What is intersectionality, who developed it, and how can it be deployed in social analysis?
- How does race, class, and gender impact people’s lives in terms of families, education, the economy, immigration, and the legal system?

Course Requirements and Grading

In addition to the assignments listed below and the breakdown of grading, students are expected to have completed all of the reading by the date on which it appears in the syllabus. For example if a reading appears beneath the date July 13, then students are expected to have completed that reading prior to the beginning of class on July 13. All readings will be posted on LATTE and thus students will not have to purchase any books for the course.

Attendance and Engagement with Course Material 10%
Reading Response Papers 20%
Autobiographical Reflection on Course Material 20%
Mid-Term Short Essays 20%
Final Essays 30%

All work should be submitted online by the date and time it is due via Google Docs. Please share the assignment with nmonroe@brandeis.edu. If for some reason you are unable to submit the assignment by the deadline, I must be informed at least 24 hours prior to the due date and time (exceptions may apply on a case-by-case basis at the discretion of the instructor).
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Accommodations for Disabilities:

If you are a student who needs academic accommodations because of a documented disability you should 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 at Undergraduate Academic Affairs (x63470, brodgers@brandeis.edu). Letters of accommodations should be presented at the start of the semester to ensure provision of accommodations. Accommodations cannot be granted retroactively.

A Note on Academic Integrity:

Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use quotation marks and cite the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. See Kate Turabian, *Manual for Writers*, for questions about proper citation.

You are expected to be familiar with and to follow the University’s policies on academic integrity (see http://www.brandeis.edu/studentlife/sdc/ai). Faculty may refer any suspected instances of alleged dishonesty to the Office of Student Development and Conduct. Instances of academic dishonesty may result in sanctions including but not limited to, failing grades being issued, educational programs, and other consequences. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

Week 1: Race, Gender, Class, and Family and an Introduction to Intersectionality

Monday July 10, 2017

- First day of class, so no reading due today.

Tuesday July 11, 2017


Thursday July 13, 2017

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**Week 2: Families continued and Introduction to GRC and the Law**

**Monday July 17, 2017**

**Tuesday July 18, 2017**

**Thursday July 20, 2017**

**Week 3: Immigration, Citizenship, and Politics**

**Monday July 17, 2017**

**Tuesday July 18, 2017**
- Almaguer, Tomás. *Racial Fault Lines* (selections)
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**Thursday July 20, 2017**

**Week 4: Education**

**Monday July 24, 2017**

**Tuesday July 25, 2017**

**Thursday July 27, 2017**

**Week 5: Work, Jobs, the Economy**
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Monday July 31, 2017
- Almaguer, Tomás. Racial Fault Lines (selections)

Tuesday August 1, 2017
- Patillo-McCoy, Mary. Black Picket Fences. (selections)

Thursday August 3, 2017
- bell hooks. “Re-Thinking the Nature of Work,” in Feminist Theory from Margin to Center, p. 96-107

Week 6: Wrap Up

Monday August 7, 2017

Tuesday August 8, 2017
- Lorde, Audre Sister/Outsider, selections: “Uses of the Erotic” and “The Master’s Tools Will Never Dismantle the Master’s House.”