Course description:
This course has several objectives:

• To provide guided readings on multiple systems of inequality.
• To explore possible approaches to scholarship on the intersections of race/ethnic, gender, class and other dimensions of inequality and the implications of a commitment to attention to these intersections.
• To foster dialogue that will contribute to a departmental focus on inequality scholarship in the sociology and related programs and departments.
• To help students formulate research topics connected to broad scholarly debates in these areas of inquiry.

Course meetings are Wednesdays 3:00pm to 6:00pm in Maxwell 303.

Required Readings: Colette Guillaumin 1995 Racism, Sexism, Power and Ideology (New York: Routledge) is available in the Orange bookstore and the course reading packet is available at the Campus Copy Center in Marshall Square Mall (reader number 586).

Optional Readings: these will be made available in the library reserve section.

Course format:
The first 9 weeks will consist of discussions of required, optional and supplemental readings. For the last 5 weeks students will present research in progress. A paper based on the research presented to the class is due at the end of the semester.

The class session format follows:
1. Introduction: seminar leader will introduce the day’s topic and discuss the relevance of the required readings.
2. Focused conversation: two student discussion facilitators will respond to the readings and present questions about the readings.
3. Open discussion: all seminar participants will join in on the discussion.
4. Research ideas: brainstorming and discussion by all.
5. Suggestions for further reading.
Course Requirements:
1. Complete all required readings and participate in seminar discussions
2. Lead at least one discussion on readings
3. Write paper and present it
4. Contribute to a collective annotated bibliography of race, class and gender

Research paper:
We want to facilitate the process of proposal and dissertation writing for those of you at this stage as well as supporting preparation for comprehensive examinations. To this end, you will write a sociological research paper that uses a race, class, and gender framework to analyze your topic of interest. Topics must be approved within the first three weeks of class.

Class discussion topics and readings:
Agency (first class): introductions
- Optional readings:

Moving the center: ‘marginalized’ perspectives
- Required readings:

- Optional reading:

**Intersectionality**
- Required reading:

"Intersection work" in higher education
- Required Readings:
  Himani Bannerji,” Re: Turning the Gaze,” from Thinking Through: Essays on Feminism, Marxism, and Anti-Racism.
- Optional reading:

**Constructionist approaches to inequality studies**
- Required readings:
  Barrie Thorne, Gender Play, ch. 5,7

**Analyzing dominant groups**
- Required readings:
Ellis Cose, The Rage of a Privileged Class, ch. 4, “A Hostile and Welcoming Workplace”.

Patriarchy, sexual inequality and violence
• Required readings:
• Optional readings:

Work and labor politics
• Required readings:
  Teresa L. Amott and Julie A. Matthaei, Race, Gender, and Work: A Multicultural Economic History of Women in the United States, Parts I and III, "Race, Gender, and Women's Works" and "Transforming Women's Works."
Affirmative Action--TBA

- Optional reading:

**Social placement and mobility**

- **Required readings:**

- **Optional readings:**
  Mark A. Fosset 1988 “Community Level Analyses of Racial Socioeconomic Inequality.” *Sociological Methods and Research* 16(4) 454-491.

**Course grid:** The class schedule is listed in the grid below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities</th>
<th>Theme</th>
<th>Facilitator(s)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan 17</td>
<td>Introduction</td>
<td>Introduction</td>
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<tr>
<td>Week 2</td>
<td>Jan 24</td>
<td>Discussion of readings</td>
<td>Terminology</td>
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<td>Joyce Ladner 6:30pm (Bird: Room 1916)</td>
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<td>Week 3</td>
<td>Jan 31</td>
<td>Discussion of readings</td>
<td>Intersectionality</td>
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<td>Week 4</td>
<td>Feb 7</td>
<td>Discussion of readings</td>
<td>Intersectionality in higher education</td>
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<td>Week 5</td>
<td>Feb 14</td>
<td>Discussion of readings</td>
<td>Constructionist Approaches</td>
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<td>Week</td>
<td>Dates</td>
<td>Activity</td>
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<td>Week 6</td>
<td>Feb 21</td>
<td>Discussion of readings</td>
<td>Analyzing Dominant Groups</td>
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<td>Week 7</td>
<td>Feb 28</td>
<td>Discussion of readings</td>
<td>Patriarchy, inequality and violence</td>
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<td>Week 8</td>
<td>Mar 6</td>
<td>Discussion of readings</td>
<td>Work and Labor Politics</td>
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<tr>
<td>Week 9</td>
<td>(Mar 11-15 spring break)</td>
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<td>Week 10</td>
<td>Mar 20</td>
<td>Discussion of Readings</td>
<td>Social Placement and Mobility</td>
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<td>Week 11</td>
<td>Mar 27</td>
<td>Student Presentations</td>
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<td>Week 12</td>
<td>Apr 3</td>
<td>Student Presentations</td>
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<td>Week 13</td>
<td>Apr 10</td>
<td>Student Presentations</td>
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<td>Finals</td>
<td>May 9</td>
<td>Final papers due</td>
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Please sign-up on the weekly schedule to lead reading discussions and present your research.
Grade criteria and other academic issues:
General discussion (attendance, participation, and annotated bibliography contribution): 30%
Discussion facilitation: 20%
Presentation: 20%
Final paper: 30%

Policy on late work: The format of the course requires active participation by students and faculty. Late work will have a negative impact on the rest of the participants so it will not be tolerated.

Academic honesty is required in all work.

"Syracuse University is committed to compliance with Section 504 of the Rehabilitation Act of 1973. This legislation mandates in general that no otherwise qualified disabled individual is the United States shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance solely by reason of being disabled. Students have may need special consideration because of any sort of disability should make an appointment to see their instructor or their dean's office staff."

If this statement applies to you, please make us aware of necessary special considerations.