

<b>Course Title</b>	Readings in Social Sciences: Class, Gender, Race
<b>Course Level</b>	Undergraduate I3
<b>Domain</b>	Social Sciences
<b>Language</b>	English
<b>Nb. Face to Face Hours</b>	18 (1.5hrs. sessions)
<b>E-learning Support</b>	Mycourse
<b>ECTS</b>	3

## Course Title

Readings in Social Sciences: Class, Gender, Race

## Professor

Céline BESSIERE

### Contact Information

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## Language

English

## Overview:

The course is designed as a reading seminar in social sciences. Students are expected to read the mandatory readings in advance for each session (approx. 50 pages in English every week) and to be able to present and discuss them during the sessions with other participants. Additional readings are recommended to get a deeper understanding of the topic of the session. Academic discussion on the assigned readings and completion of the related pre-assignment are important parts of class participation.

The theme of the course is class, gender and race and their intersections. Texts discussed come from all disciplines of social sciences: Sociology, Philosophy, Anthropology, Economics, Political Science, History, Law, because crossing boundaries of disciplines is a major way to produce new knowledge in social sciences.

## Prerequisites

No prerequisite.

## Course Objectives

Given the globalization of the academic world, English has become the universal language of social science. But translations are always transpositions. The aim of this course is to introduce to fields in social sciences that are not usually taught in France. The course will provide the students with a better understanding of social sciences in different national contexts (North America, UK, France, India) from the end of the 19th century until today.

## Learning Outcomes

All the participants are expected to participate in class and contribute actively to the group's learning experience. The pre-readings have been chosen to stimulate constructive discussions on each topic, and the teacher will facilitate the discussions in a team-teaching format. The general aim of the course is to develop critical thinking and debate. It aims also to develop a reading methodology for students in social sciences. Students will learn how to contextualize their readings, to discuss methodology, to summarize the main argument of a paper and to develop a critical point of view.

## Mode of Assessment

- 1) Presence & Participation: 33% of the final note.
- 2) In addition to reading the article package assigned to the course, the students are expected to write analyses of the mandatory papers for each session. The idea of the pre-assignment is to encourage students to read through the assigned reading before the course and it also functions as a springboard for discussion during the course: 33% of the final note.
- 3) Curating the seminar. Every week, two students curate the seminar. They present the paper and they initiate the discussion: 33% of the final note.

## Course Schedule (12 weeks)

1	<b>Introduction : Class, Gender, Race</b>
2	<b>I- Classics on Class, Gender, Race</b> <b>Class</b> E. P. Thompson, "Time, Work-Discipline and Industrial Capitalism", <i>Past &amp; Present</i> , 38, 1967 : 56-97 (41p.)
3	<b>Sex, Gender &amp; Housework</b> Ann Oakley, <i>Sex, Gender &amp; Society</i> , 1972 (extracts, 25 p.) Ann Oakley, <i>The Sociology of Housework</i> , 1974 (extracts, 32 p.)
4	<b>Race</b> WEB DuBois, <i>The Philadelphia Negro</i> , 1899 [1996] (extracts) Dan Green & Earl Smith, "WEB DuBois and the Concepts of Race and Class", <i>Phylon</i> , 44, 1983, 262-272 (12p.)
5	James Baldwin, <i>Notes of a Native Son</i> , 1955 (extracts, 19p.) Film, Raoul Peck, <i>I am not your Negro</i> , 2016 (1H34)
6	<b>II- After the Linguistic/Cultural Turn</b> <b>Subaltern/Post-colonial Studies :</b> Ranjit Guha, "On Some Aspects of The Historiography of Colonial India", <i>Subaltern Studies</i> , 1982 (5p.) Ranjit Guha, "The Prose of Counter-Insurgency", <i>Subaltern Studies</i> , 1982 (21p.)

7	<p><b>Law and Society : the Ordinary Life of Law</b>  Michael Lipsky, <i>Dilemmas of The Individual in Public Services</i>, 1980 [2010] (40p.)  Patricia Ewick and Susan Silbey, <i>The Common Place of Law</i>, 1998 (extracts, 27p.)</p>
8	<p><b>Feminist Studies after the Linguistic Turn : from Housework to Care</b>  Joan Tronto, "The "Nanny" Question in Feminism", <i>Hypatia</i>, 17.2, 2002 (18p.)  Viviana Zelizer, "Caring Everywhere", 2007 (16p.)</p>
9	<p><b>Queer theory</b>  Stephen Valocchi, "Not Yet Queer Enough. The Lessons of Queer Theory for the Sociology of Gender and Sexuality", <i>Gender and Society</i>, 19, 2005 (21p.)</p>
10	<p><b>Critical Race Theory</b>  Cheryl Harris, "Whiteness as Property", <i>Harvard Law Review</i>, 106, 1993, (86p.)</p>
11	<p><b>Intersectionality</b>  Cheona A. Flippen, "Intersectionality at Work : Determinants of Labor Supply among Immigrant Latinas", <i>Gender &amp; Society</i>, 28, 3, 2014 (31p.)</p>
12	<p><b>III- Social Sciences facing Contemporary Events</b>  <b>The election of Trump</b>  Arlie Hochschild, <i>Strangers in Their Own Lands</i>, 2016 (extracts)</p> <p>Hugh Gusterson, "From Brexit to Trump. Anthropology and the Rise of Nationalist Populism", <i>American Ethnologist</i>, 44, 2, 2017 (6p.)  Carole Mc Granahan, "An Anthropology of Lying : Trump and the Political Sociality of Moral Outrage", <i>American Ethnologist</i>, 44, 2, 2017 (6p.)  Jonathan Rosa &amp; Yarimar Bonilla, "Deprovincializing Trump, decolonizing diversity, and unsettling anthropology", <i>American Ethnologist</i>, 44, 2, 2017 (8p.)  Christine Walley, "Trump's election and the "white working class": What we missed", <i>American Ethnologist</i>, 44, 2, 2017 (6p).</p>

## MyCourse

This course is on MyCourse : **Yes**

## Grading

The numerical grade distribution will dictate the final grade.

**Class participation:** Active class participation – this is what makes classes lively and instructive. Come on time and prepared. Class participation is based on quality of comments, not quantity.

**Exam policy:** In the exam, students will not be allowed to bring any document (except if allowed by the lecturer). Unexcused absences from exams or failure to submit cases will result in zero grades in the calculation of numerical averages. Exams are collected at the end of examination periods.

## Academic integrity

Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.