

The Wadsworth Sociology Reader Series

AN ANTHOLOGY

RACE AND CLASS GENDER

fifth edition

Margaret L. Andersen
Patricia Hill Collins

RACE, CLASS, AND GENDER

An Anthology

Fifth Edition

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Preface

Race, Class, and Gender is an anthology that introduces students to how race, class, and gender shape the experiences of diverse groups in the United States. We want the book to help students see how the lives of different groups develop in the context of their race, class, and gender location in society. Central to the book is the idea that race, class, and gender are interconnected. As a result, the particular configuration of these factors in a given life is critical to understanding a person's or group's experience.

Since the publication of the first edition of this book, the study of race, class, and gender has become much more present in people's thinking and teaching. Yet, as our introductory essay will argue, not all of the work on race, class, and gender is centered in the intersectional framework that is central to this book. Often, people continue to treat one or the other of these social factors in isolation. Many studies of race, class, and gender also treat them as if they are equivalent. And, with the growth of race, class, and gender studies, many have added other social factors, such as sexuality, nationality, or disability—to name a few—to the list of social differences that are sources of oppression and inequality. We are glad to see such a profusion of work, although we continue to think that a framework that emphasizes the structural intersections of race, class, and gender is critical.

Thus, in this edition we have expanded the analysis of race, class, and gender to further develop the framework of intersectionality. We elaborate this framework in our revised and expanded Introduction to the new edition. We have developed the new edition with several other things in mind. We have significantly revised all of the introductions to the five sections of the book. This means that our anthology is more than a collection of readings—it is strongly centered in an analytical framework about the interconnections between race, class, and gender. The part introductions explain the importance of such an analysis (“Shifting the Center”); provide a strong conceptual foundation for understanding race, class, and gender (“Conceptualizing Race, Class, and Gender”); illustrate how you can apply such an analysis to under-

standing both social institutions (“Rethinking Institutions”) and important social issues (“Applying the Framework”); and show how you can use such an understanding to shape social change (“Making a Difference”).

This book is grounded in a sociological perspective; several articles also provide a historical foundation for understanding how race, class, and gender have emerged. Because of the focus on change, the new edition also includes more on how people have mobilized for change—through social movements, community activism, in their teaching, and in other ways that challenge oppressive social systems. We have also added materials that bring a more global dimension to the study of race, class, and gender—not just by looking comparatively at other cultures but also by analyzing how the process of globalization is shaping life in the United States. We have also added more materials—and analysis in our introductions—of how sexuality is linked to the structures of race, class, and gender in society.

As in earlier editions, we have selected articles based primarily on two criteria: (1) accessibility to undergraduate readers and the general public, not just highly trained specialists; and (2) articles that are grounded in race *and* class *and* gender—in other words, intersectionality. Not all articles accomplish this as much as we would like, but we try not to select articles that focus exclusively on one while ignoring the others. In this regard, our book differs significantly from other anthologies on race, class, and gender that include a lot of articles on each, but do less to show how they are connected. We also distinguish our book from those that are centered in a multicultural perspective. Although multiculturalism is important, we do not think that the appreciation of cultural differences is the only thing that race, class, and gender are about. Rather, we see race, class, and gender as embedded in the structure of society and significantly influencing group cultures. But race, class, and gender are also structures of group opportunity, power, and privilege. Certainly, multiculturalism is increasingly part of contemporary society, and we want students to appreciate and understand cultural differences, but, as we argue in the Introduction, multiculturalism is only one dimension of the complexities created by race, class, and gender. “Understanding multiculturalism” can be just another source of group privilege. We want students to understand differences that mark group experience in society, but we think that a focus on difference alone neither reveals the workings of race, class, and gender in society nor provides an inclusive vision for progressive social change.

Organization of the Book

We open the book with an introductory essay that establishes the framework with which we approach the study of race, class, and gender. Following that introduction, we have organized the book into five parts that follow from the

logic that we see in studying these complex social systems. We introduce each of these sections with an essay by us that analyzes the issues raised by the reading selections. These essays are an important part of this book, because they establish the framework that we use to think about race, class, and gender.

Part I, "Shifting the Center," includes several classic articles that help students expand their thinking by seeing the complex interconnections between race, class, gender, sexuality, and other sources of group experience. Because they are grounded in personal experiences, these essays capture student interest, but we also use them analytically to think beyond any one person's life.

Part II, "Conceptualizing Race, Class, and Gender," provides an introduction to all three concepts, but emphasizes the linkage between them. The introductory essay provides working definitions for each and also presents some of the contemporary data through which students can see how race, class, and gender stratify contemporary society. Each concept—Race and Racism, Class and Inequality, and Gender and Sexism—is then given a separate section of readings. Together, these articles show that no one can be subsumed under the others, not studied in isolation.

Part III, "Rethinking Institutions," examines how race, class, and gender structure various social institutions. Here we focus on Work and Economic Transformation, Families, Cultural Institutions and the Production of Ideas, and State Institutions and Social Policy. We show how race, class, and gender are manifested in institutional forms and also how institutions shape these dimensions of human life. These readings also link issues of group identity to broader structures, such as the influence of cultural institutions on gender, race, and class formation.

In Part IV, "Applying the Framework," we use the race/class/gender framework we have developed to understand three important social issues: ethnicity and migration, sexuality, and violence. Although we could have selected any number of social issues, we think these are particularly relevant in contemporary society and are important to understand in the context of the linkages between race, class, and gender that this book explores. We want students to be able to apply the study of race, class, and gender to any of the social issues that concern them and think this section provides a model for doing so.

Finally, Part V, "Making a Difference," examines some of the ways that people try to create change in society so as to create a more just system of race, class, and gender relations. The theme of activism runs throughout the anthology, but here we focus on some of the arenas in which people have worked to make a difference. We want to communicate to students that activism means different things to different people and can be done in a variety of social contexts.

New to the Fifth Edition

We have made several changes in the fifth edition that strengthen and refresh *Race, Class, and Gender*. These include

- **22 new readings.**
- **6 new and expanded introductions** by us. These articulate the analytical model we use to understand the intersections between race, class, and gender. See especially the comparison of a “diversity model” and an “intersectional model” developed in the introductory essay to the book.
- More material on **sexuality**. We use a race/class/gender framework to understand sexuality and its relationship to these other systems. Our introductions point out some of the similarities in how sexuality patterns group experiences, but we also discuss ways that the analysis of sexuality differs from the analysis of race, class, and gender in society.
- A more **global perspective**. We are conscious of how globalization is shaping race, class, and gender relations in the United States at the same time that we are increasingly aware of how we would understand race, class, and gender differently in different global settings. We focus here on how the process of globalization reaches into race, class, and gender relations in the United States, reminding readers that it is no longer possible to understand social relations in the United States without a global perspective.
- A **new section on ethnicity and migration**. The United States is currently being transformed by processes of ethnicity and migration, as are other parts of the world. This new section of readings is fundamentally rooted in global social change.
- New articles that discuss the impact of **welfare reform**. Scholars and activists are now able to see some of the effects of welfare reform on group well-being, and we have changed the articles that discuss welfare and policy to include these recent developments.
- **Reproductive rights and health care issues**. These topics take on new meanings when viewed through a race/class/gender lens. Some of the new articles in this edition explore issues related to reproductive rights and health care, particularly as they involve the health of women of color.
- A stronger presentation of **human activism and agency**. We have added more articles that include discussion of the many ways that people have organized to work toward social justice. This also brings a perspective on **social movements** to some of the material in the book.
- The **aftermath of 9/11**, which brings race, class, and gender into new focus. We have included a new article (“How Safe Is America?”) to raise some of the questions that emerge from thinking about issues of national safety.
- Several **new pedagogical features**, which we detail in the following section.

New Pedagogical Features

We realize that the context in which you teach matters. If you teach in an institution where students are more likely to be working class, perhaps how the class system works will be more obvious to them than it is for students in a more privileged college environment. Many of those who use this book will be teaching in segregated environments, given the high degree of race and class—and even gender—segregation in education. Thus, how one teaches this book should reflect the different environments in which faculty are working. Ideally, the material in this book should be discussed in a multiracial, multicultural atmosphere, but we realize that is not always the case. We hope that the content of the book and the pedagogical features that enhance it will help bring a more inclusive analysis to educational settings than might be there to start with.

We see this book as more than just a collection of readings. The book has an analytical logic to its organization and content, and we think it can be used to format a course. Of course, some faculty will use it in an order different than the way we imagine it, but we hope the five part frames will help people develop the presentation of their course. We also hope that the various pedagogical tools will help people expand their teaching and learning beyond the pages of the book.

We have added some new features to this edition that provide faculty with additional teaching tools. They include

- ***Thinking Further:*** This feature is included at the end of each major section and is meant to push people's thinking beyond what is in our introductions and the articles. We realize that the study of race, class, and gender is evolving—and, in some cases, incomplete. We use this feature to ask readers to think further about the issues raised in each section. Sometimes this means asking what is missing from the discussion; other times, it means developing an intersectional framework by pursuing unanswered questions, even if specific readings are not available on a given subject. We expect this feature to be a good basis for class discussion and for further work in this area of study.
- ***Bonus Reading:*** Wadsworth's InfoTrac® College Edition feature enables us to provide an additional recommended reading at the end of every section of the book. These are articles that we have selected because they further examine the issues in each major section. Via InfoTrac College Edition, students and faculty can retrieve an online, full-text copy of articles not included in the text per se.

We have retained the following pedagogical tools from the prior edition:

- ***Suggested Readings:*** In addition, we have included lists of suggested readings at the conclusion of each section for students and faculty who want

to explore these topics further. We have selected these books based on their currency and their accessibility to undergraduate students.

- **Search Terms:** Students who purchase the book are given a password to Wadsworth's InfoTrac College Edition feature. We have included terms at the end of each section that students can use on InfoTrac College Edition to find additional information on subjects that interest them. These terms can also be used as the basis for in-class discussion, exercises, exams, or research projects.
- **Instructor's Manual:** This edition includes an Instructor's Manual with suggestions for class exercises, discussion and examination questions, and course assignments.
- **Index:** This will help students and faculty locate particular topics in the book quickly and easily.
- **Web Site:** Online support is available via the Wadsworth Sociology Resource Center. We encourage people to browse the *Race, Class, and Gender* page at the Wadsworth Web site or related resources. The address is <http://sociology.wadsworth.com>

A Note on Language

Reconstructing existing ways of thinking to be more inclusive requires many transformations. One transformation needed involves the language we use when referring to different groups. Language reflects many assumptions about race, class, and gender; and for that reason, language changes and evolves as knowledge changes. The term *minority*, for example, marginalizes groups, making them seem somehow outside the mainstream or dominant culture. Even worse, the phrase *non-White*, routinely used by social scientists, defines groups in terms of what they are not and assumes that Whites have the universal experiences against which the experiences of all other groups are measured. We have consciously avoided using both of these terms throughout this book, although this is sometimes unavoidable.

We have capitalized Black in our writing because of the specific historical experience, varied as it is, of African Americans in the United States. We also capitalize White when referring to a particular group experience; however, we recognize that White American is no more a uniform experience than is African American. We realize that these are arguable points, but we want to make our decision apparent and explicit. For the benefit of purists who like to follow the rules, we note that the *Chicago Manual of Style* recognizes that these grammatical questions are also political ones; this edition suggests that writers might want to capitalize Black and White to reflect the fact that they are referring to proper names of groups. We use *Hispanic* and *Latino* interchangeably, though we recognize that is not how groups necessarily define themselves.

When citing data from other sources (typically government documents), we use “Hispanic,” because that is usually how such data are reported.

Language becomes especially problematic when we want to talk about features of experience that different groups share. Using shortcut terms like Hispanic, Latino, Native American, and women of color homogenizes distinct historical experiences. Even the term *White* falsely unifies experiences across such factors as ethnicity, region, class, and gender, to name a few. At times, though, we want to talk of common experiences across different groups, so we have used labels like Latino, Asian American, Native American, and women of color to do so. Unfortunately, describing groups in this way reinforces basic categories of oppression. We do not know how to resolve this problem but want readers to be aware of the limitations and significance of language as they try to think more inclusively about diverse group experiences.

Acknowledgments

An anthology rests on the efforts of more people than the editors alone. This book has been inspired by our work with scholars and teachers from around the country who are working to make their teaching and writing more inclusive and sensitive to the experiences of all groups. Over the years of our own collaboration, we have each been enriched by the work of those trying to make higher education a more equitable and fair institution. In that time, our work has grown from many networks that have generated new race, class, and gender scholars. These associations continue to sustain us. We especially thank Amalia Amaki, Maxine Baca Zinn, Patrice Dickerson, Bonnie Thornton Dill, Valerie Hans, Elizabeth Higginbotham, Carole Marks, and Howard Taylor for inspiring our work and discussing various parts of this project with us. We also thank them for the encouragement and vision that sparks our work.

Many other people contributed to the development of this book. We especially thank Tina Diablo at the University of Delaware and Rachel Clark at the University of Kentucky for their expert research assistance. We appreciate the support given by our institutions, with special thanks to Joel Best, chair of the Department of Sociology (University of Delaware); Gerald Smith, head of the African American Studies Program (University of Kentucky); and Debra Harley, acting head of the Women’s Studies Program (University of Kentucky). We also thank Vicky Baynes, Linda Keen, and Judy Watson (University of Delaware), Josephine Wynne (University of Cincinnati), and Betty Pasley (University of Kentucky) for their invaluable secretarial support. We especially thank Linda for taping down all those cut pages!

Bob Jucha and Natalie Cornelison have joined this project with enthusiasm, fresh ideas, and expert advice. We sincerely appreciate their hard work and vision for the book and look forward to continuing our collaboration with

them. We also thank the reviewers, who provided valuable commentary on the prior edition and thus helped enormously in the development of the fifth edition: Pat Washington (San Diego State University), Susan Rose (Dickinson College), Ralph Pyle (Michigan State University), Eleanor Hubbard (University of Colorado), Magalene Taylor (University of Arkansas), Margaret Wilder (University of Georgia), M. Bahati Kuumba (Spelman College), and Melinda Miceli (University of Wisconsin).

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About the Editors



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