How have scholars approached the study of power and inequality? How has historical research incorporated and added to theoretical insights coming from other disciplines in this regard? This seminar focuses on four distinct dimensions of power and inequality—class, race/ethnicity, gender, and global disparities—each of which has inspired wide-ranging academic debate on definitions, mechanisms, and the possibility of change. We will survey key scholarly interventions generated by historians, sociologists, anthropologists, feminist theorists, critical geographers, and others, giving priority to the last two decades of theoretical debate and empirical investigation.

How are systematic patterns of inequality generated and sustained? What roles do cultural beliefs, social practice, political institutions, and macroeconomics play? How do different kinds of inequality—such as those around class, racism, ethnicity, and gender—interact? How do differently scaled systems of inequality—within the household, community, nation, and international system—interrelate?

This course counts towards certificate programs in Cultural Studies, Gender Sexuality and Women’s Studies, and Latin American Studies.

Course calendar:

1. Aug. 29: Introduction
2. Sept. 12: Class: Marx and Marxian debates
   c. Lisa Lindsay, Working with Gender: Wage Labor and Social Change in Southwestern Nigeria (Heinemann, 2003).

FIRST COMMENTARY DUE
   b. Heidi Hartman, “Capitalism, Patriarchy, and Job Segregation by Sex,” Signs 1, no. 3 (1976), excerpted in Giddens and Held, Classes, Power, and Conflict, 446-69.
5. Oct. 3: Gender through the discursive turn

SECOND COMMENTARY DUE

6. Oct. 10: Race/Ethnicity: Beginning with ethnicity
7. NOTE: MEET TUESDAY Oct. 18: Race/Ethnicity: Beginning with racism

8. Oct. 25: Different approaches to multidimensional analysis

THIRD COMMENTARY DUE


10. Nov. 7: Global disparities: Dependency and world-systems. Note: Roger Rouse will join us to lead discussion of Wallerstein.


FOURTH COMMENTARY DUE

12. Nov. 21: Global disparities: Economic historians look east and west

http://www.history.ac.uk/reviews/review/1008


14. Dec. 5: Power, inequality, and scales of analysis

15. Dec. 12: No class meeting

FIFTH COMMENTARY DUE

Course requirements and grade weighting:
First commentary: 5%
Second, third, and fourth commentaries: 10% each
Fifth commentary: 15%
Discussion leadership: 10%
Weekly participation: 40%

Participation
As in any graduate seminar, active and collegial participation in class discussions is essential. Also as with every graduate seminar, I presume students will only miss class under highly exceptional circumstances involving medical or family emergencies.

Discussion leadership:
Each student must volunteer to lead or co-lead discussion for at least one week. Leadership requires preparing questions that you will use to lead the first 20 minutes or so of group discussion. You may wish to circulate your questions to your fellow students in advance. You may also wish to distribute in class an outline of the key points of the week’s readings as you see them.

*Extra discussion leadership:*
If you are someone who finds it difficult to jump into seminar discussions, or prefers to hang back and listen rather than sharing your own ideas throughout a session, you should consider volunteering to serve as discussion leader on more than one day. I’ll count this as extra credit toward your participation grade. Come talk to me if you have questions about this (or anything else).

*Writing:*
Students will complete five short commentaries, each around 1500 words in length, that must draw connections between the various readings assigned that week and be submitted by 11 pm on the day before we meet. (Email submission is encouraged. You are responsible for making sure emailed submissions have been received. If I don’t acknowledge receipt, follow up.) Late submissions will not be accepted except in cases of medical or family emergency.

Each commentary should address the core question/s raised by the multiple required readings for this and the previous weeks in this cluster. Are all the authors urging us to answer the same questions? To what extent are the approaches proposed as routes to answering those questions the same, or different? To what extent are the various authors’ proposals complementary, and to what extent contradictory? Do you find certain authors’ proposals particularly persuasive (or particularly unpersuasive), and if so, why?

**NOTE FOR GRADUATE STUDENTS IN HISTORY PREPARING A COMPS FIELD IN POWER AND INEQUALITY:** Rather than writing a fifth paper focused only on the readings on global disparities, you may choose to incorporate revised versions of your earlier short papers into a 12 to 15-page essay that synthesizes all the readings covered by this course, and serves as a first draft of your comprehensive exam essay in this field. If you are considering this option, discuss it with me in advance.

*Readings*
Assigned books are available for purchase at the Book Center and also on reserve at Hillman Library. To access articles in digitized form, connect to http://www.library.pitt.edu, select Reserves and then click Course reserves, choose “Putnam, Lara” from the drop down Instructor box, and click search. Click on E-RESERVES FOR POWER & INEQUALITY. Then click on E-RESERVES LINK. The password will be given in class.

Key terms and guidelines for written work appear below.
WRITING FROM WRITTEN SOURCES
Key Concepts and Guidelines for Citation

Secondary sources are descriptions or analyses written by authors removed in time or space from the process, event, or person we wish to study. Examples: an encyclopedia article, a textbook, a scholarly article, a college student’s essay, a newspaper article.

Primary sources are descriptions or analyses written by authors who are personally engaged with the process, event, or person we wish to study. Examples: a diary, a government agent’s report, an eyewitness account, a census.

Claims are statements that describe large-scale patterns or the direction of change over time (descriptive claims) or explain the impact of one thing on another (causal claims).

Evidence is concrete information on which all observers would agree. Evidence may take the form of a quotation from a participant whose views you are describing; a statistic; an image. Statements published by scholarly experts can also be used as evidence.

“To put into your own words” refers to using new vocabulary to express someone else’s ideas. Changing the order of words, changing the form or tense of verbs, or changing adverbs into adjectives with the same root word (e.g., “retroactively” to “retroactive”) does not constitute using new vocabulary. In all of these cases, the key vocabulary is simply replicated from the original text. These kinds of changes do not count as “putting it into your own words.”

Key vocabulary: The nouns, verbs, adjectives, and adverbs selected by an author to express a specific meaning. For example, in the sentence: “Racial ideologies are employed to justify retroactively historical inequalities in the distribution of political power and material resources,” the key vocabulary words are racial ideologies, employed, justify, retroactively, historical, inequalities, distribution, political power, and material resources.

Quotation reproduces someone else’s words. Any time you replicate four or more consecutive words from a written source, you must encase these words in quotation marks. Material encased in quotation marks must be precisely identical to the original. An ellipsis (… ) must be used to mark points where you have skipped over text from the original, and brackets ([ ]) must encase any new words or letters that you have added. (If nine lines or more of a written source are to be quoted, they should be preceded and followed by paragraph returns and indented on both the right and left sides. Quotation marks are not employed in this long-quote format.) All quotations must be followed by a citation in parenthetical or footnote/endnote form indicating the source of the quotation, including the page number on which the original text appears in that source.

Legitimate paraphrase replicates an idea an author expresses in 1-3 sentences in 1-3 sentences of your own, with no more than one-fourth of your key vocabulary drawn from the original text. Paraphrases are not encased in quotation marks. All paraphrases must be followed by a citation in parenthetical or footnote/endnote form indicating the source of the quotation, including the page number on which the original text appears in that source. Ideas that an author expresses in 4 or more sentences may not be paraphrased: they must be summarized or quoted.
Illegitimate paraphrase replicates an idea an author expresses in 1-3 sentences in 1-3 sentences of your own, with two-thirds or more of your key vocabulary drawn from the original text. Illegitimate paraphrases are unacceptable regardless of the presence or absence of a citation to the original source.

Borderline paraphrase replicates an idea an author expresses in 1-3 sentences in 1-3 sentences of your own, with between one-fourth and two-thirds of your key vocabulary drawn from the original text. A single borderline paraphrase in a multi-page essay is not cause for alarm (although it should be eliminated once noticed). Multiple borderline paraphrases within a multi-page essay are unacceptable, regardless of the presence or absence of citations to the original sources. Furthermore, multiple borderline paraphrases are evidence of a serious underlying problem: they indicate that the student’s writing strategy relies far too heavily on selecting and reproducing individual passages from the text under consideration.

Parenthetical citation. Supplies the author’s last name and the page number/s referenced within parentheses, located within the text following a quotation, paraphrase, or summary. Must be accompanied by an alphabetical list of Works Cited, located at the end of your text, which gives full publication data for all sources cited. Any of the variations on parenthetical citation format listed in the Chicago Manual of Style or MLA Handbook may be used in this course, but whichever variation is chosen must be used consistently throughout any given paper.

Example: The author argues that ethnicity must be understood in relation to nationalism and with reference to modern processes of state-formation (Verdery, 43).

Works Cited

Footnote or endnote citation Supplies the author’s name, full publication information, and the page number/s referenced in a numbered note located either at the bottom of the page or at the end of your essay. The footnote or endnote marker (i.e., the small raised number) immediately follows the quotation, paraphrase, or summary. Subsequent references to the same source may supply only the author’s last name and page number. Any of the variations on footnote or endnote citation format listed in the Chicago Manual of Style or MLA Handbook may be used in this course, but whichever variation is chosen must be used consistently throughout any given paper.

Example: The author argues that ethnicity must be understood in relation to nationalism and with reference to modern processes of state-formation.¹ In this her argument echoes the earlier work of anthropologist John Comaroff, who likewise saw patterns of hierarchical political incorporation as fundamental to the creation of ethnicity.² Unlike Comaroff, though, Verdery gives great importance to modern states’ attempts to impose cultural homogeneity.³

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