Towards a New Vision: Race, Class, and Gender as Categories of Analysis and Connection  
(Patricia Hill Collins, 1993)

- Oppression - fail to see how we uphold it e.g. white feminists talk of gender oppression whilst ignoring racial. Identifies the oppression it sees as fundamental
- Political judgement - what and how we teach, what organisations are funded etc. Few ‘pure victims’ [sounds like the note of the deserving vs. undeserving poor again]  
- Essentially the need for intersectionality when assessing oppression - risk of ranking them and giving one supremacy
- Problem of stereotyping - need to replace this with relationships which are ‘fully human’ and transcend race, gender etc.

Reconceptualising race, class and gender as categories of analysis
- Additive analyses of oppression
  - Persons, ideas etc. are defined in terms of opposites - man/woman, black/white etc. This means the two are not seen as connected
  - These opposites are ranked - e.g. men superior to women. What aspect is seen as most oppressive, race or gender?
  - Race class and gender impact EVERYONE but may not be as visible in certain people/as important in their self definition
    - E.g. importance of context. Racial oppression particularly significant in American South, but in El Salvador, social class oppression is more obvious.
  - Harding (1989) - gender oppression structured by; institutional, symbolic and individual. Use this for wider oppression analysis.

Institutional
- Racism, sexism and elitism, all obscured by claims for equality of opportunity
- Slavery as a racial, gender and class institution - removing one piece of analysis obscures our understanding
  - Patriarchal - white male authority/patriarchy. Importance of affluent white women chastity —> heirs
  - Children born to slave mothers were also slaves
  - Affluent white women had more protection than poor white women
  - Racism stripped blacks of legal rights, education and control over their persons
  - Saying ‘not much has changed’ = disservice to those who have worked for social change
  - e.g. universities - the modern plantation? Who is in control, what is the demographic of cleaners vs. demographics of directors.

Symbolic
- Societal ‘ideologies used to justify relations of domination and subordination’ e.g. what is masculine/feminine
  - HOWEVER many characteristics may only be ‘acceptable’ when exhibited by white men whereas Black or Hispanic men are often penalised when exhibiting ‘masculine’ characteristics
  - ‘elevated images of white womanhood need devalued images of black womanhood…to maintain credibility’
  - By seeing it purely as a gender problem, dehumanises and devalues experiences of certain groups? Everyone affected differently by interlocking symbolic images
  - Nancy White, 73 - mother used to say that black woman is the white man’s mule and the white woman his dog. Black women do heavy work and get beaten either way. White women get patted and let in the house - but still not treated like a person.

Individual
- How our own experiences of gender/race/class frame our lives and thinking
- If you have a homogenous group - can initially be explained by circumstance? How far does this work? LINK TO PUTNAM