

Kennesaw State University
SOCI 3350 01
Intersections of Race, Class and Gender
Fall 2014

Classroom: SSB 2034
Class Hours: TR 3:30 – 4:45
Office Hours: TR 9:30-12:15 am
 2:00 - 3:15 pm

Instructor: Gail Markle, Ph.D.
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Course Description and Objectives: The primary objective of this course is to understand how race, class and gender intersect to fundamentally shape social interaction, conditions, and institutions in American society. This course examines the ways in which race, class and gender are socially constructed and how they interconnect to create and maintain systems of privilege and inequality.

The course begins by using sociological frameworks to understand the construction of race, class, and gender. Then using the case study method we will examine how these components of society intersect in the institutions of education, the labor market, the criminal justice system, and family and community life. Finally, we will discuss processes of social change.

Course Prerequisite: SOCI 2201 Principles of Sociology

Course Goals:

- Develop an understanding of key sociological concepts of race, class, and gender
- Examine the ways in which race, class, and gender are socially constructed and reconstructed
- Understand why an intersectional framework is valuable for studying race, class, and gender
- Connect sociological theory and empirical research to everyday experiences of race, class, and gender
- Examine the consequences of race, gender, and class as manifested in the American educational system, labor market, criminal justice system and family and community life
- Examine and evaluate strategies for positive social change
- Cultivate the ability to think critically
- Improve analytical reading and writing skills

Principal Text: All students are expected to obtain the textbook for this class.

Rothenberg, Paula S. 2010. *Race, Class, and Gender in the United States, Eighth Edition*. Worth Publishers: NY. ISBN 978-1-4292-1788-0.

Additional Readings: The following articles are available on Electronic Reserve or D2L. The password for Electronic Reserve is **XXXX**.

- Anderson, Elijah. 1994. "The Code of the Streets." *The Atlantic Monthly* 273(5):80-94.
- Bayoumi, M. 2001. "How Does it Feel to Be a Problem?" Pp. 25-29 in Margaret L. Andersen and Patricia Hill Collin (eds.), *Race, Class, and Gender: An Anthology*. Belmont, CA: Wadsworth Publishing.
- Carter, P. 2011. "Between a 'Soft' and a 'Hard' Place: Gender, Ethnicity, and Culture in the School and at Home." Pp. 193-200 in Joan Z. Spade and Catherine G. Valentine (eds.), *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*. Thousand Oaks, CA: Pine Forge Press.
- Cole, D. 2011. "No Equal Justice: Race and Class in the American Criminal Justice System." Pp. 424- 432 in Tracey E. Ore (ed.), *The Social Construction of Difference and Equality*. NY: McGrawHill.
- Collins, Patricia Hill. 2011. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection." Pp. 760- 774 in Tracey E. Ore (ed.), *The Social Construction of Difference and Equality*. NY: McGrawHill.
- Connell, R. W. 1997. "Hegemonic Masculinity and Emphasized Femininity." Pp. 22-25 in Laurel Richardson, Verta Taylor, and Nancy Whittier (eds.), *Feminist Frontiers IV*. NY: McGraw-Hill.
- Covington, Stephanie S., and Barbara E. Bloom. 2003. "Gendered Justice: Women in the Criminal Justice System" Pp. 1-20 in Barbara E. Bloom (ed.), *Gendered Justice: Addressing Female Offenders*. Durham, NC: Carolina Academic Press.
- Crenshaw, K. 2003. "Traffic at the Crossroads: Multiple Oppressions." Pp. 43-57 in Robin Morgan (ed.), *Sisterhood is Forever*. NY: Washington Square Press.
- Ehrenreich, Barbara. 2011. "Nickel and Dime: On (Not) Getting by in America." Pp. 136- 146 in Tracey E. Ore (ed.), *The Social Construction of Difference and Equality*. NY: McGrawHill.
- England, Paula. 2011. "Emerging Theories of Care Work." Pp. 374- 381 in Joan Z. Spade and Catherine G. Valentine (eds.), *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*. Thousand Oaks, CA: Pine Forge Press.
- Feagin, J. and K. McKinney. 2009. "The Family and Community Costs of Racism." Pp. 321-327 in Elizabeth Higginbotham and Margaret L. Andersen (eds.), *Race and Ethnicity in Society: The Changing Landscape*. Belmont, CA: Wadsworth, Publishing.
- Graves, Joseph L. Jr. 2005. "Introduction" and "How Biology Refutes our Racial Myths." Pp. xxv-18 in *The Race Myth: Why We Pretend Race Exists in America*. NY: Plume.
- Herring, Cedric. 2006. "Hurricane Katrina and the Racial Gulf: A DuBoisian Analysis of Victims' Experiences." *DuBois Review* 3(1): 129-144.
- Hochschild, Arlie. 2010. "The Second Shift: Working Parents and the Revolution at Home." Pp. 258-262 in Arlene S. Skolnick and Jerome H. Skolnick (eds.), *Family in Transition*. Boston: Allyn & Bacon.

- Hondagneu-Sotelo, S. 2009. "Families on the Frontier: From Braceros in the Fields to Braceros in the Home." Pp. 313-319 in Elizabeth Higginbotham and Margaret L. Andersen (eds.), *Race and Ethnicity in Society: The Changing Landscape*. Belmont, CA: Wadsworth, Publishing.
- Kirschenman, J. and K. Neckerman. 1991. "'We'd Love to Hire them, But': The Meaning of Race for Employers." Pp. 203-232 in Christopher Jencks and Paul E. Peterson (eds.), *The Urban Underclass*. Washington, DC: The Brookings Institution.
- Lareau, Annette. 2011. "Unequal Childhoods: Class, Race and Family Life." Pp. 648-659 in David B. Grusky and Szonja Szelenyi (eds.), *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. Boulder, CO: Westview Press.
- McGuffey, C.S. and B.L.Rich. 2011. "Playing in the Gender Transgression Zone: Race, Class, and Hegemonic Masculinity in Middle Childhood." Pp. 166- 175 in Joan Z. Spade and Catherine G. Valentine (eds.), *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*. Thousand Oaks, CA: Pine Forge Press.
- Messner, Michael. 2001. "Masculinities and Athletic Careers." Pp. 347- 361 in Margaret L. Andersen and Patricia Hill Collin (eds.), *Race, Class, and Gender: An Anthology*. Belmont, CA: Wadsworth Publishing.
- . 2007. "White Men Misbehaving." Pp. 61-70 in *Out of Play: Critical Essays on Gender and Sport*. NY: State University of New York Press.
- Morris, Edward W. 2005. "'Tuck in that Shirt!' Race, Class, Gender and Discipline in an Urban School." *Sociological Perspectives* 48(1): 25-48.
- Pager, D. 2009. "The Mark of a Criminal Record." Pp. 414-423 in Elizabeth Higginbotham and Margaret L. Andersen (eds.), *Race and Ethnicity in Society: The Changing Landscape*. Belmont, CA: Wadsworth, Publishing.
- Perry, Imani. 2008. "The Venus Hip Hop and the Pink Ghetto." Pp. 134-145 in Time Strode and Tim Wood (eds.), *The Hip Hop Reader*. NY: Pearson Education.
- Ransby, B. 2011. "Katrina, Black Women and the Deadly Discourse on Black Poverty in America." Pp. 125- 129 in Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael A. Messner (eds.), *Gender through the Prism of Difference*. NY: Oxford University Press.
- Reiman, Jeffrey, and Paul Leighton. 2010. "... and the Poor Get Prison" Pp. 110 – 138 in *The Rich Get Richer and the Poor Get Prison*. Boston: Allyn & Bacon.
- Risman, B. 2011. "Gender as a Social Structure: Theory Wrestling with Activism." Pp. 9- 19 in Joan Z. Spade and Catherine G. Valentine (eds.), *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*. Thousand Oaks, CA: Pine Forge Press.
- Schilt, Kristen. 2010. "Just One of the Guys?: How Transmen Make Gender Visible at Work." Pp. 221-239 in Michael Kimmel and Michael Messner (eds.), *Men's Lives*. Boston: Allyn and Bacon.
- Seidman, Steven. 2007. "In the Closet." Pp. 525-539 in Mindy Stompler, Dawn M. Baunach, Elisabeth O. Burgess, Denise Donnelly, and Wendy Simonds (eds.), *Sex Matters: The Sexuality and Society Reader*. Boston: Pearson.

- . 2010. "Social Constructionism: Sociology, History and Philosophy." Pp. 25-39 in *The Social Construction of Sexuality*. New York: W. W. Norton and Company.
- Snipp, C. M. 2009. "The First Americans." Pp. 159-165 in Elizabeth Higginbotham and Margaret L. Andersen (eds.), *Race and Ethnicity in Society: The Changing Landscape*. Belmont, CA: Wadsworth, Publishing.
- Stoller, E. and R. Gibson. 2001. "The Diversity of American Families." Pp. 289- 295 in Margaret L. Andersen and Patricia Hill Collin (eds.), *Race, Class, and Gender: An Anthology*. Belmont, CA: Wadsworth Publishing.
- Welch, Kelly, and Allison Anne Payne. 2010. "Racial Threat and Punitive School Discipline." *Social Problems*, 57(1): 25–48.
- West, Cornell. 2001. "Race Matters." Pp. 119- 124 in Margaret L. Andersen and Patricia Hill Collins (eds.), *Race, Class, and Gender: An Anthology*. Belmont, CA: Wadsworth Publishing.
- . 2009. "The Necessary Engagement with Youth Culture." Pp. 107-111 in Elizabeth Higginbotham and Margaret L. Andersen (eds.), *Race and Ethnicity in Society: The Changing Landscape*. Belmont, CA: Wadsworth, Publishing.
- Williams, David R. and Chiquita C. Collins. 2009. "The Color of Health in the United States." Pp. 50-56 in *Rethinking the Color Line: Readings in Race and Ethnicity* edited by Charles A. Gallagher. NY: McGraw Hill.
- Wingfield, Adia Harvey. 2009. "Racializing the Glass Escalator." *Gender and Society* 23(1):5-26.
- Young, Iris. 2004. "Five Faces of Oppression." Pp. 1-4 in Lisa Heldke and Peg O'Connor (eds.), *Oppression, Privilege, & Resistance*. Boston: McGraw Hill.
- Zenk, Shannon. 2009. "Why are There So Supermarkets in my Neighborhood? The Long Search for Fresh Fruit, Produce and Healthy Food." Pp. 212-216 in *Rethinking the Color Line: Readings in Race and Ethnicity* edited by Charles A. Gallagher. NY: McGraw Hill.

Class Format: Class meetings will include a mixture of lectures, films, and discussions.

Expectations: Please silence your cell phones, iPods, and other electronic devices. **PLEASE NO LAPTOPS IN CLASS.** Students are expected to read assignments prior to the class period, to listen to class presentations, and to participate in class discussions. You are under no obligation to agree with the authors or the instructor. Rather, your obligation is to demonstrate comprehension and thoughtful consideration. Critical thinking, a willingness to explore the ideas of others, and respect for other students are essential. Aspects of this course may at times make you feel uncomfortable; pay attention to these moments – they are valuable opportunities for enhanced understanding and personal growth.

Attendance: Regular and punctual attendance in class is required. If you must be absent please be aware that you are responsible for all announcements, assignments, and material covered during class time. **Your attendance record will affect your grade.** For perfect attendance 2 points will be added to your final grade. For 1-2 absences 1 point will be added to your grade. Beginning with the 4th absence 1 point will be deducted from your final grade. For each successive absence an additional point will be

deducted from your final grade. For example, five absences would result in a 2 point deduction from your final grade; six absences would result in a 3 point deduction, and so on. Absence for KSU business and mandatory court appearances may be excused with proper documentation. Attendance will be taken by sign-in sheet. **Anyone signing in for someone else is guilty of academic dishonesty and will be dealt with appropriately.**

Components of Evaluation:

Exams (3@20%)	60%
Case Study Analyses (3@13.3%)	40%

Exams: Exams will consist of multiple choice and short essay questions. They will cover lectures, discussions, videos shown in class, and reading assignments. Exams will be given **September 18, October 16, and December 4**. Makeup exams will be given only for exceptional cases with appropriate documentation and will consist of essay questions only.

Case Study Analyses: Four case studies will be presented in class. You will choose **three** of these and prepare a written analysis of the ways in which race, class and gender intersect in each social situation. You should address the historical context, socially constructed differences, power relationships, implications at the micro and macro level, and the possibilities for social action for each situation. Each analysis must be 3-4 double spaced pages and include specific references to at least four *relevant* assigned readings. Detailed instructions and a grading rubric will be provided. We will discuss these analyses in class. Analyses will be due **October 24, October 30, November 6, and November 20**.

Please **do not e-mail me your papers**. They are due at the beginning of class on the assigned dates. Late work will be penalized twenty points per day (24 hour period). **Plagiarism will not be tolerated.** Definitions and consequences of plagiarism are posted on the KSU website: <http://www.kennesaw.edu/elearning/proseprep/plagiarism.html> **If any portion of your work is plagiarized you will receive a 0 for the assignment, an F for the course, and disciplinary action will be taken.**

Grading Scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F.

Earning Grades: Grades are “earned” and are not arbitrarily “granted” in this class. Thus, unless I make an error in calculation, I will not change your grade at the end of the semester for HOPE eligibility, graduation requirements, or any other reason.

Accommodations: This course will be conducted in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and anticipate needing any type of accommodation, please inform me at the beginning of the semester

and make the appropriate arrangements with Disabled Student Support Services located in Suite 267 of the Carmichael Student Center Addition, 770-423-6443.

Academic Honesty: You are required to adhere to the tenets of the Kennesaw State University Policy on Academic Honesty. This policy can be found at:

http://www.kennesaw.edu/academicaffairs/acadpubs/acadpub/ucat2006-07/x.General_Policies.pdf

The course syllabus provides a general plan for the course; deviations may be necessary.

COURSE SCHEDULE

August 19 Introduction to the Course

Part 1: Conceptualizing Race, Class and Gender

Race and Racism

- August 21 Omi and Winant, "Racial Formations" RCG p. 13.
 Snipp, "The First Americans" e-res
 Brodtkin, "How Jews Became White Folks" RCG p. 38.
 Graves, "The Race Myth" e-res
 Tafoya, "Shades of Belonging: Latinos and Racial Identity" RCG p. 214.
 Shah, "Asian Americans?" RCG p. 217.
- August 26 Video: Race, The Power of an Illusion Part I
- August 28 Rubin, "Is This a White Country or What?" RCG p. 226.
 Tatum, "Defining Racism, Can We Talk" RCG p. 123.
 Bonilla-Silva, "Color-Blind Racism" RCG p. 131.
 Thrupkaew, "The Myth of the Model Minority" RCG p. 220.
 West, "Race Matters" e-res
- September 2 U.S. Commission on Civil Rights, "The Problem: Discrimination" RCG p. 243.
 Teicher, "Where 'English Only' Falls Short" RCG p. 260.
 Bayoumi, "How Does it Feel to Be a Problem?" e-res
 Rothschild, "Muslim-American Running Back off the Team at New Mexico State" RCG p. 271.
 Lumumba-Kasongo, "My Black Skin Makes my White Coat Vanish" RCG p. 279.

Gender and Sexuality

- September 4 Lorber, “‘Night to his Day’: the Social Construction of Gender” RCG p. 54.
 Risman, “Gender as a Social Structure: Theory Wrestling with Activism” e-res
 Johnson, “Patriarchy” RCG p. 153.
 Connell, “Hegemonic Masculinity and Emphasized Femininity” e-res
 Cofer, “The Myth of the Latin Woman” RCG p. 392.
 Fayad, “The Arab Woman and I” RCG p.397.
- September 9 Carter, “Between a ‘Soft’ and a ‘Hard’ Place” e-res
 Messner, “Masculinities and Athletic Careers” e-res
 Singer, “For You, My Lovely, a Face-Lift” RCG p. 455.
 McGuffey and Rich, “Playing in the Gender Transgression Zone” e-res
 Hochschild, “The Second Shift” e-res
 England, “Emerging Theories of Care Work” e-res
- September 11 Seidman, “Social Constructionism” D2L
 Katz, “The Invention of Heterosexuality” RCG p. 68.
 Pharr, “Homophobia as a Weapon of Sexism” RCG p. 162.
 Seidman, “In the Closet” D2L
 West, “The Necessary Engagement with Youth Culture” D2L
 Perry, “The Venus Hip Hop and the Pink Ghetto” D2L
 Video: Beyond Beats and Rhymes
- September 16 **Exam 1**
- September 18 No Class
- Social Class**
- September 23 Gans, “Deconstructing the Underclass” RCG p. 102
 Mantsios, “Class in America 2009” RCG p. 177
 Sklar, “Imagine a Country” RCG p. 307
 Portes, “Immigration’s Aftermath” RCG p. 365
- September 25 Johnson, “Income Gap is Widening” RCG p. 317
 Thompson, “Meet the Wealth Gap” RCG p. 319
 Collins and Yeskel, “Billionaires R Us” RCG p. 321
 Mantsios, “Media Magic: Making Class Invisible” RCG p. 610
 Ehrenreich, “Nickel and Dimed: On (Not) Getting by in America” e-res
- September 30 Lareau, “Unequal Childhoods” e-res

Burd, “College Choices Limited for Students from Needy Families” RCG p. 287
 Gates, “Forty Acres and a Gap in Wealth” RCG p. 328
 Lui, “The Economic Reality of Being Latino/a in the US” RCG p. 330
 Lui, “The Economic Reality of Being Asian American” RCG p. 334
 Schilt, “How Transmen make Gender Visible at Work: D2L

October 2 Coniff, “Women Losing Ground” RCG p. 342
 WAGE, “The Wage Gap and its Costs” RCG p. 346
 Feldman, “‘Savage Inequalities’ Revisited” RCG p. 357
 Reuss, “Cause of Death: Inequality” RCG p.360
 Video: Money, Power and the American Dream

Privilege, Oppression, and Intersectionality Theory

October 7 Miller, “Domination and Subordination” RCG p. 108
 U.S. Commission on Civil Rights, “The Problem: Civil Rights” RCG p. 243
 Frye, “Oppression” RCG p. 149
 Young , “The Five Faces of Oppression” e-res
 Parenti, “The Plutocratic Culture: Institutions, Values and Ideologies” RCG p. 603

October 8 Last day to withdraw without academic penalty

October 9 Crenshaw, “Traffic at the Crossroads: Multiple Oppressions” e-res
 Collins, “Toward a New Vision: Race, Class, and Gender as Categories of
 Analysis and Connection” e-res

October 14 Messner, “White Men Misbehaving” D2L
 Messner and Cook, “Gender in Televised Sports” D2L
 Video: Not Just a Game

October 16 **Exam 2**

Part 2: Intersections of Race, Class and Gender

Education

October 21 Hoover, “Race and Family Income of Students Influence Guidance Counselors”
 RCG p. 286
 Sax, “Her College Experience is not His” RCG p. 441
 Welch and Payne, “Racial Threat and Punitive School Discipline” D2L
 Morris, “‘Tuck in that Shirt!’ Race, Class, Gender and Discipline in an Urban
 School” D2L
 Matthews, “Wealthy Often Win Race for Merit-Based Scholarships” RCG p. 288

October 24 **Waller High School Case Study Analysis Due**

The Labor Market

October 28 Hondagneu-Sotelo, “Families on the Frontier: From Braceros in the Fields to Braceros in the Home” e-res
 Kirschenman and Neckerman, “‘We’d Love to Hire them, But’: The Meaning of Race for Employers” e-res
 Wingfield, “Racializing the Glass Escalator” D2L
 Pager, “The Mark of a Criminal Record” e-res
 Jordan, “Blacks vs. Latinos at Work” RCG p. 266

October 30 **Valenzuela Family Case Study Analysis Due**

Criminal Justice

November 4 Reiman and Leighton, “The Rich Get Richer and the Poor Get Prison” e-res
 Cole, “No Equal Justice: Race and Class in the American Criminal Justice System” e-res
 Davis, “Masked Racism: Reflections on Prison Industrial Complex” RCG p. 643
 Anderson, “Code of the Streets” D2L
 Covington and Bloom, “Gendered Justice: Women in the Criminal Justice System” e-res

November 6 **Cedar Woman Case Study Analysis Due**

Family, Health and Community Life

November 11 Reuss, “Cause of Death: Inequality” RCG p. 360
 Williams and Collins, “The Color of Health in the U.S.” e-res
 Zenk, “Why Are There no Supermarkets in my Neighborhood?” e-res

November 13 Stoller and Gibson, “The Diversity of American Families” e-res
 Feagin and McKinney, “The Family and Community Costs of Racism” e-res
 Ransby, “Katrina, Black Women and the Deadly Discourse on Black Poverty in America” e-res
 Herring, “Hurricane Katrina and the Racial Gulf” D2L

November 18 Video: When the Levees Broke

November 20 **Katrina Case Study Analysis Due**

November 25 No class

November 27 No class

Social Change

- December 2 hooks, “Feminism: A Transformational Politic” RCG p. 670
Thompson, “A New Vision of Masculinity” RCG p. 677
Ayvazian, “Interrupting the Cycle of Oppression: The Role of Allies as
Agents of Change” RCG p. 684
Lovato, “Uploading Real Change” RCG p. 695
Pitt, “Here. Now. Do Something.” RCG p. 703
- December 4 **Exam 3**

* The course syllabus provides a general plan for the course; deviations may be necessary *