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  
Office: SSB 4071  
E-mail: gmarkle@kennesaw.edu

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


Additional Readings: The following articles are available on Electronic Reserve or D2L. The password for Electronic Reserve is XXXX.
Bayoumi, M. 2001. “How Does it Feel to Be a Problem?” Pp. 25-29 in Margaret L. Andersen and
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
Collins, Patricia Hill. 2011. “Toward a New Vision: Race, Class, and Gender as Categories of
Laurel Richardson, Verta Taylor, and Nancy Whittier (eds.), *Feminist Frontiers IV*. NY: Mc-
Graw-Hill.
Hill.
Catherine G. Valentine (eds.), *The Kaleidoscope of Gender: Prisms, Patterns, and
in Elizabeth Higginbotham and Margaret L. Andersen (eds.), *Race and Ethnicity in Society:
Experiences.” *DuBois Review* 3(1): 129-144.
258-262 in Arlene S. Skolnick and Jerome H. Skolnick (eds.), *Family in Transition*. Boston:
Allyn & Bacon.


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:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (3@20%)</td>
<td>60%</td>
</tr>
<tr>
<td>Case Study Analyses (3@13.3%)</td>
<td>40%</td>
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</tbody>
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*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](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](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

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>August 19</td>
<td>Introduction to the Course</td>
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<tr>
<td><strong>Part 1: Conceptualizing Race, Class and Gender</strong></td>
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<tr>
<td><strong>Race and Racism</strong></td>
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Snipp, “The First Americans” e-res  
Graves, “The Race Myth” e-res  
| 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.  
West, “Race Matters” e-res |
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.  
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
Connell, “Hegemonic Masculinity and Emphasized Femininity” e-res
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 Asian American” RCG p. 334
Schilt, “How Transmen make Gender Visible at Work: D2L

October 2
Coniff, “Women Losing Ground” RCG p. 342
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

December 4  Exam 3

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