

Kennesaw State University
SOCI 3350 01
Intersections of Race, Class and Gender
Spring 2016

Classroom: SO 2021

Instructor: Gail Markle, Ph.D.

Class Hours: TR 2:00 – 3:15

Office: SO 4071

Office Hours: TR 9:00- 10:45 am

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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 1101/2201 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 **3A4MXYFXF**.

- Anderson, Bridget. 2002. "Just Another Job? The Commodification of Domestic Labor." Pp. 104-114 in Barbara Ehrenreich and Arlie Russell Hochschild (eds.), *Global Woman: Nannies, Maids and Sex Workers in the New Economy*. New York: Henry Holt and Company.
- Anderson, Elijah. 1994. "The Code of the Streets." *The Atlantic Monthly* 273(5):80-94.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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. 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.
- 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 No 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. **No part of this class may be electronically recorded or posted to any form of social media without the express written consent of the instructor.**

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.** Students are solely responsible for managing their enrollment status in the course; nonattendance does not constitute a withdrawal.

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, films shown in class, and reading assignments. Exams will be given **February 11, March 10, and April 28.** Makeup exams will be given only for exceptional cases with appropriate documentation and will consist of essay questions only. To be considered eligible for a make-up exam, students must contact the instructor prior to the originally scheduled exam time.

Case Study Analyses: Three case studies will be posted on D2L. You will 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

- January 19 Video: Race, The Power of an Illusion Part I
- January 21 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.
- January 26 U.S. Commission on Civil Rights, "The Problem: Discrimination" RCG p. 243.
Teicher, "Where 'English Only' Falls Short" RCG p. 260.
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

- January 28 Lorber, "'Night to his Day': the Social Construction of Gender" RCG p. 54.
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.
- February 2 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.
Hochschild, "The Second Shift" D2L
England, "Emerging Theories of Care Work" e-res
- February 4 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

February 9 Video: Beyond Beats and Rhymes

February 11 Exam 1

Social Class

- February 16 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

February 18 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" D2L

February 23 Lareau, "Unequal Childhoods" D2L
 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

February 25 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

March 1 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

March 2 Last day to withdraw without academic penalty

March 3 Crenshaw, "Traffic at the Crossroads: Multiple Oppressions" e-res
 Collins, "Toward a New Vision: Race, Class, and Gender as Categories of
 Analysis and Connection" D2L

March 8 Messner, "White Men Misbehaving" D2L
 Messner and Cook, "Gender in Televised Sports" D2L
 Video: Not Just a Game

March 10 Exam 2

Part 2: Intersections of Race, Class and Gender

Education

- March 15 Hoover, "Race and Family Income of Students Influence Guidance Counselors"
RCG p. 286
Sax, "Her College Experience is not His" RCG p. 441
Matthews, "Wealthy Often Win Race for Merit-Based Scholarships" RCG p. 288
- March 17 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
- March 22 No Class
- March 24 Waller High School Case Study Analysis Due
Class Discussion**

The Labor Market

- March 29 Hondagneu-Sotelo, "Families on the Frontier: From Braceros in the Fields to
Braceros in the Home" D2L
Pager, "The Mark of a Criminal Record" e-res
Jordan, "Blacks vs. Latinos at Work" RCG p. 266
- March 31 Anderson, "Just Another Job?: The Commodification of Domestic Labor"
- April 5 No Class Spring Break
April 7 No Class Spring Break
- April 12 Valenzuela Family Case Study Analysis Due
Class Discussion**

Criminal Justice

- April 14 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
- April 19 Cedar Woman Case Study Analysis Due
Class Discussion**

Family, Health and Community Life

- April 21 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
 Stoller and Gibson, “The Diversity of American Families” e-res
 Feagin and McKinney, “The Family and Community Costs of Racism” e-res

Social Change

- April 26 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

April 28 Exam 3

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