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.

Additional Readings: The following articles are available on Electronic Reserve or D2L. The password for Electronic Reserve is 3A4MXYFXF.


**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:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (3@20%)</td>
<td>60%</td>
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<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, 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
be 3 ½ -4 12 point font, double spaced pages and include specific references to at least four relevant assigned readings. You must integrate answers to the questions at the end of the case studies into your analysis. Detailed instructions and a grading rubric will be provided. We will discuss these analyses in class. Analyses will be due March 24, April 12, and April 19.

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:

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

COURSE SCHEDULE

January 12 Introduction to the Course

Part 1: Conceptualizing Race, Class and Gender
Race and Racism
Snipp, “The First Americans” D2L
January 19  Video: Race, The Power of an Illusion Part I

    Tatum, “Defining Racism, Can We Talk” RCG p. 123.

    Rothschild, “Muslim-American Running Back off the Team at New Mexico State” RCG p. 271.

Gender and Sexuality
January 28  Lorber, “‘Night to his Day’: the Social Construction of Gender” RCG p. 54.
    Connell, “Hegemonic Masculinity and Emphasized Femininity” e-res
    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
    Mantisios, “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 Asian American” RCG p. 334
Schilt, “How Transmen make Gender Visible at Work: D2L

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

April 28
Exam 3

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