

**Kennesaw State University**  
**SOCI 3350 01 CRN 10096**  
**Intersections of Race, Class and Gender**  
**Spring 2017**

Classroom: SO 2025

Instructor: Gail Markle, Ph.D.

Class Hours: TR 9:30 – 10:45

Office: SO 4071

Office Hours: TR 12:30 – 2:30 pm  
and by appointment

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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

- 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 Dimed: 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 4<sup>th</sup> 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 9, March 9, and April 27.** 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 21, April 11, and April 18.**

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://scai.kennesaw.edu/students/general-info/cheating.php>

**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.

**Strategies for Success:** Students are encouraged to consult with the KSU Writing Center at <http://writingcenter.kennesaw.edu/>

**Academic Honesty:** Students are required to adhere to the tenets of the Kennesaw State University Policy on Academic Honesty. This policy can be found at: <http://scai.kennesaw.edu/codes.php>

**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.

<http://kennesaw.edu/sds/insitutionalpolices.php>

**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)

**Other Important Policies:** Please familiarize yourself with the following important KSU policies: Confidentiality and privacy (FERPA) <http://enrollmentservices.kennesaw.edu/training/ferpa.php>; University Student Rights Statement

<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>;

Ethics Statement <http://scai.kennesaw.edu/codes.php>; Sexual Harassment Statement

<http://scai.kennesaw.edu/codes.php>; and Disruption of Campus Life Policy

<http://scai.kennesaw.edu/codes.php>.

## COURSE SCHEDULE

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January 10 Introduction to the Course

### **Part 1: Conceptualizing Race, Class and Gender**

#### **Race and Racism**

January 12 Omi and Winant, "Racial Formations" RCG p. 13.  
 Snipp, "The First Americans" D2L  
 Brodtkin, "How Jews Became White Folks" RCG p. 38.  
 Tafoya, "Shades of Belonging: Latinos and Racial Identity" RCG p. 214.  
 Shah, "Asian Americans?" RCG p. 217.

January 17 Video: Race, The Power of an Illusion Part I

January 19 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 24 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 26 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.

January 31 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 2      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 7      Video: Beyond Beats and Rhymes

**February 9      Exam 1**

**Social Class**

February 14      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 16      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 21      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 23      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**

February 28      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 1**            **Last day to withdraw without academic penalty**

March 2            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 7            Messner, “White Men Misbehaving” D2L  
Messner and Cook, “Gender in Televised Sports” D2L  
Video: Not Just a Game

**March 9**            **Exam 2**

**Part 2: Intersections of Race, Class and Gender**

**Education**

March 14           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 16           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 21**           **Waller High School Case Study Analysis Due**  
**Class Discussion**

**The Labor Market**

March 23           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 28           Anderson, “Just Another Job?: The Commodification of Domestic Labor”

March 30           No Class Southern Sociological Conference

April 4            No Class Spring Break

April 6            No Class Spring Break

**April 11**           **Valenzuela Family Case Study Analysis Due**  
**Class Discussion**



## **Criminal Justice**

- April 13 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 18 Cedar Woman Case Study Analysis Due Class Discussion**

## **Family, Health and Community Life**

- April 20 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 25 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 27 Exam 3**

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