People of African descent have a unique relationship within the United States. In 1896, distinguished scholar W.E.B. DuBois became convinced that the experience of Africans in the Americas was so distinctive that it was imperative to study Black people in order to understand power dynamics at all levels of society. While paying particular attention to the many ways that racial power dynamics have impacted all people of African descent in the United States, this course does not assume a uniform Black experience. We shall see that gender, class, and sexuality greatly shape the differing experiences of African-Americans; both in regards to other ethno-racial groups as well as between other Black Americans. As a Core course, we explore these matters by addressing the following issues:

**Perennial Questions:** This course will interrogate some of the on-going debates within sociology as well as the larger scholarship on African-Americans, race, class, and gender. For instance, we will ask: What drives human behavior, biology or culture? Do people shape society or does society shape people? What is “freedom”? What are the limits of our ability to overcome oppression and inequality? What is the meaning of progress?

To help tackle these questions, this course will be explicitly guided by four central themes from critical race feminism (CRF). This perspective asserts that:

1) Social identities are historically and culturally specific and change over time.
2) Race, class, gender, and sexuality are not separate identities that are easily distinguishable from one another. These social identities intersect and reinforce each other. For example, one cannot talk about race without examining its implications for gender and vice versa.
3) CRF acknowledges the importance of laws, policies, and institutions in the perpetuation of inequalities.
4) Finally, CRF is skeptical of concepts such as objectivity, neutrality, and meritocracy. Therefore, ideas of equality must be critically examined.

**Cultural Diversity:** Cultural diversity is at the heart of this course. We will focus on African-Americans and discuss their unique relationship to the United States. However, we will not only look at distinctions between groups, but also within group variation. Black women and Black men, for example can experience “Black life” very differently.
**Historical Perspective:** In the first assigned reading sociologist C. Wright Mills outlines the “sociological imagination,” which highlights the connections between history, social structure, and personal biography. This course nurtures the sociological imagination through its socio-historical foundation, its emphasis on multiple perspectives, and an examination of how history and social structure converge to impinge on the life chances of different types of people.

After situating this course within the “sociological imagination,” we turn to W.E.B. DuBois’ ideas about “the color line” and how the socio-historical construction of this color line impacts Black Americans of various class, gender, and sexual backgrounds. We will then look at how these social identities shape – and are also shaped by – four general subject areas: (1) wealth and poverty, (2) education, (3) families, children, and youth and (4) crime, law, and politics. Although this course is separated into subject areas, we shall see that these areas greatly overlap and are mutually influenced by one other.

**Methodology:** Methodologies are the procedures that are used to guide research. The course materials are purposely eclectic and draw from a wide range of sources and methods. We will utilize the work of both “positivist” scholars who often obtain data from social surveys and controlled experiments as well as more “interpretative” researchers who frequently derive data from fieldwork and interviewing. We will also discuss the strengths and weaknesses of particular methodologies.

**Writing Component:** Throughout the semester you will be compelled to use your “sociological imagination” in essays for exams, in-class writing, and, if you choose, extra-credit assignments. The writing component will help you develop critical thinking skills and to engage the world sociologically.

**Creating A Personal Philosophy:** This course will challenge you to critically examine: yourself in the social order; how you benefit from and/or are oppressed by your social location; your ideas of freedom and social justice; your vision for yourself and society in the future; and the best ways to realize that vision considering the very real social constraints that bind us all. Hopefully, this will encourage working for the betterment of human kind from a culturally competent standpoint that is informed by the complex intersections of race, class, gender, and sexuality.

**Course Expectations and Evaluation:**
1) This is a reading and participation intensive course. Readings are due on the date they are listed. Come to class ready to discuss them.

2) If you miss class, you are responsible for getting notes from a classmate.

3) There will be three exams. Exam One is worth 20%, Exam Two is 30%, and the Last Exam accounts for 35% of your final grade.

4) Fifteen percent of the final grade will consist of class participation. This includes contributing to class discussions, in-class writing assignments, and pop quizzes. In-class texting and checking email, Facebook, or other social media is strictly prohibited and will negatively impact your participation grade. Other class disruptions and tardiness will also have a negative impact on your class participation. It should be made clear that simply coming to class does NOT constitute class participation – only participating in class discussion will help your...
participation grade. **Do not** come to class if you are more than five minutes late unless you have permission from the professor. After the class has been in session for five minutes the door will be shut. **Do not enter if the door is closed.** You cannot make up in-class assignments or pop-quizzes if you are not present unless you have an excused absence.

5) A doctor, school administrator, or other certified official must verify an absence in order for it to be excused. Notes from parents or legal guardians will not be accepted.

6) Students will also be given the **option** to write up to five response statements for extra credit. These statements should be in response to readings. You should take the time to craft a thoughtful critique because there is no guarantee that you will receive credit. In order to get credit, statements will be evaluated based on the following criteria: (a) an introduction that distinctly states your topic and why it is important; (b) responses should have a logical flow with supporting evidence from the readings and lecture; (c) a succinct critique of the pertinent issues; (d) and all papers should be typed, double spaced, and NO MORE than two pages. Once we have finished discussing a particular reading, you cannot write a statement on it. Also, statements must be on different subject areas. For example, you cannot write two statements on education. These statements may also be read aloud to the class to spark discussion (names, however, will be kept confidential). Each response statement is worth a one-percentage point increase to your final grade. For example, if you do (and receive credit for) all five statements a final grade of 85% will be bumped up to a 90%. There will be no other extra credit options.

**Grading Scale:**

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**Academic Integrity**
Academic integrity is a standard of utmost importance in this class. Guidelines for academic integrity in written work are posted on the Boston College website at:

bc.edu/bc_org/avp/enmgt/stserv/acd/univ.html#integrity *

If you have any questions pertaining to the academic integrity guidelines, please come and talk with me or with the teaching assistant. If you are caught violating Boston College’s policies on academic integrity, you will receive a failing grade for the assignment and the appropriate Dean will be notified in accordance to the rules set forth by Boston College.

**Required Readings:**


Readings marked with an (*) indicates that it is from one of these books.

Ereserve Readings: From the Boston College University Libraries home page, select Course Reserves from the Quick Links. Sign on with your BC username and password, and your personal reserve course lists will display, or you may search for the course number.

The professor reserves the right to incorporate additional readings throughout the course.

**Reading Schedule:**

**Race, Class, Gender, Sexuality, and the Souls of Black Folk**

Jan. 13: First Day of Class – No Readings


AND


AND

Peter Kaufman.08/25/2014. “Michael Brown, Ferguson, Missouri, and the Invisibility of Race.” *Everyday Sociology*

AND

Leanne Simpson.12/05/2014. “An Indigenous View on #BlackLivesMatter.” *Yes!*


AND


AND


**AND**
P. Hill Collins. Ch. 3 “Prisons for Our Bodies, Closets for Our Minds: Racism, Heterosexism, and Black Sexuality,” in *Black Sexual Politics*.


**Feb. 3:** *P. Hill Collins. Ch. 4 “Get Your Freak On,” Ch. 5 “Booty Call,” and Ch. 6 “Very Necessary,” from *Black Sexual Politics*.

**AND**
In Class Video: “Jay Z to Oprah: ‘Hip Hop has done more for racial relations than most cultural Icons.”

**Feb. 5:** FIRST EXAM!!!

**Wealth and Poverty**


**AND**

**AND**
Oliver, Melvin and Thomas Shapiro. 2008. “Sub-Prime as a Black Catastrophe.” *The American Prospect*.

**AND**

**Feb. 12:** *Mary Patillo-McCoy. Introduction, Ch. 1 “The Black Middle Class,” and Ch. 2 “The Making of Groveland” from *Black Picket Fences*.

**Feb. 17:** *Mary Patillo-McCoy. Ch. 3 “Generations Through a Changing Economy” and Conclusion from *Black Picket Fences*.

**Feb. 19:** *Deirdre Royster. Introduction, Ch.2 “Invisible and Visible Hands,” and Ch.3 “From School to Work…in Black and White” from *Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*.

**Feb. 24:** *Deirdre Royster. Ch. 5 “Evaluating Market Explanations,” Ch. 7 “Networks of Inclusion, Networks of Exclusion,” and Ch. 8 “White Privilege and Black Accommodation” from *Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*.


**AND**

March 3 – 5: NO CLASSES!!! ENJOY YOUR BREAK!!!

**Education**

**March 10:** [NOTE: There is more reading than usual for this day]


AND


AND


**March 12:** [NOTE: There is more reading than usual for this day]


AND


AND


AND


**March 17:** SECOND EXAM!!!

**Family, Children and Youth**


AND


AND
*Mary Patillo-McCoy. Ch. 5 “Growing Up in Groveland” from Black Picket Fences.

Crime, Law, and Social Politics: Inter-Racial and Intra-Racial

Inter-Racial
AND

April 2: NO CLASS!!

AND
AND
In Class Video Clip: “The Hunted & the Hated: An Inside Look at the NYPD’s Stop & Frisk Policy”

April 9: Special Focus – From Trayvon Martin to Ferguson, Missouri
AND
AND
Lauren Davidson. 3/12/2014. “Disturbing Study Proves that Cops View Black Children Differently.” Identities Mic
AND
AND
Albert L. Butler.8/21/2014. “It’s Open Carry for Whites and Open Season on Blacks.” The Root
AND
AND
In Class Video Clip: “Black Parents Holding their Children Closer after Verdict.”
AND
In Class Video Clip: “A Nation of Laws…” by Michaela Davis
AND
In Class Video Clip: “Stanford’s Jennifer Eberhardt wins MacArthur ‘Genius’ Grant.”

April 14: *M. Pattillo-McCoy. “Neighborhood Networks and Crime,” Chapter 4 from Black Picket Fences.
AND

7

AND

FitzGerald, Susan. 2013.  “‘Crack Baby’ Study Ends with Unexpected but Clear Results.” *The Inquirer*

AND

In Class Video Clip:  “How Much Do We Really Know About Drugs?”

**April 16:**  **[NOTE: There is more reading than usual for this day]**


AND


AND


AND


**Intra-Racial**


AND


AND

LaMont Hill. 2012. “‘Why Aren't We Fighting for CeCe McDonald?,” *Ebony/ News & Views.*

AND

In Class Video: “Laverne Cox Explains the Intersection of Transphobia, Racism and Misogyny.”

**April 28:**  **[NOTE: There is more reading than usual for this day]**


AND

AND

AND

April 30: Wrap up and Review – No Readings

LAST EXAM will be given during finals week (TBA)
Health Service Resources

**Boston College Resources**

**Health Services**, 119 Cushing Hall  
552-3225  
Emergency (24 hours): 552-3227

**Counseling Services**, 108 Gasson Hall  
552-3310

**Women’s Resource Center**, 213 McElroy Hall  
552-3489

**Sexual Assault Network**  
552-BC11 (24 hour hotline)

**BC Police Dept.**  
Emergency: 552-4444  
Non-emergency: 552-3475

**Office of Health Promotion**  
552-990

**Boston Area Resources**

**Boston Area Rape Crisis Center**  
617-492-7273

**Battered Women’s Hotline**  
617-661-7203

**Casa Myrna Vazque**  
English/Spanish Hotline  
617-521-0100

**GLBTQ Domestic Violence Project**  
Hotline: 1-800-832-1901  
Office: 617-354-6056

**Mass. Coalition for Battered Women**  
1-800-799-SAFE  
617-248-0922

**The Network/ La Red**  
English/Spanish Hotline  
Serves lesbians and bisexual women, women involved with other women, and transgendered individuals (MTF & FTM)  
Hotline/Linea de Crisis: 617-742-4911  
TTY: 617-227-4911

**Victim Rights Law Center**  
617-399-6720

**Hispanic Black Gay Coalition**  
617-487-HBGC (4242)  
Services: New Leadership Institute, LGBTQ Mentorship, Domestic Violence, LGBTQ Christian Worship

**New England Area Resources**

**New England Learning Center for Women in Transition**  
413-772-0806