

We begin by discussing the socio-historical construction of race, class, gender, and sexuality and how they are connected. 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 social policy. 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. Class disruptions and tardiness will have a negative impact on your class participation. ***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 allowed 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 grade of 85% will be bumped up to a 90%. There will be no other extra credit options.

Grading Scale:

94-100= A	70-73= C
90-93= A-	66-69= C-
86-89= B+	62-65= D+
82-85= B	58-61= D
78-81= B-	54-57= D-
74-77= C+	53-00= F

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:

www.bc.edu/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:

Roberts, Dorothy. 1997. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage Press. Readings marked with an (*) indicates that it is from this book.

Ereserve Readings: To access e-reserve readings (a) go to the libraries home page; (b) click on "more catalog search options;" (c) click on "Course/On-line Reserves;" and (d) Search by my last name, McGuffey.

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

Reading Schedule:

Constructing Race, Gender, Sexuality, and Class

Sept. 9: First Day of Class – No Readings

Sept. 11: Introductory Concepts – Mills, C. Wright. 1959. Ch. 1 “The Promise,” pp. 3-24, In *The Sociological Imagination*. Oxford. Oxford University Press.

Sept. 14: Introductory Concepts – Harris, Cheryl I. 1995. “Whiteness as Property,” pp. 276-291. In *Critical Race Theory: The Key Writings that Formed the Movement*, edited by K. Crenshaw, N. Gotanda, G. Peller, and K. Thomas. New York: New York Press.

Sept. 16: Barrett, James E. and David Roediger. 2005. “How White People Became White,” pp. 35-39. In *White Privilege*, edited by P. Rothenberg. New York. Worth Publishers.

AND

Foley, Neil. 2005. “Becoming Hispanic: Mexican Americans and Whiteness,” pp. 55-63. In *White Privilege*, edited by P. Rothenberg. New York. Worth Publishers

AND

Tafoya, Sonya. 2005. “Shades of Belonging,” pp. 218-221. In *White Privilege*, edited by P. Rothenberg. New York. Worth Publishers

Sept. 18: Cornell, Stephen. 1996. “American Indians and Political Protest: The ‘Red Power’ Years,” 138-149. In *Origins and Destinies*, edited by S. Pedraza and R. Rumbaut. Wadsworth.

Sept. 21: Andersen, Margaret. 1993. *Thinking About Women*, Ch.2 “The Social Construction of Gender,” pp.21-51. New York: Macmillan.

Sept. 23: *Roberts, Dorothy. “Introduction” and Ch. 1, “Reproduction in Bondage,” in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, pp.1-55

Sept. 25: Lang, Sabine. 1997. “Various Kinds of Two-Spirit People: Gender Variance and Homosexuality in Native American Communities,” pp. 100-117, In *Two Spirit People*, edited by S. Jacobs, W. Thomas, and S. Lang. University of Illinois Press.

AND

D’Emillio, John and Estelle B. Freedman. 1997. *Intimate Matters: A History of Sexuality in America*, Ch.2 “Family Life and the Regulation of Deviance,” pp.15-38. Chicago: University of Chicago Press.

Sept. 28: J. D’Emilio. “Capitalism and Gay Identity,” in K. Hansen and A. Garey (eds), *Families in the U.S.: Kinship and Domestic Politics*, pp. 131-141. Philadelphia: Temple University Press.

Sept. 30: FIRST EXAM!!!

Wealth and Poverty

Oct. 2: Lipsitz, George. "The Possessive Investment in Whiteness: How White People Profit from Identity Politics." In *The Meaning of Difference*, pp. 351-360.

Oct. 5: Lui, Meizhu and others. 2006. "Land Rich, Dirt Poor: Challenges to Asset Building in Native America," Ch. 2 in *The Color of Wealth*. The New Press.

AND

Lui, Meizhu and others. 2007. "The Economic Reality of Being Latino/a in the United States," pp.358-361. In *Race, Class, and Gender in the United States*, edited by P. Rothenberg. Worth Publishers.

AND

Lui, Meizhu and others. 2007. "The Economic Reality of Being Asian American," pp. 362-369. In *Race, Class, and Gender in the United States*, edited by P. Rothenberg. Worth Publishers.

Oct. 7: Oliver, Melvin and Thomas Shapiro. *Black Wealth/White Wealth, Ch. 5 "A Story of Two Nations: Race and Wealth," pp.91-108*

Oct. 9: , Melvin and Thomas Shapiro. *Black Wealth/White Wealth, Ch. 5 "A Story of Two Nations: Race and Wealth," pp.109-125.*

Oct. 12: NO CLASS – Enjoy Your Break!

Oct. 14: Royster, Deirdre. 2003. "White Privilege and Black Accommodation," Ch. 8 in *Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*. University of California Press.

Oct. 16: Hays, Sharon. 2003. "Pyramids of Inequality," Ch. 5 in *Flat Broke With Children*. Oxford: Oxford University Press.

AND

Roberts, Dorothy. "The Welfare Debate," Chapter 5 in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, pp.22-55

Oct. 19: Badgett, M.V. Lee. 2001. *Money, Myths, and Change: The Economic Lives of Lesbians and Gay Men*, Ch. 2. "The Economic Penalty for Being Gay." Chicago: University of Chicago Press.

Education

Oct. 21: Thorne, Barrie and Zella Luria. "Sexuality and Gender in Children's Daily Worlds," *Social Problems*, v.33 n3, pp176-189.

Oct. 23: Tanenbaum, Leora. 1999. *Slut!: Growing Up Female With a Bad Reputation,* Introduction and Ch.1 "Insult of Insults," pp. 1-43. Seven Stories Press.

Oct. 26: Carter, Prudence. " 'Black' Cultural Capital, Status Positioning, and Schooling Conflicts for Low-Income African American Youth," *Social Problems*, v.50 n.1, pp. 136-155.

Oct. 28: Larew, John. "Why Are Doves of Unqualified, Unprepared Kids Getting into Our Top Colleges? Because Their Dads Are Alumni." In *The Meaning of Difference*, pp. 273-278.

AND

Rosner, Jay. 2003. "On White Preferences." *The Nation* March 27.

Oct. 30: SECOND EXAM!!!

Families, Children and Youth

Nov. 2: B. Thornton Dill. "Fictive Kin, Paper Sons, and Compadrazgo: Women of Color and the Struggle for Family Survival." In K. Hansen and A. Garey (eds), *Families in the U.S.* Temple University Press.

Nov. 4: Jones, Ann. *Next Time She'll be Dead*, Ch.5 "Why Doesn't She Leave?", Beacon Press.

Nov. 6: Newman, Katherine. 1999. *No Shame in My Game*, Ch.7 "Family Values," pp.186-205. New York: Russell Sage.

Nov 9: Stacey, Judith. 1996. *In the Name of the Family*, Ch. 5 "Gay and Lesbian Families Are Here; All Our Families Are Queer; Let's Get Used to It!" pp. 105-144. Boston: Beacon Press.

Nov. 11: J. Wright. 2001. " 'Aside from One Little, Tiny Detail, We Are So Incredibly Normal:' Perspectives of Children in Lesbian Step Families." In M. Berstein and R. Reimann (eds), *Queer Families, Queer Politics*. New York: Columbia University Press.

Nov. 13: D. Van Ausdale and J. Feagin. "Using Racial and Ethnic Concepts: The Critical Case of Very Young Children." *American Sociological Review*, v. 61 (October).

Nov. 16: Yen Le Espiritu. 2001. " 'We Don't Sleep Around Like White Girls Do': Family, Culture, and Gender in Filipina American Lives," *Signs* v.26(2), pp. 415-440.

Nov. 18: Amy C. Wilkins. "Puerto Rican Wannabees: Sexual Spectacle and the Marking of Race, Class, and Gender Boundaries," *Gender & Society* v.18(1), pp. 103-121.

Crime, Law, and Social Policy

Nov. 20: Beckett, Katherine and Theodore Sasson. *The Politics of Injustice: Crime and Punishment in America*, Ch. 5 "Crime in the News," pp.75-99.

Nov. 23: *Roberts, Dorothy. "Making Reproduction a Crime," Chapter 4 in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, pp.150-200.

Nov. 25 – 27: NO CLASS!!! Have a Great Break!!!

Nov. 30: M. Pattillo-McCoy. "Neighborhood Networks and Crime," Chapter 4 in *Black Picket Fences: Privilege and Peril Among the Black Middle Class*, pp 91-116. University of Chicago Press.

Dec. 2: Harris, David A. 2002. Ch. 4 "The Hard Numbers: Why Racial Profiling Doesn't Add Up," pp.73-90 in *Profiles in Injustice: Why Racial Profiling Cannot Work*.

AND

Harris, David A. 2002. Ch. 6 "It's Not Just Driving While Black: How Profiling Affects Latinos, Asians, and Arabs," pp.129-144.

AND

Harris, David A. 2003. Ch.9 “Racial Profiling After September 11, 2001: New Reality, Same Problems,” 223-240. *Profiles in Injustice: Why Racial Profiling Cannot Work*.

Dec. 4: : Guerrero, Maria Anna James. “Civil Rights versus Sovereignty: Native American Women in Life and Land Struggles.” In *Feminist Genealogies, Colonial Legacies, and Democratic Futures*, pp. 101-121.

Dec. 7: *Roberts, Dorothy. “The Meaning of Liberty,” Chapter 7 in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, pp.294-312.

Dec. 9: Wrap up and Review – No Readings (**Last day of regularly scheduled class**)

LAST EXAM will be given during finals week (TBA)