

Race, Class, Gender, and Sexuality

SOC 496-009: Topics in Sociology, Class No: 74506 (3 credits)
University of Wisconsin-Madison
Tuesdays and Thursdays, 11:00am - 12:15pm CST
ONLINE (SYNCHRONOUS) - FALL 2020

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Office Hours: Tuesdays, 10am-11am; Thursdays, 12:30pm-1:30pm (in BBCollaborate Ultra, by appointment at <https://kcjensen.youcanbook.me/>)

This course examines the workings of race, class, gender and sexuality in American society. Though often taken for granted or unrecognized, race, class, gender, and sexuality are central axes of stratification, identity, and experience. In this course, we explore how they operate as ways of categorizing people, and how they have very real consequences in people's lives, particularly the opportunities they have and the challenges they face.

We begin by examining each core concept from a sociological perspective, as social constructions that help to rationalize and justify social inequality. We then focus our attention on the relationships among them - how race, class, gender and sexuality intersect to shape individual experiences, interpersonal interactions, and society more broadly. We examine how these differences and inequalities matter in a variety of institutional contexts, including the media, schools, the economy, and the legal and criminal justice system. Finally, we consider solutions to social inequality and discuss strategies for social change.

READING

- Newman, David. 2012. *Identities and Inequalities: Exploring the Intersections of Race, Class, Gender, and Sexuality*. 2nd edition. McGraw-Hill.
- The remainder of the readings are available as PDFs in "Modules" on Canvas

Students are expected to complete the assigned readings before each class session so that you are versed in the material we will discuss together. You are assigned an average of 27 pages per class; completing this reading is essential to succeeding in and getting the most possible out of this course. It is my hope that you will find the readings engaging and sometimes provocative. You are not expected to agree with everything you read, I do not agree with everything I have assigned. You are, however, expected to sociologically consider and evaluate the readings. Some of the readings will be easier than others; your readings include a variety of texts from personal testimonies to theory. I suggest that you plan accordingly when figuring out how and when to do your reading. Finally, active reading is the best reading - underline, highlight, write notes in the margins, engage the text! This not only aids in your comprehension and retention of the material, it will also make studying for the exams easier.

COURSE ASSESSMENT

<i>Assessment</i>	<i>Weight</i>	<i>Due Date</i>
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Writing Assignment 1: Your Identity	10%	Sun Sept 20 by 11:59pm
Writing Assignment 2: Race/Class Discrimination	10%	Sun Oct 4 by 11:59pm
Midterm Exam	25%	Tues Oct 20
Presentation 1: Viewpoint Madison	10%	Varies
Presentation 2: Gender/Sexuality in the Media	10%	Thurs Oct 29
Final Exam	25%	Thurs Dec 17
Participation	10%	
TOTAL	100%	

Exams: Your two exams together will be 50% of your final class grade, each exam individually counting for 25%. These exams consist of multiple choice, fill in the blank, true/false, and short answer questions. Exams cover material from class and the assigned readings. The *midterm exam* will be on Tuesday October 20 and will take the allotted class period. The *final exam* will be held on the university-scheduled final exam day, Thursday December 17.

Writing Assignments: Your two writing assignments will total 20% of your final grade, each individually counting for 10%. The assignments are posted on Canvas, and must be uploaded to Canvas by 11:59pm on the due date. Assignments submitted after 11:59pm will be considered late. Each day late will result in half a letter grade being docked (i.e., 5% off for each day), this includes weekends and is *regardless of the reason it is late*. No assignments will be accepted via email; you must upload the file in the proper location on Canvas for it to be graded. I will grade and comment on your assignments and return them to you via Canvas.

Group Presentations: Your two group presentations will total 20% of your final grade, each individually counting for 10%. While part of a group, each student will receive an individual grade based on their particular performance. The presentation guidelines are posted on Canvas.

Participation: This class thrives on the participation of its students, and the quality of our discussions depends on each of us. Participation means attending class, showing up on time, demonstrating that you have read the assigned readings, contributing productively to class discussion, and asking relevant questions. Our discussions as a class are a vital part of this course. I suggest that you take your participation grade seriously. You will be penalized for excessive absences, as well as for disrespectful, disengaged, or inappropriate behavior; on the flip side, you will be rewarded for attentive, thoughtful engagement.

Extra Credit: You may earn up to 3 percentage points added to your final grade through extra credit opportunities. Extra credit will result from engaging with supplementary materials available in the Canvas Modules and connecting them to the course readings. See "Extra Credit" under Assignments in Canvas for more details. Extra Credit can be submitted any time by the last class day of the semester.

Final Grades. The grades you receive will be based on the following standard scale.

A = 93 - 100
 AB = 88 - 92.9
 B = 83 - 87.9

BC = 78 - 82.9
 C = 70 - 77.9
 D = 60 - 69.9

F = 59.9 or lower

I do not curve individual assignments or final grades. The grade you receive in this class is the grade you earn, not a grade given to you. If you are concerned about your grade, you are welcome to meet with me to discuss what you can do to improve it.

COURSE POLICIES

Courses in the time of COVID: This course is being offered in a time of tremendous uncertainty. I recognize that you (and I) may encounter unexpected challenges during this semester. That includes challenges related to health and illness, technology, caregiving responsibilities, work responsibilities, and more.

My goal this semester is to support you in doing the best work you can in light of the challenges you face. I understand that college students face tremendous pressure to work hard, get “good” grades, and be as “successful” as possible. That said, I encourage you to remember that your health and well-being are far more important than the work you do in this class or any class. And I encourage you to take the time you need to care for yourself and for your loved ones. If you are finding it difficult to balance your health and well-being with your work in this class, please let me know. It is okay to ask for help and to acknowledge when you are struggling.

I also ask that you be patient with me if the challenges of this semester force me to make last-minute changes to the course plan. I will do my best to communicate any changes clearly and make them with respect for the inconvenience, frustration, and confusion that change may cause.

Class Environment: Our class environment will be one of mutual respect and professionalism between professor and students. The topics in this course are often controversial, and you will not always agree with arguments presented in the readings, lectures, discussions, or class activities. You are encouraged to voice your opinions about these issues, but I ask that you support your opinions with evidence. To ensure a stimulating, tolerant, lively, class atmosphere, please bear in mind the following points:

- We are all knowledgeable in different ways. Each of us has something to learn and something to teach. Respect one another’s knowledge and life experiences. While something may seem obvious to you, it may be totally new to others, and vice versa.
- Be aware of the particular set of knowledge and assumptions you bring to the classroom, and approach discussions with an open mind.
- Hostile, damaging words and actions will not be tolerated – this includes racist, sexist, classist, homophobic, transphobic, ageist, or ableist language.
- Speak one at a time and refrain from interrupting.
- We demonstrate professionalism and respect for our classmates and the instructor by maintaining our focus on the lectures or discussions. Be mentally present by turning off cellphones and limiting other distractions (e.g., putting computer in do not disturb mode, closing internet browser and chat windows).
- Appreciate different styles of learning, sharing, and participating. Try to draw out quieter students, but respect people’s comfort levels and appreciate those who are active listeners, even if they do not participate vocally. Those who are more assertive should practice refraining from dominating the conversation. If you find that you are dominating the discussion, try counting to twelve (in your head!) before speaking.
- Please ask questions! If one student is confused, others likely are as well. It improves everyone’s understanding when you ask clarifying questions.

- The classroom environment greatly improves when we know people's names. I will learn your names, and I ask that you learn each other's names as well.
- Show up on time and show up prepared. Regular attendance, reading, and note taking are expected.

Email Policy: Please check your email regularly. I may not check email in the evenings and on weekends. I will not respond to questions when answers can be found: 1) in the syllabus; 2) in your notes; or 3) from a classmate. This means I won't respond to emails such as: "What are this week's readings?", "I was absent today, what did I miss?", "Is it okay if I turn my paper in late?", or "I don't remember what the theory of intersectionality is - can you remind me?" Emails should be written professionally - with a greeting, your question, and a signature.

Electronics Policy: Please note that during class sessions, computers may only be used to participate in sessions, reference the readings, and take notes. Students using laptops, cell phones, and other devices in class inappropriately will have their participation grade lowered. Please recognize that when you are distracted, you distract others and detract from the learning environment.

Office Hours: I maintain weekly office hours to meet with you and address any questions you may have about the class. If you plan to come to office hours, you must schedule an appointment via this link: <https://kcjensen.youcanbook.me/>

** If I do not have a scheduled appointment, I will not be in BBCollaborate Ultra. **

If you cannot meet during my office hours because you have a formal conflict (e.g., another course session), you may schedule an appointment via email. If you schedule an appointment with me, I expect you to keep it; if you fail to keep an appointment, I will be strongly disinclined from scheduling another.

Canvas: Students should regularly check Canvas. It's our central hub. Class sessions, the syllabus, course readings (other than the required book), assignment guidelines and assessments, grades, announcements, office hours, and supplementary materials will be on Canvas. I suggest you turn on Announcement Notifications for this course, so you are kept up to date on any changes and updates made.

Attendance: I do not take attendance. However, excessive absences will affect your participation grade. I also pull heavily from lectures for the exams, so it is in your interest to attend class.

Non-Recording Policy: You are not authorized to record lectures or our class meetings without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Unauthorized use of these copyrighted lecture materials constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Academic Integrity: By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized

collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to the following websites:

- <https://conduct.students.wisc.edu/academic-integrity/>
- http://writing.wisc.edu/Handbook/QPA_plagiarism.html

Accommodations for Students with Disabilities: UW-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work directly with you and/or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Religious Holidays: Students must notify me within the first two weeks of class of the specific days or dates on which they request relief for religious holidays. Make ups may be scheduled before or after the regularly scheduled requirements.

Note: The following course schedule is subject to changes in order to meet the needs of the course. I will announce any changes in class as well as post them as announcements on Canvas. It is your responsibility to remain up to date on course assignments and requirements.

COURSE SCHEDULE

UNIT I. THE SOCIAL CONSTRUCTION OF DIFFERENCE

Introduction

Thursday September 3. No assigned reading.

The Sociological Perspective: Manufacturing Identities and Differences

Tuesday September 8. Introduction. (29 pgs).

- Newman, "Chapter 1: Differences and Similarities" (pp. 3-22) and "Chapter 2: Manufacturing Difference: The Social Construction of Race, Class, Gender, and Sexuality" (pp. 32-42)

Thursday September 10. Privilege and Oppression. (10 pgs).

- Wildman and Davis, "Making Systems of Privilege Visible"
- Johnson, "Privilege as Paradox"

Race and Ethnicity

Tuesday September 15. Social construction of race and ethnicity. (18 pgs).

- Newman, "Racial/Ethnic Identities" in Ch. 2 (pp. 43-52)
- Omi and Winant, "Racial Formations"
- Alsultany, "Los Intersticios: Recasting Moving Selves"

Thursday September 17. Racism and white privilege. (31 pgs).

Group Presentation on Race/Ethnicity and Madison.

- Tatum, "Defining Racism. 'Can We Talk?'"
- Lipsitz, "The Possessive Investment in Whiteness"
- Thrupkaew, "The Myth of the Model Minority"

***** WRITING ASSIGNMENT 1: YOUR IDENTITY - Sunday September 20 by 11:59pm, Canvas *****

Class

Tuesday September 22. Social construction of class. (20 pgs).

- Newman, "Class Identities" in Ch. 2 (pp.52-57)
- Mantsios, "Class in America – 2012"

Thursday September 24. Class stratification and poverty. (26 pgs).

Group Presentation on Class and Madison.

- Newman, "The Face of American Poverty: In the Shadow of Plenty" (pp. 216-220)
- Rank, "Rethinking American Poverty"
- Ehrenreich, "Nickel and Dimed: On (Not) Getting by in America"

Gender

Tuesday September 29. Social construction of gender. (25 pgs).

- Newman, "Gender Identities" in Ch. 2 (pp. 57-64)
- Lorber, "The Social Construction of Gender"
- Chase, "Square Pegs: Affronting Reason"

Thursday October 1. Patriarchy and masculinity. (23 pgs).

Group Presentation on Gender and Madison.

- Johnson, "Patriarchy"
- Pascoe, "Dude, You're a Fag"

***** WRITING ASSIGNMENT 2: RACE/CLASS DISCRIMINATION - Sunday October 4 by 11:59pm, Canvas *****

Sexuality

Tuesday October 6. Social construction of sexuality. (17 pgs).

- Newman, "Sexual Orientations" (pp. 64-70)
- Katz, "The Invention of Heterosexuality"

Thursday October 8. Heteropatriarchy and sexual liberation reconsidered. (20 pgs).

Group Presentation on Sexuality and Madison.

- Levy, Excerpts from *Female Chauvinistic Pigs*
- Rupp and Taylor, "Straight girls kissing"

- Aviccolli, "He Defies You Still: The Memoirs of a Sissy"

Intersectionality

Tuesday October 13. Intersectionality. (25 pgs).

- Collins, "Toward a New Vision: Race, Class, Gender as Categories of Analysis and Connection" (pp. 713-719 ONLY)
- Williams, "The Glass Escalator, Revisited"

UNIT 2. SOCIAL INSTITUTIONS and THE PRODUCTION OF INEQUALITIES

Introduction to Producing Inequality: Stereotypes, Prejudice and Discrimination

Thursday October 15. Introduction to Unit II. (29 pgs).

- Newman, "Chapter 5: Expressing Inequalities: Prejudice and Discrimination in Everyday Life" (pp. 157-170, 172-175, and 188-201)

*****MID-TERM EXAM - Tuesday October 20, Canvas *****

- Exam on lectures and readings from Unit I.

Media

Thursday October 22. Media, Meaning, and Representation. (26 pgs).

Group Presentation on Media and Madison.

- Newman, "Media Representations of Difference" in Ch. 3 (pp. 95-111)
- Merskin, "Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising Brands"

Tuesday October 27. Film screening of *Miss Representation* (89 mins).

- Gengler, "Selling Feminism, Consuming Femininity" (2 pgs)

Thursday October 29.

***** IN-CLASS, GROUP PRESENTATION 2: GENDER/SEXUALITY IN THE MEDIA *****

Education

Tuesday November 3. Schools and family, socialization and inequality. (36 pgs).

- Newman, "Identity Socialization in Schools" in Ch. 4 (pp. 141-153)
- Lareau, "Unequal Childhoods: Class, Race, and Family Life"
- Dunning-Lozano, "Inés: Discipline, Mothering, and Surveillance at the Margins" (*Invisible in Austin*)

Thursday November 5. College and campus. (37 pgs).

Group Presentation on Education and Madison.

- Armstrong, Hamilton and Sweeney, "Sexual Assault on Campus"
- Bombardieri, "Colleges are No Match for American Poverty"

Labor and Economy

Tuesday November 10. Precarity and the economy. (37 pgs).

- Newman, "Chapter 6: Inequalities in Economics and Work" (pp. 209-215; 225-227; 230-33; 239-243)

- Jensen, “Kumar: Driving in the Nighttime” (*Invisible in Austin*)

Thursday November 12. Spectrum of service work. (40 pgs).

Group Presentation on Labor/Economy and Madison.

- Hochschild, Excerpts from “Exploring the Managed Heart”
- Collins, “Raven: ‘The difference between a cocktail waitress and a stripper? Two weeks’” (*Invisible in Austin*)

Law and Justice

Tuesday November 17. Law and Justice. (34 pgs).

- Newman, “Chapter 7: Inequalities in Law and Justice” (pp. 251-278)
- Western and Pettit, “Beyond Crime and Punishment: Prisons and Inequality”

Thursday November 19. Immigration. (26 pgs).

Group Presentation on Law/Justice and Madison.

- Ngai, “Impossible Subjects: Illegal Aliens and the Making of America”
- Pérez, “Manuel: The Luxury of Defending Yourself” (*Invisible in Austin*)

Tuesday November 24. Mass Incarceration and the Prison Industrial Complex. (28 pgs).

Film screening *The Farm: Inside Angola Prison* (88 mins).

- Alexander, Excerpts from *The New Jim Crow*

Thanksgiving Break (no class on Thursday November 26).

Housing

Tuesday December 1. Residence and Precarity. (23 pgs).

- Desmond, “Rat Hole”
- Sullivan and Ledesma, “Same Trailer, Different Park”

Thursday December 3. Homelessness. (40 pgs).

Group Presentation on Housing and Madison.

- Kawash, “The Homeless Body”
- Kilanski, “Clarissa: ‘A Woman Who Fell on Hard Times’” (*Invisible in Austin*)

UNIT 3. SOCIAL CHANGE: LOOKING BACK, MOVING FORWARD

Resistance and Social Change

Tuesday December 8. Positive Social Change. (36 pgs).

- Newman, “Chapter 9: The Futures of Inequality” (pp. 342-348 and 364-366)
- Lorde, “The Transformation of Silence into Language and Action,” “The Master’s Tools Will Never Dismantle the Master’s House” and “Learning from the 60s” in *Sister/Outsider*
- Collins, “Toward a New Vision: Race, Class, Gender as Categories of Analysis and Connection” (pp. 711-12, 719-724 ONLY)

Review and Class Wrap-Up

Thursday December 10. No assigned readings.

***** FINAL EXAM - Thursday December 17, Canvas *****

The final will be cumulative and cover ideas, films, lectures and readings from the entire course.