Memo

To: Joseph Bizup, Associate Dean, College of Arts and Sciences  
Cc: Peter Law, Sr. Academic Administrator, College of Arts and Sciences  
From: John Thornton, Director, African American Studies and Nazli Kibria, Chair, Sociology  
Date: March 28, 2017  
Subject: New AFAM cross list number CAS AA335 for CAS SO335

The Department of Sociology and AFAM Studies have indicated their support to request the creation of an AFAM cross list number AA335 for the course currently being taught by Department of Sociology, Assistant Professor, Saida Grundy. We believe that Prof Grundy’s course will add depth to the AFAM course offerings as it covers key issues on race and ethnicity that are central to the study of the African American experience. This course will also provide important background material for AFAM minors, allowing them to make connections across disciplines, and is thus important for maximizing understanding of coursework in our interdisciplinary program. As a note of interest, we have already had a student ask to petition to have it count towards the minor. This is not a required course, but will count towards satisfaction of four electives for the AFAM minor.

[Signature]
SHORT DESCRIPTION:

CAS SO 335

Sociology of Race, Class & Gender
Prereq: at least one prior 100- or 200-level sociology course, or CAS WS 101/102.

Examines race, class, gender, and sexuality as intersecting axes of stratification, identity, and experience. Draws heavily from feminist theories in both sociology and history in order to analyze how these intersections can be applied to understanding social problems and structures.
Your first assigned reading is this very syllabus.

Professor: Dr. Saida Grundy

Office: Room 261, 100 Cummington Mall
Phone: 617.353.2591
Email: grundy@bu.edu (please include “SO335” in subject line)
Mailbox: 100 Cummington Mall Room 260 (box over “Grundy”)
Office hours: Mon and Weds 11:30am-1pm (please email at least 24hrs in advance to notify)

“I never asked Tolstoy to write for me, a little colored girl in Lorain, Ohio. I never asked [James] Joyce not to mention Catholicism or the world of Dublin. Never. And I don’t know why I should be asked to explain your life to you. We have splendid writers to do that, but I am not one of them. It is that business of being universal, a word hopelessly stripped of meaning for me. Faulkner wrote what I suppose could be called regional literature and had it published all over the world. That’s what I wish to do. If I tried to write a universal novel, it would be water. Behind this question is the suggestion that to write for black people is somehow to diminish the writing. From my perspective there are only black people. When I say 'people,' that's what I mean.”

— Toni Morrison

COURSE DESCRIPTION:

No one of us is one thing, one identity, nor motivated by one singular interest, nor privileged or subjugated by one singular form of power. Due to this fact, our social world, is, by default, a vast web of social intersections between and across groups with shared, overlapping, and conflicting identities. Race, class and gender affect nearly all of our lived experiences but are often taken for granted and rarely confronted, challenged or contested in public. This class will do just that by focusing on how race, class, and gender both exist on their own and intersect with each other. We will examine their salience both in the realm of social interactions and in the context of different social institutions. Furthermore, this course will provide you with the tools through which you can see and understand operations and interactions of intersectionality in the broader social world. Central questions guiding this course, lectures, readings and materials include:

- How do race, class, and gender shape and constrain our actions, identities, thoughts, life experiences, and life chances?
• How are the definitions of race, class, and gender shaped and maintained by the state?
• How have these definitions been contested by various groups?
• How do the effects of race, class, and gender change in different institutional contexts?

REQUIRED TEXTS AND MATERIALS:

Several articles, and access to a Netflix subscription are required for this course. Readings are available via blackboard. Films are available via Netflix where noted, or via free web streaming link where provided. You are expected to read the assigned readings and watch the assigned films before the date listed on this syllabus. Come to class prepared to discuss them.

ADDITIONAL REQUIREMENTS AND ASSIGNMENTS:

1. Attendance – Class attendance, with on time arrival, is expected. You will be allowed to leave class at 3:50pm. Fifty minutes is a very short class, so earlier class departures or late arrivals will be reflected in point deductions from your participation grade. Much of the material covered in class will not be covered in the readings or films. Therefore, attendance is vital to participate in class activities, discuss theories and concepts, and prepare for exams and papers. Only students with perfect or near attendance can earn the full participation points. If you anticipate an absence, you will need to notify me in advance (via email). Your absence will be reflected in your participation grade. You will not receive an assignment or exam extension and will need to turn in any due assignments via the course site. It is your responsibility to keep up with material and notes from your missed day (also known as “**Do Not Contact Your Professor About What You Missed**”).

2. Active In-class Participation (20%)—Active participation in the course means using the main points from readings, class, and films to discuss how they relate to our social environment, your experiences and worldviews, or even to other information you’ve encountered outside of class. The first requirement is to know the readings and be prepared to discuss them—not merely summarize them. The second requirement for active participation is that you engage the material at hand, its points, and your thoughts on its points or connections to other content. Your real life experiences are of course valuable, but sharing your experiences and opinions without connecting them to the course materials will not be considered active participation. Active participation is also your space to go beyond the readings and dialogue with other students. I will frequently be asking open questions in class and want to hear your responses, informed opinions, and comments. I encourage you to share your ideas and critiques of the materials and in-class content.

3. Response Papers (also called Op-Eds) (25%)—are to be submitted by Tuesdays at midnight. Each week will have a topic and your op-ed due on Tuesday night will cover the readings for that week. Late op-eds will only be accepted through Wednesday at midnight for half credit. Each op-ed should be double-spaced in Microsoft Word with your name, op-ed number, date, and chosen
title. Each op-ed is worth 5 points. Op-eds can be thought of as short reflection statements on the readings and films where you speak to themes, connections, or at times, even contradictions between them. I also want to hear your informed reactions to the materials. The op-eds will be graded on your ability to— 1) Define concepts discussed in class and in the readings; 2) Summarize the main points of the reading and/or film (What do you think? From your perspective, were the main points right or wrong? Outdated or timely? Relevant to your personal observations or not?); 4) Offer alternative explanations if you disagree with the readings.

4. **Student-led Discussion (5%)**—Wednesdays are discussion days, led by pairs of students. You will come prepared with discussion questions from the readings, including points you may have already made in your weekly op-ed. You will facilitate the dialogue for the class around this issue, making sure to ask open-ended questions, take opinion polls, elicit relevant experiences from your classmates, offer discursive exercises, video clips, etc.

5. **Midterm Exam (25%)**—Students will be expected to complete an open question exam consisting of three essay questions. Each answer should be 200-300 words. The exam should double spaced in MS Word with your name, course title, and date clearly displayed in the top right corner. Students will use a personal or university computer during the time of class at a location of their choosing. I will distribute the exam questions at 2:00pm. You must upload your exam to the course website by 4:00pm. Failure to submit by 4:00 will result in a full percentage point deduction for every minute it is late.

6. **Final Exam (30%)**—Like the midterm, but you will answer two topical essay questions. Your answers should be 500-750 words each. Exam will be due by the end of our scheduled final exam time for this class.

### GRADING:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Participation</td>
<td>15%</td>
<td>40</td>
</tr>
<tr>
<td>Student-led discussion</td>
<td>5%</td>
<td>10</td>
</tr>
<tr>
<td>Op-ed Assignments</td>
<td>25%</td>
<td>50</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
<td>50</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30%</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total Possible:</strong></td>
<td>(100%)</td>
<td>200</td>
</tr>
</tbody>
</table>

- 93.00-100.00 = A
- 90.00-92.99 = A-
- 87.00-89.99 = B+
- 84.00-86.99 = B
- 80.00-83.99 = B-
- 77.00-79.99 = C+
- 74.00-76.99 = C
- 70.00-73.99 = C-
- 67.00-69.99 = D+
- 64.00-66.99 = D
- 60.00 - 63.99 = D-
- Anything below 60 = F

**LEARNING, CONDUCT & COMMUNITY:**
Your engagement in this class is welcome and wanted. What we discuss and share in this classroom is to remain in this classroom, including what we choose to share about our own personal experiences. Given the subject matter, it is important to acknowledge that you and your classmates come to this course with an array of prior opinions and worldviews—many of which may feel true due to anecdotal evidence or popularly accepted beliefs. The role of this course, however, is to present us with information that exceeds the limits of our own worldview, and, in fact, puts our worldview into its proper context, thus allowing us to understand why we think that way. Expanding, or even “unlearning” our views will at times be liberating, and at other times be uncomfortable, or even emotional. What you are entitled to in this course is the academic and intellectual safety required to undergo that process. You are not entitled to emotional resistance that obstructs or impedes that learning process for yourself and others. There is no comfortable way to honestly nor responsibly discuss a history of race relations in the U.S. I welcome you to discuss confidentially with me any personal resistance you are feeling in this course, or in-class dynamics you feel are affecting your learning. My obligation will be to keep this space safe for all of us, to guide us to a place of trusting each other with the responsibility of learning with and from each other, and to making sure that you get taught the best knowledge, theory, and research currently available.

**ACADEMIC DISHONESTY:**

Cheating and plagiarism are not permitted under any circumstance at Boston University. Students will receive and automatic F on plagiarized or cheated assignments and will be reported to the Academic Conduct Committee. Because you receive points based on attendance, falsifying emergencies or documentation for absences is considered cheating. Almost all of your work in this class will be uploaded to the Blackboard course site that uses automatic screen software to detect plagiarism. This software compares identical phrasing from your assignment to the entirety of searchable web content for as few as three consecutive words. *Always* cite your sources and credit quotes (APA style citation is preferred but use any accepted academic citation format with which you are comfortable and knowledgeable). Plagiarism includes 1) copying words or ideas from others without citation or credit; 2) turning in work done by others; 3) Failing to place a quote—either full or partial—within quotation marks; 4) falsifying the source of information; 5) changing words but mimicking the sentence structure of a statement without crediting/citing its author; 6) Paraphrasing passages and borrowing so many ideas that the majority of your work is similar to someone else’s—whether you cite them or not (source: Plagiarism.org).


**INSTRUCTOR CORRESPONDENCE:**

Email is by far my preferred means of corresponding with students. I check students e-mails from 2-3pm daily, but please note that I will not respond to same-day emails about assignments due that day unless I deem a reply necessary. Please do not wait until the last minute or morning of class/due date to ask me questions regarding material/assignments/attendance for that day. **If you do not receive a response from me—barring my untimely death or drug cartel kidnapping—it is likely because the answer is on the syllabus.** The subject line of your emails should always include “SO335” to facilitate a quick response.
**COPYRIGHT AND NO-RECORD POLICY:**

Lecture slides are copyrighted and may not be reproduced for anything other than personal academic use without my written permission. At no point may you record (or live-feed, transmit, etc.) any video, still images, or audio of our time in class for any reason. Any violation of this no-record policy will be reported immediately to the Dean of Students.

**SPECIAL NEEDS:**

I will always do my best to accommodate special needs and will always keep this information confidential. Students with special needs that might impact their ability to complete the requirements for the course (e.g. note taking, presentation or film captioning, or extended exam time) should inform me as soon as possible and provide appropriate documentation.

**WEEKLY COURSE FORMAT:**

This course follows a pretty simple weekly format. Each week will be designated a topic that we will explore through the intersectional lens. You will have 4-5 readings per week that you should read by class on Monday (some weeks I may assign a film for you to view on your own). On Mondays, I will lecture, which may include participatory exercises or multi-media materials. On Wednesdays, we will have student-led discussions of the readings. By 11am Fridays you will post a journalistic article, editorial, or opinion piece from a reputable outlet (New York Times, Washington Post, The Economist, The Root, The Atlantic, Salon, National Review, Chronicle of Higher Education, etc—in other words organizations that employ fact checkers) to Blackboard and I will select a few of these articles for the class to discuss. Together we will explore intersectional frameworks, you can explain what stood out to you about the issue or article, etc. In this way, Fridays will be collaborative days where we bring the larger social world into our classroom and apply our newly formed intersectional lenses to real-time issues elsewhere. These articles will be counted in your participation points.

**WEEK 1**
(Sep 7-9)
**INTRO; WHAT IS INTERSECTIONALITY?**

**WEDS:** First Class. Intros, Syllabus
(no readings)

**FRI:** What is Intersectionality?
*Anderson & Hill Collins. “Why Race, Class, and Gender Still Matter”
West & Fenstemaker “Doing Difference”

**WEEK 2**
(Sep 12-16)
**THE ORIGINS, MYTHS, AND SOCIAL CONSTRUCTION OF RACE (SARAH)**

Film (watch on your own) “The Human Family Tree” (1 hr 33 min)
Film (watch on your own) “Race: Power of an Illusion: The Differences Between Us”


Omi & Winant “Racial Formations”

**WEEK 3 (Sep 19-23)**

**SEX, LABOR, EXPLOITATION, AND SLAVERY (SARAH, NATALIE)**

Ferber, Abby “Planting the Seed: The Invention of Race”

Hallam, Jennifer “The Slave Experience: Men, Women and Gender”
http://www.pbs.org/wnet/slavery/experience/gender/history.html

Jennings, Thelma. “Us Colored Women Had To Go Though a Plenty”: Sexual Exploitation of African-American Slave Women”


Film (watch until 39:40 mark) “Race: Power of an Illusion: The Story We Tell”

**WEEK 4 (Sep 26-30)**

**CITIZENSHIP (KATE, JACKIE)**

“The Expansion of the Vote: A White Man’s Democracy”

Evelyn Nakano Glenn “Citizenship: Universalism and Exclusion” (read pages 18-27 ONLY)


Waters, Mary “Optional Ethnicities: For Whites Only?”


Film (watch until 23:57 mark) “Race: Power of an Illusion: The House We Live In”
WEEK 5
(VIRTUAL CLASSES ON OCT 5 & 7)

Baldwin, James. “On Being White”
Brodkin, Karen. “How Did Jews Become White Folks?”
Frankenberg, Ruth. “Growing up White: The Social Geography of Race”
Rubin, Lillian “Is This a White Country or What?”
Film (watch from 23:59 until end) “Race: Power of an Illusion: The House We Live In”

WEEK 6

West & Zimmerman “Doing Gender”
Lorber “The Social Construction of Gender”
Fausto-Sterling, Anne “The Five Sexes”
Martin, Karin “Becoming a Gendered Body”
Udry, Richard. “The Biological Limits of Gender Construction”

WEEK 7

Lang, Sabine. 1997. “Various Kinds of Two-Spirit People: Gender Variance and Homosexuality in Native American Communities,”
Katz, “The Invention of Heterosexuality”
Roderick Ferguson, Aberrations in Black: Toward a Queer of Color Critique (Minneapolis, MN: University of Minnesota Press, 2004).
E. Patrick Johnson, “‘Quare’ Studies, or (Almost) Everything I Know About Queer Studies I Learned from My Grandmother,”
Siobhan Somerville, 2000. Queering the Color Line: Race and the Invention of Homosexuality in American Culture
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
<td><strong>Black Feminist Thought/ Critical Race Theory (Renee, Ala, Kelsey)</strong></td>
<td>Readings TBD</td>
</tr>
<tr>
<td>(Oct 24-28)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>Masculinities (Jurnivah, Nathan)</strong></td>
<td>Pascoe, CJ. “Dude You’re a Fag”</td>
</tr>
<tr>
<td>(Oct 31-Nov 4)</td>
<td></td>
<td>Chen, Anthony “Lives at the Center of the Periphery: Asian Men and Subaltern Masculinity”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kimmel “Masculinity as Homophobia”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Halberstam “Female Masculinity” (selected chapter)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grundy “An Air of Expectancy”</td>
</tr>
<tr>
<td>Week 10</td>
<td><strong>Wealth, Class &amp; Inequality (Kelsey, Cody)</strong></td>
<td>Shapiro “The Hidden Cost of Being African-American” (chap 1)</td>
</tr>
<tr>
<td>(Nov 7-10)</td>
<td>(ELECTION WEEK)</td>
<td>Film (watch on your own): “Park Avenue: Money, Power &amp; the American Dream” (53 min)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://video.pbs.org/video/2300849486/">http://video.pbs.org/video/2300849486/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lareau, Annette. <em>Unequal Childhoods</em> (selected pages)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Podcast (listen on your own) “This American Life: Three Miles” (acts 1: 24 min, act 2: 21 min)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.thisamericanlife.org/radio-archives/episode/550/three-miles">http://www.thisamericanlife.org/radio-archives/episode/550/three-miles</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional Reading TBD</td>
</tr>
<tr>
<td>Week 11</td>
<td><strong>Family Matters (Miranda, Allison)</strong></td>
<td>TBD</td>
</tr>
<tr>
<td>(Nov 14-18)</td>
<td></td>
<td>Hochschild, Arlie “The Second Shift”</td>
</tr>
<tr>
<td>Week 12</td>
<td><strong>Wompanoag Day Week</strong></td>
<td>FILM: American Experience: We Shall Remain</td>
</tr>
<tr>
<td>(Nov 21)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**WEEK 13**  
**WORK AND LABOR (CHLOE)**  
(Nov 28-Dec 2)  
TBD  

Bertrand and Mullainthan— Are Emily and Greg More Employable than Lakisha and Jamal?

**WEEK 14**  
**CRIME AND INCARCERATION (SHREYA, JEFFREY, MATTHEW)**  
(Dec 5-9)  
TBD  
Muhammad, Khalil “The Condemnation of Blackness” (selected chapters)

Film (watch on your own) Frontline: Locked Up (1hr 23min)  
http://www.pbs.org/wgbh/pages/frontline/locked-up-in-america/#prison-state  

Podcast (listen on your own) “This American Life: Cops See It Differently)  
(prologue: 7.5 min, act 1: 20 min, act 3: 31 min)  
http://www.thisamericanlife.org/radio-archives/episode/547/cops-see-it-differently-part-one

**WEEK 15**  
**FINAL EXAM PREP, STUDENT EVALS**  
(Dec 12)