

SOCY/WMST 3046
Topics in Sex and Gender
Race, Gender, and Sexuality in the U.S.
Fall 2007

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Office Hours: TuTh 1:00-2:00

Required Books

The following books are available at **Word is Out Women's Bookstore**, 2015 10th Street, Boulder, 303-449-1415

1. Chito Childs, Erica. 2005. *Navigating Interracial Borders: Black-White Couples and Their Social Worlds*. New Brunswick, NJ: Rutgers.
2. Ingraham, Chrys. 1999. *White Weddings: Romancing Heterosexuality in Popular Culture*. New York: Routledge.
3. Hill Collins, Patricia. 2005. *Black Sexual Politics: African-Americans, Gender, and the New Racism*. New York: Routledge.
4. Roberts, Dorothy. 1997. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage.

Additional readings will be available on CULearn.

Course Overview

This is a course about the intersection of gender, race, and sexuality. Sociologists of sex and gender argue that gender can only be understood if we simultaneously examine other inequalities, including race, class, and sexuality. This course takes that mission seriously, tackling inequalities of gender and of race from an intersectional perspective. This course is not, then, about sexual *behavior*. Instead, it is about the ways in which sexual assumptions, stereotypes, and experiences have shaped and continue to shape race and gender relations in the U.S.. For example: How are stories about sex used to dominate groups and individuals? How does sex create inclusion and exclusions from social groups? How do notions of "proper" sexuality position men against women, Blacks against whites, and heterosexuals against GLBTQs? How do these notions justify unequal treatment of social groups? And how is sexuality used, more or less effectively, by groups to claim moral authority? In other words, how does sex matter for inequalities of race and gender?

This course focuses on interactions between Black-identified people and white-identified people. Although the United States has always been racially heterogeneous, the “border” between Blacks and whites has been (and continues to be) the most heavily policed and normatively regulated. For that reason, how Blacks and whites negotiate gender and sexuality in their relationships warrants sustained focus. Moreover, the Black-white border shapes relationships among other racial/ethnic groups.

Course Policies

1. Arriving to class late, sleeping, talking, reading newspapers, doing crossword puzzles, text-messaging or receiving messages on your cell phone (or being otherwise distracted and distracting) are not acceptable classroom activities, and are disrespectful to your instructor and to other students who want to listen and learn. You may be asked to leave, and lose participation and attendance points, if you participate in any of the above behaviors. **Cell phones must be stored in a bag during class.**
2. Let me know immediately if you have a health problem or a disability that necessitates leaving the classroom during lectures/discussion.
3. If you are likely to have a regular problem with getting to class on time, let me know ASAP. **If tardiness becomes a class problem, I will not let people come into class late. I will let you know if this policy goes into effect.**
4. **I do not permit lap tops in class. If you are required to use a lap top because of a disability, please provide documentation.**
5. You cannot make up in-class work. If you miss a class, please get notes from a classmate. Do not ask the graduate students for notes. **You are responsible for all information communicated in class, whether or not you are in attendance.** Please exchange contact information with several classmates and direct scheduling questions to them. In addition, information on scheduling changes, homework assignments, and grades will be posted on WebCT. Please consult WebCT **before** contacting us with these questions.
6. All assignments must be completed on time and handed in at the beginning of class on the stated due date—**I do not accept papers sent via email.** Papers must be:
 - a. typed in 11- or 12-point font,
 - b. have 1 inch margins,
 - c. be spellchecked,
 - d. grammar checked and proofread,
 - e. have numbered pages and
 - f. stapled in the left-hand corner.

Papers not following these guidelines will immediately have points taken off (also, do not use binders or folders to turn in your papers).

7. I will not accept late papers except with *advance* notice of an unavoidable conflict. The conflict must be documented. Please plan your schedules accordingly. I will not give incompletes except under (amply documented and amply dire) circumstances.
8. You may not turn in work from another class, even if it is your own work.
9. Wikipedia is not an acceptable source.
10. You must keep returned assignments until the end of the semester.
11. Make-up exams potentially create unfair situations among students. Therefore, you are only allowed to make-up an exam in the event of an unavoidable, extreme, *documented* circumstance (such as serious illness or family emergency that can be documented by the proper UNI administrative offices). If you must miss an exam, please let the professor know *in advance* as soon as possible. Any make-up request made after the test has been administered will not be considered, no exceptions! All make-up exams will be given at a mutually convenient time, no longer than 1 (one) week after the initial exam is given.
10. If you qualify for accommodations due to disability please let the professor know during the first two weeks of the semester. It is your responsibility to contact Disability Services and obtain documentation. The Disability Services Office is in Willard 322 and can be contacted at (303) 492-8671 or through <http://www.colorado.edu/disabilityservices>.
11. I take academic dishonesty very seriously. Academic dishonesty can result in an F for the course, probation or expulsion, even if the act was not intentionally dishonest. The most frequent problem with academic dishonesty is incorrect paraphrasing. If I alert you to this problem, I expect you to address it immediately. If you do not, I will treat it as intentional cheating. **If you are unclear about the rules regarding plagiarism, paraphrasing, quoting, or collaboration, please consult us. You are also required to adhere to the University Honor Code which you can find at <http://www.colorado.edu/academics/honorcode/>.**

Final Comments

Everyone wants to do well in this class. We want you to do well, by working diligently and meeting the course requirements. If you become concerned about your grade, please see one of us immediately. Do not wait until semester's end, when we cannot help you. We will not be able to magically "find" extra points to add to your average, no matter how upset you might be. We expect you to work hard in this class, but final grades are tallied based on earned points, not hard work. Accordingly, some of you may be disappointed by your final grades in this class. Not everyone can earn an A.

We spend a great deal of time reading and grading your work and want the assignments to provide you with a learning experience. Therefore, upon receiving a graded paper or exam back, we require that 24 hours pass before we discuss it. When you get an exam or a paper back, take some time to read the comments, make an appointment with one of us, and come to the meeting having written down some questions and/or comments—without evidence of your focused thinking about the assignment, we will not entertain random “complaint” sessions regarding the desired grade you did not earn. We will not discuss graded exams or papers before, during, or after class—we reserve office hours for such types of individual-level discussions.

I expect this course to be challenging—not only because it is a lot of work, but also because the course may approach material in new ways. Be prepared to put in time to tackle this material. In the end, I hope that you find learning and thinking about these issues as interesting and important as I do.

Expectations and Evaluation

Participation (5%)

You are expected to come to class prepared to talk about course readings and issues. Participation should reflect careful, sociological thinking that moves beyond personal anecdotes. The material in this course is sensitive, emotionally and politically charged, and frequently challenging to the worldviews of most students. You should be respectful of the instructor, guest speakers, and peers. You will be evaluated on your ability to learn and apply the sociological concepts in this course, and your willingness to take intellectual risks with sociological material. Review the attendance policy; missing classes beyond the allowed absences will also hurt your participation grade.

Reading Statements (30%)

Each Tuesday, you will turn in a 2 page reading statement in which you summarize **each** reading (each chapter of a book counts as a reading) and reflect on the readings for the week. Reading statements must be typed. You should not go over 2 pages. The reading statement should demonstrate that you have read and thought about **all** of the reading material (including material that falls between the introduction and conclusion of each reading). You will also include 2-3 discussion questions at the end of your statement. You are allowed to skip 2 papers without penalty: you must complete **12** weekly statements. If you do all the weekly papers, I will drop your two lowest grades.

Quizzes (5%)

I will occasionally (or frequently, depending on need) give unannounced quizzes on course material. Quizzes may cover either in-class material or readings.

Short Assignments (20%)

There will be several short assignments which will require you to apply course concepts to outside materials. You may be asked to present your work in class.

Exams (40%)

There will be an in-class midterm exam and a (cumulative) take home final exam for this course. Exams will include material from readings, lectures, course discussions, guest speakers, and movies.

Attendance Policy

Extensive absences will influence your FINAL grade as follows:

0-3 absences:	no penalty
4-5 absences:	5% penalty
6-7 absences:	10% penalty
8-9 absences:	15% penalty
10-11 absences:	20% penalty
12 + absences:	25% penalty

Some of you may have excused absences. If you have too many excused absences (e.g., doctors appointments that could have been scheduled differently), your number of allowable unexcused absences will be reduced. If you are in that situation, we will inform you.

Reading Schedule

Readings are scheduled by week, not by class. Each week, the readings (and response papers) are due by Tuesday. Please read the schedule carefully. Often, you are expected to read multiple chapters from the same book. Each chapter counts as one reading. The readings for this course build a comprehensive set of knowledge, and so are “in conversation” with each other. This may feel repetitive to you, but each reading contributes something different to the set of knowledge. As you read, pay attention to what’s new in the reading or how the reading complements, contradicts, or strengthens other things you are learning in this course.

I. Foundations

Week 1: Aug. 28-Aug. 30

- Gamson, Joshua and Dawne Moon. “The Sociology of Sexualities: Queer and Beyond”

No response paper this week!

Week 2: Sep. 4 - Sep. 6

- Blumer, Herbert. “Race Status as a Sense of Group Position”
- Nagel, Joane. “Ethnicity and Sexuality”

- Hill Collins, Patricia. “Why Black Sexual Politics?”

Week 3: Sep. 11-Sep. 13

- Roberts, Dorothy. “Reproduction in Bondage” in *Killing the Black Body*
- White, E. Frances. “The Dark Continent of Our Bodies: Constructing Science, Race, And Womanhood in the Nineteenth Century” in *Dark Continent of Our Bodies: Black Feminism and the Politics of Respectability* (**through the top of page 98**)
- Roediger, David. “Irish-American Workers and White Racial Formation in the Antebellum United States” in *The Wages of Whiteness: Race and the Making of the American Working Class*

Week 4: Sep. 18-Sep. 20

- Gilmore, Glenda. “Race and Manhood” in *Gender and Jim Crow*
- Gilmore, Glenda. “Sex and Violence in Procrustes’ Bed” in *Gender and Jim Crow*
- Donovan, Brian. “The Sexual Basis of Racial Formation: Anti-vice Activism and the Creation of the Twentieth-Century ‘Color Line’

II. Cultural Representations

Week 5: Sep. 25-Sep. 27

- Hill Collins, Patricia. “The Past is Ever Present: Recognizing the New Racism” in *Black Sexual Politics*
- Hill Collins, “Get Your Freak On: Sex, Babies, and Images of Black Femininity” in *Black Sexual Politics*
- Schalet, Amy, Geoffrey Hunt, and Karen Joe-Laidler. “Respectability and Autonomy: The Articulation and Meaning of Sexuality among the Girls in the Gang.” *Journal of Contemporary Ethnography*

Week 6: Oct. 2-Oct. 4

- Hill Collins, Patricia. “Booty Call: Sex, Violence, and Images of Black Masculinity” in *Black Sexual Politics*
- Hondagneu-Sotelo, Pierette and Michael Messner, “Gender Displays and Men’s Power: The ‘New Man’ and Mexican-Immigrant Men”

- Ferguson, Ann Arnett. “Naughty by Nature” in *Bad Boys: Public Schools in the Making of Black Masculinity*

Week 7: Oct. 9-Oct. 11

- Hartigan, John. “Unpopular Culture: The Case of ‘White Trash’”
- Wilkins, Amy. “Puerto Rican Wannabes: Sexual Spectacle and the Boundaries of Race, Class, and Gender”

III. Institutions

Week 8: Oct. 16-Oct. 18

MIDTERM IS ON OCTBER 16!!

- Roberts, Dorothy. Introduction and pp. 56-103 in *Killing the Black Body*
Reading statement is due Thursday this week.

Week 9: Oct. 23-Oct. 25

- Roberts, 104-201

Week 10: Oct. 30-Nov. 1

- Roberts, 202-313

Week 11: Nov. 6-Nov. 8

- Ingraham, Chrys. pp. 1-76 in *White Weddings*

Week 12: Nov. 13-Nov. 15

- Ingraham, pp. 77-168

Fall Break

IV. Crossing Borders

Week 13: Nov. 27-Nov. 29

- Chito Childs, Erica. pp. 1-74 in *Navigating Interracial Borders*

Week 14: Dec. 4-Dec. 6

- Chito Childs, pp. 75-139

Week 15: Dec. 11-Dec. 13

- Chito Childs, 140-194