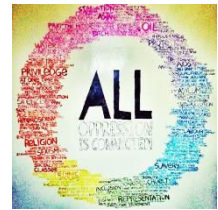




**Race, Gender, and Class
Sociology 220.01 (71612)
University of Montana
Fall 2016**



**MWF, 1:00-1:50pm
Interdisciplinary Sciences Building 110**

- INSTRUCTOR:** Rayna Sage, PhD
Social Science 315
Office Hours: Tuesdays, 9-10:30am; Wednesdays, 3-4:30pm and by appointment
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- CLASS TA:** Hannah Jacobsen
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Social Sciences 312
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Social Sciences 332
Office Hours: Mondays 12-1:00pm; Wednesdays 2-3:00pm
- Frankie Needles
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Social Sciences 332
Office Hours: Wednesdays 11:00am-12:00pm; Thursdays 11:00am-12:00pm
- REQUIRED TEXT:** Margaret Andersen and Patricia Hill Collins, ed. 2013. Race, Class and Gender: An Anthology. Belmont CA: Thomson Wadsworth.
All readings from this book have (RC&G) in front of them on the syllabus I have assigned the 8th edition of this book. I strongly recommend that you buy this edition of the book, and not a previous edition. Some of the articles required for this course are not included in previous editions of the book. Of those that are present, page numbers vary greatly.
- Correspondents of the New York Times. 2005. Class Matters. New York: Times Books.
All readings from this book have (CM) in front of them on the syllabus
- Douglas Hartmann and Christopher Uggen. 2014. Color Lines and Racial Angles. New York: W.W. Norton.
All readings from this book have (CLRA) in front of them on the syllabus
- No computers are allowed in this class, so find yourself a great notebook and set of pens.
- ADDITIONAL READINGS:** Additional reading and viewing materials will be provided on Moodle.
- DESCRIPTION:** This course examines three persistent axes of inequality in the contemporary world; race, gender and class.

While these categories are distinct, they are interconnected in various ways. As such, it is impossible to analyze how they shape society without understanding the ways that they overlap and interact with each other.

The course uses a combination of lecture, discussion, participatory exercises, and media to explore the central role of race, gender and class in the U.S. Students are expected to be active participants in their own learning in this course.

OBJECTIVES:

1. The core concept of this course is that race, gender, and class are socially-constructed categories that are not based in biology, nature, or divine will. Instead, this course is organized around the notion that these categories are the by-products of countless human choices, actions, and decisions. Students will examine all three categories in their social contexts in order to understand how they were created, why they were created, and how they have changed over time.

2. Students will also explore the lived experiences of several racial, ethnic, gender, and class groups in the U.S. They will compare the historical and contemporary experiences of these groups in order to understand how these groups, and perceptions of these groups, have transformed over time.

3. The course will also explore the structural causes of racial, gender, and economic inequality. For example, students will learn how race, gender and class shape individuals' experiences in the labor market, at home, and in the education system. Finally, students will learn about how racial, ethnic, gender and class groups have challenged and resisted discrimination and differential treatment inside a range of social institutions.

**WOMEN'S, GENDER,
AND SEXUALITY
STUDIES:**

This course counts towards the major and the minor in Women's, Gender, and Sexuality Studies. If you enjoy this course and would like to know more about the Women's, Gender, and Sexuality Studies Program, please drop by the program office (LA 138A-B) or visit their [website at: http://www.cas.umt.edu/wsprog/](http://www.cas.umt.edu/wsprog/).

RESPONSIBILITIES:

The instructor and TAs are responsible for:

- Treating students with respect and professionalism
- Coming to class on time, prepared, and ready to *actively* participate
- Presenting material in a clear, concise manner
- Responding to email promptly
- Being available for consultation during office hours
- Providing students with constructive feedback
- Returning graded exams and assignments in a timely manner

The students are responsible for:

- Treating instructors and other students with respect and professionalism
- Coming to class on time, prepared, and ready to *actively* participate
- Presenting material in a clear, concise manner
- Responding to email promptly
- Meeting with the instructors if he/she has any problems/concerns
- Providing instructors with constructive feedback
- Completing all exams and assignments on time
- Being aware of all course policies

FORMAT:

Lecture, reading, discussion, guest lectures, and in- and out-of-class activities.

- Assigned readings will be critical to class discussion and many of the in-class activities.
- Concepts presented in class and in the assigned readings are possible exam material, therefore, completion of assigned readings, regular attendance AND active participation contributes to your likelihood of success.

ATTENDANCE:

Class attendance and participation is strongly encouraged. If students miss a class (regardless of whether or not it was a documented excused absence) it is their responsibility to contact a classmate for the missed material. Attendance will be monitored through in-class activities that will count for up to 50 points extra credit.

HOW DO I EARN MY GRADE?

40% - ENGAGING IDEAS ASSIGNMENTS

These short assignments and papers ask you to think and write critically about the topics covered in this course. There are or will be detailed assignment guides on Moodle.

- ◇ Intersectionality Assignment, 50 points
- ◇ ADDRESSING Assignment, 50 points
- ◇ Problem-based writing #1: Class, 100 points
- ◇ Problem-based writing #2: Race, 100 points
- ◇ Problem-based writing #3: Race, 100 points

35% - EXAMS (OPPORTUNITIES TO SHOW OFF WHAT YOU LEARNED)

There will be 4 exams based on assigned readings, lecture material, guest speakers, and class discussion. Exam formats will vary, but may include multiple choice, matching, short answer, and application.

25% - THESIS WRITING

Thirteen times during this semester, you will be asked to write a brief thesis sentence and/or an elaborate thesis for a reading already covered. Only 10 will count toward your grade.

EXTRA CREDIT (UP TO 50 POINTS – 5% POSSIBLE)

There will be random in-class activities and other opportunities throughout the semester for you to earn a maximum of 50 points extra credit (5%).

EVALUATION

Points will be earned as follows:

| ASSIGNED MATERIAL | POINTS | % OF TOTAL GRADE |
|---|---------------------------|------------------|
| ENGAGING IDEAS See above for point breakdown | 400 | 40% |
| EXAM 1 – CLASS | 50 | 5% |
| EXAM 2 – RACE | 75 | 7.5% |
| EXAM 3 – GENDER | 100 | 10% |
| EXAM 4 – INTERSECTIONALITY | 125 | 12.5% |
| THESIS WRITING | 250 10 @ 25 pts/thesis | 25% |
| TOTAL | 1000 | 100% |

Letter grades will be assigned as follows:

| LETTER GRADE | PERCENT |
|--------------|---------------|
| A | 93-100% |
| A- | 90-92% |
| B+ | 87-89% |
| B | 83-86% |
| B- | 80-82% |
| C+ | 77-79% |
| C | 70-76% |
| D | 60-69% |
| F | 59% and below |

Note: Moodle does not always calculate grades correctly until all assignments are in at the end of the semester. To keep track of your grade, calculate your grade percentage (divide the total current points by the total points possible at any one point in the semester).

CLASS SCHEDULE*

| Date | Topic | Assigned Reading/Assignment |
|--------|--|---|
| M 8/29 | Introduction to course | |
| W 8/31 | Intersectionality | Moodle, <i>Intersectionality 101</i> |
| F 9/2 | Intersectionality | |
| M 9/5 | No Class | Intersectionality Assignment Due by midnight on Moodle |
| W 9/7 | Why race, class, and gender still matter | RC&G, pp. 1-15, 61-67 RC&G, pp. 265-268 Thesis Writing #1 |
| F 9/9 | What is class? | RC&G, pp. 70-75 CM, pp. 1-26 ADDRESSING Assignment due by noon on Moodle |
| M 9/12 | What is class? | CM, pp. 134-145 Moodle, <i>The Poverty and Inequality Election</i> pp. 3-21 Thesis Writing #2 |
| W 9/14 | Class, wealth, and inequality | CM, pp. 182-191 |
| F 9/16 | How class shapes our lives | RC&G, pp. 272-274 GC&G, pp. 386-393 CLRA, pp. 51-62 Thesis Writing #3 |
| M 9/19 | How class shapes our lives | Moodle, <i>The Poverty and Inequality Election</i> pp. 22-36 In-class election discussion |
| W 9/21 | Review | Problem-based engaging ideas writing #1 due by noon on Moodle |
| F 9/23 | Exam #1 – Class | |
| M 9/26 | What is race? | In-class movie |
| W 9/28 | Race as a social construction | RG&C, pp. 67-70 CLRA, pp. 45-47 |
| F 9/30 | Race as a social construction | CLRA, pp. 3-19 Thesis Writing #4 |
| M 10/3 | Stereotyping and discrimination | RG&C, pp. 110-116 CLRA, pp. 83-93 |
| W 10/5 | Stereotyping and discrimination | RG&C, pp. 78-81 RG&C, pp. 160-164 CLRA, pp. 95-113 Thesis Writing #5 |
| F 10/7 | Privilege | CLRA, pp. 65-80 RG&C, pp. 49-53 |

| Date | Topic | Assigned Reading/Assignment |
|-------------|--|--|
| M 10/10 | Privilege | CLRA, pp. 209-217 Thesis Writing #6 |
| W 10/12 | Continuum of understanding race | CLRA, pp. 165-175 RC&G, pp. 91-95 |
| F 10/14 | How race shapes our lives | RC&G, pp. 340-347 |
| M 10/17 | How race shapes our lives | CM, pp. 111-133 RC&G, pp. 201-208 |
| W 10/19 | How race shapes our lives | RC&G, pp. 100-109 CLRA, pp. 133-149 Thesis Writing #7 |
| F 10/21 | Review | Problem-based engaging ideas writing #2 due by noon on Moodle |
| M 10/24 | Exam #2 – Race | |
| W 10/26 | 12 days until the presidential election | Moodle, TBA Follow up election discussion |
| F 10/28 | What is gender? | RC&G, pp. 75-77 In-class movie |
| M 10/31 | Sexuality and masculinity | RC&G, pp. 270-272 RC&G, pp. 327-334 Thesis Writing #8 |
| W 11/2 | Sexuality and masculinity | RC&G, pp. 154-155 RC&G, pp. 125-133 |
| F 11/4 | Sexuality and masculinity | RC&G, pp. 176-186 Thesis Writing #9 |
| M 11/7 | Sexuality and masculinity | RC&G, pp. 81-84 RC&G, pp. 231-242 |
| Tu 11/8 | Election Day! Don't forget to vote! | |
| W 11/9 | How gender shapes our lives | RC&G, pp. 335-339 Thesis Writing #10 |
| F 11/11 | Veteran's Day - No Class | |
| M 11/14 | How gender shapes our lives | RC&G, pp. 277-282 RC&G, pp. 314-326 |
| W 11/16 | How gender shapes our lives | RC&G, pp. 155-156 RC&G, pp. 348-354 Thesis Writing #11 |
| F 11/18 | Review | Problem-based engaging ideas writing #3 due by noon on Moodle |
| M 11/21 | Exam #3 – Gender | |
| W 11/23 | No Class | |
| F 11/25 | No Class | |

| Date | Topic | Assigned Reading/Assignment |
|-------------|---|--|
| M 11/28 | Intersectionality and application | RC&G, pp. 274-275 Moodle, <i>State of the Union Report</i> |
| W 11/30 | Intersectionality and application | RC&G, pp. 399-407 Moodle, <i>State of the Union Report</i> |
| F 12/2 | Intersectionality and application | Thesis Writing #12 |
| M 12/5 | Intersectionality and application | CM, pp. 105-110 CM, pp. 87-104 Moodle, <i>State of the Union Report</i> |
| W 12/7 | Intersectionality and application | RC&G, pp. 416-422 CM, pp. 63-72 Moodle, <i>State of the Union Report</i> |
| F 12/9 | Intersectionality and application | CM, pp. 202-233 Moodle, <i>State of the Union Report</i> Thesis Writing #13 |
| M 12/12 | Review | |
| Th 12/16 | Exam #4 – Intersectionality, 1:10-3:10 | |

*The schedule and procedures outlined in this syllabus are subject to change in the event of circumstances beyond the instructor's control or in response to ongoing assessment learning. Students are responsible for noting these changes.

CLASS, DEPARTMENT & UNIVERSITY POLICIES

EXAMS

Be here on the day of an exam. If you miss an exam, you must take the comprehensive multiple-choice exam during finals week. Students who will miss an exam due to a university sponsored event must notify the instructor ahead of time and work with the instructor to make-up the exam within one week of the scheduled event. The score from this exam will replace the missing exam score. There will be no individually scheduled make-up exams during the semester.

LATE ASSIGNMENTS

Assignments turned in after the due date will not receive credit.

CONCERNS WITH GRADING

When it is a matter of simple math errors or mismarking a correct answer, write a brief email outlining the problem and turn it. If you have a problem with the content of an exam or the validity of the grading procedure, please wait 48 hours and submit an email outlining your grievance to the instructor and TA.

ATTENDANCE AND CLASSROOM ETIQUETTE

Please be on time for class and prepared to participate in the full class session. Students who leave during the class interrupt learning activities and disrupt the focus of those around them. Schedule appointments at times when classes are not in session. Everyone benefits from your presence. It is very disruptive for everyone if you come into class late, or leave early.

Please be considerate of others by remaining quiet while your professor and others speak.

All grades will be posted on BbLearn, and will be updated regularly by the TA. IF you have a discrepancy with a grade that is posted (for example, if you completed a reading quiz and did not receive credit), you have 2 weeks from the posted date in which to contest this grade. After that, no changes will be made. It is also important to keep your assignments until you verify the correct grade has been recorded.

LAPTOPS

The use of laptops is not allowed in this class.

EMAIL ETIQUETTE

All emails to the instructor and TA need to have the subject line that identifies your class number and section, and your name. This is VERY important so that we can address your concerns in a timely manner. Please include appropriate salutations, as well as a description of why you are emailing. I have over 200 students in 2 different classes, so this information is very important!

ACADEMIC HONESTY

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The [Code is](http://www.umt.edu/vpsa/policies/student_conduct.php) available for review online (http://www.umt.edu/vpsa/policies/student_conduct.php).

ACCESSIBILITY

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability that is adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommason Center 154 or (406) 243-2243. I will work with you and Disability Services to provide an appropriate modification.

CLASS DISCUSSION GUIDELINES

1. Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression* exist.
2. Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism is that we are all systematically taught misinformation about our own group and about members of other groups. This is true for everyone, regardless of our group(s).
3. Agree not to blame ourselves or others for the misinformation we have learned but to accept responsibility for not repeating misinformation after we have learned otherwise.
4. Assume that people both the people we study — and the members of the class, always do the best they can.
5. Actively pursue information about our own groups and those of others.
6. Share information about our groups with other members of the class and never demean, devalue, or in any way “put down” people for their experiences.
7. Agree to combat actively the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
8. Create a safe atmosphere for open discussion. If you wish to make comments that you do not want repeated outside the classroom, you can preface your remarks with a request that the class agree not to repeat the remarks.

*Many other institutionalized forms of oppression could be listed here. A more complete list might include age, ethnicity, disability, gender, race, class, religion, color, national origin, sexual orientation, and physical appearance. The major focus is on the four oppressions listed; however, analogies can fairly easily be made to other forms.

NOTE: These guidelines were developed by Lynn Weber, and published in *Women's Studies Quarterly* 18 (Spring/Summer 1990):126-134. A discussion and revised version was published in “Empowering Students Through Classroom Discussion Guidelines,” in Marybeth C. Stalp and Julie Childers, eds., *Teaching Sociological Concepts and the Sociology of Gender*, Washington, D.C.: American Sociological Association Teaching Resources Center, 2000, and 2005 (2nd Edition).

SOC 220 CLASS ASSIGNMENT CHECKLIST

| Due date (time) | Assignment | Points earned |
|-----------------------|----------------------------------|-------------------|
| 9/5 (11:55pm) | Intersectionality Assignment | ____/ 50 |
| 9/7 (done in-class) | Thesis Writing #1 | ____/ 25 |
| 9/9 (noon) | ADDRESSING Assignment | ____/ 50 |
| 9/12 (done in-class) | Thesis Writing #2 | ____/ 25 |
| 9/21 (noon) | Problem-based Writing #1: Class | ____/ 100 |
| 9/16 (done in-class) | Thesis Writing #3 | ____/ 25 |
| 9/23 (done in-class) | Exam #1 | ____/ 50 |
| 9/30 (done in-class) | Thesis Writing #4 | ____/ 25 |
| 10/5 (done in-class) | Thesis Writing #5 | ____/ 25 |
| 10/10 (done in-class) | Thesis Writing #6 | ____/ 25 |
| 10/19 (done in-class) | Thesis Writing #7 | ____/ 25 |
| 10/21 (noon) | Problem-based Writing #2: Race | ____/ 100 |
| 10/24 (done in-class) | Exam #2 | ____/ 75 |
| 10/31 (done in-class) | Thesis Writing #8 | ____/ 25 |
| 11/4 (done in-class) | Thesis Writing #9 | ____/ 25 |
| 11/9 (done in-class) | Thesis Writing #10 | ____/ 25 |
| 11/16 (done in-class) | Thesis Writing #11 | ____/ 25 |
| 11/18 (noon) | Problem-based Writing #3: Gender | ____/ 100 |
| 11/23 (done in-class) | Exam #3 | ____/ 100 |
| 12/2 (done in-class) | Thesis Writing #12 | ____/ 25 |
| 12/9 (done in-class) | Thesis Writing #13 | ____/ 25 |
| 12/16 (done in-class) | Exam #4 | ____/ 125 |
| TOTAL | | ____/ 1000 |

Extra Credit Class Participation (Up to 50 points available)

| Date | Activity | Points earned? | Date | Activity | Points earned? |
|-------|----------|----------------|-------|----------|----------------|
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |