

**Race, Gender and Class
Fall 2015
University of Montana**

Course Number: 71824 – SOCI 220S - 1
Day: Monday, Wednesday, Friday
Time: 1:10 pm – 2:00 pm
Class Location: ISB 110

Professor: Daisy Rooks
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Office Phone: (406) 243-2852
Office Location: Social Science 319

Office Hours: Tuesdays 3:00pm – 4:00pm (in SS 319)
Fridays 10:30am – 11:30am (in SS 319)
and by appointment

Teaching Assistant: Hannah Jacobsen
Email: hannah.jacobsen@umontana.edu
Office Location: Social Sciences 322
Office Hours: Mondays 12:00pm -1:00pm (in ISB lobby)
Tuesdays 11:30am - 12:30pm (in SS 322)

Preceptors:	Kalyn Brown	Alicia Kelly
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Office Location:	Social Science 316	Social Sciences 316
Office Hours:	Mondays 2:00pm - 3:00pm (in ISB lobby) Thursdays 1:30pm - 2:30pm (in SS 316)	Wednes 12:00pm - 1:00pm (in ISB lobby) Fridays 12:00pm - 1:00pm (in SS 316)

COURSE OVERVIEW

Course 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.

Course Objectives

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.

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.

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.

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](http://www.cas.umt.edu/wsprog/) at: <http://www.cas.umt.edu/wsprog/>.

EXPECTATIONS OF STUDENTS

Preparation

Be prepared for class. Always read the assigned material before the class so that you can refer to it during lectures and fully participate in class discussions.

Take careful lecture notes. You should obtain lecture notes from another student if you are unable to attend class. Members of the teaching team will not provide lecture notes or powerpoint slides to students who miss class.

Participation

All students are encouraged to participate actively during class sessions, which will cover topics that are controversial and uncomfortable. In order to maintain a respectful, open and inquisitive classroom environment, please observe the following guidelines:

- *Explain your views using reasoned arguments*, and provide evidence for assertions of fact. Do everything in your power to avoid endless personal anecdotes and story-telling.
- *Respect others' views and listen.* You do not have to agree with your classmates, but try your best to give them your full attention and consideration during class sessions.
- *Texting, talking on your phone, web surfing, tweeting and emailing* should be done outside of class time. They disrupt your classmates and are disrespectful to your instructor.

Communication

You should *maintain a university email account* and check it regularly for class announcements. I will communicate regularly with students via email; you are responsible for all information contained in these emails. University policy prohibits me from responding to emails sent from personal, non-UM email accounts.

Feel free to contact me via email or come to my office hours with questions that you have about the course. If you email me during the work week, I will do my best to get back to you within 24 hours, although I typically do not respond to emails on the weekend. When emailing me, always include "SOC 220" or "Race, Gender and Class" in the subject line of your email. When I answer a student's emailed question during class, I consider the question answered.

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 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.

COURSE REQUIREMENTS

Exams

There are four exams for this course. Exams 1-3 will be in-class and will cover all material (readings, lectures, exercises, films, etc) from the preceding section of the course. Exam 1 will cover all of the material on class, exam 2 will cover all of the material on race, and exam 3 will cover all of the material on gender. Exam 4 will take place during exam period and will be partially cumulative. Roughly 70% of exam 4 will cover all of the material on education, and roughly 30% will cover major concepts and theories from the entire semester.

Students must attend all four exams. I will not offer make-up exams in the case of vacation travel, scheduling preferences, inadequate preparation, or routine illnesses such as colds or migraines. I will offer make-up exams to students who a) have experienced a death in their immediate family, a legitimate family emergency such as a seriously ill child, or an illness requiring hospitalization and b) can provide legitimate documentation of their situation. I will never accept a note from the Curry Health Center as evidence of illness. If you gain my permission to take a make-up exam, it must take place within a week of the original exam and be scheduled at my convenience. Make-up exams will contain completely different content and follow a different format from in-class exams.

To help prepare for exams, students will have access to study guides, in-person review sessions, and online moodle forums. Students are encouraged to post questions about the course material in the moodle forums, and to answer other students' questions when appropriate. The teaching team will monitor the forums in the week leading up to each exam. They will not respond to every student post in the forums, but will offer corrections and additions as necessary.

Class Participation via iclicker

Students are required to purchase or rent iclicker devices. 15 of the 100 points in this course are linked to participation in opinion polls and un-scored quizzes via iclicker devices. At the end of the semester I will pick 15 class sessions at random and use these as the basis for these 15 points. Since I do not announce which class sessions "count" for iclicker points ahead of time, students should bring their clicker devices to every class session and use them.

Course Grade

Students' final grades will be based on the following components; four exams and class participation via iclicker. The weight of each component is as follows:

Exam 1	20%
Exam 2	20%
Exam 3	20%
Exam 4	25%
Class participation via iclickers	15%

Extra Credit

Students can earn a maximum of 5 extra credit points in this course. To earn these points, students may pursue one or more of the following options:

For up to 5 extra credit points, students can participate verbally in class discussions.

- Students who ask insightful questions about the course material and/or make thoughtful contributions to the class discussions will be eligible to earn these points. Students who ask questions that indicate that they are not paying attention, repeat points that their fellow students have already made, or talk endlessly about themselves will not earn any of these points. Here are a few more parameters for this option:
 - Students who attend class infrequently or erratically are not eligible to earn any of these points.
 - The same is true of students who routinely arrive late to class or leave class early.

For up to 4 extra credit points, students can tweet about class content.

- Students who tweet reading responses, connections between the course material and the contemporary world, and links to media that directly relates to class topics will be eligible to earn these points. Students who tweet exam content, complaints about the teaching team or other students in the course, or employ offensive or coarse language are not eligible to earn any of these points. Here are a few more parameters for this option:
 - Students should tweet using the hashtag #UMRCG to be eligible for these points.
 - Students should not tweet during class sessions.
 - Students must register their twitter handles with the teaching assistant no later than Thanksgiving break.
 - Students must tweet a minimum of 3 times during 2 course units to be eligible for these points.

For up to 3 extra credit points, students can submit historical photos of class content.

- The instructor will provide more details about this option, including comprehensive formatting instructions for the photos, later in the semester.

For 1 extra credit point, students can attend a DiverseU event on campus.

- Students who attend an event associated with DiverseU and swipe their grizcards will be eligible for this point. DiverseU takes place on campus on November 4th and 5th. The [schedule of events](#) is available for review online (<http://www.umt.edu/diverseu/>). Here are a few more parameters for this option:
 - The event cannot conflict with our class sessions.
 - The event must be pre-approved by the instructor, via email, at least 3 days in advance.

The maximum amount of extra credit that a student can earn is 5 points.

COURSE MATERIALS

Required Books

Margaret Andersen and Patricia Hill Collins, ed. 2013. Race, Class and Gender: An Anthology. Belmont CA: Thomson Wadsworth.

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. Since the page numbers differ by edition, it will be challenging for you to follow along during lectures and class discussions if you have a previous edition of the book.

Correspondents of the New York Times. 2005. Class Matters. New York: Times Books.

All readings from this book have (++) 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 (^) in front of them on the syllabus.

COURSE SCHEDULE

<u>Date</u>	<u>Day</u>	<u>Assigned reading and/or in-class activities</u>
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Aug 31	Monday	This syllabus In-Class: Course overview, expectations, etc
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Sept 2	Wednesday	Andersen and Collins “Why Race, Class & Gender Still Matter” (pp. 1-15, 61-67) Andersen and Collins “The Structure of Social Institutions” (pp. 265-268)
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CLASS:	WHAT IS CLASS?
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Sept 4	Friday	Andersen and Collins “Systems of Power and Inequality” (pp. 70-75) ++ Scott and Leonhardt “Shadowy Lines that Still Divide” (pp. 1-26)
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Sept 7	Monday	No Class: Labor Day
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Sept 9	Wednesday	++ Steinhauer “When the Joneses Wear Jeans” (pp. 134-145)
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CLASS:	CLASS, WEALTH AND INEQUALITY
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Sept 11	Friday	++ Johnson “Richest Are Leaving Even the Rich Far Behind” (pp. 182-191)
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Sept 14	Monday	++Fabrikant “Old Nantucket Warily Meets the New” (pp. 166-181)
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Sept 16	Wednesday	Jacobs and Morone “Health and Wealth” (pp. 134-137) ++ Scott “Life at the Top Isn’t Just Better, It’s Longer” (pp. 27-50)
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Date Day Assigned reading and/or in-class activities

CLASS: HOW CLASS SHAPES OUR LIVES

Sept 18	Friday	In-Class: Movie “Class Dismissed”
Sept 21	Monday	Andersen and Collins “The Structure of Social Institutions” (pp. 272-274) Mantsios “Media Magic” (pp. 386-393)
Sept 23	Wednesday	++ Lewin “A Marriage of Unequals” (pp. 51-62)
Sept 25	Friday	In-Class: Exam #1

RACE: WHAT IS RACE?

Sept 28	Monday	In-Class: Movie “Race: The Power of an Illusion”
Sept 30	Wednesday	Andersen and Collins “Systems of Power and Inequality” (pp. 67-70) ^^ Heise “Race is a Social Construction” (pp. 45-47)
Oct 2	Friday	^^ Heise and Hartmann “The Uncertain Fate of Race in America” (pp. 3–19)

RACE: STEREOTYPING AND DISCRIMINATION

Oct 5	Monday	Ganz “Race as Class” (pp. 110-116) ^^ Wray “White Trash: The Social Origins of a Stigmatype” (pp. 83-93)
Oct 7	Wednesday	Andersen and Collins “Systems of Power and Inequality” (pp. 78-81) Cofer “The Myth of the Latin Woman” (pp. 160-164) ^^ Guiliano “The Fascination and Frustration with Native American Mascots” (pp. 95-113)

RACE: PRIVILEGE

Oct 9	Friday	^^ Hughey “Beyond the Big, Bad Racist: Shared Meanings of White Identity and Supremacy” (pp. 65-80) McIntosh “White Privilege” (pp. 49-53)
Oct 12	Monday	^^ Roth “Latinos, Biculturalism, and the In-Between” (pp. 49-64) Waters “Optional Ethnicities” (pp. 209-217)
Oct 14	Wednesday	^^ Burke “Colorblindness vs. Race-Consciousness—An American Ambivalence” (pp. 165-175) Gallagher “Color-Blind Privilege” (pp. 91-95)

Date Day Assigned reading and/or in-class activities

RACE: HOW RACE SHAPES OUR LIVES

Oct 16	Friday	Childs “Navigating Interracial Borders” (pp. 340-347)
Oct 19	Monday	++ DePalma “Fifteen Years on the Bottom Rung” (pp. 111-133) Rubin “Is This a White Country, or What?” (pp. 201-208)
Oct 21	Wednesday	Kibria “The Contested Meanings of ‘Asian American’” (pp. 100-109) Takaki “A Different Mirror” (pp. 37-48)
Oct 23	Friday	^^ Morris et al. “Thinking about Trayvon: Privileged Responses and Media Discourse” (pp. 133-149) In-Class: Guest lecture by Jervette Ward “Real Sister: Stereotypes, Respectability, and Black Women in Reality TV”
Oct 26	Monday	In-Class: Exam #2

GENDER: WHAT IS GENDER?

Oct 28	Wednesday	Andersen and Collins “Systems of Power and Inequality” (pp. 75-77) In-Class: Movie “Two Spirits”
Oct 30	Friday	Zinn, Hondagneu-Sotelo and Messner “Sex and Gender Through the Prism of Difference” (pp. 151-153, 156-159)
Nov 2	Monday	Andersen and Collins “The Structure of Social Institutions” (pp. 270-272) Gerstel “Rethinking Families and Community” (pp. 327-334)

GENDER: SEXUALITY AND MASCULINITY

Nov 4	Wednesday	Zinn, Hondagneu-Sotelo and Messner “Sex and Gender Through the Prism of Difference” (pp. 154-155) Acker “Is Capitalism Gendered and Racialized?” (pp. 129-133)
Nov 6	Friday	Barber “The Well-Coiffed Man” (pp. 176-186)
Nov 9	Monday	Andersen and Collins “Systems of Power and Inequality” (pp. 81-84) Katz “The Invention of Heterosexuality” (pp. 231-242)
Nov 11	Wednesday	No Class: Veteran’s Day
Nov 13	Friday	Weston “Straight is to Gay as Family is to No Family” (pp. 335-339)

Date Day Assigned reading and/or in-class activities

GENDER: HOW GENDER SHAPES OUR LIVES

Nov 16	Monday	Amott and Matthaei "Race, Class, Gender and Women's Works" (pp. 277-282) Dill "Our Mothers' Grief" (pp. 314-326)
Nov 18	Wednesday	Zinn, Hondagneu-Sotelo and Messner "Sex and Gender Through the Prism of Difference" (pp. 155-156) Hondagneu-Sotelo "Families on the Frontier" (pp. 348-354)
Nov 20	Friday	In-Class: Exam #3

EDUCATION: EDUCATIONAL INEQUALITY

Nov 23	Monday	Andersen and Collins "The Structure of Social Institutions" (pp. 274-275) In-Class: Radio Clip "This American Life: Harlem Renaissance"
Nov 25	Wednesday	No Class: Thanksgiving Holiday
Nov 27	Friday	No Class: Thanksgiving Holiday
Nov 30	Monday	Orfield and Lee "Historic Reversals, Accelerating Resegregation, and the Need For New Integration Strategies" (pp. 399-407)
Dec 2	Wednesday	Theoharis "'I Hate It When People Treat Me Like a Fxxx-up'" (pp. 408-415)
Dec 4	Friday	^^ Lee "Asian American Exceptionalism and 'Stereotype Promise'" (pp. 27-44)

EDUCATION: EDUCATION & MOBILITY

Dec 7	Monday	++ Egan "No Degree, and No Way Back to the Middle Class" (pp. 105-110) ++ Leonhardt "The College Dropout Boom" (pp. 87-104)
Dec 9	Wednesday	Jensen "Across the Great Divide" (pp. 416-422) ++ Lewin "Up From the Holler" (pp. 63-72)
Dec 11	Friday	++ Wilkerson "Angela Whitiker's Climb" (pp. 202-233)

Dec 14	Monday	Final Exam: 1:10 pm – 3:10 pm
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