

**Race, Gender and Class  
Fall 2017  
University of Montana**

Course Number: 71482 – SOCI 220S - 1  
Day: Monday, Wednesday, Friday  
Time: 1:00 pm – 1:50 pm  
Class Location: ISB 110

Professor: Daisy Rooks  
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Office Phone: (406) 243-2852  
Office Location: Social Science 313

Office Hours: Mondays 2:00pm – 3:00pm  
Wednesdays 9:30am – 10:30am  
Fridays 2:00pm – 4:00pm  
or by appointment when possible

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Office Location:	Social Science 316	Social Sciences 316
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## **COURSE OVERVIEW**

### **Course Description**

This course examines three persistent axes of inequality in the U.S. today; 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 American society without understanding the ways that they overlap and interact with each other.

This course is organized around the notion that race, gender, and class are socially-constructed categories that are not based in biology, nature, or divine will. The organization of the course reflects the idea that these categories are the by-products of countless human choices, actions, and decisions.

The course uses a combination of lectures, 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 Outcomes**

- Students will be able to locate race, gender, and class in their social contexts.
- Students will describe how these categories were created, why they were created, and how they have changed over time.

- Students will compare and contrast the lived experiences of several racial, ethnic, gender, and class groups in the U.S. Students will also identify how these groups, and outsiders' perceptions of these groups, have transformed over time.
- Students will recognize the structural causes of racial, gender, and economic inequality. For example, students will describe how race, gender and class shape individuals' experiences in the labor market, at home, and in the education system.
- Finally, students will evaluate how racial, ethnic, gender, and class groups have challenged and resisted discrimination and differential treatment inside a range of social institutions.

### **A Women's, Gender, and Sexuality Studies Course**

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 in advance of class so that you can refer to it during lectures and fully participate in class discussions. Always bring the assigned material to class with you so that you can refer to it during lectures and 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 if you 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.
- Use personal anecdotes sparingly. When sharing a personal anecdote, always connect it back to the course material.
- 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 when they are talking during class sessions.
- Texting, emailing, surfing the web, and using social media should be done outside of class time. They disrupt your classmates, and are disrespectful to your teaching team.

### **Communication**

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

Feel free to contact me via email or in my office hours with questions or concerns about the course and/or your performance in the course. If you email me during the work week, I will do my best to get back to you within 48 hours. When emailing me, always include "SOC 220" or "Race, Gender, and Class" in the subject line of

your email, and always sign your name. When I answer a question, during class, that a student emailed me, I consider the question answered.

### **A Note About Classroom Culture**

My classroom is a somewhat casual environment for learning. I use jokes, short stories, and pop culture references to animate the course material. I also encourage students to engage with each other, and me, during class sessions. Despite the casual learning environment, this is not an easy course. The assigned readings are dense and theoretical, and the exams are quite challenging. In order to pass the course, you must prepare carefully for each class session, pay close attention to details, and demonstrate an accurate understanding of the course material on the exams and in the assignments. This is by design. I nurture a somewhat casual classroom environment in order to spark students' interest in the course material, and I develop challenging exams and assignments to ensure that students develop a deep, accurate understanding of that material.

### **A Community of Diverse Learners**

Students in my classes have diverse worldviews and experiences, disparate learning styles, varied levels of academic preparation, and dissimilar backgrounds in Sociology. I view this diversity positively, believing that it makes teaching and learning more interesting, dynamic, and relevant than it would be if my classes were comprised of homogenous learners.

Over the years I have developed techniques to integrate diverse learners into my classrooms. I provide structured, linear class sessions, and encourage students to participate actively and frequently in class discussions. I also encourage students to interrogate the course material closely when it does not make intuitive sense to them.

While this pedagogy is designed to engage diverse learners, my exams and assignments focus exclusively on the course material. Students do not earn points on exams or assignments for describing their worldviews, experiences, personal opinions, or information that they gleaned in other Sociology courses. I view this as a matter of fairness. While diversity of worldview, experience, opinion, and prior exposure to Sociology enrich the teaching and learning experience, they cannot and should not be assigned value by the instructor or the TA.

### **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](http://www.umt.edu/vpesa/Dean%20of%20Students/default.php), which is available for review online (<http://www.umt.edu/vpesa/Dean%20of%20Students/default.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 that you may have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or (406) 243-2243. I will work with you and Disability Services to provide an appropriate modification.

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## COURSE REQUIREMENTS

### Exams

There are four exams for this course. Exams 1-3 will take place during 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 finals week, 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 complete all four exams to pass the class. 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. Under no circumstances will I accept a generic note from the Curry Health Center as evidence of a serious illness. If you receive permission from me to take a make-up exam, you will be required to take the exam at Testing Services on campus (<http://www.umt.edu/testing/>) for a nominal fee. Make-up exams will contain different content, and may follow a different format than the 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. We 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 unscored 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 will earn extra credit points:
  - By asking insightful questions about the course material.
  - By making thoughtful contributions to the class discussions.
- Students will not earn extra credit points:
  - For asking questions that indicate that they are not paying attention.
  - For repeating points that their fellow students have already made.
  - If they attend class infrequently or erratically.
  - If they routinely arrive late to class or leave class early.

The teaching team will track verbal participation throughout the semester, and will post any extra credit points that students earn for verbal participation to the moodle gradebook during finals week.

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

- Students will earn extra credit points for:
  - Tweeting responses to the course reading.
  - Tweets that make connections between the course material and the contemporary world.
  - Tweets that include links to media that directly relate to class topics.
- Students will not earn extra credit points:
  - If their tweets are not clearly linked to course content.
  - If they tweet exam content or complaints about the teaching team or other students in the course.
  - If their tweets contain offensive or coarse language.
  - If they tweet during class sessions.
- Here are a few more parameters for this option:
  - Students must tweet a minimum of 3 times during 2 course units to be eligible for these points.
  - Students must include the hashtag #UMRCG in their tweets.
  - Students must register their twitter handles with the instructor before Thanksgiving break.

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 detailed 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 Griz Cards will be eligible for this point. DiverseU will take place on campus on November 1st and 2nd. The [schedule of events](http://www.umt.edu/diverseu/) is available for review online (<http://www.umt.edu/diverseu/>).
- Here are a few more parameters for this option:
  - The event that you attend cannot conflict with our November 1 class session.
  - The event that you attend 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.*

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## 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, 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.

### Supplemental Articles

In addition to these books, there are two supplemental articles, both of which are required. These articles are marked with (\*) in the syllabus and are available in electronic form on the course moodle page and in hard copy at the Mansfield Library reserves. Students are strongly encouraged to print out copies of every supplemental article and not try to read them online. Lectures and class discussions will reference the readings frequently, and students who do not have the readings in front of them will find themselves at a disadvantage during class. Students who decide not to print out the supplemental articles should plan on taking very detailed notes on the readings, so that they are prepared for class discussions, written assignments and exams.

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## COURSE SCHEDULE

<u>Date</u>	<u>Day</u>	<u>Assigned reading and/or in-class activities</u>
Sept 1	Friday	This syllabus In-Class: Course overview, expectations, etc.
Sept 4	Monday	No Class: Labor Day
Sept 6	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?

Sept 8	Friday	Andersen and Collins "Systems of Power and Inequality" (pp. 70-75) ++ Scott and Leonhardt "Shadowy Lines that Still Divide" (pp. 1-14)
Sept 11	Monday	++ Scott and Leonhardt "Shadowy Lines that Still Divide" (pp. 14-26) ++ Steinhauer "When the Joneses Wear Jeans" (pp. 134-145)

**Date      Day      Assigned reading and/or in-class activities**

**CLASS:                      CLASS AND IDENTITY**

- Sept 13      Wednesday      ++ Lewin “Up From the Holler” (pp. 63-72)
- Sept 15      Friday              ++Fabrikant “Old Nantucket Warily Meets the New” (pp. 166-181)
- Sept 18      Monday            Andersen and Collins “The Structure of Social Institutions” (pp. 272-274)  
Mantsios “Media Magic” (pp. 386-393)

**CLASS:                      HOW CLASS SHAPES OUR LIVES**

- Sept 20      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)
- Sept 22      Friday              ++ Lewin “A Marriage of Unequals” (pp. 51-62)
- Sept 25      Monday            ++ Johnson “Richest Are Leaving Even the Rich Far Behind” (pp. 182-191)
- Sept 27      Wednesday      In-Class:      Exam 1

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**RACE:                      WHAT IS RACE?**

- Sept 29      Friday              In-Class: Movie “Race: The Power of an Illusion”
- Oct 2        Monday            Andersen and Collins “Systems of Power and Inequality” (pp. 67-70)  
^^ Heise “Race is a Social Construction” (pp. 45-47)
- Oct 4        Wednesday      Ganz “Race as Class” (pp. 110-116)  
^^ Wray “White Trash: The Social Origins of a Stigmatype” (pp. 83-93)

**RACE:                      RACE AND IDENTITY**

- Oct 6        Friday              ^^ Roth “Latinos, Biculturalism, and the In-Between” (pp. 49-64)
- Oct 9        Monday            Andersen and Collins “Systems of Power and Inequality” (pp. 78-81)  
Waters “Optional Ethnicities” (pp. 209-217)
- Oct 11      Wednesday      ^^ Hughey “Beyond the Big, Bad Racist: Shared Meanings of White Identity and  
Supremacy” (pp. 65-80)

**RACE:                      STEREOTYPING, DISCRIMINATION, AND PRIVILEGE**

- Oct 13      Friday              Cofer “The Myth of the Latin Woman” (pp. 160-164)  
Takaki “A Different Mirror” (pp. 37-48)

<b>Date</b>	<b>Day</b>	<b>Assigned reading and/or in-class activities</b>
Oct 16	Monday	^^ Guiliano “The Fascination and Frustration with Native American Mascots” (pp. 95-113)
Oct 18	Wednesday	McIntosh “White Privilege” (pp. 49-53)
Oct 20	Friday	^^ Burke “Colorblindness vs. Race-Consciousness—An American Ambivalence” (pp. 165-175) Gallagher “Color-Blind Privilege” (pp. 91-95)

**RACE: HOW RACE SHAPES OUR LIVES**

Oct 23	Monday	++ DePalma “Fifteen Years on the Bottom Rung” (pp. 111-133) Rubin “Is This a White Country, or What?” (pp. 201-208)
Oct 25	Wednesday	^^ Heise and Hartmann “The Uncertain Fate of Race in America” (pp. 3–19)
Oct 27	Friday	In-Class: Exam 2

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**GENDER: WHAT IS GENDER?**

Oct 30	Monday	Andersen and Collins “Systems of Power and Inequality” (pp. 75-77) In-Class: Movie “Two Spirits”
Nov 1	Wednesday	Zinn, Hondagneu-Sotelo and Messner “Sex and Gender Through the Prism of Difference” (pp. 151-153, 156-159)

**GENDER: MASCULINITY AND SEXUALITY**

Nov 3	Friday	Barber “The Well-Coiffed Man” (pp. 176-186)
Nov 6	Monday	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 8	Wednesday	Andersen and Collins “Systems of Power and Inequality” (pp. 81-84) Katz “The Invention of Heterosexuality” (pp. 231-242)
Nov 10	Friday	No Class: Veteran’s Day

**GENDER: HOW GENDER SHAPES OUR LIVES**

Nov 13	Monday	Andersen and Collins “The Structure of Social Institutions” (pp. 270-272) Gerstel “Rethinking Families and Community” (pp. 327-334) Weston “Straight is to Gay as Family is to No Family” (pp. 335-339)
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<b>Date</b>	<b>Day</b>	<b>Assigned reading and/or in-class activities</b>
Nov 15	Wednesday	Amott and Matthaei “Race, Class, Gender and Women’s Works” (pp. 277-282) Dill “Our Mothers’ Grief” (pp. 314-326)
Nov 17	Friday	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	Monday	In-Class: Exam 3
Nov 22	Wednesday	No Class: Thanksgiving Holiday
Nov 24	Friday	No Class: Thanksgiving Holiday

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**EDUCATION: WHAT IS EDUCATION?**

Nov 27	Monday	Andersen and Collins “The Structure of Social Institutions” (pp. 274-275) In-Class: Movie “The Indian Schools”
Nov 29	Wednesday	* Willis <u>Learning to Labor</u>

**EDUCATION: EDUCATION, STEREOTYPING, AND DISCRIMINATION**

Dec 1	Friday	Theoharis “I Hate It When People Treat Me Like a Fxxx-up” (pp. 408-415)
Dec 4	Monday	* Jarmillo et al. “Ethnic Identity, Stereotype Threat...” (pp. 769-775)
Dec 6	Wednesday	Kibria “The Contested Meanings of ‘Asian American’” (pp. 100-109) ^^ Lee “Asian American Exceptionalism and ‘Stereotype Promise’” (pp. 27-44)

**EDUCATION: EDUCATION AND MOBILITY**

Dec 8	Friday	Jensen “Across the Great Divide” (pp. 416-422) ++ Leonhardt “The College Dropout Boom” (pp. 87-104)
Dec 11	Monday	++ Egan “No Degree, and No Way Back to the Middle Class” (pp. 105-110) ++ Wilkerson “Angela Whitiker’s Climb” (pp. 202-233)
Dec 14	Thursday	Exam 4 1:10 pm – 3:00 pm in ISB 110

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