

**Race, Gender, and Class
Fall 2019
University of Montana**

Course Number: 71308 – SOCI 220S - 1
 Day: Monday, Wednesday, Friday
 Time: 1:00 pm – 1:50 pm
 Class Location: ISB 110

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 Office Location: Social Science 313
 Pronouns: She/her/hers
 Please call me: Professor Rooks, Doctor Rooks

Office Hours: Wednesdays 2:00-3:30 PM
 Fridays 11:00-12:30 PM
 and other times by appointment, when possible

Name	Role	Pronouns	Email address	Office hours	Location
Sierra Streuli	Teaching assistant	She/her/hers	sierra.streuli@umconnect.umt.edu	Mondays 12:00-1:00	ISB lobby
				Tuesdays 10:30-11:30	SS 312
Mia Mckinney	Preceptor	She/her/hers	mia.mckinney@umconnect.umt.edu	Wednesdays 12:00-1:00	ISB lobby
				Thursdays 2:30-3:30	SS 306

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 approach, called intersectionality, is the conceptual framework for this course.

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.

In this course, we will use 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

By the end of the course, students will be able to:

- Locate race, gender, and class in their social contexts.
- Describe how these categories were created, why they were created, and how they have changed over time.
- Compare and contrast the lived experiences of several racial, ethnic, gender, and class groups in the U.S. Students will also be able to identify how these groups, and outsiders' perceptions of these groups, have transformed over time.
- Recognize the structural causes of racial, gender, and economic inequality. For example, students will be able to explain how race, gender, and class shape individuals' experiences in the labor market, at home, and in the education system.
- Evaluate how racial, ethnic, gender, and class groups have challenged and resisted discrimination and differential treatment inside a range of social institutions.

This Course Satisfies

The Group IX: Democracy and Citizenship (Y) requirement for General Education at the University of Montana.

This Course Counts Towards

The concentration in Inequality and Social Justice in the Sociology department. If you would like to know more about this option, visit the Sociology department [website](#):

<http://hs.umt.edu/sociology/undergraduate/degree-options.php> .

The major and minor in Women's, Gender, and Sexuality Studies. If you would like to know more about the Women's, Gender, and Sexuality Studies program, you can drop by the program office (LA 138A-B) or visit their [website](#): <http://hs.umt.edu/wgss/>.

The major and minor in African-American Studies. If you would like to know more about the African-American Studies program, you can visit their [website](#): <http://hs.umt.edu/aas/>.

EXPECTATIONS OF STUDENTS

Be an Active Learner

This is a challenging course. In order to pass it, you will need to adopt an active approach to learning. You will prepare carefully for each class session by reading the assigned material in advance of class and bring it to class with you so that you can refer to it during lectures and discussions. During class you will listen, take notes, ask questions, and participate in discussions. You will also refrain from texting, emailing, surfing the web, and using social media during class; they disrupt your classmates, and are disrespectful to your instructor. If you are unable to attend a class, you will obtain lecture notes from another student. Members of the teaching team will not provide lecture notes or PowerPoint slides to students, regardless of the reason for their absence.

Participate Respectfully

This class covers topics that are controversial and uncomfortable. All students need to participate respectfully, in order to help maintain a respectful, open and inquisitive classroom environment. This means:

- Explaining your views using reasoned arguments, and provide evidence for assertions of fact.
- Using personal anecdotes sparingly. When sharing a personal anecdote, always connect it back to the course material.
- Respecting others' views and listening. 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.

Communication

You should maintain a university email account and check it regularly for class announcements. You are responsible for all information contained in class announcements that I send 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. When emailing me, always:

- Use your UM email account
 - University policy prohibits faculty and staff from responding to emails sent from students' personal, non-UM email accounts *and* sharing grade information via email.
- Include "SOCL 220" or "Race, Gender, and Class" or "RCG" in the subject line of your email
- Sign your full name (first and last)

Academic Honesty

You must practice academic honesty in this course. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](http://www.umt.edu/student-affairs/dean-of-students/default.php), which is available for review online (<http://www.umt.edu/student-affairs/dean-of-students/default.php>).

Secure Permission Before Recording

To ensure the free and open discussion of ideas in this class, you must secure advance written permission from me before recording lectures, discussions, or review sessions. Students with permission to record may only use recordings for educational purposes; they may not modify, publish, copy, or distribute the recordings, even to other students in the class. Students whose accommodations from Disability Services for Students include recording class meetings must present their accommodation letter to me before recording any class sessions.

EXPECTATIONS OF THE PROFESSOR

Communication

I will communicate regularly with students in the class using their UM email accounts. These emails will contain important information about the class schedule, class content, exams, and assignments. I will do my best to respond to student emails within 48 hours during the week. For the most part, I do not respond to work emails on the weekends. When I answer a question during class that a student emailed me, I consider the question answered.

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.

Affirming Names and Pronouns

The teaching team for this course affirms people of all gender expressions and gender identities. We will gladly honor your request to address you by the name and gender pronoun that you prefer. If you go by a different name than the name on the class roster, please let me know early in the semester so that I can make appropriate changes to my records. For information about [name changes](#) at the University of Montana, please go here: <https://www.umt.edu/registrar/students/name-change/default.php>.

UM's Cultural Leave Policy

The teaching team for this course supports UM's new cultural and ceremonial leave policy that allows excused absences for cultural, religious, and ceremonial purposes. According to this policy, to receive an authorized absence for a cultural, religious, or ceremonial event, the student or their advisor must submit a formal written request to the instructor. The request must include a brief description (with inclusive dates) of the cultural event or ceremony, and a brief statement about the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor; students may appeal the instructor's decision to the Department Chair, Dean, or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students who take excused leaves are responsible for completion or make-up of assignments, at the instructor's discretion.

OTHER INFORMATION

Basic Needs Statement

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources:

- Food Pantry Program
 - UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the pantry's [website \(https://www.umt.edu/uc/food-pantry/default.php\)](https://www.umt.edu/uc/food-pantry/default.php) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).
- ASUM Renter Center
 - The Renter Center can connect UM students at risk of homelessness or food insecurity with resources. You can find the Renter Center [here: http://www.umt.edu/asum/agencies/renter-center/default.php](http://www.umt.edu/asum/agencies/renter-center/default.php) and [here: https://medium.com/griz-renter-blog](https://medium.com/griz-renter-blog).
 - Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.
- TRiO Student Support Services
 - TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.

- Students can check their eligibility for TRiO services online [here](http://www.umt.edu/trioss/apply.php#Eligibility): <http://www.umt.edu/trioss/apply.php#Eligibility>.
- If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

How This Class Is Designed To Engage 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 all my classes were comprised of homogenous learners.

Over the years I have developed techniques to engage the diverse learners in my classrooms. I provide structured, linear class sessions. I encourage students to participate actively and frequently in class discussions. I encourage students to interrogate the course material closely when it does not make intuitive sense to them. I create a somewhat casual learning environment to spark students' interest, using jokes, short stories, and pop culture references to animate the course material.

Despite the casual learning environment, this is not an easy course. The assigned readings are dense and theoretical, and the exams are quite challenging. This is by design; it ensures that students develop a deep, accurate understanding of the course material. Finally, my exams and assignments focus exclusively on the course material. Students do not earn points on exams or thematic essays 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 teaching team.

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 are not permitted to use cell phones, tablets, smart watches, or other electronic devices during exams. Any student found violating this rule will receive a zero on the exam and will be referred to the Director of Community Standards for additional disciplinary sanction by the University.

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.

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, are managing a family emergency such as a seriously ill child, have an illness requiring hospitalization, or are taking an authorized cultural/ceremonial leave (see above for more details), 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](http://www.umt.edu/testing/) 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.

Thematic Essays

In addition to the exams, students must complete two thematic essays covering two different units of the class. Each thematic essay assignment will come with a short list of media (documentaries, podcasts, etc.) and a list of terms from the corresponding section of the course. For each essay, students will pick one media and two terms, and will write an essay explaining how their chosen terms relate to the media that they selected. Students will have 72 hours following exams 1-3 to complete thematic essays 1-3. Students will have 72 hours following the last day of class to complete thematic essay 4.

Students may attempt as many thematic essays as they like. Their highest two scores will count toward their final grade. Thematic essays are not optional; failure to submit both essays will result in automatic failure of the course.

Class Participation via iclicker

Students are required to purchase, rent, or download an iclicker device and use it to answer opinion polls and unscored quizzes during class sessions. At the end of the semester I will pick 20 class sessions at random and use these as the basis for the iclicker 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’ course grades will be based on the following components; four exams, two thematic essays, and class participation via iclicker. The weight of each component is as follows:

Exam 1	20%
Exam 2	20%
Exam 3	20%
Exam 4	15%
Thematic essays	20%
Class participation via iclickers	5%

Extra Credit

Students can earn extra credit in this class by pursuing one or more of the following options:

Participating verbally during class

- Students will earn extra credit:
 - By asking insightful questions about the course material
 - By making thoughtful contributions to the class discussions
- Students will not earn extra credit:
 - 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.

Tweeting about class content

- Students will earn extra credit 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:
 - 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
 - Students must include the hashtag #UMRCG in their tweets
 - Students must register their twitter handles with the teaching assistant before Thanksgiving break

Submitting historical photos of class content

- I will provide more details about this option, including detailed formatting instructions for the photos, later in the semester

The maximum amount of extra credit that a student can earn is 5% of their grade.

COURSE MATERIALS

Required Books

Margaret Andersen and Patricia Hill Collins, ed. 2016. Race, Class and Gender: An Anthology. Belmont CA: Thomson Wadsworth.

I have assigned the 9th 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 four supplemental articles, all of which 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.

COURSE SCHEDULE

Section 1: Course Introduction

Date	Topic	Lecture title	Author	Article Title	Pages
Mon Aug 26	Introduction to the course	Introduction to the course	Course overview, expectations, etc	This syllabus	
Wed Aug 28	Introduction to the course	Investigating Race, Class & Gender	Andersen and Collins	“Why Race, Class & Gender Still Matter”	1-14 51-56
			Andersen and Collins	“The Structure of Social Institutions”	249-252

Section 2: Class

Fri Aug 30	What is Class?	What is Class?	Andersen and Collins	“Systems of Power and Inequality”	60-66
			++ Scott and Leonhardt	“Shadowy Lines that Still Divide”	1-14
Mon Sept 2	No Class: Labor Day				
Wed Sept 4	What is Class?	Class & Consumption	++ Scott and Leonhardt	“Shadowy Lines that Still Divide”	14-26
			++ Steinhauer	“When the Joneses Wear Jeans”	134-145
Fri Sept 6	Class & Identity	Class, Education & Mobility	++ Lewin	“Up From the Holler”	63-72
Mon Sept 9	Class & Identity	Class & Culture	++ Fabrikant	“Old Nantucket Warily Meets the New”	166-181
Wed Sept 11	Class & Identity	Class & The Media	Andersen and Collins	“The Structure of Social Institutions”	257-259
			Henderson and Tickamyer	“The Intersection of Poverty Discourses”	121-128
			Mantsios	“Media Magic”	372-379
Fri Sept 13	How Class Shapes Our Lives	Health, Wealth & Inequality	Jacobs and Morone	“Health and Wealth”	129-132
			++ Scott	“Life at the Top Isn’t Just Better, It’s Longer”	27-50
Mon Sept 16	How Class Shapes Our Lives	Class & Marriage	++ Lewin	“A Marriage of Unequals”	51-62
Wed Sept 18	How Class Shapes Our Lives	Trends in Socioeconomic Inequality	++ Johnston	“Richest Are Leaving Even the Rich Far Behind”	182-191
			Noah	“The Great Divergence”	110-112
Fri Sept 20	In-Class: Exam 1				
Mon Sept 23	Thematic essay 1 due at 2 PM on Moodle				

Section 3: Race

Mon Sept 23	What is Race?	Race is a Social Construction	Andersen and Collins	“Systems of Power and Inequality”	56-60
			^^ Heise	“Race is a Social Construction”	45-47

Date	Topic	Lecture title	Author	Article Title	Pages
Wed Sept 25	What is Race?	What is Race?	In-Class: Movie "Race: The Power of an Illusion"		
Fri Sept 27	What is Race?	Race, Class & Caste	Gans	"Race as Class"	94-100
			^^ Wray	"White Trash: The Social Origins of a Stigmatype"	83-93
Mon Sept 30	Race & Identity	Race, Ethnicity & Identity	Zhou	"Are Asian Americans Becoming White?"	88-90 92-93
Wed Oct 2	Race & Identity	Race, Identity & Biculturalism	^^ Roth	"Latinos, Biculturalism, and the In-Between"	49-64
Fri Oct 4	Race & Identity	Optional Ethnicities	Andersen and Collins	"Systems of Power and Inequality"	66-69
			Waters	"Optional Ethnicities"	148-156
Mon Oct 7	Stereotyping, Discrimination & Privilege	Culture, Sports & Stereotyping	^^ Guiliano	"The Fascination and Frustration with Native American Mascots"	95-113
			Williams	"Where's the Honor?"	367-371
Wed Oct 9	Stereotyping, Discrimination & Privilege	White Privilege	McIntosh	"White Privilege"	74-78
Fri Oct 11	Stereotyping, Discrimination & Privilege	Color-Blind Privilege	^^ Burke	"Colorblindness vs. Race-Consciousness—An American Ambivalence"	165-175
			Gallagher	"Color-Blind Privilege"	79-83
Mon Oct 14	How Race Shapes Our Lives	Race & Immigration	++ DePalma	"Fifteen Years on the Bottom Rung"	111-133
			Marquardt, Stiegenga, Williams and Vasquez	"Living 'Illegal'"	157-163
Wed Oct 16	How Race Shapes Our Lives	The Future of Race in America	^^ Heise and Hartmann	"The Uncertain Fate of Race in America"	3-19
Fri Oct 18	In-Class: Exam 2				
Mon Oct 21	Thematic essay 2 due at 2 PM on Moodle				

Section 4: Gender

Mon Oct 21	What is Gender?	What is Gender?	Andersen and Collins	"Systems of Power and Inequality"	69-71
			In-Class: Movie "Two Spirits"		
Wed Oct 23	What is Gender?	The Limits of Gender Essentialism	Zinn, Hondagneu-Sotelo and Messner	"Sex and Gender Through the Prism of Difference"	170-171, 175-178
Fri Oct 25	What is Gender?	Gender & Sexuality	Andersen and Collins	"Systems of Power and Inequality"	71-73
			Blank	"Straight"	237-242
			Katz	"The Invention of Heterosexuality"	225-236

Date	Topic	Lecture title	Author	Article Title	Pages
Mon Oct 28	Men & Masculinity	Hegemonic Masculinity	Acker	"Is Capitalism Gendered and Racialized?"	101-109
			Zinn, Hondagneu-Sotelo and Messner	"Sex and Gender Through the Prism of Difference"	173-174
Wed Oct 30	Men & Masculinity	Marginalized Masculinities	Coston and Kimmel	"Seeing Privilege Where It Isn't"	179-187
			Pascoe	"Dude, You're a Fag"	218-224
Fri Nov 1	How Gender Shapes Our Lives	Gender, Sexuality & the Family	Andersen and Collins	"The Structure of Social Institutions"	254-255
			* Gross	"Gay, Lesbian, and Trans Families through the Lens of Social Science"	1-11
Mon Nov 4	How Gender Shapes Our Lives	Race, Gender & the Family	Dill	"Our Mothers' Grief"	294-306
			Manuel and Zambrana	"Exploring the Intersections of Race, Ethnicity, and Class on Maternity Leave Decisions"	307-313
Wed Nov 6	How Gender Shapes Our Lives	Gender, Race & Work	Hanser	"The Gendered Rice Bowl"	201-210
			Weissinger	"Gender Matters. So Do Race and Class"	285-293
			Zinn, Hondagneu-Sotelo and Messner	"Sex and Gender Through the Prism of Difference"	174-175
Fri Nov 8	In-Class: Exam 3				
Mon Nov 11	No Class: Veteran's Day				
Tues Nov 12	Thematic essay 3 due at 2PM on Moodle				

Section 5: Education

Wed Nov 13	What is Education?	What is Education?	Andersen and Collins	"The Structure of Social Institutions"	255-257
			In-Class: Movie "Indian School"		
Fri Nov 15	What is Education?	Education, Class & Social Reproduction	* Willis	<u>Learning to Labor</u>	1-7 176-184
Mon Nov 18	What is Education?	Educational Inequality	Ladson-Billings	"From the Achievement Gap to the Education Debt"	333-345
Wed Nov 20	Explaining Educational Achievement, Success	Class, Race & College Interruption	* Goldrick-Rab	"Following Their Every Move"	61-77
			++ Egan	"No Degree, and No Way Back to the Middle Class"	105-110

Date	Topic	Lecture title	Author	Article Title	Pages
Fri Nov 22	Explaining Educational Achievement, Success	Stereotype Threat	* Jarmillo et al.	"Ethnic Identity, Stereotype Threat and Perceived Discrimination Among Native American Adolescents"	769-775
			Tatum	"Affirming Identity in an Era of School Desegregation"	327-332
Mon Nov 25	Explaining Educational Achievement, Success	Stereotype Promise	^^ Lee	"Asian American Exceptionalism and 'Stereotype Promise'"	27-44
			Zhou	"Are Asian Americans Becoming White?"	90-92
Wed Nov 27	No Class: Thanksgiving break				
Fri Nov 29	No Class: Thanksgiving break				
Mon Dec 2	Education & Mobility	Class, Gender & College Completion	++ Leonhardt	"The College Dropout Boom"	87-104
Wed Dec 4	Education & Mobility	Class, Gender, Race & College Completion	++ Wilkerson	"Angela Whitiker's Climb"	202-233
Fri Dec 6	Course Wrap-Up		In-Class: Course evaluations, no required readings		
Mon Dec 9	Historical Photos extra credit assignment due at noon on Moodle				
Mon Dec 9	Thematic essay 4 due at 2 PM on Moodle				
Wed Dec 11	Exam 4 1:10 to 3:10 ISB 110				