

Race, Gender, and Class
Fall 2020
University of Montana

Section R01 CRN: 71240
Date/time: Mondays 1:00 pm – 1:50 pm
Location: Via zoom: <https://umontana.zoom.us/j/92233383711>

Section B02 CRN: 75306
Date/time: Wednesdays 1:00 pm – 1:50 pm
Location: In person, SS 352

Section R03 CRN: 75307
Date/time: Fridays 1:00 pm – 1:50 pm
Location: Via zoom: <https://umontana.zoom.us/j/92233383711>

Professor: Daisy Rooks
Email: daisy.rooks@mso.umt.edu
Zoom meeting room: <https://umontana.zoom.us/j/2432852406>
Office Phone: (406) 243-2852
Office Location: Social Science 313
Pronouns: She/her/hers
Please call me: Professor Rooks, Doctor Rooks
Office Hours: Tuesdays 2:30 pm – 4:00 pm
 Fridays 11:00 am – 12:30 pm
 All office hour visits this semester will be by appointment in my personal Zoom meeting room. Students will use [Navigate](#) to book an appointment.

Teaching Assistant: Michelle Williams
Email: Michelle3.Williams@umontana.edu
Zoom meeting room: <https://umontana.zoom.us/j/7903818651>
Office Location: Social Science 322
Pronouns: She/her/hers
Office Hours: Mondays 11:30 am – 12:30 pm
 Wednesdays 11:30 am – 12:30 pm
 All office hour visits this semester will be by appointment in Michelle’s personal Zoom meeting room. Students will use email or [Navigate](#) to book an appointment.

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/default.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 discussion section by reading the assigned material and watching the lecture videos. You will bring the assigned readings to each discussion section, so that you can refer to them during the session. During discussion sections, you will listen, take notes, and ask questions. You will also refrain from texting, emailing, surfing the web, and using social media during discussion sections; they disrupt your

classmates, and are disrespectful to your instructor. If you are unable to attend your discussion section, you can join another remote discussion section in the same week a few times during the semester. This cannot become a regular occurrence, though. However, you may not attend the in-person discussion section unless you are registered for it. Members of the teaching team will not provide discussion section notes, outlines or recordings to absent 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 "SOCI 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>).

Recording Policy

To ensure the free and open discussion of ideas in this class, the teaching team will not be recording any of the weekly discussion sections. Students do not have permission to record sections either. Students whose accommodations from Disability Services for Students include recording discussion sections must present their accommodation letter to the instructor and have a discussion about the rules around recording before recording any class sessions. These students 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 do not have permission to download, record, or otherwise capture the lecture videos posted on Moodle.

Mask Policy for the Wednesday In-Person Discussion Section

Consistent with UM and Missoula County policies, mask use is required within all classrooms at UM this semester. Students' masks must be on at all times, and must be positioned correctly (no exposed noses). We will follow the seating arrangements in the classroom to ensure social distancing and support contact tracing efforts. Students are strongly discouraged from drinking liquids and eating food in the classroom, because both activities require mask removal. If students are not following this policy, I will exercise my right to end

class on the spot. Thank you in advance for remaining vigilant inside and outside of the classroom this semester, in order to mitigate the spread of COVID-19.

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/PDF/NameChangeforStudents.pdf>.

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 12 to 5, and 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](http://www.umt.edu/asum/agencies/food-pantry/default.php) <http://www.umt.edu/asum/agencies/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/trio/ss/apply.php#Eligibility): <http://www.umt.edu/trio/ss/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 lectures. I encourage students to participate actively and frequently in discussion sections. 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 teaching team.

COURSE REQUIREMENTS

Weekly Moodle Activities

Every week, students will complete several short activities on Moodle. These will include free-write prompts, multiple choice questions about the reading, opinion questions, and other activities. The activities will be available between 12:01 am on Monday and 11:59 pm on Sundays each week. Once the next week starts, students lose access to the activities from the previous week.

Exams

There are three exams for this course. The exams will include a mixture of multiple choice and short answer questions. Exams will be released on Moodle Fridays at 2 pm. All students will take their exams on Moodle during the same 24-hour period. To help prepare for exams, students will have access to study guides and office hours.

Students are prohibited from consulting with each other while taking their exams. This includes sharing information about the exam with other students in the class, and receiving information from another student. 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.

The teaching team 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 we accept a generic note from the Curry Health Center as evidence of a serious illness. The teaching team will not offer make-up exams in the case of vacation travel, scheduling preferences, inadequate preparation, or routine illnesses such as colds or migraines. Make-up exams will contain different content, and may have a different format from regularly scheduled exams.

Thematic Essays

Students will write two thematic essays during the semester. Each thematic essay assignment will come with a short list of media sources (documentaries, podcasts, etc.) and a set of detailed instructions. Instructions will be posted on Moodle seven days before each essay deadline.

The teaching team will provide three thematic essay assignments, and students must submit at least two essays in order to pass the class. Failure to submit both essays will result in automatic failure of the course. Students are welcome to attempt all three essays. In that case, the highest two essay scores will count toward the student's final grade.

Course Grade

Students' course grades will be based on the following components; satisfactory completion of weekly activities on Moodle, three exams, and two thematic essays. The weight of each component is as follows:

Exam 1	20%
Exam 2	20%
Exam 3	20%
Thematic essays	30%

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 five supplemental articles, all of which required. These articles are marked with (*) in the syllabus and are available as PDFs on the course Moodle page.

IMPORTANT DATES

Saturday September 19	Exam 1 due at 1:59 pm (available for 24 hours beforehand)
Monday September 28	Thematic essay 1 due at 11:59 pm (assignment available for 7 days beforehand)
Saturday October 17	Exam 2 due at 1:59 pm (available for 24 hours beforehand)
Monday October 26	Thematic essay 2 due at 11:59 pm (assignment available for 7 days beforehand)
Monday November 16	Thematic essay 3 due at 11:59 pm (assignment available for 7 days beforehand)
Saturday November 21	Exam 3 due at 1:59 pm (available for 24 hours beforehand)

COURSE SCHEDULE

Week 1 (Wednesday August 19-Sunday August 23) – Introduction to the Course, Introduction to the study of race, class & gender

Introduction to the class

- Read the syllabus in full
- Attend Wednesday or Friday remote class session on Zoom

Investigating Race, Class & Gender

- Andersen & Collins “Why Race, Class and Gender Still Matter” pp. 1-14, 51-56
- Andersen & Collins “The Structure of Social Institutions” pp. 249-252

Week 2 (Monday August 24-Sunday August 30) – What is Class?

What is Class?

- Andersen & Collins “Systems of Power and Inequality” pp. 60-66
- ++ Scott & Leonhardt “Shadowy Lines that Still Divide” pp. 1-14

Class & Consumption

- ++ Scott & Leonhardt “Shadowy Lines that Still Divide” pp. 14-26
- ++ Steinhauer “When the Joneses Wear Jeans” pp. 134-145

Class, Marriage & Mobility

- ++ Lewin “A Marriage of Unequals” pp. 51-62

Week 3 (Monday August 31-Sunday September 6) – Class & Identity

Education, Class & Identity

- ++ Leonhardt “The College Dropout Boom”
- ++ Wilkerson “Angela Whitiker’s Climb”

Class, Mobility & Identity

- ++ Lewin “Up From the Holler” pp. 63-72

Culture, Class & Identity

- ++ Fabrikant “Old Nantucket Warily Meets the New” pp. 166-181

Week 4 (Monday September 7-Sunday September 13) – What is Race?

Monday, September 7

- Labor Day – No classes, UM offices closed

What is Race?

- Andersen & Collins “Systems of Power and Inequality” pp. 56-60
- ^^ Heise “Race is a Social Construction” pp. 45-47
- Movie “Race: The Power of an Illusion”

Race, Class & Caste

- Gans “Race as Class” pp. 94-100
- ^^ Wray “White Trash: The Social Origins of a Stigmatype” pp. 83-93

Week 5 (Monday September 14-Sunday September 20) – Race & Identity

Race, Identity & Biculturalism

- ^^ Roth “Latinos, Biculturalism and the In-Between” pp. 49-64

Race, Ethnicity & Identity

- Andersen & Collins “Systems of Power and Inequality” pp. 66-69

- Zhou “Are Asian Americans Becoming White?” pp. 88-90, 92-93

Whiteness, Identity & Privilege

- McIntosh “White Privilege” pp. 74-78
- Waters “Optional Ethnicities” pp. 148-156

Exam 1 (available from Friday September 18 at 2:00 pm to Saturday September 19 at 1:59 pm)

Week 6 (Monday September 21-Sunday September 27) – Privilege, Stereotyping & Discrimination

Color-Blind Privilege

- Burke “Colorblindness vs. Race-Consciousness—An American Ambivalence” pp. 165-175
- Gallagher “Color-Blind Privilege” pp. 79-83

Stereotype Promise

- Lee “Asian American Exceptionalism and ‘Stereotype Promise’” pp. 27-44
- Zhou “Are Asian Americans Becoming White?” pp. 90-92

Culture, Sports & Stereotyping

- Guiliano “The Fascination and Frustration with Native American Mascots” pp. 95-113
- Williams “Where’s the Honor?” pp. 367-371

Week 7 (Monday September 28-Sunday October 4) – What is Gender?

Thematic essay 1 (due Monday September 28 at 11:59 pm)

What is Gender?

- Andersen & Collins “Systems of Power and Inequality” pp. 69-71
- Movie “Two Spirits”

The Limits of Gender Essentialism

- Zinn, Hondagneu-Sotelo & Messner “Sex and Gender Through the Prism of Difference” pp. 170-172, 175-178

Hegemonic Masculinity

- Acker “Is Capitalism Gendered and Racialized?” pp. 101-109
- Zinn, Hondagneu-Sotelo & Messner “Sex and Gender Through the Prism of Difference” pp. 173-174

Week 8 (Monday October 5-Sunday October 11) – Sexuality & Masculinity

Gender & Sexuality

- Andersen & Collins “Systems of Power and Inequality” pp. 71-73
- Katz “The Invention of Heterosexuality” pp. 225-236

Gender, Sexuality & Work

- Hanser “The Gendered Rice Bowl” pp. 201-210

Policing Masculinity

- Pascoe “Dude, You’re a Fag” pp. 218-224

Week 9 (Monday October 12-Sunday October 18) – Inequality

Health, Wealth & Inequality

- Jacobs & Morone “Health and Wealth” pp. 129-132
- ++ Scott “Life at the Top Isn’t Just Better, It’s Longer” pp. 27-50

Race, Class & Educational Inequality

- Ladson-Billings “From the Achievement Gap to the Education Debt” pp. 333-345

Gender, Race & Work

- Manuel & Zambrana “Exploring the Intersections of Race, Ethnicity, and Class on Maternity Leave Decisions” pp. 307-313

Exam 2 (available from Friday October 16 at 2:00 pm to Saturday October 17 19 at 1:59 pm)

Week 10 (Monday October 19-Sunday October 25) – Education

What is Education?

- Movie: “Indian School”
- Andersen & Collins “The Structure of Social Institutions” pp. 255-257

Education, Class & Social Reproduction

- * Willis *Learning to Labor* pp. 1-7, 176-184

Education, Discrimination & Stereotype Threat

- Jaramillo et al. “Ethnic Identity, Stereotype Threat and Perceived Discrimination Among Native American Adolescents” pp. 769-775
- Tatum “Affirming Identity in an Era of School Desegregation” pp. 327-332

Week 11 (Monday October 26-Sunday November 1) – Family Formation

Thematic essay 2 (due Monday October 26 at 11:59 pm)

White & Black Women/Families

- Dill “Our Mothers’ Grief” pp. 294-300

American Indian Women/Families

- * Amott & Matthaei pp. 31-38, 43-45, 56-62

Chinese Women/Families

- Dill “Our Mothers’ Grief” pp. 300-301
- * Amott & Matthaei pp. 193-196, 199-205, 214-215

Week 12 (Monday November 2-Sunday November 8) – The Media

The Media & Ideology

- Andersen & Collins “The Structure of Social Institutions” pp. 257-259
- Mantsios “Media Magic” pp. 372-379

Wednesday, November 11

- Veteran’s Day Observed - No classes, UM offices closed

Race, Gender & the Media

- * Peterson *Too Fat, Too Slutty, Too Loud* pp. 1-26

Week 13 (Monday November 9-Sunday November 15) – Ideology & Politics, Envisioning the Future

Politics & Ideology

- Henderson & Tickamyer “The Intersection of Poverty Discourses” pp. 121-128

Politics & Immigration

- Marquardt, Stiegenga, Williams & Vasquez “Living ‘Illegal’” pp. 157-162

Trends in Socioeconomic Inequality

- ++ Egan “No Degree, and No Way Back to the Middle Class” pp. 105-110
- Noah “The Great Divergence” pp. 110-112

Week 14 (Monday November 16-Wednesday November 18) – Envisioning the Future Cont’d

Thematic essay 3 (due Monday November 16 at 11:59 pm)

The Future of the Family

- Andersen & Collins “The Structure of Social Institutions” pp. 254-255
- * Gross “Gay, Lesbian, and Trans Families through the Lens of Social Science” pp. 1-11

The Future of Race in America

- ^^ Heise & Hartmann “The Uncertain Fate of Race in America” pp. 3-19

Exam 3 (available from Friday November 20 at 2:00 pm to Saturday November 21 at 1:59 pm)