

Fall 9-1-2018

SOCI 220S.01: Race, Gender & Class

Anne M. Rooks

University of Montana, Missoula

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Race, Gender, and Class
Fall 2018
University of Montana

Course Number: 71397 – SOCI 220S - 1
 Day: Monday, Wednesday, Friday
 Time: 1:00 pm – 1:50 pm
 Class Location: ISB 110

Professor: Daisy Rooks
 Email: daisy.rooks@mso.umt.edu
 Office Phone: (406) 243-2852
 Office Location: Social Science 313
 Pronouns: She/her/hers
 Please call me: Professor Rooks, Doctor Rooks

Office Hours: Wednesdays 10:00am – 12:00pm
 Fridays 2:30pm – 4:00pm
 or by appointment at other times, when possible

| Name | Role | Pronouns | Email address | Office hours | Location |
|-------------------|--------------------|--------------|--------------------------------------|--------------------------|-----------|
| Hannah Fields | Teaching assistant | She/her/hers | hannah.fields@umconnect.umt.edu | Tuesdays 9:30–10:30 | SS 304 |
| | | | | Wednesdays 12:00–1:00 | ISB lobby |
| Emmett Ball | Preceptor | He/him/his | emmett.ball@umconnect.umt.edu | Tuesdays 12:30–1:30 | SS 306 |
| | | | | Thursdays 10:00–11:00 | SS 306 |
| Carly Chapdelaine | Preceptor | She/her/hers | carly.chapdelaine@umconnect.umt.edu | Mondays 10:00–11:00 | SS 306 |
| | | | | Thursdays 3:30–4:30 | SS 306 |
| Andria Schafer | Preceptor | She/her/hers | alexandria.schafer@umconnect.umt.edu | Mondays 2:30–3:30 | SS 306 |
| | | | | Fridays 12:00-1:00 | ISB lobby |

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 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

Active Learning

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 will 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 email you. 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 "SOC1 220" or "Race, Gender, and Class" 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.

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.

Basic Needs Statement

Any student who faces challenges securing their 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:

- ASUM Renter Center

- The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity [here](#):
http://www.umt.edu/asum/asum_agencies/Off_Campus_Renter_Center/Homelessness-and-hunger/default.php.
- Students can schedule an appointment with Renter Center staff, in order to discuss their situation and receive support and assistance.
- TRiO Student Support Services
 - TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a book loan program (including a number of iclickers), scholarships and financial aid help, and academic advising, coaching, and tutoring. Students can check their eligibility for TRiO services online [here](#):
<http://www.umt.edu/trioss/apply.php#Eligibility>.
- If you are comfortable, please come see me as well. I will do my best to help connect you with additional resources.

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; I do not check my UM email account on the weekends. When I answer a question, during class, that a student emailed me I consider the question answered.

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>.

Engaging 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 integrate diverse learners into 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 Dean of Students for additional disciplinary sanction by the University.

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](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.

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.

Thematic Essays

In addition to the exams, students must complete one thematic essay. Each thematic essay assignment will come with a list of media (documentaries, podcasts, etc.) and a list of terms from the corresponding section of the course. 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 their thematic essays. There is no thematic essay following exam 4.

Students may attempt as many thematic essays as they like. Their highest score will count toward their final grade. Thematic essays are not optional; students who fail to complete a thematic essay will see their final course grade drop by a full letter grade.

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, one thematic essay, and class participation via iclicker. The weight of each component is as follows:

| | |
|-----------------------------------|-----|
| Exam 1 | 20% |
| Exam 2 | 20% |
| Exam 3 | 20% |
| Exam 4 | 20% |
| Thematic essay | 10% |
| Class participation via iclickers | 10% |

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

- The instructor 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. 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 six 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 | Author | Article Title | Pages |
|------------|----------------------------|------------------------------------|---|---------------|
| Mon Aug 27 | Introduction to the course | Course overview, expectations, etc | This syllabus | |
| Wed Aug 29 | Introduction to the course | Andersen and Collins | "Why Race, Class & Gender Still Matter" | 1-15 61-67 |
| | | Andersen and Collins | "The Structure of Social Institutions" | 265-268 |

Section 2: Class

| | | | | |
|--------------|--|------------------------|--|---------|
| Fri Aug 31 | What is Class? | Andersen and Collins | "Systems of Power and Inequality" | 70-75 |
| | | ++ Scott and Leonhardt | "Shadowy Lines that Still Divide" | 1-14 |
| Mon Sept 3 | No Class: Labor Day | | | |
| Wed Sept 5 | What is Class? | ++ Scott and Leonhardt | "Shadowy Lines that Still Divide" | 14-26 |
| | | ++ Steinhauer | "When the Joneses Wear Jeans" | 134-145 |
| Fri Sept 7 | Class and Identity | ++ Lewin | "Up From the Holler" | 63-72 |
| Mon Sept 10 | Class and Identity | ++ Fabrikant | "Old Nantucket Warily Meets the New" | 166-181 |
| Wed Sept 12 | Class and Identity | Andersen and Collins | "The Structure of Social Institutions" | 272-274 |
| | | Mantsios | "Media Magic" | 386-393 |
| Fri Sept 14 | How Class Shapes Our Lives | Jacobs and Morone | "Health and Wealth" | 134-137 |
| | | ++ Scott | "Life at the Top Isn't Just Better, It's Longer" | 27-50 |
| Mon Sept 17 | How Class Shapes Our Lives | ++ Lewin | "A Marriage of Unequals" | 51-62 |
| Wed Sept 19 | How Class Shapes Our Lives | ++ Johnson | "Richest Are Leaving Even the Rich Far Behind" | 182-191 |
| Fri Sept 21 | In-Class: Review session for exam 1 | | | |
| Mon Sept 24 | In-Class: Exam 1 | | | |
| Thur Sept 27 | Thematic essay 1 due at 2 PM on Moodle | | | |

Section 3: Race

| | | | | |
|-------------|---------------|--|---|---------|
| Wed Sept 26 | What is Race? | Andersen and Collins | "Systems of Power and Inequality" | 67-70 |
| | | ^^ Heise | "Race is a Social Construction" | 45-47 |
| Fri Sept 28 | What is Race? | In-Class: Movie "Race: The Power of an Illusion" | | |
| Mon Oct 1 | What is Race? | Ganz | "Race as Class" | 110-116 |
| | | ^^ Wray | "White Trash: The Social Origins of a Stigmatype" | 83-93 |

| Date | Topic | Author | Article Title | Pages |
|-------------|---|---|---|---------|
| Wed Oct 3 | Race and Identity | * Harness | “Too White to Be Indian, Too Indian to Be White” | TBA |
| | | In-Class: Guest speaker Susan Devan Harness | | |
| Fri Oct 5 | Race and Identity | ^^ Roth | “Latinos, Biculturalism, and the In-Between” | 49-64 |
| Mon Oct 8 | Race and Identity | Andersen and Collins | “Systems of Power and Inequality” | 78-81 |
| | | Waters | “Optional Ethnicities” | 209-217 |
| Wed Oct 10 | Stereotyping, Discrimination, and Privilege | ^^ Guiliano | “The Fascination and Frustration with Native American Mascots” | 95-113 |
| Fri Oct 12 | Stereotyping, Discrimination, and Privilege | McIntosh | “White Privilege” | 49-53 |
| Mon Oct 15 | Stereotyping, Discrimination, and Privilege | ^^ Burke | “Colorblindness vs. Race-Consciousness—An American Ambivalence” | 165-175 |
| | | Gallagher | “Color-Blind Privilege” | 91-95 |
| Wed Oct 17 | How Race Shapes Our Lives | ++ DePalma | “Fifteen Years on the Bottom Rung” | 111-133 |
| | | Rubin | “Is This a White Country, or What?” | 201-208 |
| Fri Oct 19 | How Race Shapes Our Lives | ^^ Heise and Hartmann | “The Uncertain Fate of Race in America” | 3-19 |
| Mon Oct 22 | In-Class: Exam 2 | | | |
| Thur Oct 25 | Thematic essay 2 due at 2 PM on Moodle | | | |

Section 4: Gender

| | | | | |
|------------|-----------------------------|------------------------------------|---|---------------------|
| Wed Oct 24 | What is Gender? | Andersen and Collins | “Systems of Power and Inequality” | 75-77 |
| | | In-Class: Movie “Two Spirits” | | |
| Fri Oct 26 | What is Gender? | Zinn, Hondagneu-Sotelo and Messner | “Sex and Gender Through the Prism of Difference” | 151-153, 156-159 |
| Mon Oct 29 | Masculinity and Sexuality | Barber | “The Well-Coiffed Man” | 176-186 |
| Wed Oct 31 | Masculinity and Sexuality | Zinn, Hondagneu-Sotelo and Messner | “Sex and Gender Through the Prism of Difference” | 154-155 |
| | | Acker | “Is Capitalism Gendered and Racialized?” | 129-133 |
| Fri Nov 2 | Masculinity and Sexuality | Andersen and Collins | “Systems of Power and Inequality” | 81-84 |
| | | Katz | “The Invention of Heterosexuality” | 231-242 |
| Mon Nov 5 | How Gender Shapes Our Lives | Andersen and Collins | “The Structure of Social Institutions” | 270-272 |
| | | * Gross | “Gay, Lesbian, and Trans Families Through the Lens of Social Science” | i–xxxvii |
| Wed Nov 7 | | Amott and Matthaei | “Race, Class, Gender and Women’s Works” | 277-282 |

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|------------|---------------------------------------|------------------------------------|--|---------|
| | How Gender Shapes Our Lives | Dill | "Our Mothers' Grief" | 314-326 |
| Fri Nov 9 | How Gender Shapes Our Lives | Zinn, Hondagneu-Sotelo and Messner | "Sex and Gender Through the Prism of Difference" | 155-156 |
| | | Hondagneu-Sotelo | "Families on the Frontier" | 348-354 |
| Mon Nov 12 | No Class: Veteran's Day | | | |
| Wed Nov 14 | In-Class: Exam 3 | | | |
| Sat Nov 17 | Thematic essay 3 due at 2PM on Moodle | | | |

Section 5: Education

| | | | | |
|------------|---|---------------------------------|---|----------------|
| Fri Nov 16 | What is Education? | Andersen and Collins | "The Structure of Social Institutions" | 274-275 |
| | | In-Class: Movie "Indian School" | | |
| Mon Nov 19 | What is Education? | * Willis | <u>Learning to Labor</u> | 1-7 176-184 |
| Wed Nov 21 | No Class: Thanksgiving break | | | |
| Fri Nov 23 | No Class: Thanksgiving break | | | |
| Mon Nov 26 | Education, Stereotyping, and Discrimination | * Jarmillo et al. | "Ethnic Identity, Stereotype Threat and Perceived Discrimination Among Native American Adolescents" | 769-775 |
| Wed Nov 28 | Education, Stereotyping, and Discrimination | *Harness | "Institutions of Higher Learning" | TBA |
| Fri Nov 30 | Education, Stereotyping, and Discrimination | Kibria | "The Contested Meanings of 'Asian American'" | 100-109 |
| | | ^^ Lee | "Asian American Exceptionalism and 'Stereotype Promise'" | 27-44 |
| Mon Dec 3 | Education and Mobility | ++ Leonhardt | "The College Dropout Boom" | 87-104 |
| Wed Dec 5 | Education and Mobility | Jensen | "Across the Great Divide" | 416-422 |
| | | ++ Wilkerson | "Angela Whitiker's Climb" | 202-233 |
| Fri Dec 7 | Education and Mobility | ++ Egan | "No Degree, and No Way Back to the Middle Class" | 105-110 |
| | | * Goldrick-Rab | "Following Their Every Move" | 61-77 |
| | | In-Class: Course evaluations | | |
| Mon Dec 10 | Historical Photos extra credit assignment due at noon on Moodle | | | |
| Wed Dec 12 | Exam 4 1:10 to 3:10 ISB 110 | | | |