

Race, Gender and Class
Fall 2009
University of Montana

Course Number: 73311 – SOC 220 - 1
Day: Monday, Wednesday, Friday
Time: 1:10 pm – 2:00 pm
Class Location: LA 337

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Office Hours: Mondays 2:00 pm – 3:00 pm
Wednesdays 9:30 am – 10:30 am
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Thursdays 11:00 am – 12:00 pm

COURSE OVERVIEW

Course Description

This course examines three persistent axes of inequality in the contemporary world; race, class and gender. While these categories are distinct, the course starts from an assumption that all three are “interconnected.” As such, it is impossible to analyze how these categories shape and are shaped by contemporary society, without being aware of the similarities between them, and the ways that they overlap with each other.

The course uses a combination of lecture, discussion, participatory exercises and media to explore the central role of race, class and gender in the contemporary world. Students are expected to be active participants in their own learning by participating in class discussions, exercises and lectures.

Course Objectives

In this course, students will explore the “socially-constructed” nature of race, ethnicity and gender and why they are commonly thought of as biologically-based categories. Students will explore the evolution of these categories, namely how and why they were created, and how they have changed over time.

Students will also explore the lived experience of racial, ethnic, class and gender groups in the U.S. They will compare the contemporary experiences of group members to the experiences of

members of the same group in previous periods. In doing so, they will explore how much and what kinds of change different groups have experienced, and will discuss the causes and consequences of these changes.

Students will also examine the structural causes of inequality. For example, students will explore how race and gender shape individuals' experiences in the labor market, in the education system, and at home. Finally, students will learn about how racial, class and gender groups have challenged and resisted discrimination and differential treatment inside institutions such as the workplace, schools and the health care system.

EXPECTATIONS OF STUDENTS

Preparation

Be prepared for class. Always read the assigned material before the class so that you can fully participate in class discussions. Bring the week's reading material to class with you so that you can refer to it during lectures and group discussions.

Take careful lecture notes. You should obtain lecture notes from another student if you are unable to attend class. Lecture notes and/or powerpoint slides are not provided by the instructor or teaching assistant.

Participation

Class sessions will include a mixture of lectures and discussion. Students are required to participate actively during class discussions. When participating in discussions, try your best to explain your views using reasoned arguments, and provide evidence for assertions of fact.

Respect others' views and listen. You do not have to agree with your classmates, but you should try your best to give them your full attention and consideration.

Texting, talking on your phone and emailing should be done outside of class time. Students who repeatedly do these things during class time will forfeit a week's worth of participation points.

Attendance

Although I expect students to *attend every course session*, I recognize that this is not always possible. Therefore, each student will be allotted one "free pass," i.e. you can miss class one time without being penalized. All other absences will result in a loss of attendance points.

Excused absences. I recognize that serious illness, death in the family or other emergencies happen. I will excuse these absences, as long as the affected student can provide me with some written proof.

Be punctual. Students who are late to class two times lose the same number of attendance points as students who miss an entire class. *Stay for the whole class.* Students who leave early without the instructor's permission will be marked absent for the entire class.

Communication

Students should *maintain an email account* and check it regularly for class announcements. I will communicate regularly with students via email, and students are responsible for all information contained in these emails.

Feel free to contact me via email or come to my office hours, with any questions or concerns you have about the course. If you email me, I will do my best to get back to you within 24 hours. When emailing me, always include “soc 220” in the subject line of your email.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

Accessibility

Students with documented disabilities as per University policy (see: http://www.umt.edu/dss/current/expect_access/ldver.html for more information) will be appropriately accommodated in accordance with counsel from University of Montana Disability Services for Students (DSS).

COURSE REQUIREMENTS

Exams

There are four exams for this course; three midterms and a final exam. All three midterms will be in-class, and will cover all material (readings, lectures, discussions, films, etc) covered in the preceding section of the course. For example, the first midterm will cover all the material on “class,” the second midterm will cover all the material on “race” and the third midterm will cover all the material on “gender.”

The final exam will take place during exam period, and will be partially cumulative. Roughly 75% of the exam will cover all course material from November 13th to December 9th. The remaining 25% of the exam will cover major topics, concepts and theories from the entire semester.

Exam format. The three midterms will consist of identifications and short answers. The final exam will contain identifications, short answers and essays.

Course Grade

Students’ final grades will be based on the following components; class attendance and participation, three midterm exams and a final exam. The weight of each component is as follows:

Class attendance and participation	15%
Midterm exams (3)	60%
Final exam	25%

COURSE MATERIALS

Required Book

Margaret Andersen and Patricia Hill Collins, ed. 2007. Race, Class and Gender: An Anthology. Belmont CA: Thomson Wadsworth.

I have assigned the 6th edition of this book. I strongly recommend that you buy this edition and not a previous edition of the book. Some of the required articles for this course are not included in previous editions. The page numbers differ by edition, which will make it hard for you to follow along during lectures and class discussions if you have a previous edition of the book.

Required Articles

I have assigned several articles that are not in the Andersen and Collins reader. These readings have (**) in front of them on the syllabus, and can be found online in the “course documents” section of the course blackboard website.

COURSE SCHEDULE

Monday August 31st

Read: This syllabus

In Class: Instructors’ expectations for students
Students’ expectations of instructor
Review syllabus

Wednesday September 2nd

Read: Andersen and Collins “Why Race, Class & Gender Still Matter” (pp. 1-7, 12-16)

Friday September 4th

Read: Andersen and Collins “Why Race, Class & Gender Still Matter” (pp. 7-12)
Andersen and Collins “Systems of Power and Inequality” (pp. 61-67)

In Class: Discussion: Tolerance, Inclusion, Diversity and Multiculturalism

CLASS: WHAT IS CLASS?

Monday September 7th

No Class: Labor Day Holiday

Wednesday September 9th

Read: Andersen and Collins “Systems of Power and Inequality” (pp. 71-79)

Friday September 11th

Read: Langston “Tired of Playing Monopoly?” (pp. 118-125)

CLASS: POVERTY AND THE WORKING POOR

Monday September 14th

Read: Amott and Matthaei “Work and Economic Transformation” (pp.284-5, 289-292)

Wednesday September 16th

Read: Newman “The Invisible Poor” (pp. 303-312)

Friday September 18th

Read: ** Ehrenreich “Nickel-and-Dimed: On (Not) Getting By in America” (pp. 37-52)

CLASS: LEISURE, MEDIA AND THE WORKING CLASS

Monday September 21st

Read: ** Halle “America’s Working Man” (pp. 34-44)

Wednesday September 23rd

Read: ** Halle “America’s Working Man” (pp. 44-52)

In-Class: Movie: Class Dismissed

Friday September 25th

Read: Mantsios “Media Magic” (pp. 384-392)

Monday September 28th

Read: None

In-Class: Midterm Exam 1

RACE: WHAT IS RACE?

Wednesday September 30th

Read: Andersen and Collins “Systems of Power and Inequality” (pp. 67-71)
Waters “Optional Ethnicities” (pp. 198-207)

Friday October 2nd

Read: ** Ignatiev “How the Irish Became White” (pp. 92-101, 111-121)

In-Class: Movie: Race: The Power of an Illusion

RACE: RACISM & DISCRIMINATION

Monday October 5th

Read: Bonilla-Silva “Racism Without ‘Racists’” (pp. 91-97)
Shapiro “The Hidden Cost of Being African American” (pp. 127-133)

Wednesday October 7th

Read: ** Feagin “The Continuing Significance of Race” (pp. 703-709)

Friday October 9th

Read: Moss and Tilly “Soft Skills and Race” (pp. 294-302)

In-Class: Movie: True Colors

RACE: RESIDENTIAL SEGREGATION

Monday October 12th

Read: ** Massey and Denton “American Apartheid” (pp.349-359)

Wednesday October 14th

Read: Pattillo-McCoy “Black Picket Fences” (pp. 136-142)

Friday October 16th

Read: De Parle “Broken Levees, UnBroken Barriers” (pp. 143-146)

In-Class: Movie: When the Levees Broke

Monday October 19th

Read: None

In-Class: Midterm 2

GENDER: WHAT IS GENDER?

Wednesday October 21st

Read: Andersen and Collins “Systems of Power and Inequality” (pp. 80-82, 86-88)
Zinn, Hondagneu-Sotelo and Messner “Sex and Gender Through a Prism of
Difference” (pp. 147-154)

Friday October 23rd

Read: Messner “Masculinities and Athletic Careers” (pp. 172-183)

In-Class: This American Life on Testosterone & Discussion

GENDER: FAMILY AND REPRODUCTIVE LABOR

Monday October 26th

Read: Dill “Our Mothers’ Grief” (pp. 321-334)

Wednesday October 28th

Read: LaReau “Unequal Childhoods” (pp. 348-358)

Friday October 30th

Read: ** Hochschild “The Second Shift” (pp.128-141)

GENDER: GENDER @ WORK

Monday November 2nd

Read: Amott and Matthaei “Race, Class, Gender and Women’s Works” (pp. 283-292)

Wednesday November 4th

Read: ** Pierce “Gender Trials” (pp. 103–113, 132-142)

Friday November 6th

Read: ** Schilt and Wiswall "Before and After" (pp.1-20)

In-Class: Movie: Transgeneration

Monday November 9th

Read: None

In-Class: Midterm 3

OTHER: ETHNICITY, MIGRATION AND IMMIGRATION

Wednesday November 11th

No Class: Veterans Day

Friday November 13th

Read: Andersen and Collins “Systems of Power and Inequality” (pp. 82-86)

Monday November 16th

Read: Levitt “Salsa and Ketchup” (pp. 207-219)

Wednesday November 18th

Read: Hondagneu-Sotelo “Domestica” (pp. 312-319)

In-Class: Movie: Becoming American

OTHER: RACE, ETHNICITY AND THE STATE

Friday November 20th

Read: Burnham “Welfare Reform, Family Hardship and Women of Color” (pp. 413-420)

Monday November 23rd

Read: Haldfinger and Holmes “Military Mirrors a Working-Class America” (pp. 459-467)
** Western “Beyond Crime and Punishment” (pp. 37-43)

Wednesday November 25th

No Class: Thanksgiving

Friday November 27th

No Class: Thanksgiving

OTHER: RACE, CLASS, ETHNICITY AND EDUCATION

Monday November 30th

Read: Mickelson and Smith “Can Education Eliminate Race, Class and Gender Inequality?” (pp. 404-413)

Wednesday December 2nd

Read: ** Kozol “Shame of the Nation” (p. 39-55, 60-62)

Friday December 4th

Read: ** Kozol “Shame of the Nation” (p. 89-108)

In-Class: Movie: Hard Times at Douglass High

CONCLUSION: MOVEMENTS FOR EQUALITY

Monday December 7th

Read: Kelley “How the New Working Class Can Transform Urban America” (pp. 535-542)

Wednesday December 9th

Read: ** Waldinger et al “Helots No More” (pp. 102-119)

Friday December 11th

Read: None

In-Class: Course Conclusion

Tuesday December 15th

Final Exam: 1:10 pm – 3:10 pm
