Course Number: 72965 – SOC 220 - 1  
Day: Monday, Wednesday, Friday  
Time: 1:10 pm – 2:00 pm  
Class Location: ISB 110  

Professor: Daisy Rooks  
Email: daisy.rooks@mso.umt.edu  
Office Phone: (406) 243-2852  
Office Location: Social Science 319  
Office Hours: Mondays 2:10 – 3 pm  
Fridays 10am – 11am  
or by appointment when possible  

Teaching Assistant: Mike King  
Email: michael1.king@umontana.edu  
Office Location: Social Science ____  
Office Hours: ______________  
______________  

Preceptors: Molly Foster  
Alexa Lawson  
Email: molly.foster@umontana.edu  
alexa.lawson@umontana.edu  
Office Location: Social Science___  
Social Science ___  
Office Hours: ______________  
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COURSE OVERVIEW

Course Description  
This course examines three persistent axes of inequality in the contemporary world; race, gender and class. While these categories are distinct, the course starts from an assumption that all three are interconnected in various ways. As such, it is impossible to analyze how these categories shape, and are shaped by, contemporary society, without understanding 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  
The core concept of this course is that race, gender and class are “socially-constructed” categories. Rather than being based in biology, nature or divine will, these categories are the by-products of countless human choices,
actions and decisions. Students will examine these three categories in their social contexts, in order to understand how they were created, why they were created, and how they have changed over time.

Students will also explore the lived experience of racial, ethnic, gender and class 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.

The course will also explore the structural causes of racial, gender and economic inequality. For example, students will learn how race and gender shape individuals’ experiences in the labor market, at home, and in the education system. Finally, students will learn about how racial, gender and class groups can, and have, challenged and resisted discrimination and differential treatment inside a range of social institutions.

**EXPECTATIONS OF STUDENTS**

**Preparation**
*Be prepared for class.* Always read the assigned material before the class so that you can fully participate in class lectures and 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, teaching assistant or preceptors.

**Participation**
I encourage all students to participate actively during class sessions, which will include a mixture of lectures and discussion about 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. Try to avoid endless personal anecdotes and story-telling.
- *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.
- *Texting, talking on your phone and emailing* should be done outside of class time. They disrupt your classmates and are disrespectful to your instructor.

Students can earn up to 5 extra credit points for regular, appropriate and insightful verbal participation in discussions during class sessions and exam review sessions. Students can also earn 15 points for participating via their iclicker devices. See below for more information.

**Communication**
Students should *maintain a university 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 “SOCI 220” or “Race, Gender and Class” 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/dver.html for more information) will be appropriately accommodated in accordance with counsel from University of Montana Disability Services for Students (DSS).

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**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, exercises, 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 60% of the exam will cover all course material from November 16th to December 9th. The remaining 40% of the exam will cover major 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 one short essay.

**Class Participation via iclicker**
Students can earn up to 15 points in this class by participating in class discussions, polls and un-scored quizzes via their iclicker devices. Students should plan on bringing their iclicker devices to every class session, because the instructor will not announce which classes “count” for points ahead of time.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm exams (3)</td>
<td>60%</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
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<tr>
<td>Class participation via iclickers</td>
<td>15%</td>
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**Extra Credit**
Students can earn up to 5 points of extra credit throughout the semester by participating verbally in class discussions and exam review sessions. Students who ask insightful questions about the course material and/or make thoughtful contributions to the class discussions will earn these points. Students who ask questions that indicate that they are not paying attention, repeat points that their fellow students have already made or talk endlessly about themselves, will not earn these points. TAs and preceptors will track verbal participation throughout the semester, and extra credit points will be allocated in the last week of the course.
**COURSE MATERIALS**

**Required Books**  

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.


All readings from this book have (++ in front of them on the syllabus


All readings from this book have (^) in front of them on the syllabus.

**Supplemental Readings**  
In addition to these books, there are three supplemental readings that cannot be found in the required books. These articles have (***) in front of them on the syllabus. These readings are available electronically on the course moodle page and on traditional reserve at the Mansfield library.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assigned reading and/or in-class activities</th>
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<tbody>
<tr>
<td>Aug 29</td>
<td>Monday</td>
<td>This syllabus</td>
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<td></td>
<td></td>
<td>In-Class: Course overview, expectations, etc</td>
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<tr>
<td>Aug 31</td>
<td>Wednesday</td>
<td>Andersen and Collins “Why Race, Class &amp; Gender Still Matter” (pp. 1-16, 61-67)</td>
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<tr>
<td>Sept 2</td>
<td>Friday</td>
<td>Andersen and Collins “Systems of Power and Inequality” (pp. 71-79)</td>
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<td></td>
<td></td>
<td>++ Scott and Leonhardt “Shadowy Lines that Still Divide” (pp. 1-10, 14-23)</td>
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**CLASS: WHAT IS CLASS?**

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>No Class: Labor Day Holiday</th>
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<tbody>
<tr>
<td>Sept 5</td>
<td>Monday</td>
<td></td>
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<tr>
<td>Sept 7</td>
<td>Wednesday</td>
<td>++ Lewin “A Marriage of Unequals” (pp. 51-62)</td>
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<tr>
<td>Sept 9</td>
<td>Friday</td>
<td>++ Steinhauer “When the Joneses Wear Jeans” (pp. 134-145)</td>
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**CLASS: HOW CLASS SHAPES OUR LIVES**

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<tr>
<th>Date</th>
<th>Day</th>
<th>Assigned reading and/or in-class activities</th>
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<tbody>
<tr>
<td>Sept 12</td>
<td>Monday</td>
<td>Lareau “Unequal Childhoods” (pp. 348-358)</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Assigned reading and/or in-class activities</td>
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| Sept 14 | Wednesday | Andersen and Collins “The Structure of Social Institutions” (pp. 275-277)  
Mantsios “Media Magic” (pp. 384-387)  
Newman “The Invisible Poor” (pp. 303-312)  
In-Class Movie: Class Dismissed |
| Sept 16 | Friday   | ++ Scott “Life at the Top Isn’t Just Better, It’s Longer” (pp. 27-50)  
In-Class Movie: Unnatural Causes: Becoming American |
| **CLASS:** | **MOBILITY AND SOCIAL CLASS** |                                                                                                                                                                           |
| Sept 19 | Monday   | Haldfinger and Holmes “Military Mirrors a Working-Class America” (pp. 459-467)  
++ Scott and Leonhardt “Shadowy Lines that Still Divide” (pp. 10-14, 23-26) |
| Sept 21 | Wednesday | ++ DePalma “Fifteen Years on the Bottom Rung” (pp. 111-133)  
Rubin “Is This a White Country, or What?” (pp. 190-197) |
| Sept 23 | Friday   | ++ Lewin “Up From the Holler” (pp. 63-72)  
++ Price “From the Bronx to Cornell” (pp. 237-240) |
| Sept 26 | Monday   | ++ Johnson “Richest Are Leaving Even the Rich Far Behind” (pp. 182-191)  
Sklar “Growing Gulf Between Rich and Rest of Us” (pp. 116-118) |
| Sept 28 | Wednesday | In-Class: Exam #1 |
| **RACE:** | **WHAT IS RACE?** |                                                                                                                                                                           |
| Sept 30 | Friday   | Andersen and Collins “Systems of Power and Inequality” (pp. 67-71)  
Martinez “Seeing More Than Black and White” (pp. 108-111)  
In-Class Movie: Race: The Power of an Illusion |
| Oct 3   | Monday   | ^^ Ojito “Best of Friends, A World Apart” (pp. 23-39)  
Smith “Mexicanness’ in New York” (pp. 214-219) |
| Oct 5   | Wednesday | McIntosh “White Privilege” (pp. 98-102)  
Waters “Optional Ethnicities” (pp. 198-207) |
| **RACE:** | **STEREOTYPING, DISCRIMINATION AND RACISM** |                                                                                                                                                                           |
| Oct 7   | Friday   | Bonilla-Silva “Racism Without ‘Racists’” (pp. 91-97)  
Moore “Racist Stereotyping in the English Language” (pp. 365-375) |
| Oct 10  | Monday   | ^^ Egan “When to Campaign with Color” (pp. 115-131)  
Espiritu “Ideological Racism and Cultural Resistance” (pp. 156-164)  
Takaki “A Different Mirror” (pp. 32-43) |
<table>
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| Oct 12   | Wednesday | De Parle “Broken Levees, UnBroken Barriers” (pp. 143-146)  
Pattillo-McCoy “Black Picket Fences” (pp. 136-142)  
^%^ Sack “Shared Prayers, Mixed Blessings” (pp. 3-21) |
|          |         | **RACE:** HOW RACE SHAPES OUR LIVES                                                                             |
| Oct 14   | Friday   | Andersen and Collins “The Structure of Social Institutions” (pp. 267-270)  
^%^ Holmes “Which Man’s Army” (pp. 41-55)  
^%^LeDuff “At the Slaughterhouse, Some Things Never Die” (pp. 97-114) |
| Oct 17   | Monday   | Childs “Navigating Interracial Borders” (pp. 335-343)  
^%^ Terry “Getting Under My Skin” (pp. 269-284) |
| Oct 19   | Wednesday | Andersen and Collins “The Structure of Social Institutions” (pp. 279-281)  
^%^ Winerip “Why Harlem Drug Cops Don’t Discuss Race” (pp. 231-249) |
| Oct 21   | Friday   | In-Class:  
Exam #2                                                                                                           |
|          |         | **GENDER:** WHAT IS GENDER?                                                                                       |
| Oct 24   | Monday   | Andersen and Collins “Systems of Power and Inequality” (pp. 80-82, 86-88)  
In-Class Radio Clip: This American Life on Testosterone |
| Oct 26   | Wednesday | Zinn, Hondagneu-Sotelo and Messner “Sex and Gender Through the Prism of Difference” (pp. 147-150, 153-154) |
| Oct 28   | Friday   | ** Schilt and Wiswall "Before and After” (pp.1-2, 5-10, 13-19 )                                                      |
|          |         | **GENDER:** DOING GENDER                                                                                           |
| Oct 31   | Monday   | ** Pierce “Gender Trials” (pp. 103-113, 132-142)                                                                  |
| Nov 2    | Wednesday | Zinn, Hondagneu-Sotelo and Messner “Sex and Gender Through the Prism of Difference” (pp. 150-151)  
Messner “Masculinities and Athletic Careers” (pp. 172-183) |
| Nov 4    | Friday   | In-Class Guest Lecture by Gretchen Purser of Syracuse University                                                    |
|          |         | **GENDER:** FAMILY AND THE STATE                                                                                    |
| Nov 7    | Monday   | Zinn, Hondagneu-Sotelo and Messner “Sex and Gender Through the Prism of Difference” (pp. 151-152)  
Dill “Our Mothers’ Grief” (pp. 321-334)  
Hondagneu-Sotelo “Domestica” (pp. 312-319) |
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<th>Date</th>
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| Nov 9   | Wednesday| Andersen and Collins “The Structure of Social Institutions” (pp. 272-274)  
Katz “The Invention of Heterosexuality” (pp. 252-262)  
Kibria “Migration and Vietnamese American Women” (pp. 220-227)  
Weston “Straight is to Gay as Family is to No Family” (pp. 343-348) |
| Nov 11  | Friday   | No Class: Veteran’s Day Holiday                                                                         |
| Nov 14  | Monday   | In-Class: Exam #3                                                                                       |
|         |          | **EDUCATION:**                                                                                           |
|         |          | **EDUCATIONAL INEQUALITY**                                                                               |
| Nov 16  | Wednesday| In-Class Movie: Nursery University                                                                     |
| Nov 18  | Friday   | ** Kozol “Shame of the Nation” (p. 39-55, 60-62, 98-104)                                               |
|         |          | **WHY IS THERE EDUCATION INEQUALITY?**                                                                      |
| Nov 21  | Monday   | Mickelson and Smith “Can Education Eliminate Race, Class and Gender Inequality?” (pp. 404-413)           |
| Nov 23  | Wednesday| No Class: Thanksgiving Holiday                                                                           |
| Nov 25  | Friday   | No Class: Thanksgiving Holiday                                                                           |
| Nov 28  | Monday   | ^^Lewin “Growing Up, Growing Apart” (pp. 151-169)                                                        |
| Nov 30  | Wednesday| ++ Egan “No Degree, and No Way Back to the Middle Class” (pp. 105-110)  
++ Leonhardt “The College Dropout Boom” (pp. 87-104)                                               |
|         |          | **WHAT CAN BE DONE?**                                                                                   |
| Dec 2   | Friday   | Andersen and Collins “Social Change and Sites of Change” (pp. 480-491)  
In-Class Radio Clip: This American Life on Baby College                                                  |
| Dec 5   | Monday   | Bell “Silent Covenants” (pp. 530-534)                                                                     |
| Dec 7   | Wednesday| ++ Wilkerson “Angela Whicker’s Climb” (pp. 202-233)                                                      |
| Dec 9   | Friday   | In-Class: Course Wrap-Up and Exam Review                                                                  |
| Dec 14  | Wednesday| Final Exam: 1:10 pm – 3:10 pm                                                                           |