Sociology 106: Race, Gender, Class, and Ethnicity
Spring 2016

Monday, Wednesday 4:00-5:15
Kennedy House Room 508
Ryan Turner
Thompson 16
Office hours Weds 2:30-3:30

Course Description
This course will examine how sociologists examine the identities of race, ethnicity, gender and social class. We will examine how these categories are socially constructed, and how they affect the life chances of individuals. A large focus of this course is inequality, including class, racial, and gender inequality and how they intersect with each other. We will analyze how society’s resources (economic, social, cultural, political) are distributed to individuals unequally on the basis of these overlapping categories.

Sociology 106 is a RAP General Education course, intended to be part of the framework for providing first-year students a smooth transition to college life through mastering course content, cultivating academic skills, and developing relationships with instructors and peers. This course meets the General Ed SB (Social and Behavioral Sciences) and the U (Social and Cultural Diversity) requirements. SB courses aim to introduce you to what and how we know about individual and social life, that human individuals and social lives are constantly changing, and that individual and social lives have structural forces that shape them. U courses have the goals of helping you to understand that people live very different lives because of the different ways that society impacts individuals, to help you see ways in which people are different, and through understanding these differences, become receptive to multiple perspectives in our very complex world. This class will address these requirements by demonstrating the varied effects class, race, gender, and inequality have on the lives of individuals, which shape the perspectives individuals have of the world.

Course Objectives
● Understand, analyze, and evaluate patterns of social inequality in American society both empirically and theoretically.
● Recognize and understand sociological concepts in scholarly and popular texts.
● Understand and analyze the impact social stratification has on social life.
● Apply the course material to your own lives. I will encourage you to create connections between your life experiences and your understanding of the world outside of our classroom and to include these reflections in your work for our course. Since any class will be more interesting and more useful if you can relate the material to your own life and experiences, I will expressly encourage you to do so over the course of the semester, both in class as well as in the written assignments.
Course Requirements and Grading

I will evaluate students using the following:

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<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Three exams</td>
<td>60%</td>
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<tr>
<td>Reading memos</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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Exams

There will be three in class exams. The exams will consist of factual questions, short answer questions, and essay questions. Each exam is worth 20% of your final grade.

Memos

You will submit a brief reading memo six times throughout the semester due each Wednesday in class (except the last memo, which is due on a Monday). Each memo is due by a specific date (see course schedule). The memo should include three main things:

1. A brief summary of each reading from the week (Readings from Monday and Wednesday). What is the main point of each article? What evidence does the author use to support that point?
2. Synthesis of readings that puts them into conversation with each other. How do they articles relate to each other? Are the authors discussing a similar issue in different ways? How? Is their evidence similar or different? It is not necessary to make connections between all the week’s articles, but you must attempt to connect at least two readings in some detail.
3. Application of one or two ideas from the readings to your own life. Do the articles confirm or counter your personal experiences? How?

Each memo should be one to one and a half single spaced pages. Statements will receive a check plus if they show that the student included all three requirements: the student understands the main points of the readings and used evidence from the readings to back up those points, made insightful connections between the readings, and applied some of the ideas from the readings to their own experiences. Statements will receive a check if they show that the student has a good understanding of the readings but only completed two of the three requirements. Statements will receive a check minus if they show that the student has a poor grasp of the readings.

Quizzes
I will quiz you in class a few times throughout the semester. They are meant to encourage you to complete the readings. The quizzes will consist of one or two short answer questions. The quizzes will be unannounced. You can make up a quiz only with a legitimate excuse.

Attendance and Participation
Attendance is required. Please come to class. Participation is also required. This includes coming to class having read and ready to discuss the readings. You will also complete low stakes in-class writing reflections as part of your participation grade.

Grade Scale
A => 93; A- = 90-92.9; B+ = 87-89.9; B = 83-86.9; B- = 80-82.9; C+ = 77-79.9; C = 73-76.9; C- = 70-72.9; D+ = 67-69.9; D = 60-66.9; F = <60

Course Materials
This book is located at the Umass Bookstore. Other readings are on the course Moodle Page.

Classroom Behavior
I expect myself and students to treat all members of the classroom with respect. During discussion, there may be disagreements. I ask that we all respectfully consider each other’s thoughts and opinions. If you disagree with someone, do so civilly. Respectful debate is good. Please come to class on time. Please turn your cell phones off or to silent during class.

Academic Honesty
Plagiarism is when someone knowingly reproduces the words and ideas of another without giving credit to the original source. If I suspect plagiarism, I will investigate, and possibly refer the case to the Academic Honesty Board. More information is available at this link: http://www.umass.edu/dean_students/campus-policies

Accommodation Policy Statement
The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so we can make the appropriate arrangements.

Communication
If you have any questions about the class, feel free to email me. I will typically reply by the next day. You can also talk to me after class or schedule office hours to meet. I am more than happy
to meet.

Campus Resources:
- Learning Resource Center, 10th floor of the W.E.B DuBois Library. Offers peer tutoring for the majority of General Education classes. Email: lrc@acad.umass.edu, phone: 413-545-5443
- The Writing Center, Learning Commons, lower level of W.E.B. DuBois Library. Provides writing assistance at any stage of the writing process. Website: http://umass.edu/writingcenter

Course Schedule
While I will make every attempt to adhere to this schedule, please understand I might make changes as opportunities or obstacles present themselves. If I do make changes to this syllabus, I will give students advanced warning.

The Grusky and Szelenyi readings are coded GS. Readings with an * are located on Moodle.

I. Introduction to Sociology
January 20: Introduction

January 25: Introduction to Sociology

II. Social Class
January 27: Social Class

February 1: Trends and Processes of Class Stratification
- Fisher et al. “Inequality by Design” (GS, p. 20)
- Davis and Moore “Some Principles of Stratification” (GS, p. 16)

February 3: Beliefs about Inequality

Memo 1 Due Dates:
January 27 or February 3

February 8: Work and Employment Inequality
- "Perrucci and Wysong. 2003. Selection from The New Class Society: Goodbye American Dream?"
- Rosenfeld. “Little Labor.” (GS, p. 696)

February 10: Cultural Capital and Class Lifestyle
- Lareau. “Unequal Childhoods” (GS, p. 648)
- Egan. “No Degree, And No Way Back to the Middle.” (GS, p. 452)

February 16 (Tuesday Class): Power
- Saez. “Striking it Richer..” (GS, p. 86)

February 17: Poverty and Welfare
- Smeeding. “Poorer by Comparison.” (GS, p. 153)

Memo 2 Due Dates:
February 10 or February 17

February 22: ➔ ➔ EXAM 1

III. Gender
February 24: Social Construction of Gender

February 29: Gender Identities

March 2: Gendered Divisions of Labor
- "Hochschild, Arlie. 2001. “Marriage in a Stalled Revolution” from The Second Shift
Memo 3 Due Dates:
February 24 (just that class) or March 2

March 7: Gendered Divisions of Labor

March 9: Gendered Divisions of Labor
- Hays. “Flat Broke with Children.” (GS, p. 196)

SPRING BREAK

March 21: Gender and Work
- Stone. “Getting to Equal.” (GS, p. 337)
- Correll, Benard, Paik. “Getting a Job” (GS, p. 365)
- Jacobs. “Detours on the Road to Equality.” (GS, p. 405)

March 23: Gender Socialization
- *Kane, Emily. 2006. “No Way My Boys Are Going to be like That!” Parents’ Responses to Children’s Gender Nonconformity.” Gender and Society 20: 149-176

Memo 4 Due Dates:
March 9 or March 23

March 28: ⬅️ ⬅️ EXAM 2

IV. Race and Ethnicity

March 30: Social Construction of Race
- Farley. “Racial Identities in 2000” (GS, p. 228)

April 4: Race and Identities
- Steele. “Stereotype Threat and African-American Student Achievement.” (GS, p. 276)
- *Lacy, Karyn. 2007. Selections from Blue-Chip Black: Race, Class, and Status in the New Black Middle Class
April 6: Racial Economic Inequality
- Oliver and Shapiro. “Black Wealth/White Wealth.” (GS, p. 296)
- Western. “Incarceration, Unemployment, and Inequality.” (GS 208)

Memo 5 Due Dates:
March 30 (just that class), or April 6

April 11: Discrimination
- Bertrand and Mullainathan. “Are Emily and Greg More Employable than Lakisha and Jamal?” (GS, p. 254)
- Pager. “Marked.” (GS, p. 260)

April 13: Segregation

April 18: NO CLASS

April 20: Belonging and Pluralism

April 25: Modes of Incorporation
- Waters. “Black Identities.” (GS, p. 250)

Memo 6 Due Dates:
April 13 or April 25 (April 20 and 25 readings)

April 27: Conclusion

Exam 3 scheduled during final exam week.