



**FCS 464: GENDER, RACE, CLASS, AND FAMILY DIVERSITY (3 CR)**  
SPRING SEMESTER 2013  
TUESDAY/THURSDAY 12:15-1:30, GH 243

Instructor: BETHANY L. LETIECQ, PH.D.  
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## Course Description

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This course examines gender, social class, and racial/ethnic diversity in family life, as well as the intersection of gender, class, race, and other variables—including sexual orientation, gender identity, geographic location (rural, urban) and household composition (single-parent, nuclear, same-sex). The students will examine how family organization and experience vary by gender, social class, and race. In addition, this class will explore how families are influenced by macro-level forces within society such as the economy, globalization, and politics. The goal is to broaden our understanding of family life and how we “do” family within systems (e.g., social, political, economic systems) that privilege some while hindering others in their ability to function and thrive. The course concludes with an examination of the ways in which we can work toward social change and justice for all.

## Required Readings

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1. Andersen, M. L. & Collins, P.H. (2013). *Race, class, and gender: An Anthology* (8<sup>th</sup> ed.). Belmont, CA: Wadsworth.
2. LeBlanc, A. N. (2003). *Random Family*. New York: Scribner.
3. Additional readings can be found on D2L. TBD.

## Suggested Readings

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Baca Zinn, M., & Eitzen, D.S. (2005). *Diversity in families* (7<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.  
Coltrane, S. (2004). *Families in society: Classic and contemporary readings*. Belmont, CA: Wadsworth.  
Coltrane, S. (1998). *Gender and families*. Thousand Oaks, CA: Pine Forge Press.  
Lorber, J. (2005). *Gender inequality: Feminist theories and politics* (3<sup>rd</sup> ed.). Los Angeles, CA: Roxbury.  
Skolnick, A.S., & Skolnick, J.H. (2005). *Family in transition* (13<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

## Prerequisites

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FCS 263 (formerly HDCF 263), FCS 371 (formerly HDCF 371) or equivalent, and junior standing or permission of instructor.

## Course Goals and Objectives

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The goal of this course is to provide students with a better understanding of the diversity of families, and how race, class, and gender intersect and impact individuals in American families and in the broader society. We will utilize an array of perspectives from multiple disciplines, including sociology, cultural anthropology, social psychology, public health, and family studies. Class will be conducted using both lecture and seminar-style formats, where students will exchange ideas and information in a collaborative and informed manner. The course format is designed to facilitate student discussion, interaction, critical thinking, and debate within a trust-based and co-learning environment. Together, we will also explore such constructs as compassion, reflexivity, introspection, and social change agency.

Specific course objectives are to:

1. Provide an understanding of the ways in which race, class, and gender intersect to influence one's opportunity structure in American family life and in the broader society.
2. Understand the historical, cultural, political, economic, and social forces that maintain systems of inequality based on race/class/gender constructions and family structure.
3. Understand concepts such as difference, diversity, multiculturalism, othering, privilege, oppression, inequality, racism, sexism, heterosexism... (and all the other -isms) and how these concepts are useful in understanding individual and family functioning and well-being.
4. Apply the intersectionality framework (and other frameworks—e.g., feminist, critical race, cultural ecological) to the discourse on family diversity.
5. Understand how difference is often essentialized and sameness overlooked in our diversity work.
6. Explore ways in which you can make a difference in your personal and professional lives and as members of coalitions to eradicate social inequalities and injustices based on race, class, and gender.

## Course Requirements

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### 1. Class Participation (10%)

The material in this course is most effectively mastered through careful reading, critical thinking, and lively debate and discussion. No issue is cut-and-dried and the success of this course depends on our ability to have thoughtful, respectful conversations about the course readings, lectures, and media presentations. **Ideally, you will attend each class and read each and every article in depth before each class meeting.** I will take attendance at least ten times this semester AND I will note your in-class participation, taking into consideration how you contributed to our community of learning throughout the semester.

### 2. Reading Analysis and Reflection (30%)

For this assignment, you are asked to summarize, integrate, analyze, and reflect upon reading selections in this course and produce a total of FOUR reading reflections. There are EIGHT opportunities ***noted on the course schedule with an asterisk\**** to complete a reflection (most coming up early in the semester so please plan accordingly). These reflections are NOT regurgitations of the readings—they should be reflexive, critical, and thoughtful. **You will receive a letter grade for each reading reflection; your final grade for this assignment will be an average of your four reflections.**

I will grade looking for the following dimensions:

- **Comprehension** of the readings: Accurate use of terms, concepts and ideas.
  - **Synthesis and Integration** of at least 3 readings along a conceptual idea.
  - **Analysis and Critical Thinking:** Can I identify at least 1-3 questions or applications of concepts and ideas in your reflection? How are making meaning of the concepts and ideas and relating your understanding to the fields of Family and Community Health?
  - **Personal Reflection:** How did this series of readings make you feel? What kinds of emotions are brought to the surface? Can you relate this to a personal experience?
  - **Grammar and Citations:** Your writing should be error-free, concise, and edited. You are also asked to cite which readings you are including in your analysis and reflection.
- **Each reflection should be typed, single-spaced using 1" margins, checked for grammar and cohesion of thought, and should not exceed TWO pages.** (I prefer front-to-back printing to save paper!) Reflections are solo efforts and should not be worked on in groups or across class sections. They are to be your own original work. Plagiarism will be dealt with according to university conduct codes.
  - **Late reflections or email attachments will NOT be accepted without express permission from the instructor.**

### 3. Cultural Self-Assessment and Engagement Journal (25%)

Throughout the semester you will be asked to conduct a cultural self-assessment based on topics covered in the course and explore the topic through community engagement. For example, you might complete a self-assessment about your race/ethnicity and then attend an event centered on race/ethnicity,

or dine in a restaurant that is reflective of a different cultural group than your own, or have a conversation with a member of a different racial/ethnic group and reflect on race matters. For another example, you might complete a self-assessment about your social class position and then attend a function or event or go shopping at a store that caters to a social class different from your class position. Reflect on your observations both of the self and of the other and the environment. There are myriad concepts that you could reflect upon, myriad ways of engaging in this course. Be creative!

You are required to turn in a “diversity journal” reflecting a minimum of TWO entries about your self-assessment and engagement experiences that tap central themes discussed in class and in your readings. **Each entry should not exceed two pages in length, should be typed, and single-spaced (front-to-back printing is preferred to save on paper!).** In class, I will periodically ask students to share their reflections and engagement experiences. I expect you to be working on this assignment throughout the semester. You may turn in your journals at any point in the semester up until the last day of classes.

**4. Group Facilitation: 15%**

During the final weeks of the semester, students will sign up to facilitate the discussion of “Random Family.” Students should be prepared to discuss key concepts introduced in the readings, and link the readings to course topics, including the intersectionality of race, class, and gender, the structure of such social institutions as work, families, media, education, and health care, and social policies. We will discuss this assignment in greater depth in class.

**5. Final Exam: 20% [OPTIONAL]**

There will be a cumulative, optional final exam that wraps-up the course and asks you to think back over the semester and reflect on what you have learned. You will be asked to apply the course concepts to the readings (*e.g., Random Family*). We will discuss this exam in greater detail in class.

**Summary of Evaluation Criteria**

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Final grades will be determined on the basis of the student’s performance in the following areas. There will be non extra-credit available.

1. Class Participation	10%
2. Reading Reflections	30%
3. Cultural Self-Assessment/Engagement Journal	25%
4. Group Facilitation	15%
5. Final Exam [OPTIONAL]	20%
<b>Total</b>	<b>100%</b>

**Final Grades:** Final grades will be assigned as follows:

93 -100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	Below 60	F

**Course Policies**

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- Make sure all written assignments are typed, double-spaced (except for weekly summaries, which should be single-spaced), and proofread for correct grammar, spelling, punctuation, and coherence. Adhere to APA 5<sup>th</sup> Edition format whenever feasible. Significant points will be deducted for poorly written work. Contact the Writing Center on campus or see me if you need help.
- Make sure you plan for the semester assignment due dates accordingly. This course depends on your timely participation, therefore, **there will be no late assignments accepted.** In other words, if you

know you will be traveling during the semester or missing a class, you are responsible for alerting the instructor ahead of time and making sufficient arrangements.

- If you miss a class, you are responsible to contact a classmate and find out what you missed. I will not share my lecture notes with you.
- If you miss an exam without a medical or otherwise valid excuse, you will receive a grade of “F” for that exam. If you fail to show-up for a make-up exam, you will likewise receive a grade of “F”.
- Course withdrawals: If you need to withdraw from the course, the instructor must sign off on your “drop” form. It is the student’s responsibility to obtain this signature from your instructor. Plan accordingly! HHD staff/advisers will not be able to sign this form!
- As I want to make this class as inclusive and accessible as possible, students are encouraged to discuss special needs/challenges with the instructor. Together, we can determine how best to meet your needs and course demands.
- Familiarize yourself with the University’s Code of Conduct. I will follow the code to the best of my ability and expect you to do the same. If you are uncertain about aspects of the code (definitions, application of code to behaviors), it is your responsibility to seek clarification from the instructor or from university officials (Dean of Students Office, 120 Strand Union Building, 406-994-2826).
- Note the definition of plagiarism in the University’s Code of Conduct. To avoid plagiarism, **ALL** materials used in writing exams, summaries, etc. **MUST BE** cited and referenced following APA’s *Publication Manual* (6<sup>th</sup> Edition). It is expected that **ALL** students in this course recognize and understand how to apply APA reference formatting. Plagiarism will not be tolerated, whether intended or unintended, and will be sanctioned according to University guidelines.

**TENTATIVE SCHEDULE AND READING ASSIGNMENTS**

DATE	TOPIC	READING/ASSIGNMENT
	<b>LAYING THE FOUNDATION: THE SOCIAL CONSTRUCTION OF RACE, CLASS AND GENDER</b>	
<b>WEEK 1</b> Jan 10	<b>INTRODUCTIONS &amp; EXPECTATIONS</b>	Syllabus; Intro to text RCG 1-15
<b>WEEK 2</b> Jan 15 & 17	WHY RACE, CLASS, AND GENDER STILL MATTER AND WHY YOU SHOULD CARE	RCG 16-60
<b>WEEK 3</b> Jan 22* & 24	RACE AND RACISM 1/22: FILM: A Place at the Table WHITE PRIVILEGE	RCG: 61-84; 85-116 Jensen: White Privilege readings: <a href="http://uts.cc.utexas.edu/~rjensen/freelance/white_privilege.htm">http://uts.cc.utexas.edu/~rjensen/freelance/white_privilege.htm</a> <a href="http://uts.cc.utexas.edu/%7Erjensen/freelance/w_hitepeoplesburden.htm">http://uts.cc.utexas.edu/%7Erjensen/freelance/w_hitepeoplesburden.htm</a>
<b>WEEK 4</b> Jan 29* & 31	CLASS AND INEQUALITY	RCG: 117-150
<b>WEEK 5</b> Feb 5* & 7	GENDER AND SEXISM	RCG: 151-193
<b>WEEK 6</b> Feb 12* & 14	ETHNICITY AND NATIONALITY	RCG: 194-223
<b>WEEK 7</b> Feb 19* & 21	SEXUALITY AND HETEROSEXISM	RCG: 224-264 <a href="http://www.cs.earlham.edu/~hyrax/personal/files/student_res/straightprivilege.htm">http://www.cs.earlham.edu/~hyrax/personal/files/student_res/straightprivilege.htm</a> Facilitation groups will be formed this week— class attendance critical!
	<b>THE STRUCTURE OF SOCIAL INSTITUTIONS: RETHINKING INSTITUTIONS AND FAMILIES</b>	
<b>WEEK 8</b> Feb 26* & 28	WORK AND ECONOMIC TRANSFORMATION	RCG: 265-313
<b>WEEK 9</b> Mar 5* & 7	FAMILIES MEDIA AND POPULAR CULTURE	RCG: 314-354 RCG: 355-398 For reflection, choose 1 topic area only
<b>WEEK 10</b> Mar 12 & 14	<b>SPRING BREAK!!!</b>	SUGGESTED READING: RANDOM FAMILY
<b>WEEK 11</b> Mar 19* & 21	EDUCATION AND HEALTH SOCIAL POLICIES, THE STATE, AND VIOLENCE	RCG: 399-433 RCG: 434-466 For reflection, choose 1 topic area only

	<b>INTERSECTIONALITY: APPLYING THE FRAMEWORK</b>	
<b>WEEK 12</b> Mar 26 & 28	3/26: FINAL INSTRUCTIONS FOR GROUPS 3/28: APPLYING THE FRAMEWORK: <i>Group Discussion of Random Family</i>	Random Family: Part I
<b>WEEK 13</b> April 02 & 04	APPLYING THE FRAMEWORK: <i>Group Discussion of Random Family</i>	Random Family: Part II-III
<b>WEEK 14</b> Apr 9 & 11	APPLYING THE FRAMEWORK: <i>Group Discussion of Random Family</i>	Random Family: Part IV-V
	<b>SOCIAL CHANGE AND SITES OF CHANGE: MAKING A DIFFERENCE</b>	
<b>WEEK 15</b> Apr 16 & 18	SOCIAL CHANGE/SITES OF CHANGE	RCG: 467-508
<b>WEEK 16</b> Apr 23 & 25	PULLING IT ALL TOGETHER COURSE WRAP-UP, EVALS, GRADES	<b>Cultural Self-Assessment and Engagement Journal Due by April 25</b>
	<b>OPTIONAL FINAL EXAM TBD</b>	

**\*DUE: Reading Analysis and Reflection—a total of FOUR must be completed by March 19<sup>th</sup>.**