Race Ethnicity Class and Gender
Summer - 2011
Sociology 3380-090 cross listed Gender 3380
Online Class

INSTRUCTOR: Dr. Deidre Tyler
PHONE: 957-4920
OFFICE HOURS: By Appointment
E-MAIL: Deidre.Tyler@slcc.edu

COURSE DESCRIPTION: (3) Cross listed as GNDR 3380. Prerequisite. SOC 1010. Fulfills Diversity.
This course is an historical, theoretical, and ultimately, sociological exploration of race, ethnicity, class, and gender as axes of inequality in the United States, while recognizing that these axes are also fundamental sources of identity and community. Materials examine the complex interaction between personal experiences and social structures as students explore how individuals carry varying degrees of penalty and privilege depending on their position along axes of races, ethnicity, and gender in a complex matrix that affects everyone in society. Students will be invited to explore the ways that people experience and respond to the matrix, that is, structures of racial/ethnic, class, and gender differences, and the ways that people help to reinforce and reshape those structures.

Required Textbook

OUTLINE OF THE COURSE and STUDENT RESPONSIBILITIES.
This class is a total on line class and it will not meet face to face. It is the responsibility of the student to read all e-mail from the instructor. Please follow the calendar concerning assignments.
Teaching and Learning Methods – Students will engaged in posting responses to weekly discussions, modules will include asking students to complete weekly lessons based on the weekly topic. The class will be an active on line class that will include power point lectures, the discussion board and wimba. Supplemental radio shows will be used. The radio shows can be found under www.pineforge.com/healey5e. Also, weekly podcast of the lecture will be posted for students to download to their mobile device. The weekly lectures will be posted each Monday.

Lectures will be posted on line for students to listen and download. Students will explore important empirical work in the field (including readings by Jen’an Ghazal; Jill Littrell; Beverly Perez and others.

Course Objectives. The following list of course objectives will be addressed in the course. These goals are directly related to the performance objectives

- Explore the issues of race, class, gender and ethnicity in past and present context.
- Understand the concept of diversity from a sociological perspective
- Analyze the historical information of race, class, gender and ethnicity
- Describe the future of race, class, gender and ethnicity in American society
- Summarize the ways society is becoming more tolerant of all groups and less tolerant of groups

Schedule of Topics and Due Dates

<table>
<thead>
<tr>
<th>Due Date Friday’s</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 20, 2011</td>
<td>Orientation</td>
<td>Make sure you listen to the podcast orientation – I will be on Wimba for discussions about the class on May 20 at 3:00 pm. This is for students who may have additional questions about the class. This is not mandatory.</td>
</tr>
<tr>
<td>Date</td>
<td>Chapter/Module</td>
<td>Reading/Listening/Assignments</td>
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<tr>
<td>May 27, 2011</td>
<td>Chapter One – Diversity Conflict Theory Matrix of Domination</td>
<td>Complete Module One – Post Discussion One – Listen to Lecture One podcast – Read Chapter One in Healey Textbook – Post homework answers</td>
</tr>
<tr>
<td>June 3, 2011</td>
<td>Chapter Two – Assimilation Gordon's Theory of Assimilation Parks – Race Relations Cycle</td>
<td>Complete Module Two – Post Discussion Two – Listen to Lecture Two podcast – Read Chapter Two in Healey Textbook – Post homework answers</td>
</tr>
<tr>
<td>June 17, 2011</td>
<td>Chapter Four – Origins of Slavery Noel Hypothesis Blauner Hypothesis</td>
<td>Complete Module Four – Post Discussion Four – Listen to Lecture Four podcast – Read Chapter Four in Healey Textbook – Post homework answers</td>
</tr>
<tr>
<td>June 24–July 1</td>
<td>Test 1 – On Line</td>
<td>Take Test One – Found under the Assessment Link – Test One – Essay</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>Chapter Six – African Americans Equal Status Contact Hypothesis</td>
<td>Complete Module Six – Post discussion Six – Listen to lecture six podcast – Read chapter six in Healey Textbook –</td>
</tr>
<tr>
<td>Date</td>
<td>Chapter/Module</td>
<td>Assignment Details</td>
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</table>
| July 8, 2011 | Chapter Seven – American Indians
Acculturation
Secondary Structural Assimilation | Complete Module Seven – Post discussion Seven – listen to lecture seven podcast – Read chapter seven in Healey Textbook |
| July 15, 2011 | Chapter Eight – Hispanic Americans
Machismo
Ethnic Enclaves
Conflict Theory | Complete Module Eight – Post Discussion Eight – Listen to Lecture Eight podcast – Read Chapter Seven in Healey Textbook |
| July 22, 2011 | Chapter Nine, Ten – Asian Americans
Model Minorities
Assimilation
| July 15-July 22 | Test Two | Take Test 2 Online |
| July 25-July 29 | Groups will present information on Wimba | Wimba Time posted on calendar |
| July 29, 2011 | Chapter Eleven – The future | Complete Module Eleven – Post Discussion, Listen to Lecture 11 – Read Chapter Eleven – E-Portfolio Due – E-mail final project |

All work due on July 29, 2011.

Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92.99</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.99</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.99</td>
<td>B</td>
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<tr>
<td>80-82.99</td>
<td>B-</td>
</tr>
<tr>
<td>77-76.99</td>
<td>C+</td>
</tr>
<tr>
<td>70-72.99</td>
<td>C</td>
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</tbody>
</table>
25% of your grade – Test One – June 24–July 2–2011 = 100 points
25% of your grade – Test Two Due July 15–July 22–2011 = 100 points
25% of your grade – E-Portfolio – July 29, 2011 = 100 points
25% of your grade – Homework – July 29, 2011 = 100 points

There will be No Final Exam in this Class.

Critical Book Report 100 points (Due on July 22, 2011) There will be no exception to this date.

Please e-mail your book report via Web Ct. Book Reports should be 4–5 pages long.

Outline of the book report

Section I Theme of the book
What is the book about?
Main idea or purpose
Questions the book answers

Section II A summary of each chapter

Section III Critical Analysis of the book

Section IV Your Evaluation
What is your evaluation of the contribution this book makes to sociology?
What did it add to your knowledge about race, class, gender and ethnicity?
Can you apply anything from this book to your own life?
What did you learn about the work environment as a result of reading this book?

Finally give your personal opinion
Was it interesting, well organized, confusing, boring etc.?
How did you like this book?

Recommended Books

Student may read other book but please approve the book with the instructor.

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Media Messages: Why film, television and popular music teach us about race, class, gender and sexual orientation by Linda Haltzman

Divided Sisterhood: Race, Class, and Gender in the South African Nursing Profession by Sheila Marks
No More Kin: Exploring Race, Class, and Gender in Family Networks by Anne R. Rochelle

Absent Fathers, Lost Sons: The Search for Masculine Identity

The adventurous Male: Chapters in the History of the White Male by Martin Green

African American Midwifery in the South: Dialogues of Birth Race and memory by Gertrude Fraizer

In a New Land: A comparative view of Immigration by Nancy Foner.

Growing up in America: How Vietnamese Children Adapt to Life in the United States by Min Zhou

Taboo: Why Black Athletes Dominant Sports and Why We’re Afraid to talk about it. By Jon Entine.

The First R: How Children learn race and Racism by Debra Van Ausdale and Joe Feagin.

On the Backroad to Heaven: Old Order Hutterites, Mennonites, Amish and Brethren. By Donald Kraybill and Carl Bowman.

Blacks in the white establishment? A Study of Race and Class in America by Richard Zweigenhalf

Among the White Moon Faces: An Asian American Memoir of Homelands by Shirley Geok-Lin-Lim

Changing Lives: Life Stories of Asian Pioneers in Women’s Studies by Committee on Women’s Studies in Asia
Reserve Reading – you will see these posted under the assessment link. (Please post a 2 page summary of the article). If your article is not a 2 page summary, 0 points will be given. First, give a summary of the article. (What is the article about? What were the findings of the research?) Next, tell how the article applies to the chapter’s terms and theories. For example, you should state this is an example of the noel’s hypothesis because ____________. These articles are listed under assessments on the web. Please submit your summaries under article assessments. Due each Friday by 12(noon).

Reserve Reading 1


Reserve Reading 2


Reserve reading 3

Reserve Reading 4


Reserve Reading 5


Reserve Reading 6


Reserve Reading 7


Reserve Reading 8

“Structural Assimilation Revisited: Mexican-Origin Nativity and Cross-Ethnic Primary Ties” By Susan Brown. Social Forces; September 2008; Vol. 85; Issue 1; p. 75–92.

Reserve Reading 9


Reserve Reading 10
“Identity Experiences of Young Muslim American Women In the Post 9/11 Era” by Sapna Vyas. Encounter; Summer 2008; Vol. 21; Issue 2; p. 15–19.

All articles can be accessed using this web site

http://search.library.utah.edu.

I will be grading your critical article analysis based on this rubric.

Rubric for Article Critical Analysis

<table>
<thead>
<tr>
<th>Student ________________________________</th>
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<tbody>
<tr>
<td><strong>Beginning</strong> 1 point</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Support</td>
</tr>
<tr>
<td>Style</td>
</tr>
<tr>
<td>Command of Sentence-level conventions</td>
</tr>
</tbody>
</table>
Discussions
All students must post discussion questions with supporting research documents. (URL) No Opinions. Each student needs to respond to two other students comments. Each response should be at least one paragraph. Discussions are part of your homework grade. All homework is due each Friday.

Discussions
Students you are required to post a paragraph to the discussion board. All of your answers should be supported by research that you have found on line. Please respond to one other students in the class. Discussions will count as part of your homework grade. There will not be any specific grades given to the discussion posting. I will check to see if you are posting and responding weekly. Also, you can use the supplemental information found under your textbook web site www.pineforge.com/healey5e. There are radio shows and web site links and article links. Please site your source when answering your discussion questions.

Introduction – Discussion

Please introduce yourself to the class. Indicate your major and future work plans. Discussion threads, e-mails and wimba meetings are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code. Specifically,

- Posting Photos or commends that would be off topic in a classroom are still off topic in an online posting
- Off color language and photos are never appropriate
- using angry or abusive language is called “flaming”, is not acceptable and will be dealt with according to the Student Code.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting on line, as is overuse of certain punctuation marks such as exclamation points !!!!!! and questions marks ....
• Course e-mails, e-journals and other online course communications are part of the classroom and as such, are University Property and subject to GRAMA regulations and the student code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

Discussion One

When President Obama said “The poor black people of New Orleans were abandoned long before the Hurricane.” what does that mean in terms of race, class, gender and ethnicity?

Discussion Two

Research the topic “English as the official Language.” Please select your view based on your research.

Discussion Three

Explain how modern racism and sexism impacts individuals lives. Find an article to make your point.

Discussion Four

Please find the chart in chapter 4 entitled “Native Hawaiians compared with Total population, Black Americans and American Indians 2006.” What are some interesting facts that you are finding concerning the various races and income. Give an explanation for the income difference.

Discussion Five

Please discuss some of the issues associated with service occupations in regard to race, class and gender. Who is more likely to be working in the service sector? What are some of the issues associated with the service sector employment?

Discussion Six
Is racial residential segregation increasing or decreasing in the United States? (see the map in chapter 6)

Discussion Seven
What are some of the major issues of Native Americans today? What is the government doing to help solve these issues?

Discussion Eight
There is much debate about immigration from Mexico to the United States. What are some of the issues associated with immigration based on gender and social class?

Discussion Nine
Explain the connection between income and education among the Asian population. Why do you think their incomes are the highest in the population? Explain the gender differences if there are any.

Discussion Ten
Give some examples of Americans being accepting to individuals from different countries.

Discussion Eleven
What is the future of minority groups in the United States? Please explain using information from the textbook.

Weekly Podcast
Weekly podcast lectures from the instructor will be posted on the podcast link each Monday. You can download the podcast into your mobile devise.

Due dates for the e-portfolio group project –

Students will be place into groups by the third week of class. The instructor will e-mail the group members. (May 27) Pre-Group Meeting on Wimba held on May 27 for the entire class (3:00)
Groups will meet on line under discussions – and via e-mail. The first assignment is to select a group leader. The group leader will e-mail me by (June 3). Additional meeting for each group will be decided by the group. Individual students will e-mail me their reflection papers on their Topic by (June. 10). The reflection paper should answer the question - What do you know about the topic before you begin your research? Each reflection paper should be two paragraphs. (Posted under Reflection 1)

Group topic will be identified by the group on (June 10)

Individual students will e-mail me their final reflection papers by (July 22) (Posted under Reflection final)

On July 18 – Groups will select their presentation date for Wimba.

Wimba week for presentations on Wimba is (July 18–22) E-mail me on the date and time for the presentation. If there are a few group members who cannot be present for their presentation, but the group leader indicates they worked on the project no points will be taken from the individual. However, that individual has to provide a valid excuse for not being present during the presentation.

1. E-Portfolio Project Due –July 29, 2011– There will be 5 to 6 students in a group. The group will be given a topic within the class. The e-portfolio should be turned in via web ct under discussions. There should be approximately 10 pages done using power point. The Portfolio should include the following,

2. Table of Content

3. Reflection page – Each student at the beginning of the semester turn in – what you know about the topic before you begin your research. E-mail individual papers to the instructor on WebCT. Put on the subject line – Reflection page 1.

4. 10 different research articles from journals – summarized and explained how they connect with the topic

5. 5 different charts and tables – these should not be copied from the web. These charts should give information about the topic – explanations should be at the end of the chart and table – you must give the source – url or journal etc. – These tables should be based on information

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you have researched.

6. 5 different Book summaries – Find 5 books and read them on this topic – summarize the book and tell how it applies to the topic. How did this book help you understand the topic? Do you agree with the author? Do you disagree with the author? You cannot use the same book for your book review due on July 22, 2011.

7. Each student turns in a reflection paper describing what you learned at the end of the research for this particular topic. What did you learn that you did not know? How will this information help you with your future employment? E-mail the last reflection paper to the instructor using web ct.

Grading Rubric for e-portfolio group project – Your grade will be based on three separate rubrics

Team Work Rubric

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Beginning 1 point</th>
<th>Developing 2 points</th>
<th>Competent 3 points</th>
<th>Commendable 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 or more team members did not play a role in the assignment</td>
<td>All team members played a role in the assignment some more than others</td>
<td>All members played a role in the assignment</td>
<td>All team members played a role in the assignment, and some more than it was needed</td>
</tr>
<tr>
<td>On Mission</td>
<td>Team needs instructor to remind them to</td>
<td>Team needs reminder some of the time to</td>
<td>Team does not need reminder to turn in assign</td>
<td>Team never needs reminder to turn in work</td>
</tr>
<tr>
<td>Team Work</td>
<td>Team does not cooperate with one another</td>
<td>Team works together sometimes. Teacher is needed</td>
<td>Team works together all of the time</td>
<td>Team works together all of the time; helps other groups</td>
</tr>
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<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Communication</td>
<td>Team needs the instructor to intercede frequently because communication is not working</td>
<td>Team needs instructor to intercede some because communication is not working</td>
<td>All members are communicating well</td>
<td>All members communicate well and encourages other groups</td>
</tr>
</tbody>
</table>

**Group Power Point – E-portfolio Rubric**

<table>
<thead>
<tr>
<th>Event</th>
<th>Beginning 1 point</th>
<th>Developed 2 points</th>
<th>Competent 3 points</th>
<th>Commendable 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storyboard</td>
<td>There are very few thumbnail sketches of the presentation</td>
<td>The slides are not ordered well and lacks organization</td>
<td>The slides are in order with page numbers.</td>
<td>There are thumbnail sketches of each slide. Each slide has a title, background color appropriate, font size suitable, hyperlinks working, slides are numbered in correct</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th>The sequence of the introduction is not clear</th>
<th>The introduction is not complete.</th>
<th>The introduction is related to the topic.</th>
<th>The team presents a eye opening introduction to their topic. They create critical questions that the presentation will attempt to answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Matter</strong></td>
<td>The information is incomplete and the research is out of date. The ideas are not in any logical sequence. Sources are outdated</td>
<td>Some of the information does not fit into the project. Sources are not appropriate for the topic.</td>
<td>The information is complete and contains reliable sources.</td>
<td>The information is from reliable sources and the sequence is exceptional. The questions are clear. The information motivates the reader to learn more about the topic.</td>
</tr>
<tr>
<td><strong>Text Presentation/font, color etc</strong></td>
<td>You cannot read the information because of the font size, color or presentation. Poor formatting.</td>
<td>The background is too busy. The text does not fit the background.</td>
<td>There are times when the text is easy to read and a few times when it is hard to read</td>
<td>The font size is excellent. The color and background presentation is excellent. You can read this without any problems</td>
</tr>
<tr>
<td><strong>Display</strong></td>
<td>It is confusing, cluttered.</td>
<td>There is some structure but still confusing</td>
<td>The layout uses spacing well.</td>
<td>The layout is easy to read and well coordinated</td>
</tr>
<tr>
<td>Citations</td>
<td>You cannot check the validity of the information that is presented</td>
<td>There are a few questionable sources. Other sources are unable to validate</td>
<td>The sources are valid.</td>
<td>All sources are appropriately listed. The url's are listed and the correct citation is spelled out. The reader can easily check for validity</td>
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<tr>
<td>Graphs</td>
<td>The graphs are not related to the topic. The graphs serve no purpose to the project.</td>
<td>The images are too small or too large. They are not original.</td>
<td>Original images are used. The graphs fit the topic. They are very clear.</td>
<td>The graphs are very original. They correspond to the topic and are very clear. These graphs are located at the appropriate section</td>
</tr>
<tr>
<td>Writing</td>
<td>There are lots of errors and spelling punctuation problems.</td>
<td>There a few errors.</td>
<td>There are no errors.</td>
<td>There are no errors and the information is clearly written.</td>
</tr>
</tbody>
</table>

Total Points ____________

Faculty and Student Responsibility

*All students are expected to maintain professional behavior in the classroom on line setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct*

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(Article XI) that involves cheating on test, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible or the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from the class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee."

"Faculty... must strive in the classroom to maintain a climate conducive to thinking and learning." PPM 8–12.3, B.

"Students have a right to support and assistance from the University to maintaining a climate conducive to thinking and learning." PPM 8–10, II A

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.