COURSE DESCRIPTION:
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.
Objectives
The composition of our population is changing rapidly. With this in mind, this class will provide the adult learners with information on the history, culture and major issues surrounding racial and ethnic groups in the United States. Some of the ethnic and racial groups that will be discussed are as follows: Irish Americans, German Americans, Native Americans, Hispanic Americans, African Americans, and Japanese Americans.

Required Textbook – *Racial and Ethnic Minorities* by Richard Schaeffer

Suggested Reading

Teaching and Learning Methods – This class will be an active on line class that will include power point lectures and the discussion board. Students will explore important empirical work in the field (including readings by Shihandeh and Barranco; Nadadur; Dozier; Marshall, Read, and Je’nam; and Omori and Smith to name a few).

Students will engage in posing responses to weekly discussions.
Modules will include asking students to complete weekly lessons based on the weekly topic. Lectures will be posted on line for students to listen and download.

Exams – (2) There will be 2 multiple choice exams given this semester. Tests are taken online. There is a 60 minute time limit for each test. Test one will have a total of 50 multiple choice questions and Test Two will have a total of 50 multiple choice questions.

**COURSE SCHEDULE:**

Web - Discussion - Please go to the discussion area and introduce yourself using a web camera. State your name, major and favorite movie.

<table>
<thead>
<tr>
<th>Due Date Friday</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 18, 2012</td>
<td>Understanding Race and Ethnicity</td>
<td>Complete Module One – Post Discussion One – Listen to Lecture One – Read Chapter One in Schaefer Textbook + Reserve Article 1</td>
</tr>
<tr>
<td>May 25, 2012</td>
<td>Prejudice</td>
<td>Complete Module Two - Post Discussion Two – Listen to</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Instructions</td>
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<tr>
<td>June 1, 2012</td>
<td>Discrimination</td>
<td>Complete Module Three – Post Discussion Three – Listen to Lecture Three – Read Chapter Three in Schaefer Textbook + Reserve article 3 - place summary under assessment</td>
</tr>
<tr>
<td>June 8, 2012</td>
<td>Immigration</td>
<td>Complete Module Four- Post Discussion Four- Listen to Lecture Four – Read Chapter Four in Schaefer Textbook + Reserve Article 4 -</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>June 15-25</td>
<td>Test One</td>
<td>Test One – Multiple Choice</td>
</tr>
<tr>
<td>June 22, 2012</td>
<td>African Americans</td>
<td>Complete Module Seven- Post Discussion Seven- Listen to Lecture Seven-Eight Read Chapter Seven</td>
</tr>
<tr>
<td>Date</td>
<td>Group</td>
<td>Tasks</td>
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<tr>
<td>June 29, 2012</td>
<td>Hispanic Americans</td>
<td>Complete Module Nine and Ten-Post Discussion Eight-Listen to Lecture Eight and Read Chapters 9,10 + Reserve 8</td>
</tr>
<tr>
<td>July 6, 2012</td>
<td>Muslim and Arab Americans</td>
<td>Complete Module Eleven-Post Discussion Nine-Listen to Lecture Eleven – Read Chapter 11 + Reserve Article 9</td>
</tr>
<tr>
<td>July 6-16</td>
<td>Take Test 2 on line</td>
<td>Take Test 2 on line</td>
</tr>
<tr>
<td>July 6, 2012</td>
<td>Asian Americans /Chinese Americans and Japanese Americans</td>
<td>Complete Module Twelve-Thirteen Post Discussion Ten-Listen to Lecture Ten – Read</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Additional Tasks</td>
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<tr>
<td>July 13, 2012</td>
<td>Jewish Americans</td>
<td>Complete Module Fourteen-Post Discussion Fourteen-Listen to Lecture Fourteen-Read Chapter 14 - Book Report Due + Reserve Article 10</td>
</tr>
<tr>
<td>July 20, 2012</td>
<td>Women</td>
<td>Complete Module Fifteen-Post Discussion Fifteen-Listen to Lecture Fifteen-Read Chapter 15 + Reserve Article 12</td>
</tr>
<tr>
<td>July 27, 2012</td>
<td>Group E-Portfolio Project</td>
<td>Group E-Portfolio Project</td>
</tr>
<tr>
<td>August 1, 2012</td>
<td>Beyond the U.S</td>
<td>Complete Module Sixteen-Post Discussion</td>
</tr>
</tbody>
</table>
Sixteen - Listen to Lecture Sixteen - Read Chapter 16

August 1, 2012 Overcoming Exclusion Complete Module Seventeen – Discussion Fourteen – Listen to Lecture 17 – Read Chapter 17

No Final Exam will be given in this class. All work due on August 1, 2012

12 Critical Analysis papers – Due weekly

Please summarize the article in your own words and tell how it applies to the chapter. Use two terms and theories from the chapter to explain the article and how it applies to the theories that you select. Each individual critical analysis paper should be a 2 page summary and analysis. (12 point font – double space) Submit the summaries via canvas under assignment. Here are the guidelines for the paper that you write.

Section One - Summarize the journal article in your own words
Section Two - Select two theories or two terms from the textbook and tell how they apply to the article
Section Three – Evaluation – evaluate the research and tell if it reflects a real life issues concerning race, class or ethnicity.
Section Four – Give me your personal opinion of the research article. Was the researcher clear in stating their research questions? What were the findings in the research?
Article 1

Title: Latino Employment and Black Violence: The Unintended Consequence of U.S. Immigration Policy.
Authors: Shihadeh, Edward S., Barranco, Raymond E.
Source: Social Forces
Date: 2010

Article 2

Title: Perceptions about the Amount of Interracial Prejudice Depend on Racial Group Membership and Question Order.
Authors: Wilson, David C.
Source: Public Opinion Quarterly
Date: 2010

Article 3

Title: Perceived Discrimination on the job: Legal Consciousness, workplace context and the construction of racial discrimination
Authors: Hirsh, Elizabeth, Lyons, Christopher J.
Article 4

Title:
Illegal Immigration: A Positive Economic Contribution to the United States.

Authors:
Nadadur, Ramanujan

Source:
Journal of Ethnic & Migration Studies

Date:
2009

Article 5

Title:
Mothers, Molls, and Misogynists: Resisting Italian American Womanhood in The Sopranos.

Authors:
Quinn, Roseanne Giannini

Source:
Journal of American Culture

Date:
2004

Article 6

Title:

Soc3365-090/ETHNC 3365-090
The Growth of the Native American Gaming Industry.
Authors: 
Schaap, James I.
Source: 
American Indian Quarterly
Date: 
2010

Article 7 (covers chapters 7 and 8)
Title: 
Authors: 
Dozier, Raine
Source: 
Social Forces
Date: 
2010

Article 8 (covers chapter 9 and 10)
Title: 
Transforming the Personal, Political, Historical, and Sacred Faces of the Latino Male.
Authors: 
Abalos, David T.
Source: 
Journal of Men's Studies
Date: 
2005

Article 9
Title: Identity politics among Arab American Women (covers chapter 11)
Authors: 
Soc3365-090/ETHNC 3365-090
Article 10 (covers chapter 12)
Title:
Japanese American Internment in Popular Magazines
Authors:
Flamiano, Dolores, FLAMIANO, DOLORES
Source:
Journalism History
Date:
2010

Article 11 (covers chapter 14)
Title:
Jewish American Food Culture.
Source:
Journal of Popular Culture
Date:
2010

Article 12 (covers chapter 15)
Title:
Working and Living: The effects of family responsibility and characteristics on married women's work and hours in the U.S.
Authors:
Soc3365-090/ETHNC 3365-090
Omori, Megumi, Smith, Danielle Taana
Source: Journal of Comparative Family Studies
Date: 2010

Discussion Questions

Discussions questions found on line - Please respond to the discussions of two other students in class. All post should be 2 paragraphs per response. Please be respectful in your posting. Follow the student code of conduct.

Discussions -
Your discussions responses need to be at least two paragraphs. Please post your response based on the subject with support from research articles. Do not post your opinions. Each student needs to respond to one other student weekly in the class.

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 :::::

Discussion week one – Please introduce yourself to the class. Indicate your major and future work plans.

Discussion week two – What are some of the stereotypes found in the media? Please find a journal article to discuss what you have found about stereotypes.

Discussion week Three - Find a research article on Affirmative action and summarize the article. Cite the url. What were the findings of this article?

Discussion week Four - Find a research study on the topic of illegal immigration and the economy. Summarize and discuss how it applies to the chapter.

Discussion week Five - Find a newspaper article explaining an example of religious discrimination today. Tell how it applies to the chapter. Please post your url.

Discussion week Six - What is the most pressing problem that Native Americans face today?

Discussion week Seven - Give some information on sun down towns in America. Are there still sundown towns today?

Discussion week Eight - What are some of the things Bill Cosby is saying about the African American community? Find an article and share your information. Please post the url.
Discussion Week Nine - Explain the need for bilingual education in the public schools. Share what you have found out about this topic.

Discussion Week Ten - What is meant by the term "color gradient" in Puerto Rico? Is this term used in the United States?

Discussion Week Eleven - Dearborn, Michigan has a large Arab American population. Discuss some of the economic progress that the Arab American population has experienced. Find articles to support your information.

Discussion Week Twelve - Some argue that Asian Americans should not receive the government set aside programs. What are the arguments against the program and the arguments in favor of the program.

Discussion Week Thirteen - Why are Asian Americans considered the model minorities? Find a journal article that discusses the term model minorities.

Discussion Week Fourteen - Find and summarize a newspaper article focusing on the inter marriage of Jewish American. Cite the url. What did you learn about this topic? Share with others.

Discussion Week Fifteen Are women considered a minority? Why or Why not? Again find an article to support your position.

Discussion week Sixteen - Based on reading chapter 16 answer this question in detail. What factors in the last couple of decades have been involved in the resumption of interethnic conflict?
Discussion week Seventeen - Give some examples of ageism in our society today. Be able to site some statistics. Find a journal article to support examples of ageism.

Weekly Self Test Quiz – Please take the self test quiz found under assessment – These are a few true and false questions based on your reading from the textbook. These will not be graded. They are to help you to understand what you do and do not know about the topic.

Virtual E-Portfolio Group Assignment

This is a 21st Century skill that you will need in the work environment. Working with a group from a distance and producing a product is a valuable skill to develop

1. E-Portfolio Project Due July 27, 2012– 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 20 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 at Deidre.Tyler@slcc.edu. Put on the subject line – Reflection page 1.

4. 10 different research articles from journals – summarized and explained how they connect with the topic you have chosen. You
will use sociological tools for the “critical scrutiny” of the articles. You can interject your opinion of the article but it must be grounded in sound, sociological reasoning and reflect critical thinking skills.

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 – These tables should be based on information you have researched. You are creating your own tables and charts based on the information you have read.

6. 5 different Book summaries – Find 5 books about your topic read the books – 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 in April.

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.

Due dates for the e-portfolio group project –

Students will be place into groups by the second week of class. The instructor will e-mail the group members. (May 25, 2012) Groups will meet on line under discussions – and via e-mail. The first Soc3365-090/ETHNC 3365-090
assignment is to select a group leader. The group leader will e-mail me by (May 31, 2012).
Individual students will e-mail me their reflection papers by (June 1, 2012)
Group topic will be identified by the group on (June 1, 2012)
Power point presentation should be e-mail to instructor at Deidre.Tyler@slcc.edu - Put on the subject line group number and e-mail the portfolio project.

No Final Exam will be given in this class. The Virtual E-portfolio group project will replace the third exam.

IMPORTANT DATES:
1st Test June 15-25, 2012-25% of your grade
2nd Test July 6-16, 2012- 25% of your grade
3rd Test – Homework (Aug. 1) +Book Reports (July 13) or before that date. = 25% of your grade
4th Test –July 27, 2012- Group E-Portfolio Project

GRADING SCALE

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>
80 - 82.99 = B-
77 - 79.99 = C+
73 - 76.99 = C
70 - 72.99 = C-
67 - 69.99 = D+
63 - 66.99 = D
60 - 62.99 = D-

Rubric for Article Critical Analysis

Student _________________________________

<table>
<thead>
<tr>
<th></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><strong>Organization</strong></td>
<td>Lacks structure</td>
<td>The paragraphs are clear and are clear</td>
<td>The paragraphs are clear and written well.</td>
<td>The paragraphs are clear and written well. The examples are excellent.</td>
</tr>
<tr>
<td></td>
<td>Paragraphs are not clear</td>
<td>The paragraphs have topic headings and are clear</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>There is no support for what is being said</td>
<td>The support is very weak.</td>
<td>There is support for what is being said.</td>
<td>There is excellent support for what is being said</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Requires the reader to read again to understand</td>
<td>The sentence style is competent but not</td>
<td>The sentence style is pleasing to the reader.</td>
<td>The sentence style is smooth and well</td>
</tr>
<tr>
<td>Command of Sentence-level conventions</td>
<td>Many errors of punctuations, spelling and capitalization</td>
<td>Some errors but minor</td>
<td>No errors but the format is not clear</td>
<td>No Errors at all - format is exceptional</td>
</tr>
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Total points ______________

**Book Report (5 points) toward your homework**

Each student will be responsible for reading a book and reporting on this book. You must obtain my approval of the book by **July 13, 2012**. The book report should answer the following questions in detail:

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?
Can you apply anything from this book to your own life?

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

List of Books- Students may read other book with the instructor’s approval.

3. The Coming Race War in America: A Wake Up Call by Carl T. Rowan
4. The Future of Our Race by Henry Louis Gates
5. Affirmative Reaction by David Greenberg
6. Race Matters by Cornel West, 1993
7. Two Nations by Andrew Hacker
8. In Defense of La Raza by Francisco Balderrama
9. Race and Class in the Southwest by Mario Barrera, 1979
10. Women of the Klan by Kathleen Blee, 1991
11. Asian Americans by Harry Kitano, 1988
12. Why We can’t Wait by Dr. Martin Luther King, 1964
13. The Color of Poverty by Ann Lin and David Harris
Immigration
16. West Immigrants by Suzanne Model
17. Being and Belonging: Muslims in the United States Since 9/11
18. Inheriting the City: The Children of Immigrants come of age by Philip Kasinitz
19. Won’t you be my neighbor? Race, Class and Residence in Los Angeles by Camille Charles
20. The Immortal Life of Heneretta Lack
21. Working in the Shadows by Gabriel Thompson


For the extra credit book report students can use power point to tell the story. The multi-media presentation should follow the outline of the written report. Students presenting their book report using multi-media should prepare a at least 10 power point slides.

Group Power Point - E-portfolio Rubric

Group Members
<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 sequence, logical sequence to the slide.</td>
</tr>
<tr>
<td>Introduction</td>
<td>The sequence of the introduction is not clear</td>
<td>The introduction is not complete.</td>
<td>The introduction is related to the topic.</td>
<td>The team presents a eye opening introduction to their topic. They create critical questions that the presentation will attempt to answer</td>
</tr>
<tr>
<td>Subject Matter</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>
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</tr>
<tr>
<td>Text Presentation/font, color etc</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>Display</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</td>
<td>The sources are valid.</td>
<td>All sources are appropriately listed. The url's are listed and the correct</td>
</tr>
<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>
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</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>
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.