Sociology 3380-010 – Race, Class, Gender and Ethnicity
3 Credit Hours
Monday- 6:00-8:45 – Room -BEH 114
Instructor – Deidre Tyler, PhD
Phone – 957-4920
E-mail – Deidre.Tyler@slcc.edu
Faculty Office and hours – On line and by appointment

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.

Course Objectives

At the end of the course the student should be able to:

Classify social groups
Identify U.S. Class structure
Compare Perspectives on Gender Inequality
Describe Ethnic Diversity in Families
Analyze divorce in families
Critique diverse family composition
Cite discrimination cases in America
Understand the basic findings in the field
Describe how history plays a role in the area of race, class, gender and ethnicity
Critique prejudice in American society
Understand how stereotypes, bigotry and unequal treatment exist in society

Required Textbook


**Teaching and learning methods** – This class will meet for discussion, lecture, group interaction and video on Monday evening.

**Schedule of Topics and Due Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 12, 2009</td>
<td>Diversity in the U.S.</td>
<td>Chapter 1, Expert Group, Introduction and Video</td>
</tr>
<tr>
<td>January 19, 2009</td>
<td><strong>Dr. Martin Luther King Day</strong></td>
<td><strong>No Class</strong></td>
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<tr>
<td>January 26, 2009</td>
<td>Assimilation and Pluralism</td>
<td>Chapter 2, Expert Group, Video, Quiz, Article Discussion</td>
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<tr>
<td>February 2, 2009</td>
<td>Prejudice and Discrimination</td>
<td>Chapter 3, Expert Group, Video, Quiz, Article Discussion,</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>February 9, 2009</td>
<td>Dominant-Minority Relations</td>
<td>Chapter 4, Expert Group, Video, Quiz, Article Discussion, Written Article Due</td>
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<tr>
<td>February 16, 2009</td>
<td>President’s Day</td>
<td>No Class</td>
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<tr>
<td>February 23, 2009</td>
<td>Origins of Slavery</td>
<td>Chapter 5, Expert Group, Video, Quiz, Article Discussion, Written Article Due</td>
</tr>
<tr>
<td>March 2, 2009</td>
<td>African Americans</td>
<td>Chapter 6, Expert Group, Video, <strong>Test 1 – Chapters 1-5</strong> Article Discussion, Written Article Due</td>
</tr>
<tr>
<td>March 9, 2009</td>
<td>American Indians</td>
<td>Chapter 7, Expert Group, Video, Quiz, Article Discussion</td>
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<tr>
<td>March 16-20</td>
<td>Spring Break</td>
<td>No Class</td>
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<td>March 23, 2009</td>
<td>Hispanic Americans</td>
<td>Chapter 8, Expert Group, Video, Quiz, Article Discussion</td>
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<td>March 30, 2009</td>
<td>Asian Americans</td>
<td>Chapter 9, Expert Group, Video Quiz, Article Discussion</td>
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<tr>
<td>April 6, 2009</td>
<td>New Americans</td>
<td>Chapter 10, Expert Group, Video, Quiz, Article Discussion</td>
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<tr>
<td>April 13, 2009</td>
<td>Minority Groups</td>
<td>Chapter 11, Expert</td>
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<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Due Date</td>
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<tr>
<td>April 20, 2009</td>
<td>Group, Video, Quiz, Article Discussion –</td>
<td>Book Reports Due</td>
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<td>Gender Relations and Book Report Discussion</td>
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<tr>
<td>April 27, 2009</td>
<td>Book Discussion</td>
<td>Last Test (Chapter 8-11)</td>
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**Grades**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</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>
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<tr>
<td>83-86.99</td>
<td>B</td>
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<tr>
<td>80-82.99</td>
<td>B-</td>
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<tr>
<td>77-76.99</td>
<td>C+</td>
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<tr>
<td>70-72.99</td>
<td>C</td>
</tr>
<tr>
<td>67-69.99</td>
<td>D+</td>
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<tr>
<td>63-66.99</td>
<td>D</td>
</tr>
<tr>
<td>60-62.99</td>
<td>D-</td>
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25% of your grade – **Test One-March 2, 2009**
25% of your grade – (True –False Quiz + Written Articles + **Book Report – Due April 13, 2009** + Expert Group)
25% of your grade – **Power Point – E-Portfolio – Due April 20, 2009**
25% of your grade – **Test Three – April 27, 2009**

**There will be NO Final Exam in this Class.**

**Weekly Quiz 10 points**
Each week there will be a true-false quiz on the readings. Some weeks this exam will count and other weeks it will not count. Make sure you do your reading before class.
Book Report 25 points (Due on April 13, 2009) There will be no exception to this date. Please e-mail your book report via Web Ct. Please put on the subject line book report. Save all documents using your name. For example, johndoereport. Book Reports should be 4-5 pages long. Please save your document using word and send as an attachment.

1. Summarize the book in your own words
2. Would you recommend this book to others? Why or why not?
3. Did this book change the way you view race, gender or social class?
4. Did you learn anything new as a result of reading this book?

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

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

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

Weekly Articles 20 points
A total of 4 written articles are due. Some weeks you will need to bring a newspaper clipping for discussion. You will receive a total of 10 points each for a well-written summer of the article. This is a paperless class. Please send all work via webct. Please save all work using word. Save your articles using your name. For example, johndoearticle1. The written articles are due on the following dates:

February 2, February 9, February 23, and March 2.

Article Summary Format
Correct citation
Name of the article
Class
Web site address
Name of the author
Title
Year
Page number
State of the Article
Summary of the article
A discussion of how this articles applies to the topic for this week? How does it relate to one of the articles or the subject for the week?

EXPERT GROUP REPORTS - Worth (25 points)

Every Monday 5-7 students will present information about the weekly topic. These students will serve as topic experts. The group should prepare a 30-minute presentation. Some Expert Groups have done the following:

1. Provide a game or activity based on the class readings
2. Demonstrate a role play based on a theory or other information from the chapter
3. Explain a theory using articles

These are examples of what expert groups can do for their presentation. Students must inform the instructor what they plan on doing a week before the presentation. All presentations must be an hour long.

Power Point – E portfolio
Every student will be placed in an expert group on the first day of class. This will be your assigned topic that you will be required to submit your power point slide to the instructor via web ct. The e-portfolio should include the following pages – This will be due April 20, 2009

1. Slide one – Introductory slide – that include your name and class, expert group topic
2. Slide Two – Reflection paper – one page – This include the answer to the following questions:
   • “What information do you have about the specific group that you have chosen?”
   • “What are some of the media images that come to your mind about this specific group?

Slide three; four and five – 3 artifacts may include the following:
• Journal article summaries of current research about your specific group (1-3)
• Charts – with correct citation of the chart (1-3)

Last Slide – Reflection – After reading your chapter and doing your research on the specific group or topic answer these questions in a 1-page paper.
• “What information did you find out that you did not know about this specific group or topic?”
• “How do you view the media images that are presented from this particular group after your research?” Is it accurate?
• What would you recommend that could be done in society to help this issue or group in solving current social issues?
• “What did you learn from this class that will help you in your employment endeavors?”

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.”