Race Ethnicity Class and Gender
Spring 2010
Sociology 3380-010
Wednesday - 6:00-8:45
Room BEH 114

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

COURSE DESCRIPTION: This course will examine the interaction of race, class, gender and ethnicity. The class will be divided into 4 major sections. We will start by examining the issue of race, gender, social class and work, education and identity.

Required Textbook

OUTLINE OF THE COURSE and STUDENT RESPONSIBILITIES: This class will meet for discussion; lectures group interaction and videos on Tuesday evening. Attendance is expected. In case of absence from class, the student is responsible for obtaining the notes and announcements made concerning any change in course outline. PLEASE DO NOT WALK OUT OF CLASS UNLESS IT IS AN EMERGENCY. This is very disruptive to students and the instructor.

COURSE GOALS: The following list of course goals will be addressed in the course. These goals are directly related to the performance objectives

Classify Social Groups
Identify U.S. Class Structure
Compare Perspectives on Gender Inequality
Describe Ethnic Diversity in Families
Analyze Divorce in Families
Describe Violence in Families
Analyze Mate Selection
Critique Family Composition
Associate Basis of Stratification
Describe Gender Inequality
Analyze Gender Socialization
Cite Discrimination Cases in America
Critique Prejudice in America
Describe Race Relations
Define Race in America

Grades
93-100 A
90-92.99 A-
87-89.99 B+
83-86.99 B
80-82.99 B-
77-76.99 C+
70-72.99 C
67-69.99 D+
63-66.99 D
60-62.99 D-

25% of your grade – Test One-February 17, 2010
25% of your grade – (True –False Quiz + Written Articles + Book Report – Due April 14, 2010+
Expert Group)
25% of your grade – Test Two – March 31, 2010
25% of your grade – Test Three – April 28, 2010

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.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 13, 2010</td>
<td>Diversity in the U.S.</td>
<td>Chapter 1, Expert Group, Introduction and film</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter, Group, Quiz, Reserve Reading, Written Article</td>
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<td>January 20, 2010</td>
<td>Assimilation and Pluralism</td>
<td>Chapter 2, Expert Group, Quiz, Read Reserve Reading 1, Written Newspaper Article</td>
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<td>January 27, 2010</td>
<td>Prejudice</td>
<td>Chapter 3, Expert Group, Reserve reading 2 Quiz, Written Article</td>
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<tr>
<td>February 3, 2010</td>
<td>Societal Trends in prejudice and Discrimination / (Work)</td>
<td>Chapter 4, Expert Group, Quiz, Reserve Reading 3, Written Article</td>
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<td>February 10, 2010</td>
<td>The Development of Dominant Minority/(Health Care)</td>
<td>Chapter 5, Expert Group, Quiz, Reserve reading 4, Written Article</td>
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<tr>
<td>February 17, 2010</td>
<td>From Slavery to Segregation/(crime in America)</td>
<td>Chapter 6, Expert Group, Quiz, Test One- Chapter 1-5</td>
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<td>February 24, 2010</td>
<td>African Americans</td>
<td>Chapter 7, Expert Group, Quiz, Reserve Reading 5Written Article</td>
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<tr>
<td>March 3, 2010</td>
<td>American Indians (housing)</td>
<td>Chapter 8, Reserve Reading 6, Expert Group, Quiz</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Assignment</td>
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<td>March 10, 2010</td>
<td>Hispanics (Urban Life)</td>
<td>Chapter 9, Expert Group, Reserve reading 7, Quiz</td>
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<tr>
<td>March 17, 2010</td>
<td>Asian Americans (Poverty)</td>
<td>Chapter 10, Expert Group, Reserve reading 8 Quiz</td>
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<td>March 22-27</td>
<td>Spring Break</td>
<td>Spring Break</td>
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<td>March 31, 2010</td>
<td>New Americans/Immigration and Assimilation (Violence)</td>
<td>Chapter 11 Expert Group, Quiz, <strong>Test Two – chapter 6-10</strong></td>
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<tr>
<td>April 7, 2010</td>
<td>White Ethnic Group (Education)</td>
<td>Chapter 12, Expert Group, Reserve reading 9 Quiz</td>
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<td>April 14, 2010</td>
<td>Dominant Minority Relations in Cross National Perspective (Mental Health)</td>
<td>Chapter 13 <strong>Book Reports Due</strong></td>
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<td>April 21, 2010</td>
<td>Gender</td>
<td>Reserve Reading 10</td>
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<tr>
<td>April 28, 2010</td>
<td>Last Test</td>
<td><strong>Last Test – Chapters 11-13</strong></td>
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**Book Report 25 points** *(Due on April 14, 2010)* 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.

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.
Our Corner of the World: Utah African American Women tell their Stories 1940-2002 by Dr. Deidre Ann Tyler

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

Reserve Reading

Reserve Reading 1 – “Intersectionality, Multiple Messages, and Complex Causality: Commentary on Black Sexual Politics by Patricia Hill Collins.

Authors: Hancock, Ange-Marie

Source: Studies in Gender & Sexuality; Winter2008, Vol. 9 Issue 1, p14-31, 18p

Reserve reading 2

Authors: Read, Jen'an Ghazal
Cohen, Philip N.

Source:
Reserve Reading 3
“Structural Assimilation Revisited: Mexican-Origin Nativity and Cross-Ethnic Primary Ties”

Authors:
Brown, Susan K.

Source:
Social Forces; Sep2006, Vol. 85 Issue 1, p75-92, 18p, 3 charts

Reserve Reading 4
“Race, Gender and Progress: Are Black American Women the New Model Minority?”

Authors:
Kaba, Amadu Jacky

Source:

Reserve Reading 5

Authors:
Hisnanick, John J.

Source:
Journal of African American Men; Spring2001, Vol. 5 Issue 4, p656, 16p

Reserve Reading 6
“American Indian and European American Women’s Perceptions of Domestic Violence”

Authors:
Tehee, Melissa
Esqueda, Cynthia

Source:

Reserve Reading 7
Structural Assimilation Revisited: Mexican-Origin Nativity and Cross-Ethnic Primary Ties.

Authors:
Brown, Susan K.

Source:
Social Forces; Sep2006, Vol. 85 Issue 1, p75-92, 18p, 3 charts
Reserve Reading 8

Authors: Perez, Beverly Encarguez

Source: Berkeley Women's Law Journal; 2003, Vol. 18, p211, 26p Weekly Articles 40 points

Reserve Reading 9
Identity Experiences of Young Muslim American Women In the Post 9/11 Era.

Authors: Vyas, Sapna

Source: Encounter; Summer2008, Vol. 21 Issue 2, p15-19, 5p

Reserve Reading 10
Do Inner-City, African-American males exhibit 'bad attitudes' toward work?

Authors: Littrell, Jill
Beck, Elizabeth

Source: Journal of Sociology & Social Welfare; Jun2000, Vol. 27 Issue 2, p3, 21p, 3 charts

Weekly Articles 40 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. Save your articles using your name. For example, johndoearticle1. The written articles are due on the following dates: January 20, January 27, Feb.3, Feb. 10.

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

1. Performed a skit demonstrating a bureaucracy
2. Divided the students into groups and had a sociology contest
3. Had a guest speaker to the class – **Must be approved by the instructor in advance**
4. Lead a discussion about a social problem in Utah
5. Had a debate on a social issue

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.

**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.