

This course is moderately reading and writing heavy. You can expect to read between 35-50 pages a week and you will have 5 writing assignments. Expect to spend 5-7 hours a week doing work for this course. Class sessions will usually be a mixture of lecture and discussion or other in-class activities. This mixedmethod approach will be designed to constantly engage with course material, focus on learning outcomes, and recognize the various ways in which people learn. Lectures will be concise and relevant, helping to outline new content or grasp difficult concepts. Other tools designed to facilitate learning will include large and small group discussions, active learning exercises, case studies, video and other multimedia, written reactions, and guest speakers.

Required Texts:

- 1) Paula S. Rothernberg- Race, Class and Gender in the United States: An Integrated Study, 8 Edition (2009).

Course Requirements and Evaluation Criteria

There are three requirements for this course: writing assignments, a media reaction and exams.

| <u>Assignment</u> | <u>Weight</u> | <u>Due Dates</u> |
|---|---------------|------------------------|
| <i>Writing Assignments</i> | | |
| 150 points total (3 @ 50 points each) | | |
| Paper 1 | 12.5% | October 4 by 11:59pm |
| Paper 2 | 12.5% | November 1 by 11:59pm |
| Paper 3 | 12.5% | December 13 by 11:59pm |
| <i>Media Reaction</i> | | |
| 10 points total | | |
| Assignment 1 | 2.5% | Can turn in anytime |
| <i>Exams</i> | | |
| 200 points total-best of 3 (2 @ 100 points) | | |
| Exam 1 | 25% | September 27 |
| Exam 2 | 25% | November 15 |
| Exam 3 | | December 16 |
| <i>Attendance</i> | | |
| 40 points | 10% | |

Total: 400 points

Writing Assignments:

There are 3 writing assignments, worth 35 points each, that will allow you to critically analyze sociological concepts and apply them to your life. In these writing assignments, I would like you to reflect on how race, ethnicity, class, gender and sexuality affect you. Be sure to use concepts and examples from the readings.

Paper 1- Me: A Sociological Biography

This will be a sociological analysis of how your life has been shaped by the sociologically constructed categories of race, class, gender and sexuality. Using concepts, themes and theories from Module 1, I want you to:

- 1) Choose 3 of the 5 following social categories: race, ethnicity, class, gender and sexuality
- 2) Discuss how your identity is based on the 3 categories you chose
- 3) Discuss which of these social statuses has had the most influence in shaping who you are

Paper 2- Critique an Institution with a Sociological Lens

Institutions are organizations that operate at the society level. Institutions include the family, the military, the education system, the welfare system, the labor market, the legal system, the political system, and health care. Racial, ethnic, class and gender inequalities occur at the institutional level. For paper 2, you will analyze a social institution through the lens of race, ethnicity, class, gender or sexuality. For this assignment:

- 1) Identify 1 U.S. institution and 1 social category from the following 5: race, ethnicity, class, gender *or* sexuality
- 2) Describe 3 ways in which this institution discriminates against individuals from the category you chose
- 3) Outline 2 ways this institution can improve and become less discriminatory

Paper 3- How Will You Be the Face of Change

You are now among a small group of people in the world that understands the social construction of race, ethnicity, class, gender and sexuality. With that knowledge comes an obligation to educate others and be an ally to those that are less privileged. In this paper, I want you to:

- 1) Discuss 3 ways you will stand up to bigotry, prejudice, discrimination and/or inequality.

You may choose to discuss how you will do this on the individual level, the institutional level or a combination there of.

I will discuss an example of each of these 3 assignments in the 'Assignments' video lecture. Each papers must be 3 to 4 double-spaced pages in length with 12-point font and one-inch margins. Assignments will be graded on the following scale:

45-50 points: Excellent

35-39 points: Average

29-0 points: Inadequate, late

40-44 points: Good

30-34 points: Below Average

or plagiarized

Media Reactions:

You can turn this short writing assignments in *at any point in the semester*, but it must be turned in by July 31 by 11:59pm. The goal of this assignment is for you to apply sociological concepts to everyday events. Your reactions should focus on items you find in the popular media that relate to our course materials. Be creative! News stories, movies, magazine articles, civic

organization meetings, and music are just *some* examples of acceptable sources. In your media reactions, you should:

- 1) Describe the content of what you found
- 2) Relate the content to 2 specific concepts from class and
- 3) Give your opinion on how the content accurately represents the concepts (were the concepts exaggerated? Was there a problem with how the concepts were portrayed? etc...)

Ultimately, I want to know if the media content does a good or bad job at highlighting the specific concepts. *I will discuss an example of this assignment in the 'Assignments' video lecture.* Assignments must be *no longer* than 1 double-spaced page in length with 12-point font and one-inch margins. This writing assignment is designed to help you learn how to synthesize material and write concisely. Assignments will be graded on the following scale:

| | | |
|------------------------|---------------------------|-----------------------------|
| 10-9 points: Excellent | 6-5 points: Average | 2-0 points: Inadequate, not |
| 8-7 points: Good | 4-3 points: Below Average | turned in or plagiarized |

Exams:

In-class exams will be mixture of multiple choice and short answer questions. Exams will consist of approximately 33 questions (each questions will be worth 3 points). Exams will cover material from the readings, lectures, class discussions and in-class movies.

Attendance:

Attendance will be taken randomly throughout the semester 8 times. Each attendance 'check-in' will be worth 5 points.

Weekly Outline

Note: This is a tentative schedule and is subject to change.

Some of the readings, lectures, films or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking.

| Module 1: Sociological Perspective on Stratification, Inequality and Identity | |
|--|---|
| Week 1: Macro Concepts August 26, 2013 | Readings: Rothman, Chp 1 Weber: Defining Contested Concepts Dill & Zambrana: Critical Thinking about Inequality Miller: Domination & Subordination |
| Week 2: Micro Concepts September 3, 2013 | Readings: Markus: Who Am I? Howard & Alamilla: Gender & Identity Snow & Anderson: Salvaging the Self Waters: The Cost of a Costless Community US: The Problem: Discrimination |

Module 2: Race and Ethnicity

Week 3: Defining Race and Ethnicity
September 9, 2013

Readings: Omi & Winant: Racial Formations
Buck: Constructing Race, Creating White Privilege
McIntosh: White Privilege
Tatum: Defining Racism
Bonilla-Silva: Color-Blind Racism

Week 4: Defining Race and Ethnicity
September 16, 2013

Readings: Osajima: Internalized Racism
Dovidio & Gaertner: Prejudice
Sethi: Smells Like Racism

Week 5: Discrimination in Everyday Life
September 23, 2013

Readings: Wu: Yellow
Gomez: The Event of Becoming
Kashef: This Person Doesn't Sound White
Brodkin: How Jews Became White Folks
Feldman: Savage Inequalities
Nacos & Torres-Reyna: Muslim Americans in the News
Garrouette: Racial Formation of American Indians

Exam 1

Module 3: Gender and Sexuality

Week 6: Defining Gender and Sexuality
September 30, 2013

Readings: Lorber: Night to His Day
Frye: Oppression
Johnson: Patriarchy

Paper 1 Due

Week 7: Defining Gender and Sexuality Continued
October 7, 2013

Hubbard: Construction of Sexuality
Katz: Invention of Heterosexuality
Kimmel: Masculinity as Homophobia
Pharr: Homophobia as a Weapon of Sexism

Week 8: Discrimination in Everyday Life
October 21, 2013

Readings: Abercrombie Settle Class-Action Suit
Conley: Growing up, getting ahead, falling behind
Wage Gap
Sabo: Pigskin, Patriarchy & Pain
Copeland: Out of the closet, but not out of school
Williams: Before Spring Break, Anorexic Challenge

Module 4: Class

Week 9: Defining and Framing Class

Readings: Wright: Foundations of Class Analysis
Mantsios: Class in America

October 28, 2013

Conley: Stratification in America

Paper 2 Due

**Week 10: Defining and Framing
Class Condition**

November 4, 2013

Johnson: Income Gap is Widening

Thompson: Meet the Wealth Gap

Herbert: Shhh, Don't Say "Poverty"

Muhammad: Race and Extreme Inequality

Reuss: Cause of Death: Inequality

**Week 11: Discrimination and
Intersectionality**

November 11, 2013

Readings: Acker: Is Capitalism Gendered and Racialized?

Conley: Being Black, Living in the Red

Ferguson: Economic Reality of being Latin@ and Asian

Exam 2

Module 5: Maintain Race, Class and Gender Hierarchies

Week 12: Legal Inequalities

November 18, 2013

Readings: US: Indian Tribes, A Quest for Survival

The 3/5 Compromise

Prohibiting the Teaching of Slaves to Read

Seneca Falls Convention

Roe v Wade

Psychopaths to the Family Next Door

**Week 13: Institutional and Individual
Perpetuations**

November 25, 2013

Readings: Hanson: Confronting intersecting Inequalities

Mantsios: Media Magic: Making Class

Invisible

Davis: Masked Racism

Ryan: Blaming the Victim

Mohr: Anti-Gay Stereotypes

Paul: Where Bias Begins

Module 6: What You Can Do to End Discrimination

**Week 14: Confronting these issues in
your daily life**

December 2, 2013

Readings: Hout & Lucas: Narrowing the Income Gap

Hooks: Feminism

Kivel: How White People can Serve as Allies

Kimmel: Real Men Join the Movement

Ayvanzain: Interrupting the Cycle of Oppression

Bronski: Confronting Anti-Gay Violence

**Week 15: Confronting these issues in
your daily life**

December 9, 2013

Readings: TBA

Paper 3 Due

Week 16: Finals Week
December 16, 2013

Exam 3

Course Policies:

Assignments

Late assignments will be penalized 5% of the grade for each day they are not turned in.

Classroom Dialogue

The issues we deal with in this course are often controversial and you may be exposed to arguments you do not agree with in the readings, discussions, class activities, or lectures. You are encouraged to voice your opinions about these issues, but I also expect you to support your opinions with evidence. Together, we need to create a comfortable environment by sharing ideas, observations, and questions *respectfully*; such an environment is only possible when instructors and students treat each other with mutual respect and listen without interruption. Therefore, we will not tolerate words or actions that result in hostility in the classroom. The following ideas help us create a positive atmosphere:

- We are all knowledgeable in different ways. We all have something to teach and something to learn.
- No one is to be blamed for the circumstances of their existence that have been beyond their control. We cannot be blamed for repeating misinformation we have learned in our social locations, but we can hold each other accountable to not repeat misinformation after we have learned otherwise.
- Learn to appreciate different personalities. Try to draw out those who are quieter than others, but respect people's comfort levels and learn to recognize active listening. Those who are more assertive should try to recognize and refrain from dominating the conversation.
- Everyone should be encouraged to rethink the assumptions and knowledge we bring into the classroom; approach learning with an open mind.
- Respect each person's experience, never demeaning or trivializing another's life experience.
- Each class is a learning community with a unique dynamic. We will welcome and thoughtfully consider critical feedback and constructive suggestions for change to enhance the classroom dynamic.

Academic Conduct

Students are expected to maintain professional behavior as stipulated in the Student Code, which can be found here: <http://www.regulations.utah.edu/academics/6-400.html>. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies

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

I expect that all work you produce over the course of the semester will be your own. If you plagiarize any material from outside sources for your written work in the class, **IT WILL RESULT IN A FAILURE OF THE ENTIRE COURESE**. There are no exceptions to this and no second chances. When in doubt ask and cite.

Accommodations Policy

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 Union Building, 581-5020(V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.