



Race Ethnicity Class and Gender

Spring 2013

Sociology 3380-090 cross listed Gender 3380

Online Class

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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

Soc 3380-090Spring2013

Race, Ethnicity, Gender and Class by Joseph F. Healey. Sixth Edition. Pine Forge Press

ISBN –9781412987318

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, twitter, and mindmap. Also, weekly podcast will be posted for students to download to their mobile device. The weekly lectures will be posted each Monday. Also, students will follow their favorite sociology author on twitter and post their weekly reflection of what was learned.

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

Due Date Friday's	Topic	Assignment
January 11	Orientation	Make sure you listen to the pod

		<p>cast orientation – I will be on Wimba for discussions about the class on Jan. 11 at 3pm This is for students who may have additional questions about the class. This is not mandatory.</p> <p>Video Introductions Due</p>
January 18, 2013	<p>Chapter One - Diversity Conflict Theory Matrix of Domination</p>	<p>Complete Module One – Post Discussion One – Listen to Lecture One Podcast – Read Chapter One in Healey Textbook – Post homework answers – Twitter Author Reflection</p>
January 25, 2013	<p>Chapter Two - Assimilation Gordon's Theory of Assimilation Parks - Race Relations Cycle</p>	<p>Complete Module Two- Post Discussion Two – Listen to Lecture Two- Read Chapter Two in Healey Textbook – Post homework answers – Twitter Author Reflection</p>
February 1, 2013	<p>Chapter Three - Prejudice Attribution Theory Scapegoat Hypothesis</p>	<p>Complete Module Three – Post Discussion Three – Listen to Lecture Three – Read Chapter Three in Healey Textbook – Twitter Author Reflection</p>
February 8, 2013	<p>Chapter Four – Origins of Slavery Noel Hypothesis Blauner Hypothesis</p>	<p>Complete Module Four- Post Discussion Four- Listen to Lecture Four – Read Chapter Four in Healey Textbook – Post homework answers – Twitter Author Reflection - Mind Map Due for E-Portfolio-</p>
February 15, 2013	<p>Chapter Five – Slavery-</p>	<p>Complete Module Five – Post</p>

	Segregation Dual Labor Markets Fluid Competitive Systems	Discussion Five- Listen to Lecture Five – Read Chapter Five in Healey Textbook – Post homework answers – Twitter Author Reflection
February 15-22	Test 1 – On Line	Take Test One – Found under the Assessment Link – Test One – Essay
February 22, 2013	Chapter Six –African Americans Equal Status Contact Hypothesis	Complete Module Six- Post discussion Six – Listen to lecture six – Read chapter six in Healey Textbook- Twitter Author Reflection
March 1, 2013	Chapter Seven – American Indians Acculturation Secondary Structural Assimilation	Complete Module Seven – Post discussion Seven – listen to lecture seven- Read chapter seven in Healey – Twitter Author Reflection
March 8, 2013	Chapter Eight – Hispanic Americans Machismo Ethnic Enclaves Conflict Theory	Complete Module Eight – Post Discussion Eight– Listen to Lecture Eight – Read Chapter Seven in Healey Textbook– Twitter Author Reflection
March 10-17	Spring Break	Spring Break
March 22, 2013	Chapter Nine– Asian Americans Model Minorities Assimilation Pluralism	Complete Module Nine, Ten, – Post Discussion Nine- Listen to Lecture Nine- Read Chapter Nine, Ten and eleven Healey Textbook – Twitter Author Reflection
March 22-29	Test Two	Take Test 2 On line
April 5, 2013	Chapter Ten – The New Americans	Complete Module Ten- Post Discussion, Listen to Lecture 10– Read Chapter Ten–

		Critical Book Reports Due
April 12, 2013	Minority Groups Diversity	Complete Module Eleven- Post Discussion, Listen to Lecture 11 – Read Chapter Eleven
April 12-19	Each group sign up to present their E-Portfolio On line	Each group sign up to present their E-Portfolio On line
April 19, 2013	The Future of Race, Class and Gender	Read assigned articles – Post Discussion, Listen to Lecture 12- Twitter Author Reflection – E-Portfolio Project Due
April 24, 2013	The Future of Race, Class and Gender	Read Assigned Articles – Post Discussion, Listen to Lecture 13 – Twitter Author Reflection

All work due on April 24, 2013

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 15-22= 100 points

Soc 3380-090Spring2013

25% of your grade– Test Two Due–2 March 22–29 = 100 points

25% of your grade – E-Portfolio –April 19, 2013= 100 points

25% of your grade – Homework –April 24, 2013= 100 points

There will be No Final Exam in this Class.

Twitter Author Reflection Paragraph – Follow your favorite author on Twitter this semester.

Your favorite author should be a sociologist who authored a book about race, ethnicity, class and gender.

Each week please post your reflection on what was said that you had time to reflect on. Your reflections

should be at least one paragraph. The twitter project reflection paragraph should be posted under your

assignment link.

Critical Book Report 100 points (Due on **April 5, 2013**) There will be no exception to this

date. Please e-mail your book report via Canvas. Book Reports should be 4–5 pages long. *For extra credit students can present a multi-media book report in the form of a video on canvas or interactive power point presentation.

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.

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

Soc 3380-090Spring2013

Changing Lives: Life Stories of Asian Pioneers in Women's Studies by Committee on Women's Studies in Asia

The Immortal Life of Heneretta Lack by Rebecca Skloot

Working in the Shadows: A year doing jobs most Americans won't do by Gabriel Thompson

West Indian Immigrant – A Black Success Story by Suzanne Model

Searching for Whitopia: An Improbable Journey to the Heart of White America by Rich Benjamin

The New Jim Crow : Mass Incarceration in the age of Colorblindness. Michelle Alexander

Won't you be my neighbor? Race, Class and Residence in Los Angles by Camille Charles.

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

“Multiracial Identity Integration: Perceptions of Conflict and Distance among Multiracial Individuals by Cheng, Chi-Ying; Lee, Riona. Journal of Social Issues, March 2009, Vol. 65, issue, 1, p. 51-68.

Reserve Reading 2

“Authoritarianism, Conservatism, Racial Diversity Threat, and the State Distribution of Hate Groups. By Steward, J. H. Journal of Psychology, Jan. 2010, Vol. 144, Issue 1, p. 37-60.

Reserve reading 3

“One Size Fits All? Explaining U.S.-born and Immigrant Women's Employment across 12 Ethnic Groups, by Jen’an Ghazal and Phillip Cohen. *Social Forces*, June 2007, Vol. 85, Issue 4, p. 1713-1734.

Reserve Reading 4

“Race, Gender and Progress: Are Black American Women the New Model Minority? By Kaba, Amadu Jacky, *Journal of African American Studies*; Dec 2008, Vol., 12, Issue 4, pd. 309-334.

Reserve Reading 5

“Military Service as a Factor in the Economic Progress of African American Men: A Post-Draft Era Analysis. By Hisnanick, John. *Journal of African American Men*: Spring 2001; Vol 5; Issue 4, p.656.

Reserve Reading 6

Do Inner-City, African-American males exhibit 'bad attitudes' toward work? By Jill Littrell and Elizabeth Beck. *Journal of Sociology and Social Welfare*; June 2000, Vol. 27; Issue 2. P- 3-21.

Reserve Reading 7

“American Indian and European American Women’s Perceptions of Domestic Violence” by Tehee, Melissa and Cynthia Esqueda. *Journal of Family Violence*. Jan. 2008; Vol. 23; Issue 1, p. 25-35.

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

“Woman Warrior Meets Mail-Order Bride: Finding an Asian American Voice in the Women's Movement” by Beverly Perez. *Berkeley Women’s Law Journal*; 2003, Vol. 19; p. 211-26.

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

Student _____

	Beginning 1 point	Developed 2 points	Competent 3 points	Commendable 4 points
Organization	Lacks structure Paragraphs are not clear	The paragraphs have topic headings and are clear	The paragraphs are clear and written well.	The paragraphs are clear and written well. The examples are excellent.
Support	There is no support for what is being said	The support is very weak.	There is support for what is being said.	There is excellent support for what is being said
Style	Requires the reader to read again to understand what is being said	The sentence style is competent but not appealing to the reader.	The sentence style is pleasing to the reader. It is interesting.	The sentence style is smooth and well organized. The writer uses words well. The topics are clear.
Command of	Many errors of	Some errors but	No errors but the	No Errors at all -

Sentence-level conventions	punctuations, spelling and capitalization	minor	format is not clear	format is exceptional
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Total points _____

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.

Video 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 comments 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 on line 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 device.

Due dates for the e-portfolio group project –

Students will be placed into groups by the third week of class. The instructor will e-mail the group members.

- Pre-group Meeting on Wimba - entire class - held on January 11, 2013
- Reflection paper due on January 25, 2013- Answer the question "What I know about the topic before I research the area"
- Topics will be selected and e-mailed to instructor by January 25, 2013
- Mind -Map Due on February 1, 2013 - this will consist of how you are planning your work load for the group project and brainstorming ideas
- Final Reflection paper due - April 19, 2013 - Answer the question "What I learned as a result"

of the group project that I did not know."

1. E-Portfolio Project Due –**April 19**– 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 Canvas. Put on the subject line – Reflection page 1.
 4. 5 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 you have researched.
 6. 3 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.
 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

Power Point - E-portfolio Rubric

Group Members _____

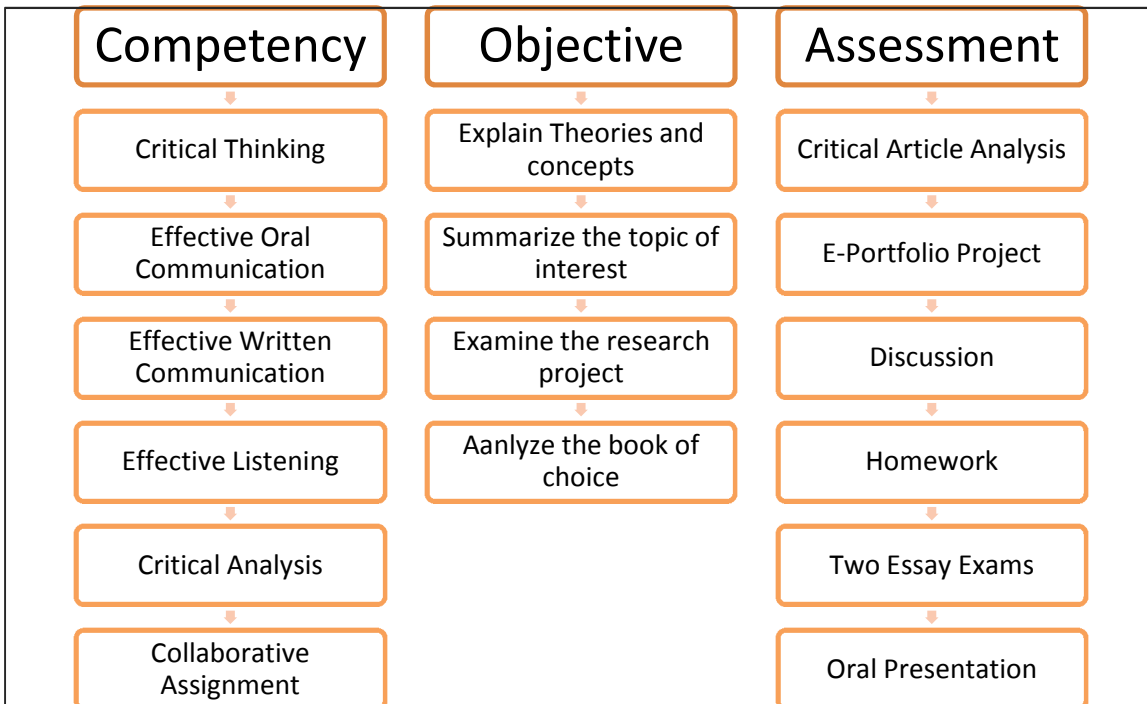
Event	Beginning 1 point	Developed 2 points	Competent 3 points	Commendable 4 points
Storyboard	There are very few thumbnail sketches of the presentation	The slides are not ordered well and lacks organization	The slides are in order with page numbers.	There are thumbnail sketches of each slide. Each slide has a title, background color appropriate, font size suitable, hyperlinks working, slides are numbered in correct sequence, logical sequence to the slide.
Introduction	The sequence of the introduction is not clear	The introduction is not complete.	The introduction is related to the topic.	The team presents a eye opening introduction to their topic. They create critical questions that the presentation will attempt to answer
Subject Matter	The information is incomplete and the research is out of date. The ideas are not in any logical	Some of the information does not fit into the project. Sources are not appropriate for	The information is complete and contains reliable sources.	The information is from reliable sources and the sequence is exceptional. The questions are

	sequence. Sources are outdated	the topic.		clear. The information motivates the reader to learn more about the topic
Text Presentation/font, color etc	You cannot read the information because of the font size, color or presentation. Poor formatting.	The background is too busy. The text does not fit the background.	There are times when the text is easy to read and a few times when it is hard to read	The font size is excellent. The color and background presentation is excellent. You can read this without any problems
Display	It is confusing, cluttered.	There is some structure but still confusing	The layout uses spacing well.	The layout is easy to read and well coordinated
Citations	You cannot check the validity of the information that is presented	There are a few questionable sources. Other sources are unable to validate	The sources are valid.	All sources are appropriately listed. The url's are listed and the correct citation is spelled out. The reader can easily check for validity
Graphs	The graphs are not related to the topic. The graphs serve no purpose to the project.	The images are too small or too large. They are not original.	Original images are used. The graphs fit the topic. They are very clear.	The graphs are very original. They correspond to the topic and are very clear. These graphs are located at the appropriate

				section
Writing	There are lots of errors and spelling punctuation problems.	There a few errors.	There are no errors.	There are no errors and the information is clearly written.

Total Points _____

Course map for Sociology 3380



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 (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.