



Race, Ethnicity, Class and Gender
Soc/Gndr 3380
3 credits
Spring 2014 (Online-Seminar)

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This syllabus is subject to change

Course Description and Goals:

This course is designed to introduce students to the sociological perspectives on race, ethnicity, class and gender. Race, class and gender are axes of stratification, identity, and experience that are often unrecognized and taken for granted. In this class, we will address how race, ethnicity class, gender and sexuality shape society and the experiences of individuals. The course will begin by examining concepts of stratification and inequality. We will then study the “social-constructed” nature of each concept and how these social constructions help institutions and individuals rationalize and justify social inequality. Next, we will analyze the significance of race, class and gender in various institutional and interpersonal contexts, including the labor force, media, and the criminal justices system. The course will end with a discussion of the future of these concepts in the U.S. and strategies for social change. Ultimately, this course challenges you to step out of your comfort zone and question long held assumptions about everyday life.

Course Goals:

By the end of the class, students will:

- 1) Understand key sociological concepts about inequality, race, ethnicity, class, gender and sexuality .
- 2) Understand the importance and intersections of race, ethnicity, class, gender and sexuality in American society.
- 3) Examine how each concept is socially constructed.
- 4) Understand how race, ethnicity, class, gender and sexuality operate at the macro (institutional) and micro (individual) level.
- 5) Analyze and interpret social science statistics and methods
- 6) Improve your ability to develop and express ideas through writing
- 7) Improve your ability to critically think and apply sociological concepts to your personal life experiences.

Teaching Methods:

This course is moderately reading and writing heavy. You can expect to read between 35-50 pages a week and you will have 4 writing assignments. Expect to spend 5-7 hours a week doing work for this course.

As an online course, the majority of your information will come from the readings. In addition to your readings, I will also post videos and multi-media presentations that are relevant.

Required Texts:

1) *Race, Class, and Gender in the United States* by Paula S. Rothenberg (8th Edition)

- Notated as (RB in the 'Weekly Outline')
- Rothenberg text is on reserve at the Marriot Library.

Additional readings listed in the 'Weekly Outline' will be available on Canvas.

Course Requirements and Evaluation Criteria

There will be three requirements for this course: writing assignments, media assignments and unit quizzes.

<i>Assignment</i>	<i>Weight</i>	<i>Due Dates</i>
<i>Writing Assignments</i>		
108 points total (3 @ 36 points each)		
Paper 1	10%	February 14 by 11:59pm
Paper 2	10%	March 7 by 11:59pm
Paper 3	10%	April 25 by 11:59pm
<i>Media Assignment</i>		
17 points total		
Media Assignment	5%	Can turn in anytime during the semester before April 25
<i>Unit Quizzes</i>		
225 points total (5 @ 45 points)		
Quiz 1: Concepts	13%	January 17 by 11:59pm
Quiz 2: Race & Ethnicity	13%	February 7 by 11:59pm
Quiz 3: Gender & Sexuality	13%	February 28 by 11:59pm
Quiz 4: Social Class	13%	March 28 by 11:59pm
Quiz 5: Maintaining Inequality	13%	April 25 by 11:59pm

Total: 350 points

Writing Assignments:

There are 3 writing assignments, worth 36 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 and media content.

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 has been shaped by these 3 categories
- 3) Discuss which of these social categories 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 who 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.

Each paper 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:

33-36 points: Excellent
29-32 points: Good

25-28 points: Average
22-24 points: Below Average

21-0 points: Inadequate, late
or plagiarized

Media Assignments:

You can turn this short writing assignment in *at any point in the semester*, but it must be turned in by July 31 by 11:59pm (MST). 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 (attach source (i.e article) if applicable)
- 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. *Assignments must be 1 to 2 double-spaced pages in length with 12-point font and one-inch margins. Assignments will be graded on the following scale:*

16-17 points: Excellent
14-15 points: Good

12-13 points: Average
10-11 points: Below Average

0-9 points: Inadequate, not
turned in or plagiarized

Unit Quizzes:

Quizzes are scheduled at the end of each module; however, there will no quiz for Module 6. Each quiz will have approximately 20 questions (each question will be worth about 2 points). Approximately 10 questions will be multiple choice or True/False, and the remaining questions will be short answer questions. *Quizzes will be 'unlocked' the Monday prior to their Friday due date.* You may take the quiz anytime before the due date, but the quizzes are timed- you will have 60 minutes to complete the quiz. Each quiz is designed to test your knowledge of the concepts, themes and theories discussed in the readings and media content. If you read the readings, you should be able to get an A on the quizzes.

I will provide you with a study guide at least *one week* before the quiz to help facilitate your test preparation. The study guide will mainly consist of a list of concepts and ideas you should know and be familiar with.

Grading

Each assignment is worth a certain amount of points illustrating the assignments relative importance in reaching the goals of the course.

- 90 - 100% = A (315-350 points)
- 80 - 89% = B (280-314 points)
- 70 - 79% = C (245-279 points)
- 60 - 69% = D (210-244 points)
- 00 - 59% = F (209 points or less)

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
January 6, 2014

Readings: Rothman, Chp 1
Weber: Defining Contested Concepts
Dill & Zambrana: Critical Thinking about Inequality

Week 2: Micro Concepts
January 13, 2014

Readings: Markus: Who Am I?
Howard & Alamilla: Gender & Identity
Waters: The Cost of a Costless Community
(RB 243) The Problem: Discrimination

Quiz 1

Module 2: Race and Ethnicity

Week 3: Defining Race and Ethnicity
January 20, 2014

Readings: (RB 13) Omi & Winant: Racial Formations
(RB 32) Buck: Constructing Race, Creating White Privilege
(RB 172) McIntosh: White Privilege
(RB 123) Tatum: Defining Racism
(RB 131) Bonilla-Silva: Color-Blind Racism

Week 4: Defining Race and Ethnicity
January 27, 2014

Readings: Osajima: Internalized Racism
Dovidio & Gaertner: Prejudice
Desmond & Emirbayer: What is Racial...
(RB 141) Sethi: Smells Like Racism
(RB 499) Indian Tribes, A Quest for Survival
(RB 510) Prohibiting the Teaching of Slaves...

Week 5: Discrimination in Everyday Life
February 3, 2014

Readings: (RB 389) Wu: Yellow
(RB 404) Gomez: The Event of Becoming
(RB 409) Kashef: This Person Doesn't Sound...
(RB 38) Brodtkin: How Jews Became White...
(RB 357) Feldman: Savage Inequalities
Nacos & Torres-Reyna: Muslim Americans in the News
Garrouette: Racial Formation of American Indians

Quiz 2

Module 3: Gender and Sexuality

Week 6: Defining Gender and Sexuality

February 10, 2014

Readings: (RB 54) Lorber: Night to His Day
(RB 149) Frye: Oppression
(RB 153) Johnson: Patriarchy

Paper 1 Due

Week 7: Defining Gender and Sexuality Continued

February 17, 2014

(RB 65) Hubbard: Construction of Sexuality
(RB 68) Katz: Invention of Heterosexuality
(RB 80) Kimmel: Masculinity as Homophobia
(RB 162) Pharr: Homophobia as a Weapon...
(RB 511) Seneca Falls Convention
(RB 554) Roe v Wade
(RB 558) Psychopaths to the Family Next Door

Week 8: Discrimination in Everyday Life

February 24, 2014

Readings: (RB 346) Wage Gap
(RB 423) Sabo: Pigskin, Patriarchy & Pain
(RB 451) Copeland: Out of the closet...
(RB 459) Williams: The Anorexic Challenge
(RB 253) Abercrombie Settle Class-Action Suit
Conley: Growing up, getting ahead, falling

Quiz 3

Module 4: Class

Week 9: Defining and Framing Class

March 3, 2014

Readings: Wright: Foundations of Class Analysis
Conley: Stratification in America
Hanson: Confronting Intersecting Inequality
(RB 177) Mantsios: Class in America
Paper 2 Due

Spring Break March 8-16

Week 10: Defining and Framing Class Condition

March 17, 2014

(RB 317) Johnson: Income Gap is Widening
(RB 319) Thompson: Meet the Wealth Gap
(RB 323) Herbert: Shhh, Don't Say...
(RB 325) Muhammad: Race and Inequality
(RB 360) Reuss: Cause of Death: Inequality

Week 11: Discrimination and Intersectionality

March 24, 2014

Readings: Acker: Is Capitalism Gendered and Racialized?
Conley: Being Black, Living in the Red
(RB 330 & 334) Ferguson: Economic Reality...

Quiz 4

Module 5: Maintaining Race, Class and Gender Hierarchies

Week 12: Institutional and Individual Perpetuations

March 31, 2014

Readings: Paul: Where Bias Begins
(RB 348) Ryan: Blaming the Victim
(RB 571) Snyder: Self-Fulfilling
(RB 603) Parenti: Plutocratic Culture

Week 13: Institutional and Individual Perpetuations

April 7, 2014

Readings: (RB 587) Am I Thin Enough Yet?
(RB 610) Mantsios: Media Magic
(RB 643) Davis: Masked Racism
(RB 577) Mohr: Anti-Gay Stereotypes

Module 6: What You Can Do to End Discrimination

Week 14: Institutional and Individual Perpetuations

April 14, 2014

Readings: Hout & Lucas: Narrowing the Income Gap
Kivel: How White People can Serve as Allies
Kimmel: Real Men Join the Movement
Bronski: Confronting Anti-Gay Violence
(RB 724) Ayvanzain: Interrupting the Cycle of

Week 15: Confronting these issues in your daily life

April 21, 2014

Readings: (RB 703) Pitt: Here. Now. Do Something
Others TBD

April 25, 2014

Quiz 5, Paper 3 and Media Assignment Due

Course Policies:

Assignments

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

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.

Online Guidelines

There are unique responsibilities that come with taking a course with an online component. We will be using Canvas, so please let me know if you are not familiar with this software program.

Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in online forums in a manner that enhances your experience. Equipment failures will **not** be an acceptable excuse for late or absent assignments.

Classroom equivalency: Online communications, including e-mail, discussion threads, and chat rooms are equivalent to the classroom and are subject to the Student Code. Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in a discussion thread.
- Off-color language is never appropriate.
- Using angry or abusive language is called "flaming," and is not acceptable.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points !!!! and question marks ?????.
- Online communications, including e-mail in Canvas, are University property and subject to GRAMA regulations. Privacy regarding Canvas communications must not be assumed unless mutually agreed upon in advance.
- As with assignments, instructors are required to respond to e-mails in a "reasonable" amount of time. Use the e-mail address posted in this syllabus as the preferred means of communication.

Getting Ahold of Me

I will try to respond to your emails within 24 hours or less. If you email me over the weekend or holidays, please allow a little extra time for me to respond. I preferred to be contact through Canvas, but you can email me through my Utah email. I will also be available to meet with you at the University of Utah campus by appointment.