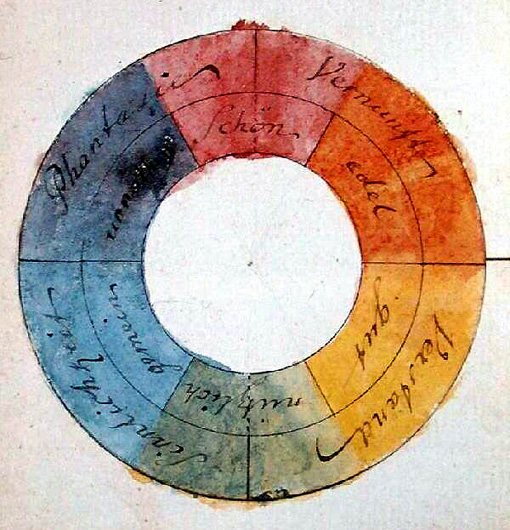
**Race, Ethnicity, Class and Gender**

**Soc/Gndr 3380 ~ 3 credits ~ Summer 2013 (Online-Seminar)**

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Instructor: Jessica Eckhardt

Email: jessica.eckhardt@soc.utah.edu

**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. Improve their ability to develop and express ideas through writing
6. Improve their ability to critically think and apply sociological concepts to their 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 5 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. For the beginning of each module, I will post a video lecture outlining the major themes and concepts of that unit. In addition to your readings and my lectures, I will also post videos and multi-media presentations that are relevant.

**Required Texts:** TBA

**Course Requirements and Evaluation Criteria**

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

*Assignment Weight Due Dates*

*Writing Assignments*

105 points total (3 @ 35 points each)

Paper 1 12% June 2 by 11:59pm

Paper 2 12% July 7 by 11:59pm

Paper 3 12% July 31 by 11:59pm

*Media Assignments*

45 points total (2 @ 22.5 points each)

Assignment 1 7% Can turn in anytime during

Assignment 2 7% the semester before July 31

*Unit Quizzes*

150 points total (5 @ 30 points)

Quiz 1: Concepts 10% May 26 by 11:59pm

Quiz 2: Race & Ethnicity 10% June 16 by 11:59pm

Quiz 3: Gender & Sexuality 10% June 30 by 11:59pm

Quiz 4: Class 10% July 14 by 11:59pm

Quiz 5: Maintaining Inequality 10% July 21 by 11:59pm

*Total: 300 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:

32-35 points: Excellent 25-27 points: Average 20-0 points: Inadequate, late

28-31 points: Good 21-26 points: Below Average or plagiarized

**Media Assignments:**

You can turn these 2 short writing assignments in *at any point in the semester*, but both 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 1 to 2 double-spaced pages in length with 12-point font and one-inch margins. Assignments will be graded on the following scale:

22.5-20.5 points: Excellent 16-17 points: Average 13-0 points: Inadequate, not

18-20 points: Good 14-15 punts: Below Average turned in or plagiarized

**Unit Quizzes:**

Quizzes are scheduled at the end of each module; however, there will be no quiz for unit 6. Each quiz will have 15 questions (each question is worth 2 points). Approximately 10 questions will be multiple choice and the remaining questions will be short answer questions. You may take the quiz anytime before the due date, but the quizzes are timed- you will have 45 minuets to complete the quiz. Each quiz is designed to test your knowledge of the concepts, themes and theories discussed in the readings.

**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.

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| **Module 1: Sociological Perspective on Stratification, Inequality and Identity** | | | |  |  |
| **Week 1: Macro Concepts** | Readings: | Rothman: Inequality and Stratification |  |  |  |
| May 13-19 |  | Weber: Defining Contested Concepts | |  |  |
|  |  | Dill & Zambrana: Critical Thinking about Inequality | | |  |
|  |  | Miller: Domination & Subordination | |  |  |
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| **Week 2: Micro Concepts** | Readings: | Markus: Who Am I? |  |  |  |
| May 20- 26 |  | Howard & Alamilla: Gender & Identity | |  |  |
|  |  | Snow & Anderson: Salvaging the Self | |  |  |
|  |  | Waters:The Cost of a Costless Community | |  |  |
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|  | *Quiz 1 due May 26* | |  |  |  |
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| **Module 2: Race and Ethnicity** | |  |  |  |  |
| **Week 3: Defining Race and Ethnicity** | Readings: | Omi & Winant: Racial Formations | |  |  |
|  | Buck: Constructing Race, Creating White Privilege | | |  |
| May 27-June 2 |  | McIntosh: White Privilege |  |  |  |
|  |  | Tatum: Defining Racism |  |  |  |
|  |  | Bonilla-Silva: Color-Blind Racism | |  |  |
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|  | *Paper 1 due June 2* | |  |  |  |
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| **Week 4: Defining Race and Ethnicity** | Readings: | Osajima: Internalized Racism |  |  |  |
|  | Dovidio & Gaertner: Prejudice |  |  |  |
| June 3-9 |  | Sethi: Smells Like Racism |  |  |  |
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| **Week 5: Discrimination in Everyday Life** | Readings: | Wu: Yellow |  |  |  |
|  | Gomez: The Event of Becoming |  |  |  |
| June 10-16 |  | Kashef: This Person Doesn't Sound White | |  |  |
|  |  | Brodkin: How Jews Became White Folks | |  |  |
|  |  | Feldman: Savage Inequalities |  |  |  |
|  |  | Nacos & Torres-Reyna: Muslim Americans in the News | | | |
|  |  | Garroutte: Racial Formation of American Indians | | |  |
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|  | *Quiz 2 due June 16* | |  |  |  |
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| **Module 3: Gender and Sexuality** | |  |  |  |  |
| **Week 6: Defining Gender and Sexuality** | Readings: | Lorber: Night to His Day |  |  |  |
|  | Hubbard: Construction of Sexuality | |  |  |
| June 17-23 |  | Kimmel: Masculinity as Homophobia | |  |  |
|  |  | Frye: Oppression |  |  |  |
|  |  | Johnson: Patriarchy |  |  |  |
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| **Week 7: Discrimination in Everyday Life** | Readings: | Pharr: Homophobia as a Weapon of Sexism | | |  |
|  | Conley: Growing up, getting ahead, falling behind | | |  |
| June 24-30 |  | Ferguson: Wage Gap |  |  |  |
|  |  | Sabo: Pigskin, Patriarchy & Pain |  |  |  |
|  |  | Copeland: Out of the closet, but not out of school | | |  |
|  |  | Williams: Before Spring Break, Anorexic Challenge | | |  |
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|  | *Quiz 3 due June 30* | |  |  |  |
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| **Module 4: Social Class** |  |  |  |  |  |
| **Week 8: Defining and Framing Class** | Readings: | Wright: Foundations of Class Analysis | |  |  |
|  | Mantsios: Class in America |  |  |  |
| July 1-7 |  | Conley: Stratification in America |  |  |  |
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|  | *Paper 2 due July 7* | |  |  |  |
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| **Week 9: Discrimination and Intersectionality** | Readings: | Acker: Is Capitalism Gendered and Racialized? | | |  |
|  | Conley: Being Black, Living in the Red | |  |  |
| July 8-14 |  | Ferguson: Economic Reality of being Latio@ and Asian | | | |
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|  | *Quiz 4 due July 14* | |  |  |  |
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| **Module 5: Maintaining Race, Class and Gender Hierarchies** | | |  |  |  |
| **Week 10: Institutional and Individual Perpetuations** | Readings: | Hanson: Confronting intersecting Inequalities | | |  |
|  | Mantsios: Media Magic: Making Class Invisible | | |  |
| July 15-21 |  | Davis: Masked Racism |  |  |  |
|  |  | Ryan: Blaming the Victim |  |  |  |
|  |  | Mohr: Anti-Gay Stereotypes |  |  |  |
|  |  | Paul: Where Bias Begins |  |  |  |
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|  | *Quiz 5 due July 21* | |  |  |  |
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| **Module 6: What You Can Do to End Discrimination** | | |  |  |  |
| **Week 11: Confronting these issues in your daily life** | Readings: | Hout & Lucas: Narrowing the Income Gap | |  |  |
|  | Hooks: Feminism |  |  |  |
| July 22-28 |  | 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 | |  |  |
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|  | *Paper 3 and Media Assignments due by July 31* | | |  |  |

**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.