Race Ethnicity Class and Gender
Spring 2011
Sociology 3380-010
Tuesday - 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 Wednesday 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

Soc 3380spring2011
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 16, 2011
25% of your grade – (True –False Quiz + Written Articles + Book Report – Due April 13, 2011+
Expert Group)
25% of your grade – Test Two – March 16, 2011
25% of your grade – Test Three – April 27, 2011

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>
</tr>
</thead>
<tbody>
<tr>
<td>January 12, 2011</td>
<td>Diversity in the U.S.</td>
<td>Chapter 1, Expert Group, Introduction and film</td>
</tr>
<tr>
<td>January 19, 2011</td>
<td>Assimilation and Pluralism</td>
<td>Chapter 2, Expert Group, Quiz, Read Reserve Reading 1, <strong>Written Article</strong></td>
</tr>
<tr>
<td>January 26, 2011</td>
<td>Development of dominant Minority Relations</td>
<td>Chapter 3, Expert Group, Reserve reading 2 Quiz, <strong>Written Article</strong></td>
</tr>
<tr>
<td>February 2, 2011</td>
<td>Industrialization and dominant minority relations</td>
<td>Chapter 4, Expert Group, Quiz, Reserve Reading 3, <strong>Written Article</strong></td>
</tr>
<tr>
<td>February 9, 2011</td>
<td>African Americans</td>
<td>Chapter 5, Expert Group, Quiz, Reserve reading 4, <strong>Written Article</strong></td>
</tr>
<tr>
<td>February 16, 2011</td>
<td>Hispanic Americans</td>
<td>Chapter 6, Expert Group, Quiz, <strong>Test One- Chapter 1-5</strong></td>
</tr>
<tr>
<td>February 23, 2011</td>
<td>Hispanic Americans</td>
<td>Chapter 7, Expert Group, Quiz, Reserve Reading 5 <strong>Written Article</strong></td>
</tr>
<tr>
<td>March 2, 2011</td>
<td>Asian Americans</td>
<td>Chapter 8, Reserve Reading 6,Expert Group, Quiz</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>March 9, 2011</td>
<td>New Americans</td>
<td>Chapter 9, Expert Group, Reserve reading 7, 8 Quiz</td>
</tr>
<tr>
<td>March 16, 2011</td>
<td>Minority Groups</td>
<td>Chapter 10, Expert Group, Reserve reading 9, 10 Quiz, <strong>Test Two – chapter 6-10</strong></td>
</tr>
<tr>
<td>March 21-27</td>
<td>Spring Break</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 30, 2011</td>
<td>New Americans/Immigration and Assimilation (Violence)</td>
<td>Lecture Notes, Expert Group, Reserve Reading 11a, 11b, Quiz</td>
</tr>
<tr>
<td>April 6, 2011</td>
<td>White Ethnic Group (Education)</td>
<td>Lecture Notes, Expert Group, Reserve reading 12a, 12b, Quiz</td>
</tr>
<tr>
<td>April 13, 2011</td>
<td>Dominant Minority Relations in Cross National Perspective (Mental Health)</td>
<td>Lecture Notes, Expert Groups, Reserve reading 13A and 13B, <strong>Book Reports Due</strong></td>
</tr>
<tr>
<td>April 20, 2011</td>
<td>Minority Groups in the United States</td>
<td>Lecture Notes, Expert Group, Reserve Reading 14a, 14b quiz</td>
</tr>
<tr>
<td>April 27, 2011</td>
<td>Last Test</td>
<td><strong>Last Test – Chapters 11-14 Reserve Articles and Lecture notes</strong></td>
</tr>
</tbody>
</table>

**Book Report 25 points** (Due on April 13, 2011) 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

They always said I would marry a white girl by Robert Moore
Soc 3380 Spring 2011

Race and Wealth Disparities by Beverly Moran

The Souls of Poor Folk by Charles Lattimore Howard

Bad Blood: The Tuskegee Syphilis Experiment by James Jones

Women of the clan by Kathleen Blee

Being and Belonging: Muslims in the United States since 9/11

Working in the Shadows by Gabriel Thompson

Wage-Earning Women: Industrial Work and Family Life in the US 1900-1930 by Leslie Woodcock Tenler

Fathers Under Fire: The Revolution in Child Support Enforcement by Irwin Garfinkel

Ellen Ochoa: The First Hispanic Woman Astronaut by Marita Romero

Reserve Reading

Reserve Reading 1 –
“Race, Multiraciality, and Barack Obama: Toward a More Perfect Union
Authors: Reginald Daniel

Source: Black Scholar (2009) Vol. 39, No. 3-4

Reserve Reading 2
Authors: Read, Jen'an Ghazal
Cohen, Philip N.  


Reserve Reading 3
“Structural Assimilation Revisited: Mexican-Origin Nativity and Cross-Ethnic Primary Ties”
Authors: Brown, Susan K.
Reserve Reading 4
“Race, Gender and Progress: Are Black American Women the New Model Minority?
Authors: Kaba, Amadu Jacky
Source: Journal of African American Studies; Dec2008, Vol. 12 Issue 4, p309-335, 27p, 1 chart

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

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

**Authors:**
Littrell, Jill ¹
Beck, Elizabeth ¹

**Source:**

---

**Reserve Reading 11 A**

Workplace Discrimination and Health Among *Filipinos* in the United States.

**Authors:** De Castro, Arnold and others

**Source:**

---

**Reserve reading 11B**

The Cultural Gap Delivering Health Care Services To Arab American Populations In The United States

**Author:** Enein Ahoul Faisah

**Source:**
Journal of Cultural Diversity; Vol. 17, No 1; Spring 2010; p. 20-23.

---

**Reserve reading 12A**


**Author:** Qian, Zhenchao

**Source:** Social Science Quarterly Sep2004, Vol. 85 Issue 3, p746-766, 21

---

**Reserve Reading 12B**


**Authors:** Davey, Maureen,Goettler Eaker, Dawn,Stone Fish, Linda,Klock, Kathryn
Reserve Reading 13A

Ethnic Differences In Educational Attainment Among The Children Of Canadian Immigrants

Author
Abada, Teresa
Source

Reserve Reading 13B

How the Germans Became White Southerners: German Immigrants and African Americans in Charleston, South Carolina, 1860-1880.

Author: Strickland, Jeffery
Source:
Journal of American Ethnic History, Fall 2008, Vol. 28 Issue 1, p52-69, 18p, 3

Reserve Reading 14 A

Is Intermarriage a Good Indicator of Integration?

Author:
Song, Miri
Source:

Reserve Reading 14 B

Key Issues in the Persistence of Underrepresented Minority Students

Author:
Faye Carter, Deborah
Source:
New Directions for Institutional Research, Summer 2006, Vol. 2006 Issue 130, p33-46, 14

Weekly Articles 40 points

A total of 4 written articles are due. These articles are different from the reserve reading. 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 summary 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 19, January 26, Feb. 2, Feb. 9.

**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 article 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 Wednesday 5-6 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.