

Sociology 3380 Race, Ethnicity, Gender and Class

Class Info

- Credits: 3 credit Hours
- Prerequisite: SOC 1010
- Cross Listed with Gender 3380
- Fulfills Diversity Requirement

Instructor

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Office Hours: By Appointment

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 race, 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.

Course Materials

Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change 5th Edition

By, Joseph Healey *ISBN 978-1-4129-5862-2*

Goals

By the end of the course students will be able to:

- Identify sociological theories related to group structure/domination.
- Explain the historical aspects of group based domination in the U.S.
- Use data to illustrate inequalities between groups of people
- Produce original research

This is a tentative syllabus, I reserve the right to make any changes necessary. However, if I do I'll let enrolled students know.

Assignments

There are four types of assignments Discussions, Papers, Quizes, and Devils Advocacy.

Unless otherwise noted all assignments will be due by 11:59pm Sunday night

It is assumed that the students have access to a computer. Technological failure will not be tolerated as an excuse for any late or missing work.

Late Assignments will be accepted for one week after the posted due date, for reduced points.

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

80 - 89% = B

70 - 79% = C

60 - 69% = D

00 - 59% = F

Weekly Schedule

Week 1 Readings: Ch 1 & 2

Assignment: Groups in Media

Play a video game, watch a movie, read a book. Notice how the different groups of people (I am using the term "people" really loosely) are categorized. Write a 1 page (single spaced, 12pt font, don't screw with the margins) paper describing the groups and answer some of the following questions: What features set them apart from each other? What sort of stereotypes do they have? Are there domination roles?

Explore the concepts from the reading or just think about how groups form, interact or develop.

Goal: Start thinking about how different groups can be found everywhere.

Week 2 Readings: Ch 3 & 4

Assignment: Implicit Association Tests

<https://implicit.harvard.edu/implicit/>

Go to the above link and take 3 of the offered tests. These tests measure delay in your association between things being good and bad. If you get an score of "couldn't give you a score due to to many errors" then either try again or pick a different test. Write a 1 page summary of what you thought about your associations before you took the test, and what you think after looking at the results. Report your scores on all three tests (your scores will not be part of the grading, they are more to prove that you did the test and can interpret the scores correctly.)

Goal: Understand how everyone is biased. Gain insight into your own biases.

Week 3 Readings: Ch 5

Assignment: Online Quiz

This quiz will be primarily a test of your understanding of the definitions and concepts used in the book so far.

Goal: For me to make sure that you are doing the reading and understanding the concepts

Group Request

Fill out the form describing what group you would most like to be in. You will be expected to become a relative expert in the group you choose

Week 4 Readings: Ch 6

Assignment: Data Analysis

We live in an era where there is more data than ever before. In order to critically evaluate or produce information you need to understand a little about data. Follow my directions on how to get data from the Census Bureau website and do some basic analysis. You can follow the same steps, but use a different location to do your analysis on (I don't want you to copy my results). Drop the data into a spreadsheet program, create some summary statistics and a chart or two. This is a practice for one piece of what you will have to do for your final project.

Goal: Learn a useful skill (manipulating data). Understand how to use data to help prove a point.

Week 5 Readings: Ch 7

Assignment: Find Journal Articles

Go find a peer reviewed article that focuses on your "field of expertise" Race, Ethnicity, Gender or Class. I will post a list of journals to look in and point you in the right direction. In choosing an article do a search on your topic and read the abstracts to see what the researcher did and why. The abstract (if properly written) will give an overview of the entire study. This week just let me know what article you want to use so I can make sure that there are no duplicates. Next week you will need to turn in detailed notes of the article that will be passed around to the rest of the group. This is a small part of a larger more sinister plot of getting you to think over the next few weeks, Pwah, ha ha ha ha

Goal: Learn how to find an article and evaluate its usefulness.

Week 6 Readings: Ch 8

Assignment: Article Notes

Provide detailed notes on the article you selected last week. Your notes should contain enough information for someone else to understand 1) the theories being used, 2) why those theories are being used, 3) what data was used, 4) what analysis was done with the data, 5) what the results were 6) what the results mean 7) problems with the data/analysis/theories. Your notes should be complete enough for others to understand the article without having to read it, because that is what will be happening. Next week you will be reading the notes from everyone else in your group.

Goal: To get you reading highly technical writing and be able to rip it apart and explain it to someone else

Week 7 Readings: Ch 9

Assignment: Rate your peers

Review the notes provided by the other people in your group. Rate the quality of the notes with specific comments of what was helpful or what was lacking. Next week you will be writing a synthesis piece based on the notes from the group.

Goal: See how others approached the assignment and get feedback

Week 8 Readings: Social Identity Theory

Assignment: Synthesis Paper Start

Write a 3-5 page synthesis paper combining the knowledge you have gained from reading your article and the notes from the other people in your group. You should be able to: 1- identify common theories and methods used, 2- explain how the theories relate to, or overlap each other, 3- Identify holes in the theories.

This assignment will be due next week, so make it good since you have some time.

Goal: Critical thinking - take different ideas and combine them into a logical framework

Week 9 Readings: Ch 10

Assignment: Synthesis Paper **Due**

See Above

Week 10 Readings: Ch 11

Assignment: Pick Final Topic

Choose your final paper topic (I would suggest that it be related to your group) and find two more articles or books on the subject.

Goal: A check in/reality check that the final paper is coming up, so be ready

Week 11 Readings: Final Paper Readings

Assignment: Notes on Reading 1

Pick one of your readings and write a page of notes, it doesn't have to be as detailed as your previous notes, this is more for reference if someone else is working on a similar project

Goal: a light refresh of note writing and this is to make sure you keep working on the project

Week 12 Readings: Final Paper Readings

Assignment: Notes on Reading 2

Pick one of your readings and write a page of notes, it doesn't have to be as detailed as your previous notes, this is more for reference if someone else is working on a similar project

Goal: a light refresh of note writing and this is to make sure you keep working on the project

Week 13 Readings: Read three of the notes sheets from a group other than the one you are in, look for parallels or things that could strengthen your own papers

Assignment: Paper Outline

Give me an outline of your final paper

Goal: This is to make sure you keep working on the project

Week 14 Readings: Whatever you need for your paper

Assignment: Check in

Just tell me where you are in the process of creating your final paper

Goal: This is to make sure you keep working on the project

Week 15 Readings: None (well, none assigned)

Assignment: Final Paper Due

Final Paper should be 10-15 pages 1.5 spacing with 12 point font (no courier). This paper should represent your ability to use the concepts and terminology discussed in this class to illustrate 1- that inequality exists. 2- data supports the statement of inequality, 3- Theories explaining why the inequality exists (literature synthesis), 4- Based on the data and theory there are some solutions to remedy the inequality, 5- potential problems with the solution or other unintended consequences

Responsibilities

The students job is to show up, participate, read, and do good work. My job is to facilitate discussion, occasionally lecture, and evaluate your performance. No one is allowed to use any deliberately offensive language. If such language is used after a warning the student will fail the course and not be allowed to attend class.

Legal Stuff

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.

Cheating

I can't kill cheaters due to various legal restrictions, however I can fail you and get you kicked out of the university, so don't do it.

This syllabus is not a binding document and may change. I do welcome feedback and will be asking for it over the course of the semester. This is a new course for me so I will be trying some different things, I'll let everyone know what is going on on the class website.