

Race, Ethnicity, Class and Gender

SOC/GNDR 3380-001

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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. Class sessions will usually be a mixture of lecture, discussion and other in-class activities(including small group activities). This mixed method approach will be designed to constantly engage with course material, focus on learning outcomes, and recognize the various ways in which people learn. Lectures will be concise and relevant, helping to outline new content or grasp difficult concepts. Other tools designed to facilitate learning will include large and small group discussions, active learning exercises, case studies, video and other multimedia, written reactions, and guest speakers.

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 are three requirements for this course: writing assignments, a media reaction and exams.

<i>Assignment</i>	<i>Weight</i>	<i>Due Dates</i>
<i>Writing Assignments</i>		
123 points total (3 @ 40 points each)		
Paper 1	10%	October 4 by 10:35am
Paper 2	10%	November 1 10:35am
Paper 3	10%	December 13 by 10:35am
<i>Media Reaction</i>		
15 points total		
Assignment 1	3.75%	Turn in anytime, due December 13 by 10:35am
<i>Quizzes</i>		
225 points total (5 @ 45 points)		
Quiz 1	11.25%	September 6
Quiz 2	11.25%	September 27
Quiz 3	11.25%	October 25
Quiz 4	11.25%	November 15
Quiz 5	11.25%	December 13
<i>Attendance</i>		
40 points	10%	

Total: 400 points

Writing Assignments:

There are 3 writing assignments, worth 40 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.

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:

36-40 points: Excellent

28-31 points: Average

23-0 points: Inadequate, late

35-32 points: Good 24-27 points: Below Average or plagiarized

Media Reactions:

You can turn this short writing assignments in *at any point in the semester*, but it must be turned in by December 13 by 10:35am. 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. Assignments must be *no longer* than 1 double-spaced page in length with 12-point font and one-inch margins. This writing assignment is designed to help you learn how to synthesize material and write concisely. Assignments will be graded on the following scale:

14-15 points: Excellent 11-10 points: Average 7-0 points: Inadequate, not
12-13 points: Good 8-9 points: Below Average turned in or plagiarized

Quizzes:

Quizzes will be a mixture of multiple choice and short answer questions. Quizzes will consist of approximately 15 questions (questions will be worth between 2-5 points each). Quizzes will cover material from the readings, lectures, class discussions and in-class movies. As preferred by the class, **quizzes will be taken online via Canvas** (no need to come to class on quiz day). The quiz will be available to you from 8:30am to 11:35am on the day of the quiz. Quizzes will have a time limit; **you will have 60 minutes to complete it**. A study guide for each quiz will be available to you (posted on Canvas) the Monday before each quiz.

Attendance:

Attendance will be taken randomly throughout the semester 8 times. Each attendance 'check-in' will be worth 5 points.

Grading

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

90-93= A-	94-96= A	97 - 100% = A
80-83= B-	84-86= B	87 - 89% = B+
70-73= C-	74-76= C	77 - 79% = C +
60-63= D-	64-66= D	67 - 69% = D -
00 - 59% = F		

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.

** Readings notated with (RB page#) are from the Rothenberg Reader

Module 1: Sociological Perspective on Stratification, Inequality and Identity

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

Week 2: Micro Concepts 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 Readings: (RB 13) Omi & Winant: Racial Formations
(RB 32) Buck: Constructing Race, 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 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 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
Garroutte: Racial Formation of American Indians

Quiz 2

Module 3: Gender and Sexuality

Week 6: Defining Gender and Sexuality

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

(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

October 12-19: Fall Break

Week 8: Discrimination in Everyday Life

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

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

Paper 2 Due

Week 10: Defining and Framing Class Condition

(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

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

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

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

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

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

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.

Classroom Dialogue

The issues we deal with in this course are often controversial and you may be exposed to arguments you do not agree with in the readings, discussions, class activities, or lectures. You are encouraged to voice your opinions about these issues, but I also expect you to support your opinions with evidence. Together, we need to create a comfortable environment by sharing ideas, observations, and questions *respectfully*; such an environment is only possible when instructors and students treat each other with mutual respect and listen without interruption. Therefore, we will not tolerate words or actions that result in hostility in the classroom. The following ideas help us create a positive atmosphere:

- We are all knowledgeable in different ways. We all have something to teach and something to learn. □

- No one is to be blamed for the circumstances of their existence that have been beyond their control. We cannot be blamed for repeating misinformation we have learned in our social locations, but we can hold each other accountable to not repeat misinformation after we have learned otherwise.
- Learn to appreciate different personalities. Try to draw out those who are quieter than others, but respect people's comfort levels and learn to recognize active listening. Those who are more assertive should try to recognize and refrain from dominating the conversation. □
- Everyone should be encouraged to rethink the assumptions and knowledge we bring into the classroom; approach learning with an open mind.
- Respect each person's experience, never demeaning or trivializing another's life experience.
- Each class is a learning community with a unique dynamic. We will welcome and thoughtfully consider critical feedback and constructive suggestions for change to enhance the classroom dynamic.

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.