

FAYETTEVILLE STATE UNIVERSITY
College of Arts and Sciences
Department of Sociology
SOCI 563(D1) – Race, Class, and Gender
Fall/2011

I. LOCATOR INFORMATION

Instructor: Roger Klomegah, Ph.D.

Course Number & Name: SOCI 563(D1) – Race, Class, & Gender

Day & Time Class Meets: Online. Start-Aug.18. End-Dec.2

Total Hours of Class: 45 approximately

E-mail: rklomegah@uncfsu.edu

Office Location: TSS # 108-B

Semester Credit Hrs: 3:0

Office Phone: 910-672-2139

Office Hrs: MWF 9am-12pm

Primary means of communication are email and Blackboard resources–
Announcements, Messages, and Collaboration.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. COURSE DESCRIPTION

This course will explore the various social explanations of the origin, nature, and persistence of racial, ethnic, social class, and gender inequalities. We will focus on an examination of how these factors intersect to create a system of unequal rewards and life chances in contemporary United States.

III. DISABLED STUDENT SERVICES

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. REQUIRED TEXTBOOK

Ore, Tracy. 2011. *The Social Construction of Difference & Inequality, 5th Edition*. New York: McGraw-Hill. ISBN: 978-0-07-802664-5.

Supplementary Book

Schwalbe, Michael. 2008. *Rigging the Game: How Inequality is Reproduced in Everyday Life*. New York: Oxford University Press.

FSU Blackboard Learning System Gateway: <http://blackboard.uncfsu.edu/?bbatt=Y>

V. STUDENT LEARNING OUTCOMES (SLOs)

Upon completion of this course, students should have the following competencies:

1. Be able to explain the origin and nature of racial, class, and gender inequalities (*Readings in Unit 1 will meet this learning outcome*);
2. Be able to explain the persistence (perpetuation) of racial, class, and gender inequalities in every life (*Readings in Unit II will meet this learning outcome*);
3. Should know the interconnectedness of race, class, and gender and how they create a system of unequal access to social rewards and life chances (*Readings in Unit II will meet this learning outcome*).

VI. COURSE STRUCTURE (ARRANGEMENTS)

Teaching techniques are in the form of

- a) Questions and answers, discussions, and essays.
- b) Student discussions, essays, and reports will focus on concepts relating to the forms, causes, processes, and consequences of social inequalities.

NOTE:

- 1) The course involves reading, discussions, and writing assignments.
- 2) Attendance will be based on student participation in class exercises, assignments, projects, and "Discussion Board."
- 3) I will maintain office hours on MWF and students can reach me synchronously through **Chat** tool in **COLLABORATION**. Alternatively, students can reach me via email or phone (910-672-2139).
- 4) **Tests**: There will be three (3) tests. **They will be the direct measures of the three learning outcomes of the course.**
- 5) Dates and times of testing are specified in the course outline.
- 6) Tests will be made available from **5AM to 11PM (Eastern Time)** on scheduled dates. The format of the tests is essay. All tests will be timed and each student must take them within the specified time. Blackboard records time spent in taking a test and if you exceed the specified time, points will be deducted equivalent to the exceeded time.
- 7) Please familiarize yourself with **make-up policy** described below.
- 8) **Term Paper (Proposal)**: Students are also required to write a research proposal between 8 and 10 pages long. Proposals must be typed, double-spaced, and carefully proofread (for spelling, grammar, and punctuation). Proposals must be properly referenced using the American Sociological Association (ASA) referencing guidelines. You can find ASA referencing guidelines in Course Document. The **deadline** for the proposal is **November 25, 2011**. Do not wait until last minute to start your paper. Extensions will not be granted for excuses such as computer and printer problems, because you have more than 15 weeks to work on the paper.

Instructions

For your term paper, find your own topic and write a graduate level research proposal. Make sure the topic relates to the subject matter of the course (which is, social inequalities as manifested in race, class, and gender), and the topic **MUST** be approved by the instructor.

The paper (proposal) must have sociological content and focus, but may be empirical, theoretical, or a critical review of the literature. Please note the following:

- a) An abstract must summarize the major points of the proposal.
 - b) The proposal should be between 8 to 10 double-spaced pages at 11pt or 12 pt, including appendices, and references. For a detailed guide and requirements consult the following link. Alternatively, you may consult other guidelines for writing a social science research proposal on the web.
http://www.uofa.edu/docs/UofA_Thesis_Guide.pdf
 - c) Papers would be evaluated based on the following:
 - a. Introductory paragraphs, statement of the problem, purpose, significance, and/or research questions/hypotheses. (25pts)
 - b. The literature (10)
 - c. Methodology-population, sampling, instrumentation, analysis plan, limitations. (25)
 - d. Results-analyses, expected findings. (10)
 - e. Ethical considerations (10)
 - f. Referencing (10)
 - g. Clarity of statements and mechanics (i.e. neatness, appropriate format, grammar, spelling, etc) (10)
 - d) Use the format guidelines for the American Sociological Association (ASA) ASA Style Guide (2007). A quick reference guide is located in the following link:
<http://www.asanet.org/students/Quick%20Style%20guide.pdf>
 - e) Deadline for submission of paper is **November 25**).
- 9) **Discussion Forums:** Discussion forums (DFs) will be available to you weekly, from Monday through Friday. **DFs will be indirect measures of the learning outcomes.**
- 10) Discussions **MUST** be elaborate. Writing only a couple of statements will not earn you a good score. Each student is supposed to respond to, at least, three posts delivered by classmates. Inappropriate language use is strictly not allowed. You can find rubrics and a protocol for discussion forums in Course Documents.
- 11) Evaluation checklist (rubrics) for activities is posted in Course Documents.
- 12) **Assignments:** There will be five (5) assignments. There is no specific schedule for assignments, but will be announced.
- 13) **Blogs:** Students will engage in blogging as a form of informal topical discussions on current social, economic, and political issues in relevance to social inequalities.
Please note: Blogs should reflect the highest ethical standards in terms of language and expression. Inappropriate language use on blogs is strictly prohibited! Moreover, blogs should not be used as a forum for vindictiveness. I expect your adherence to this policy at all times.
- 14) I am available during my office hours to answer any questions (via email, telephone, in person, or on Blackboard) that you may have. On Blackboard, you can reach me via Collaboration tab.
- 15) Please reference the course number in all your communications to me.
- 16) All emails will be responded to within 48 hours

VII. COURSE REQUIREMENTS AND EVALUATION CRITERIA

Course Grade

The course grade will be based on three (3) tests, one (1) term paper, ten (10) discussion forums, and five (5) assignments.

Tests will cover materials from the textbook. The format of the tests will be essay.

NOTE: The following are the minimum requirements for SOCI 563(D1):

Course Requirements	Points
Test 1: September 23	50
Test 2: October 28	50
Test 3: December 2	50
1 Term paper (November 25)	100
10 Discussion forums	100
5 Assignments	100
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Total Possible Points	450

FINAL GRADE: Under GRADE CENTER in Blackboard, your **Total (in percentage) will determine your final letter grade, which will be based on FSU grading scale.**

FSU Grading Scale in percentages

A = 92-100 B = 83-91 C = 73-82 D = 64-72 F = 63 and below

NOTE: Grades are earned, they are not given!! It is the student's responsibility to do the best work he/she is capable of doing. Special individual work for extra credit violates fairness to other students and will not be considered. Continued enrollment in this course is indicative of a student's acceptance of class policies.

COURSE ACTIVITY SCHEDULES

Test Schedule

Test 1 = Friday, September 23

Test 2 = Friday, October 28

Test 3 = Friday, December 2

Discussion Forum Schedule (Deadlines)

DF-1 = Friday, August 26

DF-2 = Friday, September 2

DF-3 = Friday, September 9

DF-4 = Friday, September 16

DF-5 = Friday, September 23

DF-6 = Friday, September 30

DF-7 = Friday, October 7

DF-8 = Friday, October 14

DF-9 = Friday, October 21

DF-10 = Friday, October 28

Make Up/Deadline Policy

Make up tests will be allowed only on Monday and/or Tuesday following a test. I expect you to adhere strictly to deadlines for class exercises and assignments.

VIII. COURSE OUTLINE AND READING ASSIGNMENT SCHEDULE

NOTE: This schedule and test dates are flexible and are subject to change.

TOPIC	TEXTBOOK / Reading Assignment
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Introduction to the Course
(On First Day of Class, Meet in Virtual Classroom @ 6:00PM, Eastern Time)

UNIT 1: CONSTRUCTING DIFFERENCES

Examining what categories are constructed, how this is done, and why such categories of difference are constructed.

(Will meet SLO #1)

Race and Ethnicity (WEEK 1)

Constructing Differences	Page1
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Racial Formations	Page19
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Optional Minorities: For Whites Only?	Page 29
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Becoming Suspects	Page 42
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Social Class (WEEK 2)

Media Magic	Page 93
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Doubly Divided	Page 102
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Capitalism Hits the Fan	Page 109
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Sex and Gender (WEEK 3)

The Social Construction of Gender	Page 113
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Masculinity as Homophobia	Page 134
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UNIT II: MAINTAINING INEQUALITIES: SYSTEMS OF OPPRESSION AND PRIVILEGE

Examining elements of social structure that work to maintain the systems of stratification based on construction of difference.

(Will meet SLO #2)

Social Institutions: Family (WEEK 4)

Families on the Fault Line: America's Working class Speaks about the Family, the Economy, Race, and Ethnicity	Page 258
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Stability and Change in Chicano Men's Family Lives	Page 268
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Social Institutions: Education (WEEK 5)

The Return of "Separate but Equal"	Page 303
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Preparing for Power: Cultural Capital and Curricula in America's

Elite Boarding Schools	Page 311
Social Institutions: Work and Economy (WEEK 6)	
Discrimination in a Low-Wage Labor Market: A Field Experiment	Page 364
The Glass Escalator: Hidden Advantages for Men in the “Female” Professions	Page 389
Causes of Death: Inequality	Page 401
Social Institutions: The State and Public Policy (WEEK 7)	
Beyond Crime and Punishment: Prisons and Inequality	Page 417
No Equal Justice: Race and Class in the American Criminal Justice System	Page 424
MIDTERM BREAK	
Social Institutions: Media (WEEK 8)	
Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising Brands	Page 477
Metaphors Matter: Disaster Myths, Media Frames, and Their Consequences in Hurricane Katrina	Page 510
Language and Culture (WEEK 9)	
Racism in the English Language	Page 537
Names, Logos, Mascots, and Flags: The Contradictory Uses of Sports Symbols	Page 571
Violence and Social Control (WEEK 10)	
Climate of Fear	Page 584
The Construction of Masculinity and the Triad of Men’s violence	Page 614
UNIT III: EXPERIENCING DIFFERENCE AND INEQUALITY IN EVERYDAY LIFE	
<i>Examining the impact of constructions of difference and maintaining inequalities on members of society</i>	
<i>(Will meet SLO # 3)</i>	
(WEEKS 11 -13)	
Making Systems of Privilege Visible	Page 645
Yes, I Follow Islam, But I’m Not a “Terrorist”	Page 652
Always Running	Page 664
The Story of My Body	Page 670
Separated by Deportation	Page 679
“Gee, You Don’t Seem Like and Indian from the Reservation”	Page 695

Living Fearlessly with and within Differences: My Search for Identity beyond Categories and Contradictions	Page 701
Nickel-and-Dimed On (Not) Getting by in America	Page 711
I Am Your Welfare Reform	Page 725

UNIT IV: RESISTANCE AND SOCIAL CHANGE

Examining how people working within individual and institutional contexts transform difference from a system of inequality to a system of liberation.

(WEEKS 14-15)

Toward a New Vision: Race, Class, and Gender as Categories of Analysis and connection	Page 760
Good for the ‘Hood?	Page 785
Seeing More Than black and White	Page 792
Dismantling Environmental Racism	Page 800

IX. UNIVERSITY POLICIES

Division of Student Affairs, Services for Students with Disabilities
<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm> Phone: 910-672-1222. The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for those students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

Attendance Policy

Fayetteville State University’s policy on class attendance will be enforced. Please refer to the Student Handbook, page 58-59.

Dishonesty in Academic Affairs

Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.

Non-disclosure or misrepresentation on applications and other university records will make students liable for disciplinary action, including possible expulsion from the university.

(See University Catalog)

For this course, any student caught in any of such misconduct will face disciplinary action. Specifically, an offender will forfeit all the scores for the particular assignment she/he cheated on.

X. TEACHING AND READING STRATEGIES

Classes will involve extensive reading, discussions, mini-projects, and researching information on the Internet.

XI. BIBLIOGRAPHY

American Sociological Association. 2007. *American Sociological Association Style Guide*. 3rd ed. Washington, DC: American Sociological Association.

Domhoff, William G. 2010. *Who Rules America? 6th Edition*. Boston: McGraw Hill.

Eitzen, Stanley D. 2007. *Solutions to Social Problems : Lessons from Other Societies*, 4th Edition. Boston, MA: Pearson Education, Allyn and Bacon.

Marger, Martin N. 2011. *Social Inequality: Patterns and Processes*. 5th edition. New York, NC: McGraw-Hill.

Mills, C. Wright. 2000. *The Power Elite. New Edition*. New York: Oxford University Press, Inc.

Reiman, Paul & Paul Leighton. 2010. *The Rich Get Richer and the Poor Get Prison*. 9th Edition. Pearson Education.

Schwalbe, Michael. 2008. *Rigging the Game: How Inequality is Reproduced in Everyday Life*. New York: Oxford University Press.

William, A. Johnson, Jr., Richard P. Rettig, Gregory M. Scott, & Stephen M. Garrison. 2004. *The Sociology Student Writer's Manual*. 4th edition. Upper Saddle River, NJ: Prentice Hall.