

Syllabus

Instructor Information

Name:	Cathy Beighey
Email:	Use the internal WebCT email. (Go to 'Mail'. Click on 'Browse'. Select 'Cathy Beighey'). If you can't access the course, email me at: cathy.beighey@aims.edu . Please allow 24 hrs. (Monday-Friday) for an individualized e-mail.
Office location:	WSTV 653A
Office hours:	M, W, F (in LV) 1:30-3:30pm, TR 12:00-2:00pm
Phone:	(970) 339-6371
Biography:	I was raised in upstate New York (the Clifton Park/Saratoga Springs area), and then attended SUNY New Paltz (1.5 hours north of NYC) for my Bachelor of Arts. I had two majors: Sociology and Psychology. I worked in Human Services as a residential counselor for several years, but decided that I wanted to attend graduate school 'out west'. After a few years of 'getting residency' and living in Breckenridge, I decided on CSU. In December 1998, I earned a Master of Arts in Sociology with an emphasis in Race/Ethnicity. I worked as adjunct faculty at FRCC, and then was hired at UNC as a Lecturer. I was at UNC for a year, but then came to Aims starting Fall 2001! I am very happy at Aims and enjoy teaching (and learning) with the students here. Please don't hesitate if I can be of any help to you. Welcome to our class!
Teaching assistants:	It's not quite a teaching assistant, but for technical support contact the Help Desk at x6380

Course Information

Course title:	Sociology of Diversity
Course number:	CRN #41030
Course discipline:	Ethnic Studies
Course description:	Minority group issues are among the most heated challenges facing the United States today. American minority groups are inseparable from American society; furthermore, the process of analyzing the sociology of minorities calls into question what it means to be a U.S. American. Prejudice, discrimination, and minority stratification, as well as equality, freedom, and justice, are woven into our national heritage. When people confront the emotionally charged material presented in this course they can react on a personal level with feelings of guilt, shame, and anger, but these feelings are not conducive to untangling the complex, multifaceted, and historic framework of majority-minority relations. On the other hand, sociology is the systematic study of the relationship between humans and society; therefore, it is broad in scope, eclectic, and provides a conceptual framework for a critical inquiry into race, ethnicity, class, and gender as interrelated systems of oppression. A base assumption of this course is that a color, ethnic, gender, or class blind society obscures oppression. People, and society at large, are affected by historical patterns of race, ethnicity, class, and gender, yet these socially constructed categories are not necessarily apparent to the participants and may be experienced differently depending upon the race, ethnicity, class, gender, socialization, and personal experiences of those involved. In addition, the forthcoming issues and information are primarily presented from the social conflict tradition.
Course date:	Monday, January 12, 2009 through Thursday, May 7, 2009
Prerequisite(s):	Proficiency in Microsoft Word. Internet access, Media Player, and Adobe Reader. Compatibility between your computer and WebCT.

Objectives

Course goals:	While becoming well versed in sociological concepts and terms, you will: 1) develop a theoretical and conceptual frame to dissect minority group creation and perpetuation, as well as the social construction of race, ethnicity, gender, and class, 2) survey the historical evolution and contemporary causes of social stratification, 3) examine the social, economic, and political experience of a range of U.S. minority groups as well as the
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diversity found within minority groups, 4) engage in a critical examination of the social damage that results from prejudice, discrimination, and ethnocentrism, 5) tune skills that will be increasingly pertinent in the 21st century as societies around the globe undergo rapid social and cultural change, 6) express (written and orally) a well-informed interpretation of the social world surrounding us based on sound sociological reasoning that reflects critical thought. In addition to becoming familiar with theoretical paradigms and underlying assumptions central to the study of sociology, you will also learn:

- the conditions under which groups first come together (colonized versus willing immigrants, economic prosperity versus great competition, etc.) are the most important factors in the creation of minority group status.
- racist ideology and institutional discrimination are created to sustain the respective position of the dominant group.
- because of the pervasive, persistent, and severe nature of oppressive systems, people resist subordination with practices and behaviors that challenge the stratification system that perpetuates their limited opportunities for advancement.
- the nature of majority-minority group relations reflects the characteristics and subsistence technology of a society at a given historic, economic, and social time; therefore, majority-minority group relations do change.
- race, ethnicity, class, gender, and sexuality intersect and operate on both a macro/structural and micro level because people's everyday lives can reinforce, or challenge, macro-level social structures while these social structures influence individuals' lives.

Textbooks

Required reading: *"Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change"*, Joseph Healey, Pine Forge Press, 4th Edition. 2005, 141291521X

Healey's Study Guide

: As a study tool, go to [Healey's Study Guide](#). Select a chapter. Use the Flashcards and take the practice quiz for each Healey chapter covered on that exam.

Weber Chapters & Required Reading Articles

: **The Weber chapters and articles are available via the 'Content Modules' Page in the Module it is assigned. They are also "On Reserve" in the library.**

Module I:

Weber's Chapters #1 (Pgs. 17-30)

Reading #1- Snyder, Mark. "Self-Fulfilling Stereotypes".

Module IV:

Weber's Chapters #3-#5 (Pgs. 61-109)

Reading #2- Ehrenreich, Barbara. "Nickel and Dimed: On (Not) Getting By in America" Pt. I & Pt. II.

Tested on Exam #1

Module VI:

Reading #3- Davis, Angela. "Gender, Class, and Multiculturalism: Rethinking 'Race' Politics".

Module VII:

Reading #4- Steinberg, Stephen. "The New Darwinism".

Reading #5- Wilson, William Julius. "The World of the New Urban Poor."

Reading #6- Ehrenreich, Barbara and Annette Fuentes. "Life on the Global Assembly Line".

Reading #7- Anderson, Elijah. "The Code of the Streets".

Tested on Exam #2

Module X:

Reading #8- Anderson, Elijah. "Streetwise: Race, Class, and Change in an Urban Community".

Reading #9- Lorde, Audre. "Age, Race, Class, and Sex: Women Redefining Difference."

Module XI:

Weber's Chapters #7-#8 (pgs. 122-150)
Reading #10- Kozol, Jonathan. "Savage Inequalities".
Tested on the Final Exam

Policies

Introduction: So that you learn to more effectively state your beliefs and opinions on controversial issues there will be several occasions for on-line discussions, debates, and exercises, which will count towards your participation grade. Be prepared that some discussion topics or comments may make you feel uncomfortable and challenge what you believe to be true or right. But, it is my belief that such confrontation is an integral part of learning and the virtual classroom is the ideal forum for such an exploration. Also, listening to and learning from diverse views can enrich us all, therefore one must feel safe to express oneself. The environment of this class must be one that facilitates open, non-judgmental discussion. No disparaging remarks will be tolerated in regards to ethnic background, gender, sexual preference, age, socioeconomic background, etc. This includes having tolerance for differences of opinion. If you are what I consider discourteous to another student or myself, it will be reflected in your participation grade. (For further details please refer to the Standards of Student Conduct in the 2006-2007 Aims Community College Catalog). In return, I promise to do my best to uphold this tenet and treat everyone's educated opinions/interpretations with due respect. If you experience a particularly difficult time or feel uncomfortable with some issue, fellow student (myself included), commentary, or any topic, PLEASE talk to me so we can work it out immediately. Students with disabilities that need accommodations are encouraged to contact the Disability Access Center in Horizon Hall #327 or call 339-6388 as soon as possible to ensure that these accommodations are implemented in a timely fashion. Students interested in tutoring are encouraged to contact the Learning Resource Office in Horizon Hall #329 or call 339-6465. Lastly, if a student has not paid at least 25% of his tuition bill on the first class day, he/she will be automatically dropped for nonpayment. If a student is not on the roster and has not registered for the class, he/she must contact the Registrar immediately.

Class Format

: I cannot make anyone learn anything, I can only offer knowledge and facilitate learning. It is essential that distance learners be particularly self-motivated, independent, and possess effective study skills. You are expected to have the assigned reading completed as assigned so that you can effectively participate in the course. Before attempting to do the assignments, I strongly recommend reading both the text and required reading articles, and studying the on-line lecture notes that highlight the main points, provide elaborations on the reading, and pertinent examples. The lecture notes are linked on the Content Modules page under each chapter and **I recommend printing them so that you can better use them to study.**

All students are required to **log-on to our class at least three times a week** (Monday-Sunday) to see general announcements on the course home page, read the threaded discussions, review FAQs under the "Questions & Suggestions" discussion thread, refer to assignments, study the lecture notes, etc. (I periodically review how frequently each student is logging on because it is imperative that you regularly 'attend' class). I suggest you make a concerted effort to: 1) ask and answer questions, 2) volunteer pertinent, thought-out discussion contributions, 3) comment based on the readings and, 4) in general, be an active participant.

All students must participate in all assigned discussions. Your discussion responses must be relevant to the posted topic, clearly address the issue, and be well-written (i.e., proper grammar and spelling, edited, etc.). Your discussion postings will be usually graded as Excellent (4/4), Good (3/4), or Below Average (2/4). In addition, all students will participate in several activities that reflect involvement in the class (via visiting assigned web sites and retrieving information, researching a specific question, etc.). Consistent contributions to discussions, and the successful completion of all the participation assignments is worth 21% (72 points) of your final grade.

Each student must subscribe to the NY Times on line at: The NY Times and submit one commentary to any article relevant to the sociology of diversity, ethnic studies, minority-majority relations, multiculturalism, etc.. This assignment will require at least skimming the articles frequently in order to find one that is relevant that you want to address.

See the Assignments Page for details on all graded assignments.

Remember to check the course home page and/or the "Questions & Suggestions" Discussion thread to see if I answered your question(s) for the entire class to see and learn from.

Reaction Papers Guidelines

: Of the possible five reaction papers, you are required to submit three two-page reaction papers (12pts. x 3 papers). **You can NOT submit more than three reaction papers so do your best on each paper.** Generally, you will be asked to explore your own perceptions, attitudes, and prejudices regarding race, ethnicity, gender, and class by using your 'sociological imagination' to link micro-level, individual experiences to the influence of macro-level social structures. This will be accomplished by helping you to use sociological 'tools' for the critical scrutiny of the assumed "inherently right" social world. Specifically, you will analyze the role of socialization, the mass media, mainstream cultural values, social traditions, and mass education in the acquisition of attitudes about 'other' groups as well as how racial, ethnic, class, and gender inequalities are reproduced through the dominant ideology, social institutions, and our everyday interactions. Keep in mind that your reaction papers are to be based on sociological concepts, the reading, class discussion, and the reading material. You can interject your opinion, but it must be grounded in sound, sociological reasoning and reflect critical thinking skills. In most instances, it will be difficult to effectively answer all aspects of the question in less than one page, but it cannot be longer than two well-written pages. I expect you to type and double-space (1.5 space is acceptable) all your papers. Use font size 12. Proper grammar and spelling will be taken into account when assessing a grade. I realize that this can be a potentially frustrating or intimidating exercise, but I believe that writing is just that, an exercise in which one improves with practice and I am more than willing to assist anyone. Also, please feel free to utilize the Writing Center in Horizon Hall #305, and [Purdue University](http://owl.english.purdue.edu)(<http://owl.english.purdue.edu>). **After your reaction paper has been graded, please review the returned, graded paper for my comments and suggestions so that your work improves. To do this you must download the graded assignment. See the 'questions & suggestions' thread for instructions.** All reaction papers must be submitted as a Word document via the assignment box under the Assignments page by the closing due date. Submitting a reaction paper involves two steps: 1) uploading the file from your local computer into WebCT, and then 2) submitting the uploaded file for grading. Also, please name and save your reaction papers with your last name (i.e., beigheyrp1.doc). Lastly, unless you experience unforeseen extenuating circumstances AND obtain prior approval, **reaction papers will NOT be accepted late.** See the Assignments Page for the reaction paper questions as well as the availability dates.

Reaction Papers

Choose 3:5 papers:

: Paper #1: Choose any advertisement, newspaper or magazine article, cartoon, TV show, commercial, website, or policy that you feel is prejudicial, discriminatory, or perpetuates negative stereotypes towards a certain gender, race, ethnicity, class, sexual orientation, or other minority group. To help outline the specific social stratification problem consider: 1) the general message and how it is biased and/or discriminatory, 2) what group was attacked as well as the targeted audience for this advertisement, newspaper or magazine article, cartoon, TV or radio show, commercial, policy, etc.? Also consider Weber's five themes. Then compose a polite, typed letter to the respective company, radio/TV station, or organization about why you think they should reconsider in light of social stratification or inequality. (The letter is the reaction paper that you submit via the assignment drop box). It should include: 1) who you are and why you are writing them a letter, 2) an explanation of the problem, including two-three specific ways in which it is prejudiced, discriminatory, and/or harmful to others, 3) that you would like them to consider changing, removing, or stop using the policy/commercial/ad/show due to its harmful effects, 4) lastly, thank them for their time and that you look forward to their response.

Paper #2: In our society we do not systematically learn about the totality of subordinate group experiences via the mass media and entertainment industry; the experiences of

oppressed groups can be distorted by being presented in limited, stereotyped ways. Yet Americans often assume that media representations and reports are unbiased and “free” of capitalistic or political agendas. Economic and political forces shape the dissemination of information and public opinion in general by controlling, or at least influencing, what stories are told, how they are told, and by voicing prejudicial, ideological assumptions. In addition, minority groups’ voices and alternative, oppositional messages are often silenced, skewed negatively, or only partially reported. Use the depiction of gender, class, sexual orientation, or a racial/ethnic minority in a “cultural artifact” (i.e., cartoon, television show, commercial, advertisement, musical lyrics, website, etc.) to critically analyze the oppressive nature of stereotypical representations of race, class, gender, and sexuality. Specifically, what cultural assumptions or stereotypes are illustrated (or implied), and how does it reflect prejudicial and/or discriminatory cultural themes? Or perhaps the representation confronts/challenges cultural assumptions? Secondly, utilize sociological concepts to explore how the depiction or illustration was influenced by race, gender, or class and perhaps perpetuates the best interests of the majority group. Lastly, what effect do you suppose this portrayal may have on the acquisition and development of someone’s attitudes about an out-group? For example, people often assume that all women are naturally maternal and the better “caregiver”, while all men are naturally aggressive, uncommunicative, and emotionless. Your paper must include the source, its date, title (if appropriate) and a brief summarization of your example’s sociological relevance.

Paper #3: Based on TWO academic research sources (academic journals, government documents, scholarly literature, etc.), develop either an argument in favor of OR opposition to affirmative action. **Again, support and build your position by citing TWO research sources within your paper (Although helpful, your textbook is NOT a research source. A good place to start is: NY Affirmative Action or Affirmative Action).**

A) The U.S. should continue to practice Affirmative Action programs in order to counteract the historic legacy of racial, ethnic, and gender discrimination in hiring, college admissions, etc. Secondly, the promise of a color and gender blind society is “hollow” because prejudice and discrimination are so deeply embedded in the fabric of U.S. society that simply endorsing the principle of color and gender blindness does not mean everyone will actually compete fairly.

Consider if:

1) Affirmative action should include only largely disadvantaged categories of people (i.e., Native Americans, Mexican-Americans, African-Americans) and exclude more affluent categories of minorities (i.e., Japanese Americans, Cuban-Americans).

2) Race-based affirmative action should be replaced with a class-based policy thereby eliminating preferences based on race, ethnicity, or gender.

OR

B) Affirmative Action should be abolished because it violates founding American cultural values (fair competition, individualism, etc.), and perpetuates self-doubt among minorities as a result of advantages in competition for limited resources in a merit-based society (the idea that they NEED preferential treatment). Furthermore, affirmative action has attained its goals as our society has attained “colorblindness” and has largely eliminated institutionalized discrimination; therefore, minorities can enjoy success when they have the talent and make the effort.

Consider if:

1) Giving entire categories of people special treatment inevitably compromises standards of excellence, and calls into question the real accomplishments of minorities.

2) It perpetuates hostile feelings among other group members as a result of the perceived advantages offered to minorities based on their race/ ethnicity, sex, etc.

Paper #4: As you know schooling is a very powerful, wide spread agent of socialization that greatly impacts one’s self image, concept of viable or attainable aspirations, and later life decisions. Perhaps more significantly, the process of schooling ‘grooms’ people (or tracks people, depending on your perspective) for later occupational ‘choices’. By utilizing relevant sociological concepts and terms, how may the U.S. educational system perpetuate the status quo (i.e., the current social stratification system) and perhaps latently serve the best interests of the more powerful? (Keep in mind the current economic climate, job growth, as well as the shift in loans versus grants). Include an

example of the relationship between an inequitable U.S. education system and the reproduction of the current socio-economic (i.e., class) hierarchy. Then, offer policy recommendation(s) designed to address specific causal factors that result in an inequitable U.S. education system.

Paper #5: Popular culture in all its forms (i.e., art, literature, music, poetry, etc.), often reflects our social world; therefore, it provides an opportunity to apply the knowledge you have gained throughout the semester by specifically identifying the sociological content of a specific popular culture form, film. By analyzing a movie for the illustration or expression of relevant sociological concepts, you will further appreciate their utility and application. Choose ONE film from the films listed below to analyze for sociological content that is central to the study of racial/ ethnic stratification, majority-minority relations, minority groups, and/or diversity.

In the introductory paragraph, what film did you analyze and what applicable sociological concepts, terms, etc., did you see expressed? In the body of your paper fully define and describe the illustrated sociological concepts. (Defining the applicable sociological concepts and terms will help you establish how they are relevant as well as expressed in the film). In addition, specifically explain how and why this film illustrates (either directly or implied) those sociological concepts and terms. Include brief references to the movie in order to support your assertions. (I have already seen all the movies on this list so I will be at least somewhat familiar with the 'story'). You will not be graded on how many sociological concepts you see illustrated in the film but how well you establish their relevance to the study of racial/ ethnic stratification, minority groups, majority-minority relations, etc. I am allowing for some independence in this assignment, but make sure that you interpret the sociological nature of the film and explain how the film reflects relevant sociological concepts (not writing a movie review or the 'cliff notes'). See the Assignments Page for the list of movies.

Refer to the Assignments Page for details once the assignment is available.

Reaction Paper Grading Criteria

: 12-11 points- Use an excellent, well-thought example (s), illustrate applied theory, exhibit insight by making connections to the lectures and/or reading material with only minimal grammar mistakes, 10 points- An excellent example (s), including a solid reference to class material and related concepts, minimal grammar errors, 9 points- Very good example(s) that expand upon textbook and class discussion material, but exhibit a lack of conceptual or theoretical understanding, 8 points- A satisfactory example (s) that illustrates concepts, but a weak connection to class material or the reading, several writing errors, 7 points- Failing to make connection(s) to class/ lecture, appearing to have minimal understanding of terms, many writing errors, did not follow reaction paper guidelines, 6-1 points- Substantively false comments, or seeming to have no sociological understanding of terms, poorly written.

Quizzes & Exams

: There will be two fifteen-point quizzes throughout the semester. The exams will reflect the reading from the textbook, the required reading articles, lecture notes, assignments, and poignant discussions. Exams #1 and #2 are 50 points/exam and consists of multiple-choice questions. The cumulative final exam is 29% of your final grade (100 points) and consists of multiple choice questions. A review outline for each exam is available on the Content Modules page. You will have the opportunity to participate in three on-line review sessions immediately before the exam each worth four points. (Two review sessions are required and the third is extra credit). Any form of cheating or plagiarism will result in a zero and perhaps an 'F' for the class. **You must take ALL EXAMS by the closing of the availability period. Any form of cheating or plagiarism on any of the exams will result in a zero on that exam, and possibly an 'F' as a final grade.**

Exam Make-Up Policy

: You must make arrangements with me prior to the end of the exam deadline in order to be eligible for a make-up exam. If a dire emergency occurs immediately before the deadline, I at least expect an e-mail. Under no circumstances should you allow days to go by and then request a make-up exam. You may be required to submit verification of your emergency.

Final Grade

: Exam #1: 50 points (14%)
 Exam #2: 50 points (14%)
 Final Exam: 100 points (29%)
 Consistent Participation (in discussions, activities, etc.): 72 points (21%)
 Three Reaction Papers & One NY Times Commentary/Response Paper (4 papers x 12 points): 48 points (14%)
 Two Quizzes: (Two quizzes x 15 points) 30 points (9%)
 Your final grade will be determined on the percentage of the total points (350) you obtain throughout the semester: 350-314 total points= 100%-90%=A, 313-279= 89%-80%=B, 278-244= 79%-70%=C, 243-209 =69%-60%=D, 208= 59%=F
 *** Per Aims' policy, I can NOT grant an Administrative Withdrawal (AW) after the withdrawal date.

1. READING, ASSIGNMENT & EXAM SCHEDULE

DATE	TOPIC	ASSIGNMENTS
1/12	Get Acclimated	Review Syllabus & Take Learning Style Survey
1/13	<u>Module I</u> : Minority Groups & Stratification/ Weber's Domains of Oppression	Ch. #1, Weber Ch.#1, Reading #1
1/14	Course Orientation	Meet in WSTV #614 at 7:10pm
1/22	See Assignments Page	Home Page Introduction Due
1/23	See Assignments Page	U.S.Racial Composition & the Census
1/24	<u>Module II</u> : Prejudice & Discrimination	Ch.#3 & Watch the video " Beyond Hate "
1/28	**Last Day to Drop**	
2/1	See Assignments Page	Identifying Your Biases
2/3	See Assignments Page	A Private Discussion: Analyze Perceptions & Prejudice
2/4	See Assignments Page	A Class Debate: Theories of Prejudice
2/6	See Assignments Page	Facilitating Class Learning
2/7	See Assignments Page	Reaction Paper #1
2/8	<u>Module III</u> : The Dominant Ideology & Power	Weber #3-#5 & Reading #2
2/16	See Assignments Page	Stereotypes: True or False?

2/17	See Assignments Page	Reaction Paper #2
2/20	<u>Module IV: Exam #1 Review</u>	Review Exam #1 Outline & See Assignments Page
2/22	See Assignments Page	Quiz #1
2/24	See Assignments Page	Exam #1
2/25	<u>Module V: Assimilation & Multiculturalism</u>	Ch.#2 & Reading #3
3/5	See Assignments Page	Your Ancestors' Immigration Experience
3/6	See Assignments Page	English Only: A Threat to American Unity or Diversity?
3/8	See Assignments Page	An Assimilation Experience
3/9	<u>Module VI: Minority Groups in Pre-Industrial, Industrial & Post-Industrial U.S.</u>	Ch. #4, #5, & Readings #4-#7
3/20	See Assignments Page	The Pros & Cons of Assimilation
3/22	See Assignments Page	The U.S.Patriot Act
3/23	<u>Module VII: Indictors of Oppression</u>	Study Lecture Notes
3/30	See Assignments Page	U.S. Poverty Research
3/31	See Assignments Page	NY Times Commentary Paper
4/3	<u>Module VIII: Exam #2 Review</u>	Review Exam #2 Outline & See Assignments Page
4/5	See Assignments Page	Quiz #2
4/7	See Assignments Page	Exam #2
4/8	<u>Module IX: Institutional Discrimination & Modern Racism</u>	Ch.#6, Ch.#8, Readings #8-#9, and watch the video "Tough Guise"
4/10	*Last Day to Withdraw*	

4/19	See Assignments Page	The State of Black & Hispanic Americans: Why Continued Stratification?
4/20	See Assignments Page	Paper #3 Due
4/21	<u>Module X</u> : Savage Inequalities	Weber Ch. #7-#8, Reading #10, and watch the video " The Breeding of Impotence "
4/30	See Assignments Page	Paper #4 Due
5/3	<u>Module XI</u>: Final Exam Review	Review Final Exam Outline & See Assignments Page
5/4	See Assignments Page	Paper #5 Due
5/7	See Assignments Page	CUMULATIVE FINAL EXAM

*** **BOLD-TYPE HIGHLIGHTS EXAMS AND DUE DATES**

Ch.#=Healey Chapter **Weber#=** Weber Chapter **Reading#=**Required Reading Article