

ACADEMIC STANDARDS COMMITTEE
Request For Foundations Credit Form
(10-22-09)

Please type your answers directly on this form. All of the information noted below must be included in the request form. Failure to show how the request for foundations credit directly addresses each of the three ECU Foundations Goals for the course area may result in the request being denied. ECU Goals of the Liberal Arts Foundations Curriculum are available online at:

<http://author.ecu.edu/cs-cad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

- A. Basics (for items 1-16, for cross-listed courses provide two or more sets of information, as appropriate, under each category)
1. Foundations Course Area (Arts, Humanities, Basic Sciences, Basic Social Sciences, Health Promotion and Physical Activity, Writing Competence, Mathematics Competence). **FC:SO**
 2. Unit in which the course will be taught. **Sociology**
 3. Unit Administrator's title, name and email.
Dr. Marieke Van Willigen, Interim Chair and Associate Professor,
vanwilligenm@ecu.edu
 4. Course Prefix, Number and Name. **SOCI 1010 Race, Gender, Class**
 5. Number of credit hours. **3**
 6. Prerequisites (if applicable). **n/a**
 7. Course description as it will appear in the catalog and a detailed course syllabus with a weekly schedule of topics to be discussed which should reflect explicit coverage of each of the foundation goals.

SOCI 1010. Race, Gender, Class (3) (FC:SO): an introduction to the ways in which race, gender, and social class interact to influence life chances, social institutions, and social policy
(See attached syllabus)
 8. College in which the course will be taught. **Arts & Sciences**
 9. College dean's name and email.
Dr. Alan White, whiteal@ecu.edu
 10. Date approved by unit's curriculum committee and chair's initials.

March 9, 2010 _____

11. Date approved by unit's voting faculty.
March 16, 2010
12. Date reviewed by the unit's chair and chair's initials.
October 18, 2011 _____
13. Date approved by the college curriculum committee and chair's initials.
14. Date forwarded to Academic Standards.

The purpose of the information provided below is to enable Academic Standards Committee members to determine whether or not it is reasonable to believe that the course named above will satisfy the three or four specific goals for all courses in its area that are stated in ECU Goals of the Liberal Arts Foundations Curriculum are available online at:

<http://author.ecu.edu/cs-cad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

B. Using the Foundations Goals listed under the course's area:

1. Describe in enough detail that it is clear to the members of the AS committee how the course's content will meet Foundations Goal One for its area. List examples of required course textbooks or other required materials that address the content described above.

The following course objectives (listed on the syllabus) address the first social science foundation goal—Students will learn the subject matter of at least one discipline in the Basic Social Sciences:

Course objectives: By the completion of the semester, students in SOC 1010 will be able to:

***distinguish between the popular and sociological conceptions of race, gender, and class**

***explain the ways in which race, gender, and class shape social institutions including the family, economy, politics, and education**

***illustrate the ways in which race, gender, and class intersect to create unique and varying degrees of privilege and inequality**

While focusing on race, gender, and social class, the course is organized to cover the key theoretical approaches and concepts

addressed in introductory level sociology courses. These topics include the sociological perspective (week 1); theoretical conceptions of race (week 2), gender (week 3), and social class (week 4); social institutions including the economy (week 6), family (week 7 & 8), health care (week 10), education (week 11), and politics (weeks 12 & 13); social inequality (all weeks); and social change (week 14).

The two primary texts, the anthology edited by Ore (*The Social Construction of Difference and Inequality*) and *Unequal Childhoods* by Lareau, focus on inequality, social change, and social institutions. Other readings will be available on Blackboard to cover the sociological perspective (Mills, *The Promise*) and to provide additional coverage of institutions and inequality.

2. Describe in enough detail that it is clear to the members of the AS committee how the course's content will meet Foundations Goal Two for its area. List examples of required course textbooks or other required materials that address the content described above.

The following course objective (listed on the syllabus) addresses the second social science foundation goal—Students will learn the research methodology, principles and concepts required to understand and conduct undergraduate-level research in a Basic Social Science:

Course objective: By the completion of the semester, students in SOC 1010 will be able to describe and evaluate the research methods used by sociologists to study of race, gender, and class.

An overview of sociological research methods and their relative strengths and weakness is provided the first week of class (Neuman, *Why Do Research?*). Readings used during content weeks were selected to cover a variety of methods used in sociology including interviews (*Families on the Fault Line, Stability and Change in Chicano Men's Family Lives, We'd Like to Hire Them, But...*); participant observation (*Nickel-and-Dimed, Unequal Childhoods*); and quantitative analysis of existing data (*Being Black, Living in the Red*). The appropriateness of each of these methodological choices will be discussed.

3. Describe in enough detail that it is clear to the members of the AS committee how the course's content will meet Foundations Goal Three for its area. List examples of required course textbooks or other required materials that address the content described above.

The following course objective (listed on the syllabus) addresses the third social science foundation goal—Students will learn about the discipline's contribution to general knowledge:

Course objective: By the completion of the semester, students in SOC 1010 will be able to explain how the sociological perspective can be used to better understand their own lives.

Course objective: By the completion of the semester, students in SOC 1010 will be able to explain how the sociological perspective has been used to better address social problems and policy issues.

The course highlights sociology's contribution to general knowledge in two ways. First, it shows how sociology can help students understand their own lives. By interspersing academic scholarship with biographical readings, students are able to see the everyday relevance of the disciplines. Biographical readings include: *White Privilege* (week 2); *Nickel-and-Dimed* (week 4); *I am Your Welfare Reform* (week 12); and *Mama Might Be Better Off Dead* (week 10). Second, the course demonstrates the relevance of sociology for understanding current social problems and policy debates. For example, the course includes readings on welfare (week 12), affirmative action (week 13) and economic policy and conditions (weeks 4&6).

4. If the course area is Health Promotion and Physical Activity or Writing Competency, describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Four for its area. List examples of required course textbooks or other required materials that address the content described above. **N/A**
- C. The sample course syllabus should contain a schedule outlining what will be taught when during the semester. Be sure that the syllabus reflects coverage of areas included in Foundations Goals 1-3/4. Readings and assignments that meet the goals should be included in the syllabus. If there is something not covered that provides evidence that the course satisfies the foundations goals in its area (course pedagogy, etc.), describe it here. **See syllabus at end of document**
- D. If it may not be clear to committee members how your course materials address the foundations goals then bring samples of course materials that will be used in the course that explicitly address all of the foundation goals for the course's area. **N/A**

E. If the course is an upper-division course (3xxx or 4xxx), briefly explain why students should get foundations credit for taking the course.

N/A

Race, Gender, Class *SOCI 1010*

Course Pre-requisites, Co-requisites, and/or Other Restrictions

There are no pre-requisites for this course

Course Description

This course qualifies for Social Science credit under the University's Foundations Curriculum requirements and is part of ECU's general education Liberal Arts program.

Most people have commonsense understandings of the terms "race," "gender," and "class." The primary goal of this course is to question the commonsense understandings of these concepts by introducing students to the **sociological** study of race, gender, and class. This will involve exploring how sociologists define each of these key terms as well as investigating what sociologists have discovered about the influence of these three factors on U.S. society and its members, including the potential implications for social policy. Second, and I believe more importantly, this course will enable students to use their newfound sociological understanding of race, gender, and social class to better understand their own lives and the opportunities and constraints that their particular combinations of race, gender, and class provide. Finally, because this is an introductory course, the third goal is to provide students with a basic understanding of sociology as an academic discipline, including both its content and research methodology.

This course will not just illustrate the differences that exist based on race, gender, and class, but will also use sociological research to explore the inequality generated by these three factors. Because sociology uses empirical evidence (i.e., evidence gathered scientifically) to document the advantages and disadvantages people experience based on their race, gender, and class, sociology, as a discipline, is not "taking sides" for or against particular groups. Instead, sociology documents and explains how sex, race, and social class affect people's lives, in both positive and negative ways.

Student Learning Objectives/Outcomes

By the end of the semester, students in SOCI 1010 will be able to:

Goal 1: Students will learn the subject matter of at least one discipline in the Basic Social Sciences, specifically students will be able to....

- *distinguish between the popular and sociological conceptions of race, gender, and class
- *explain the ways in which race, gender, and class shape social institutions including the family, economy, politics, and education
- *illustrate the ways in which race, gender, and class intersect to create unique and varying degrees of privilege and inequality

Goal 2: Students will be able to describe and evaluate the research methods used by sociologists to study of race, gender, and class

Goal 3: Students will be able to explain how the sociological perspective can be used to better understand their own lives and identify how the sociological perspective has been used to address social problems and policy issues (Goal 3)

In fulfilling these objectives, this course meets requirements for the Social Science Foundations curriculum.

Required Textbooks and Materials

Required Texts

Ore, Tracy E. 2009. *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*, 4th edition. New York: McGraw Hill.

Lareau, Annette. 2003. *Unequal Childhoods: Class, Race, and Family Life*. California: University of California Press.

Readings on Blackboard

Assignments & Academic Calendar

Assignments

WEEKLY QUIZZES: Class attendance and participation is extremely important. Absences not only cause you to miss the material presented and discussed in class, but also cause the entire class to miss out on your contribution. In addition, students tend to do better in my courses if they attend regularly. In order to encourage regular attendance and class participation, small "pop" quizzes will be given at the **beginning** of one class period every week. The exact day of the quiz will not be announced ahead of time, but will instead be a "surprise" every week. A total of twelve quizzes will be given and each student's two lowest scores will be dropped for a total of ten quiz grades. [There are actually fifteen weeks during the semester. We end up with a total of 12 quizzes because there will not be a quiz the first week of class and we will skip two other weeks sometime during the semester.] Since two quizzes will be dropped, **quizzes will not be distributed to students who arrive after the quiz has been collected and no make-ups will be given**, no matter why the quiz was missed. In addition, **quizzes will not be counted for students who leave class after taking the quiz**. The quizzes will be simple questions based on the readings due that day. (See the course schedule below for the daily reading assignments.) If a student has carefully read and thought about the assignments for that day, s/he will have no difficulty answering the questions.

ATTENDANCE & PARTICIPATION: To further encourage regular attendance and participation, attendance will be tracked randomly on non-quiz days. Some days, I will just send around an attendance sheet, giving credit to those that are physically in class. Other days, you will produce something in class, such as an individual in-class writing assignment or a small group project, which is turned in as your attendance and participation for that day. Days in which you hand in something to me will count double. Again, like quizzes, you **cannot** "make-up" attendance and participation points. Therefore, I will drop one in-class assignment and one

general attendance day per student. **If you do not sign the attendance sheet or hand in the participation activity, you will not receive credit for your attendance, even if you were there.**

EXAMS: Two examinations will be given during the semester. Exams will cover both class material and assigned readings (this includes reading material that is not discussed in class). The first exam will cover the course material from the first half of the course. The final exam will heavily focus on the new material covered after the midterm, but will also include material from the first half of the course. (I will provide study guides to help you with both exams.) Exams will include a combination of multiple choice, true false, and essay questions.

Grading Policy

Student Evaluation

Semester grades will be based on the student's performance on:

1. Weekly quizzes (2% each)	20%
2. Attendance & participation	10%
3. Mid-term exam	35%
4. Final exam	<u>35%</u>
	100%

Grading Scale

A = 90-100% = 4.0	D = 60-69% = 1.0
B = 80-89% = 3.0	F = 0%-59% = 0.0
C = 70-79% = 2.0	

Calendar

["Ore" and "Lareau" refer to the authors of the required books.
"Blackboard" refers to readings available on electronic reserve.]

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Week 1 Goals 1&2	What is Sociology? Theory & Methods	<u>Blackboard:</u> Mills, <i>The Promise</i> , 7 pages Neuman, <i>Why Do Research?</i> 23 pages <u>Video:</u> The Color Line and the Bus Line
		THE SOCIAL CONSTRUCTION OF DIFFERENCE
Week 2 Goals 1&3	Race & Ethnicity	<u>Ore:</u> Chp 1, Omi & Winant, <i>Racial Formations</i> Chp 2, Waters, <i>Optional Ethnicities</i> <u>Blackboard:</u> McIntosh, <i>White Privilege</i> , pp 103-108 in <u>Race, Class, and Gender: an anthology</u> , edited by Anderson & Collins <u>Video:</u> The Eye of the Storm
Week 3 Goal 1	Sex, Gender, & Sexuality	<u>Ore:</u> Chp 9, Lorber, <i>The Social Construction of Gender</i> Chp 10, Fausto-Sterling, <i>The Five Sexes, Revisited</i> Chp 12, Kimmel, <i>Masculinity as Homophobia</i> <u>Handout:</u> Steinem, <i>If Men Could Menstruate</i> , 1 pg
Week 4 Goals 1-3	Social Class	<u>Ore:</u> Chp 6, Mantsios, <i>Media Magic: Making Class Invisible</i> Chp 55, Ehrenreich, <i>Nickel-and-Dimed</i> Chp 7, Lui, <i>Doubly Divided: The Racial Wealth Gap</i> <u>Blackboard:</u> Fischer et al., <i>How Unequal? America's Invisible Policy Choices</i> , pp 129-157 in <u>Inequality by Design</u> .
Week 5 Goal 1	Intersections of Race, Gender, & Class	<u>Ore:</u> Chp 59, Collins, <i>Toward a New Vision</i> <u>Blackboard:</u> Harvey, <i>Becoming Entrepreneurs</i> , <u>Gender & Society</u> , pp 789-808
		THE INFLUENCE OF RACE, GENDER, AND CLASS IN THE U.S.
Week 6 Goals 1&3	The Changing Economy	<u>Ore:</u> Chp 8, Shields, <i>Getting Corporations Off the Public Dole</i> <u>Video:</u> Roger and Me

Week 7a Goals 1&2	Family: The Division of Labor	<u>Ore:</u> Chp 18, Rubin, <i>Families on the Fault Line</i> Chp 19, Coltrane, <i>Stability and Change in Chicano Men's Family Lives</i>
Week 7b		*****Mid-term Exam*****
Week 8 Goals 1&2	Family: Childrearing	<u>Lareau:</u> Chps 1 & 2 and Appendix A Chps 6 & 7 Chps 8, 10, & 12
Week 9 Goals 1&2	The Race/Class Debate: Primacy of Class	<u>Ore:</u> Chp 5, Oliver & Shapiro, <i>Race, Wealth, & Equality</i> Chp 27, Kirschenman & Neckerman, <i>We'd Love to Hire Them, But...</i> , <u>Blackboard:</u> Conley, <i>From Financial to Social to Human Capital</i> , pp 55-81 in <u>Being Black, Living in the Red</u>
Week 10 Goals 1&3	Health & Health Care	<u>Ore:</u> Chp 29, Reuss, <i>Cause of Death: Inequality</i> <u>Blackboard:</u> Abraham, <i>Gaps in Government Insurance for Mrs. Jackson and Fitful Primary Care fails Mrs. Jackson</i> , pp 44-76 in <u>Mama Might Be Better Off Dead</u>
Week 11 Goal 1	Education:	<u>Ore:</u> Chp 21, Kozol, <i>Savage Inequalities</i> Chp 24, Sadker & Sadker, <i>Missing in Interaction</i> Chp 44, Boswell & Spade, <i>Fraternalities and Collegiate Rape Culture</i> <u>Video:</u> Dateline special
Week 12 Goals 1&3	Government Solutions? Welfare	<u>Ore:</u> Chp 29, Burnham, <i>Welfare Reform, Family Hardship, and Women of Color</i> Chp 56, Downey, <i>I Am Your Welfare Reform</i> , pp 614-615 <u>Blackboard:</u> Marchevsky, <i>The Myth of Welfare Dependency</i> , pp 140-168 in <u>Not Working: Latina Immigrants, Low Wage Jobs, and the Failure of Welfare Reform.</u>
Week 13 Goals 1&3	Government Solutions? Affirmative Action	<u>Ore:</u> Chp 33, Reskin, <i>The Effects of Affirmative Action on Other Stakeholders</i>

		THE POSSIBILITY OF CHANGE
Week 14 Goal 1	Challenging Disadvantage	<p><u>Ore:</u> Chp 59, Hill Collins, <i>Toward a New Vision</i> Chp 63, Kivel, <i>How White People Can Serve as Allies to People of Color in the Struggle to End Racism</i> Chp 64 Lorber, <i>Dismantling Noah's Ark</i></p>
		<u>CUMULATIVE FINAL EXAM</u>